



900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
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www.ksde.org

Danny Zeck
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Ann E. Mah
District 4

Cathy Hopkins
District 5

Dr. Deena Horst
District 6

Dennis Hershberger
District 7

Betty J. Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

TUESDAY, MARCH 14, 2023

MEETING AGENDA

- | | |
|------------|--|
| 10:00 a.m. | 1. Call to Order – Chair Melanie Haas |
| | 2. Roll Call |
| | 3. Mission Statement, Moment of Silence and Pledge of Allegiance |
| | 4. Approval of Agenda |
| | 5. Approval of Minutes (February 14-15, 2023) |
| 10:05 a.m. | 6. Commissioner's Report – Dr. Randy Watson |
| 10:30 a.m. | 7. Citizens' Open Forum |
| 10:45 a.m. | (IO) 8. Math IXL |
| 11:05 a.m. | Break |
| 11:15 a.m. | (AI) 9. Act on ESSER II Change Requests and ESSER III Expenditure Plans for Use of Federal COVID-19 Relief Funds |
| 11:30 p.m. | (IO) 10. Legislative Matters: Report on the Current Kansas Legislative Session |
| Noon | Lunch |
| 1:30 p.m. | (AI) 11. Act on Interstate Teaching Mobility Compact |

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas.
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only
Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Barbara Hughes at (785) 296-3203, at least seven business days prior to a State Board meeting.
Website: Electronic access to the agenda and meeting materials is available at www.ksde.org/Board
Next Meeting: April 11-12, 2023

Kansas leads the world in the success of each student.

- | | |
|-----------|---|
| 2:15 p.m. | (RI) 12. Discuss Proposed Amendments to K.A.R. 91-31-31 and 91-31-35 |
| 2:30 p.m. | (AI) 13. Act on Accreditation Review Council's February Recommendations for KESA |
| 2:45 p.m. | (RI) 14. Receive Accreditation Review Council's Recommendations for KESA |
| 2:50 p.m. | Break |
| 3:00 p.m. | (IO) 15. Student Showcase: Innovation Academy at Basehor-Linwood High School |
| 3:30 p.m. | (IO) 16. Working on the Success of Each Student: Assessments |
| 4:30 p.m. | Break |
| 4:40 p.m. | <p>17. Consent Agenda</p> <ul style="list-style-type: none"> a. Receive monthly personnel report. b. Receive report of personnel filling unclassified positions. c. Act on recommendations for licensure waivers. d. Act to approve renewal of the Technology Excellence in Education Network (TEEN) Interlocal Cooperative Agreement e. Act on request from USD 309 Nickerson, Reno County, for capital improvement (bond and interest) state aid. f. Act on request from USD 309 Nickerson, Reno County, to hold a bond election. g. Act on request from USD 311 Pretty Prairie, Reno County, for capital improvement (bond and interest) state aid. h. Act on request from USD 311 Pretty Prairie, Reno County, to hold a bond election. i. Act on request from USD 348 Baldwin City, Douglas County, for capital improvement (bond and interest) state aid. j. Act on request from USD 348 Baldwin City, Douglas County, to hold a bond election. k. Act on request from USD 360 Caldwell, Sumner County, for capital improvement (bond and interest) state aid. l. Act on request from USD 360 Caldwell, Sumner County, to hold a bond election. m. Act on request from USD 382 Pratt, Pratt County, for capital improvement (bond and interest) state aid. n. Act on request from USD 382 Pratt, Pratt County, to hold a bond election. |

- o. Act on request from USD 418 McPherson, McPherson County, for capital improvement (bond and interest) state aid.
- p. Act on request from USD 418 McPherson, McPherson County, to hold a bond election.
- q. Act on request from USD 491 Eudora, Douglas County, for capital improvement (bond and interest) state aid.
- r. Act on request from USD 491 Eudora, Douglas County, to hold a bond election.

4:50 p.m.

18. Chair Report and Requests for Future Agenda Items
- (AI) A. Act on Board Travel
 - B. Committee Reports
 - C. Board Attorney Report
 - D. Requests for Future Agenda Items

5:10 p.m.

RECESS



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WEDNESDAY, MARCH 15, 2023 MEETING AGENDA

Location: KANSAS STATE HIGH SCHOOL ACTIVITIES ASSOCIATION
601 Commerce Place, Topeka, KS

9:00 a.m.

1. Call to Order – Melanie Haas
2. Roll Call
3. Approval of Agenda
4. Board Retreat

Noon

ADJOURN



KANSAS STATE BOARD OF EDUCATION

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

OUTCOMES FOR MEASURING PROGRESS

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



MINUTES



Kansas State Board of Education

Tuesday, February 14, 2023

CALL TO ORDER

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

(00:14:04)

ROLL CALL

All Board members were present:

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

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

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

APPROVAL OF AGENDA

Chair Haas asked to vote on consent agenda item d separately per Mrs. Hopkins request and consent agenda items d, f and j separately per Mrs. Dombrosky's request. Mrs. Dombrosky also requested more time be allowed for the legislative report. Mr. Porter moved to approve the day's agenda as amended. Mrs. Arnold seconded. Motion carried 8-2 with Mr. McNiece and Mr. Zeck in opposition.

MOTION
(00:16:50)

APPROVAL OF THE DECEMBER MEETING MINUTES

Mr. McNiece moved to approve the minutes of the January 10 and 11 regular Board meeting. Mr. Porter seconded. Motion carried 9-1 with Mr. Zeck in opposition.

MOTION
(00:17:24)

COMMISSIONER'S REPORT

In his Commissioner's Report, Dr. Randy Watson talked about the actions the State Board has taken to help Kansas high school graduates become successful, such as establishing rigorous academic standards; and establishing, with the assistance of the Kansas Legislature, a dyslexia position at the Kansas State Department of Education (KSDE) to assist school districts in implementing the science of reading. The Board also set aside more than \$16 million to train teachers in the science of reading and

(00:17:48)

math. Watson highlighted Chetopa-St. Paul Unified School District 505 for the district's improvement in the areas of high school graduation rates and postsecondary effectiveness.

CITIZENS' OPEN FORUM

Chair Haas declared the Citizens' Forum open at 10:34 a.m. There were eight speakers this month: State Representative Adam Thomas, introducing himself to the new Board members and offering a message of cooperation between the Board of Education and the Legislature, specifically the House Committee on Education; Michael Kratky, Kenny Beneda and Kayla Callens all discussing the closing of Wilson Jr/Sr High; Allen Jautz representing the Kansas Association for Private Colleges of Teacher Education; Analyssa Noe, sharing financial reports and trends for USD 113; Kirk Tast, shared his "citizen's viewpoint" on the upcoming year in regards topics the legislation and the Board of Education might be facing; and Dr. John Richard Schrock shared on XX and XY factors of gender. Chair Haas declared the Citizens' Forum closed at 11:11 a.m.

(00:48:30)

RECOGNITION OF THE 2022 NATIONAL ESEA DISTINGUISHED SCHOOLS

Tate Toedman, Assistant Director of Special Education and Title Services for KSDE, introduced the two ESEA (Elementary and Secondary Education Act) Distinguished Schools from Kansas:

- Westview Elementary School, USD 233 Olathe, Principal Cindy Kapellar
- Hillsboro Elementary School, USD 410 Durham-Hillsboro-Lehigh, Principal Nathan Hiebert

These schools were honored earlier in February at a ceremony in Indianapolis during the national ESEA conference. Both principals shared with the Board factors they have found to be significant in student achievement at their schools.

(01:25:04)

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

Assistant Director Doug Bodine reported on the most recent ESSER Task Force recommendations, which included 19 ESSER II change requests with a total net change of \$399,154. As for ESSER III, 21 new districts have submitted ESSER III plans with a total value of \$18.6M. There are 18 ESSER III change requests this month totaling \$6.8M.

(02:00:00)

Mr. Porter moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER II change request as presented for use of federal COVID-19 relief funds. Mr. McNiece seconded. Motion carried 8-0-2 with Mrs. Dombrosky and Mr. Zeck abstaining.

MOTION
(02:05:52)

Mrs. Arnold moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III expenditure plans and change requests as presented for use of federal COVID-19 relief funds. Mrs. Mah seconded. Motion carried 8-0-2 with Mrs. Dombrosky and Mr. Zeck abstaining.

MOTION
(02:16:05)

ACTION ON LICENSURE REGULATIONS K.A.R. 91-1-200, 91-1-201, 91-1-202, 91-1-203, 91-1-204, and 91-1-209

(02:17:00)

A public hearing on the proposed legislation was held on Tuesday, December 13, 2022 and again on Tuesday, January 10, 2023. Mrs. Mah moved that the Kansas State Board of Education adopt proposed amendments to its teacher licensure regulations, K.A.R. 91-1-200, 201, 202, 203, 204, and 209. Mr. McNiece seconded. A roll call vote was required, and members voted as follows:

MOTION
(02:30:02)

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

Motion passed 6-0-4.

LEGISLATIVE MATTERS: 2023 KANSAS LEGISLATIVE SESSION UPDATE

(03:43:57)

Deputy Commissioner Dr. Craig Neuenswander gave an explanation of where we are in the annual legislative process and a summary of each of the bills that involve education and are being followed by the department. Board legislative liaisons Ann Mah and Deena Horst also shared an update as to the hearings they have been a part of representing the Board's legislative priorities.

PRESENTATION ON KANSAS SCIENCE OF READING

(04:26:05)

Dr. Laurie Curtis, Early Literacy/Dyslexia Program Manager for the Kansas Department of Education, presented a current update on the Kansas dyslexia initiatives. Information was provided related to screening protocol, professional learning, collaborative partnerships and the newly established Kansas Literacy Advisory Council.

ACTION ON ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA)

(04:58:58)

During the State Board meeting in January, Jay Scott, Director of Accreditation and Design, presented information on six public systems that were ready for review of an accredited status recommendation. The systems that were received by the Board in January were USD 250 Pittsburgh, USD 270 Plainville, USD 460 Hesston, USD 475 Geary County, USD 507 Satanta and the Kansas School for the Blind. Jay Scott brought these three systems back to the Board for action. Dr. Horst made a motion to accept the recommendations of the Accreditation Review Council and award the status of accredited to the systems presented. Mrs. Arnold seconded. Motion carried 10-0.

MOTION
(05:04:42)

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

(05:05:48)

The Accreditation Review Council (ARC) has recommended an accredited status for the next thirteen systems awaiting recommendation. Executive summaries, accountability reports and other narratives were provided to Board members for the six public systems. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in March 2023. The systems that were received by the Board in February are USD 208 WaKeeney, USD 244 Burlington, USD 249 Frontenac, USD 289 Wellsville, USD 375 Circle, USD 378 Riley County, USD 383 Manhattan-Ogden, USD 448 Inman, USD 477 Ingalls, USD 505 Chetopa-St. Paul, USD 506 Labette County, Z0064-9898 Annoor

Islamic School (Redetermination – Conditionally Accredited to Accredited), USD 349 Stafford (Conditionally Accredited).

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION (PPC)

General Counsel Scott Gordon presented the case for action and Professional Practices Commission Chair Jennifer Holt attended via Zoom and was available for questions. Mr. Gordon also stated that the individual named in the case had requested to be present but did not respond to requirements for the hearing or attend. Mr. Porter recused himself from the presentation and vote. Mrs. Mah moved to adopt the findings of fact and conclusions of law of the Professional Practices Commission and follow the recommendation to the deny the application in 22-PPC-06. Mrs. Arnold seconded. Motion carried 9-0-1 with Mr. Porter's recusal.

(05:34:50)

MOTION
(05:36:25)

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

In June 2021, the Graduation Requirements Task Force was established to review and recommend changes to the Kansas State Board of Education's minimum graduation requirements. Last year, the Kansas State Board of Education reviewed the recommendations and asked for changes to be made to the accreditation regulations. KSDE's General Counsel R. Scott Gordon provided the proposed changes to K.A.R. 91-31-31 and 91-31-35 to reflect the State Board's desired changes to graduation requirements and answered Board member's questions. Board members discussed some possible changes they would like to see in the proposed regulations. These proposed regulatory changes will again be discussed during the March meeting of the State Board with a potential action item in April to approve submitting the proposed amendments through the formal adoption process.

(05:37:45)

ACTION ON JOINT RESOLUTION WITH THE KANSAS BOARD OF REGENTS REGARDING DUAL CREDIT COURSES

The Kansas State Board of Education (KSDE) and the Kansas Board of Regents (KBOR) previously discussed students enrolling in courses to receive both college and high school credit. This Resolution is proposed as a means to formally agree that students should receive credit in the subject areas most closely aligned with the disciplines approved by the Kansas Board of Regents regardless of which public postsecondary educational institution delivered the course. KSDE's General Counsel, Scott Gordon and KBOR's Daniel Archer were available to answer questions. Mrs. Mah moved that the Kansas State Board of Education sign the proposed joint resolution that states:

(06:17:45)

MOTION
(06:25:10)

WHEREAS, data shows that education beyond high school provides a proven path to increased earnings for Kansas families; and

WHEREAS, the Kansas State Board of Education provides leadership, resources, support and accountability to the state of Kansas' K-12 education system; and

WHEREAS, the Kansas Board of Regents is the governing board of the state's six universities and the statewide coordinating board for the state's 32 public higher education institutions; and

WHEREAS, approximately 37,967 Kansas high school students graduated last year, and approximately 14,864 of those students earned dual credit while in high school; and

WHEREAS, those Kansas high school students who enroll in and earn college credits while enrolled in high school use those credits to progress toward graduating from high school; and

WHEREAS, the Kansas Board of Regents has created a seamless education experience by approving specific courses that must be accepted for systemwide transfer among any public postsecondary educational institution in Kansas; and

WHEREAS, students who earn college credits while in high school are more likely to complete a postsecondary credential; and

WHEREAS, all accredited Kansas high schools and their students benefit when courses taken for dual credit from a Kansas public higher education institution fulfill those graduation requirements most closely aligned with the disciplines approved by the Kansas Board of Regents. Now, therefore, be it resolved, that the Kansas State Board of Education and the Kansas Board of Regents encourage Kansas high schools to accept for credit the specific courses that the Board of Regents has approved for systemwide transfer regardless of which public postsecondary educational institution delivered the course.

Mrs. Arnold seconded. Motion carried 7-0-3 with Mrs. Hopkins, Mrs. Dombrosky and Mr. Zeck abstaining.

WORKING ON THE SUCCESS OF EACH STUDENT: EARLY CHILDHOOD

(06:27:49)

Amanda Petersen, Director of Early Childhood for the Kansas Department of Education, presented information on the work of the Early Childhood team including the All In For Kansas Kids strategic plan, early childhood collaborations and the Kindergarten in Kansas booklet.

PRESENTATION FROM NIOMI NDIRANGU, 2022 MISS KANSAS OUTSTANDING TEEN

(06:45:10)

Miss Kansas Outstanding Teen, Niomi Ndiriganu, presented information to the Board on her social impact initiative, Epilepsy Awareness: Train Up to Step Up. Inspired by her own experiences with epilepsy, she works to spread awareness of epilepsy, reduce the stigma that comes with it, and educate students about how to recognize and respond to someone having a seizure.

ACTION ON CONSENT AGENDA

Mr. McNiece moved to approve Consent Agenda items 20 a, b, c, e and f. Mrs. Arnold seconded. Motion carried 10-0. In this action, the Board:

MOTION
(07:07:38)

- Received monthly personnel report.
- Approved personnel appointments to unclassified position(s).
- Approved recommendations for licensure waivers.
- Act on request from USD 313 Buhler, Reno County, for capital improvement (bond and interest) state aid.
- Act on request from USD 313 Buhler, Reno County, to hold a bond election.

SEPARATE ACTIONS ON CONSENT AGENDA

At the beginning of the meeting, Chair Haas asked to vote on consent item 20 d separately from the other submissions per Mrs. Hopkins's request, and to vote on items 20 g, h, and i together as a group but separate from all others per Mrs. Dombrosky's request.

Mrs. Hopkins moved to approve consent agenda item 20 d. Mrs. Arnold seconded. Motion carried 10-0. In this action, the Board:

MOTION
(07:15:54)

- Approved appointments to the new Kansas Children's Vision Health and School Readiness Commission

Mrs. Dombrosky moved to approve consent agenda items 20 g, h, and i. Mr. McNiece seconded. Motion carried 8-2 with Mrs. Dombrosky and Mr. Zeck in opposition. In this action, the Board:

MOTION
(07:16:57)

- Approved request to contract with the Kansas Department of Agriculture for summer food service program food safety inspections.

- Approved amendment to the request to initiate contract bid process for property insurance on new Body Venture Learning Exhibit.
- Approved amendment to the contract for Adaptive Schools Training.

CHAIR REPORT

(07:17:17)

Chair Haas opened the Chair Report by announcing her appointment of Mrs. Arnold as Chair of the Policy Committee. She also asked for Board members to let her know if they would be interested in filling either of the open Board representative positions on the Charter and Virtual Education Advisory Council and the Interstate Migrant Education Council.

Action on Board Travel —

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

MOTION
(07:23:59)

Action on Board Attorney Contract Renewal

After discussion as to the process of renewing the Board Attorney contract and putting it out for RFP, Mr. McNiece moved that the Kansas State Board of Education approve renewal of Contract ID 47925 with Gates Shields Ferguson Swall Hammond, P.A. for providing legal services for the period July 1, 2023 through June 30, 2024 with no increase in rates. Mrs. Arnold seconded. Motion passed 9-1 with Mr. Zeck in opposition.

MOTION
(07:25:13)

Committee Reports —

Mrs. Mah reported from the Student Voice Committee that there are two main concerns coming from the group: the mental health issues and stress that seems to be widespread amongst students and that students don't fully understand individual plans of study (IPS) as schools are not doing them with fidelity.

Board Attorney's Report —

Mr. Ferguson began by asking permission from Chair Haas to take the podium to give his report this month. He then provided the Board background on how he got into educational law and his experience practicing in this field.

Requests for Future Agenda Items —

Mrs. Arnold requested an in depth look at the state assessment regarding the public perception of data and how that can be corrected. Along those same lines Mrs. Mah also discussing moving towards assessments being more useful in describing student growth and meaningful in general.

RECESS

The meeting recessed at 5:52 p.m. until 9 a.m. Wednesday at the Kansas State High School Association.

Melanie Haas, Chair

Barbara Hughes, Board Secretary

MINUTES



Kansas State Board of Education

Wednesday, Feb 15, 2023

CALL TO ORDER

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

ROLL CALL

The following Board Members were present:

Betty Arnold	Deena Horst
Michelle Dombrosky	Ann Mah (was on her way at the start of the meeting)
Melanie Haas	Jim McNiece
Dennis Hershberger	Jim Porter
Cathy Hopkins	Danny Zeck

APPROVAL OF AGENDA

Chairwoman Haas moved that agenda be accepted, and Mrs. Arnold seconded. Motion carried 9-0 as Mrs. Mah had not yet arrived.

BOARD RETREAT

The Board continued their series of retreats led by Dr. Brian Jordan and Dr. Doug Moeckel of the Kansas Association of School Boards. Board members spent time in groups answering questions posed by Moeckel and Jordan. They discussed what the role of the State Board is; topics that can create a unity of purpose for the Board; collective behaviors of high-performing boards; and culture.

The meeting was adjourned at 12:07 p.m.

The next regular meeting for the State Board of Education is March 14 and 15, 2023.

Melanie Haas, Chair

Barbara Hughes, Board Secretary

MINUTES



Kansas State Board of Education

Tuesday, January 10, 2023

CALL TO ORDER

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, January 10, 2023, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. He welcomed new members Danny Zeck, Cathy Hopkins and Dennis Hershberger for their first participatory meeting.

(00:12:40)

ROLL CALL

All Board members were present:

Betty Arnold (had to leave early)	Deena Horst
Michelle Dombrosky	Ann Mah
Melanie Haas	Jim McNiece
Dennis Hershberger	Jim Porter
Cathy Hopkins	Danny Zeck

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

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. Zeck moved to postpone agenda items 16, 20 and 23 and 7 on Wednesday until the February meeting so that he can have more time to review materials. Following concerns voiced by Mrs. Mah and Dr. Horst regarding the removal of item 16, and the fact that item 7 can be handled tomorrow with the approval of the day's agenda, Mrs. Haas asked Mr. Zeck to amend the motion to remove item 16 from today's agenda along with item 7 from the January 11 agenda. Mr. Zeck agreed. Mrs. Dombrosky seconded the modified motion. Motion failed 4-6 with Mrs. Mah, Mrs. Arnold, Chairman Porter, Mrs. Haas, Dr Horst and Mr. McNiece in opposition. Chairman Porter asked to vote on consent agenda items b and d separately per Mrs. Dombrosky's request. Dr. Horst moved to approve the day's agenda as amended. Mrs. Arnold seconded. Motion carried 10-0.

MOTION
(00:09:06)

APPROVAL OF THE DECEMBER MEETING MINUTES

Mrs. Arnold moved to approve the minutes of the December 13 and 14 regular Board meeting. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(00:24:25)

BOARD REORGANIZATION

Reorganization of the Kansas State Board of Education occurs every two years, which coincides with the election and/or re-election of Board members and their staggered terms. The following action was taken during reorganization for 2023-25:

(00:24:40)

ELECTION OF BOARD CHAIR

Mr. McNiece nominated Melanie Haas as Chair of the Kansas State Board of Education. Mrs. Mah seconded the nomination of Mrs. Haas. Mr. Hershberger then nominated Danny Zeck as Chair of the Kansas State Board of Education. Mr. Zeck did not accept that nomination and there was not a second. Mr. Hershberger then nominated Michelle Dombrosky as Chair of the Kansas State Board of Education. Mr. Zeck seconded the nomination. Mrs. Haas received 6 votes and Mrs. Dombrosky received four. Mrs. Haas was elected Chair.

MOTION
(00:25:57)

ELECTION OF VICE CHAIR

Mrs. Arnold moved to nominate Jim Porter as Vice Chair of the Kansas State Board of Education. Mr. McNiece seconded. Mr. Zeck moved to nominate Michelle Dombrosky. Mr. Hershberger seconded the nomination of Michelle Dombrosky. Mr. Porter received 6 votes and Mrs. Dombrosky received four. Mr. Porter was elected Vice Chair.

MOTION
(00:29:35)

ELECTION OF LEGISLATIVE LIAISONS

Mr. Porter moved to nominate Deena Horst and Ann Mah to serve in the Legislative Liaison positions. Mrs. Arnold seconded. Mrs. Dombrosky nominated Deena Horst and Danny Zeck. The slate of Deena Horst and Ann Mah received 6 votes and the slate of Deena and Danny received 4 votes. Deena Horst and Ann Mah were elected Legislative Liaisons.

MOTION
(00:37:38)

ELECTION OF BOARD POLICY COMMITTEE MEMBERS

Reorganization continued with the election of three Board members to serve on the Policy Committee. Vice Chairman Porter nominated the slate of Betty Arnold and Deena Horst and Cathy Hopkins for the Policy Committee. Dr. Horst seconded. A single vote was taken on the three-member slate, passing 10-0.

MOTION
(00:40:40)

CITIZENS' OPEN FORUM

Chairwoman Haas declared the Citizens' Forum open at 10:35 a.m. There were five speakers this month: Dr. John Shrock, speaking on secondary science teacher licensure; Dave Trabert, speaking on school districts needing to follow the law on needs assessments; Lora Stalford, speaking in support of licensure changes to make it easier for out of state teachers; Analyssa Noe, speaking on the state funding formula for education; and G.A. Buie, speaking in support of the Interstate Teaching Mobility Compact. Chairwoman Haas declared the Citizens' Forum closed at 10:49 a.m.

(00:43:10)

APPOINTMENT OF BOARD ATTORNEY AND BOARD SECRETARY

Mrs. Mah moved to approve the designation of Mark Ferguson of Gates Shields Ferguson Swall Hammond, P.A., Overland Park, as the State Board Attorney, and approve the designation of Barbara Hughes as State Board Secretary. Mrs. Arnold seconded. After questions posed by Mr. Zeck and subsequent discussion about the process of appointing a Board Attorney, motion carried 10-0.

MOTION
(01:03:18)

REVIEW OF COMMITTEES NEEDING STATE BOARD REPRESENTATION

(01:03:44)

During reorganization, members have the opportunity to consider participation in committees that have State Board representation. Brief committee descriptions were provided for those appointments made by either the Chairman or Commissioner. Each member was asked to complete an interest survey in advance to indicate where he or she would like to serve for the next two years. Assignments would be announced on Wednesday.

COMMISSIONER'S REPORT

(01:18:02)

Commissioner Randy Watson started by introducing the new Kansas State Board of Education map showing the districts with corresponding Board members. He then continued discussing graduation and post-secondary effective rates, using Caney Valley USD 436, Ingalls USD 477 and Louisburg 416 for illustrative purposes showing the relationship between their assessment scores and significant increase in post secondary success rates. He concluded by stating the need for the Board establish clear goals for local school boards to discuss month and also clear, measurable goals to monitor at the state level monthly and yearly to advance movement in areas that will improve graduation and post secondary effectiveness.

CONTINUED DISCUSSION ON ACADEMIC SUCCESS

Deputy Commissioner Dr. Ben Proctor continued his discussion from December on Academic Success. This month he discussed what the data we have gathered tells us and how it is used to inform the work that KSDE does.

(01:46:45)

CONTINUED PUBLIC HEARING ON LICENSURE REGULATIONS K.A.R. 91-1-200, 91-1-201, 91-1-202, 91-1-203, 91-1-204, and 91-1-209

(03:37:54)

Mr. Porter opened the public hearing at 1:30 p.m. Scott Gordon opened the hearing by reviewing the authority given to the Kansas State Board of Education and also reviewed the regulation change process. There was no testimony given. The hearing was declared closed at 2:02 p.m.

WORKING ON THE SUCCESS OF EACH STUDENT: CHILD NUTRITION AND WELLNESS

(04:10:00)

Cheryl Johnson, director of KSDE's Child Nutrition and Wellness (CNW) team, shared an update on fiscal year 2022 statistics, an overview of the work of the Child Nutrition and Wellness department and a few specific program highlights. The number of meals served during fiscal year 2021-2022 was 96,987,146. The United States Department of Agriculture has provided more than \$28 million to Kansas sponsors that will help provide schools with resources to support the availability of food due to supply chain disruptions. KSDE applied for and was selected to be a part of a demonstration project to evaluate using Medicaid eligibility data to directly certify children for free and reduced-price school meals. KSDE was awarded the Farm to School Formula grant to increase and expand Farm to School programs and also the Farm to School competitive grant, which will improve access to local foods, specifically grains and flour, through programming that includes local procurement and agricultural education. KSDE's CNW team also will be debuting a new Body Venture exhibit to replace the old one. The new educational display which will be easier to set up and tear down.

PRESENTATION OF KANSAS CERTIFICATES IN CHILD NUTRITION

Cheryl Johnson presented three child nutrition professionals with the Kansas Certificate in Child Nutrition Management. To receive this certification, 120 hours of KSDE CNW-approved management classes must be completed.

(04:42:44)

Those who received the certification in 2022 are:

- Kimberly Baillargeon, Southeast of Saline USD 306
- Kimberly Chambers, who retired in September 2022 from Norton Community Schools USD 211.
- Tara Daniels, Labette County USD 506.

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

Assistant Director Doug Bodine reported on the most recent ESSER Task Force recommendations, which included 1 ESSER II change with a net change of \$128,241. As for ESSER III, USD 416 Louisburg was previously conditionally approved by the State Board has now been fully approved after meeting stakeholder consultation requirements. 11 new districts have submitted ESSER III plans with a total value of \$15.6M. There are 7 ESSER III change requests this month totaling \$2.9M.

(04:56:30)

Mr. Porter moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER II change request as presented for use of federal COVID-19 relief funds. Mr. McNiece seconded. Motion carried 7-1-1 with Mrs. Dombrosky abstaining and Mr. Zeck in opposition.

MOTION
(05:01:40)

Mrs. Mah moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III expenditure plans and change requests as presented for use of federal COVID-19 relief funds. Mr. McNiece seconded. Motion failed 5-1-3 with Mr. Zeck in opposition and Mrs. Dombrosky, Mrs. Hopkins, and Mr. Hershberger abstaining. After coming back from a break later in the afternoon, Mrs. Hopkins asked Chairwoman Haas if she could speak. She then explained that she did not understand the magnitude of her abstention, that it would be considered a 'no' vote. She then was allowed to make a motion to reconsider the vote on ESSER III funds. Mrs. Dombrosky seconded. Motion passed 7-1-1 with Mr. Zeck in opposition and Mr. Hershberger abstaining. Mrs. Mah then moved to to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III expenditure plans and change requests as presented for use of federal COVID-19 relief funds. Dr. Horst seconded. Motion carried 6-2-1 with Mr. Zeck in opposition and Mrs. Dombrosky and Mr. Hershberger abstaining.

MOTION
(05:15:50)

MOTION
(05:49:08)

ACTION ON ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA)

During the State Board meeting in December, Jay Scott, Director of Accreditation and Design, presented information on three public systems that were ready for review of an accredited status

(05:17:46)

recommendation. The systems that were received by the Board in December were USD 308 Hutchinson, USD 343 Perry and USD 463 Udall. Jay Scott brought these three systems back to the Board for action. Mrs. Mah made a motion to accept the recommendations of the Accreditation Review Council and award the status of accredited to the systems presented. Dr. Horst seconded. Motion carried 10-0.

MOTION
(05:29:10)

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

(05:31:30)

The Accreditation Review Council (ARC) has recommended an accredited status for the next six systems awaiting recommendation. Executive summaries, accountability reports and other narratives were provided to Board members for the 6 public systems. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in January 2023. The systems that were received by the Board in January are USD 250 Pittsburgh, USD 270 Plainville, USD 460 Hesston, USD 475 Geary County, USD 507 Satanta and the Kansas School for the Blind.

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION (PPC)

(05:56:40)

KSDE General Counsel Scott Gordon gave a brief explanation of the PPC process for the benefit of the new Board members. Professional Practices Commission Chair Jennifer Holt, attended via Zoom to review current cases presented for action. She summarized the situations and was available for questions. Mrs. Mah moved to adopt the findings of fact and conclusions of law of the Professional Practices Commission and follow all recommendations in the deny the applications in 22-PPC-20, 22-PPC-22 and 22-PPC-24. Mr. McNiece seconded. Motion carried 9-0.

MOTION
(06:01:38)

Next, Mr. Porter moved to suspend the license of 22-PPC-25 for the remainder of the current contract term which ends May 12, 2023. Dr. Horst seconded. Motion carried 9-0.

MOTION
(06:02:29)

ACTION ON THE INTERSTATE TEACHING MOBILITY COMPACT

(06:03:22)

The Interstate Teaching Mobility Compact (ITMC) is a legally binding agreement among member states to create an agreed-upon regulatory framework for teacher reciprocity. The goal of the Compact is to speed up the application process for licensees moving across state lines and to reduce the time and resources spent by licensing agencies in processing certain applications. Chairwoman Haas asked for a motion, and none was given.

SPECIAL EDUCATION ADVISORY COUNCIL (SEAC) ANNUAL REPORT

(06:34:25)

Bert Moore, director of KSDE's Special Education and Title Services (SETS) team, and Trish Backman, a coordinator on KSDE's SETS team, gave the Special Education Advisory Council (SEAC) annual report.

LEGISLATIVE MATTERS: INTERIM COMMITTEES REPORT

(06:59:40)

Deputy Commissioner Dr. Craig Neuenswander provided information to Board members on how to follow legislation online and gave a review of legislative leadership and education committee membership.

ACTION ON CONSENT AGENDA

Mr. Porter moved to approve Consent Agenda items 26 a, c, e. Mr. McNiece seconded. Motion carried 9-0. In this action, the Board:

- Received the monthly personnel report.
- Approved new appointments to the Professional Standards Board.

MOTION
(07:10:00)

SEPARATE ACTION ON CONSENT AGENDA

At the beginning of the meeting, Chair Haas asked to vote consent items 26 b and d as one group, but separate from the other submissions. Mrs. Mr. Porter moved to approve consent agenda items 26 b and d. Mr. McNiece seconded. Motion carried 9-0. In this action, the Board:

- Act on personnel appointments to unclassified position(s).
- Act on new appointments to the Licensure Review Committee.

Mrs. Mah moved to approve consent agenda items 26 b and d. Mrs. Hopkins asked why item d was on the consent agenda as other items of that sort have had their own motion in the past. Dr. Watson responded that appointments to the Professional Standards Board in the future can be a stand-alone agenda item if the Board desires. Dr. Horst seconded. Motion carried 8-1 with Mrs. Dombrosky abstaining. In this action, the Board:

- Approved personnel appointments to unclassified positions.
- Approved new appointments to the Professional Standards Board.

MOTION
(07:10:37)

CHAIR REPORT

Action on Resolution for 2023 Board Meeting Dates --

Mr. Porter moved to adopt the Resolution establishing the 2023 calendar of Board meet dates and time and location. Dr. Horst seconded. Motion passed 9-0.

Action on Board Travel —

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

Committee Reports —

Mrs. Mah stated that the Student Voice Committee will have a report in February.

Mrs. Dombrosky mentioned that the Kansas School for the Deaf was working on seeking an ASL endorsement and they had been given a presentation on that at the last Advisory Committee meeting.

Board Attorney's Report —

MR. Ferguson discussed the Open Meetings Act, purpose of committees such as the PPC and the use of executive session during a meeting.

Requests for Future Agenda Items —

(07:30:50)

RECESS

The meeting recessed at 5:41 p.m. until 9 a.m. Wednesday.

MINUTES



Kansas State Board of Education

Wednesday, January 11, 2023

CALL TO ORDER

Chairwoman Haas called the Wednesday meeting of the Kansas State Board of Education to order at 9:00 a.m. Wednesday, January 11, 2023, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:05:35)

ROLL CALL

The following Board Members were present:

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

APPROVAL OF AGENDA

Mrs. Hopkins moved that item 7 be removed from the days agenda and be postponed until the February meeting. Mrs. Dombrosky seconded. Motion carried 8-1 with Mr. McNiece in opposition. Mrs. Dombrosky moved to approve the day's agenda as amended. Dr. Horst seconded. Motion carried 8-1 with Mr. McNiece in opposition.

MOTION
(00:10:45)

MOTION
(00:12:00)

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO) REPORT AND PRESENTATIONS

Career and Technical Student Organization (CTSO) representatives presented to State Board members. Those presenting were:

Eleanor Warren, a student at Blue Valley High School and president of Kansas Business Professionals of America (BPA).

Joy Yan, a student at Blue Valley North High School and president of Kansas DECA.

Sophia Weber, a student at Herington High School and president of Kansas Future Business Leaders of America (FBLA).

Kara Kunselman, a student at Satanta Junior-Senior High School, and president of Kansas Family, Career and Community Leaders of America (FCCLA).

Mackenzie Anderson, who attended Andale High School/Renwick FFA Chapter and is now a freshman at Kansas State University and who is now the Kansas FFA State Sentinel.

Ella Rhuems, a student at Pittsburg High School and president of Kansas HOSA.

Chanez Hachour, a student at Olathe Advanced Technical Center and president of SkillsUSA Kansas.

(0012:50)

Jayce Quirin, a student at Parsons High School and president of Kansas Technology Student Association (TSA).

KANSAS MATHEMATICS PROFICIENCY REPORT – KANSAS MTSS & ALIGNMENT

(00:54:30)

Todd Wiedemann, co-director of Kansas MTSS and Alignment, presented to State Board members about the Kansas Math Proficiency Project. The purpose of the project is to ensure every math teacher in Kansas has a strong understanding of research-based teaching strategies and math content. To help develop the Kansas Math Proficiency Project, Wiedemann and KSDE partnered with Dr. Sarah Powell, an associate Professor at the University of Texas at Austin, and Dr. Brad Witzel, Adelaide Worth Daniel's Distinguished Professor of Education at Western Carolina University. Through the Kansas Math Proficiency Project, all teachers of math, pre-K through 12th grade, will have the opportunity to participate in five modules.

- Module A: All Students Can Learn Mathematics.
- Module B: Progressions That Lead to Long-Term Proficiency.
- Module C: Systematic and Explicit Instruction.
- Module D: Using Data to Drive Instruction and Intervention.
- Module E: Building Students' Language, Understanding, Fluency and Problem-Solving.

ANNOUNCEMENT OF BOARD MEMBER COMMITTEE ASSIGNMENTS

(01:40:10)

The 2023-2025 State Board Committee assignments were announced. Board members and their committee assignments are:

Danny Zeck, District 1:

Charter and Virtual Education Advisory Council
Interstate Migrant Education Council
Student Voice Committee

Melanie Haas, chair, District 2:

Liaison to the Kansas State School for the Blind
Kansas Volunteer Commission
Kansas Alliance for Education Advocacy
Kansas Association for Conservation and Environmental Education Coordinating Council
Computer Science Standards Implementation Committee

Michelle Dombrosky, District 3:

Kansas School for the Deaf
Kansas School for the Deaf/KNEA bargaining team
Communications Committee for State Board
Student Voice Committee

Ann Mah, District 4:

Kansas Advisory Committee on Indigenous Education Working Group
Kansas Advisory Committee for Career and Technical Education
Professional Standards Board
Teacher Vacancy and Supply Committee

Cathy Hopkins, District 5:
Policy Committee
Kansas Council for Economic Education
Professional Standards Board Liaison
Commissioner's Task Force on ESSER and EANS

Dr. Deena Horst, District 6:
Policy Committee
Kansas Master Teacher Award Selection Committee
Kansas Foundation for Excellence/Teacher of the Year

Dennis Hershberger, District 7:
Agriculture in the Classroom
Kansas Learning First Alliance
ESSA/ESEA Board Representative
Kansas Prescription Drug and Opioid Advisory Committee

Betty Arnold, District 8:
Policy Committee
Student Voice Committee
School Mental Health Advisory Council

Jim Porter, District 9:
Governor's Education Council
Capital Improvement (Bond and Interest) State Aid Review
Confidence in Kansas Public Education Task Force
Coordinating Council
Commissioner's Task Force on ESSER and EANS

Jim McNiece, District 10:
Governor's Education Council
Education Commission of the States
Special Education Advisory Council
Communications Committee for State Board

ACTION ON SUNFLOWER SUMMER 2023 PROPOSAL

(01:48:20)

In December, Janine Hron, associate director for KU's Center for Public Partnerships & Research, and Michael Koonce, director, administrative services at Greenbush, proposed to the Board that the 2023 summer will be the last for the Sunflower Summer Program as the federal COVID-19 funds that created the program will be running out. The 2023 Sunflower Summer Program will include more venues, special events and day camps. The program will begin on Memorial Day 2023 and go through Aug. 6. There is about \$3.5 million remaining for the program. The total cost for the program for the first year was about \$1 million. The second-year cost about \$2.8 million. Mr. Porter moved to approve the plans presented at the December 2022 Board meeting for expenditure of the remaining money

MOTION
(01:50:15)

allocated for the Sunflower Summer program in 2023. Dr. Horst seconded. Motion carried 6-1-2 with Mrs. Dombrosky abstaining and Mr. Hershberger and Mr. Zeck in opposition.

RECOGNITION OF THE 2023 SUPERINTENDENT OF THE YEAR

Dr. Mike Argabright, superintendent of Southern Lyon County USD 252, was recognized by the State Board for being named the 2023 Kansas Superintendent of the Year by the Kansas School Superintendents' Association.

(01:50:55)

BOARD RETREAT

The meeting resumed after the recess for lunch at the Kansas Health Institute for a Board Retreat led by Dr. Brian Jordan and Dr. Doug Moeckel of the Kansas Association of School Boards. Video was not available for the retreat, but it was open for the public to observe.

The next regular meeting for the State Board of Education is February 14 and 15, 2023.

Jim Porter, Chair

Barbara Hughes, Board Secretary

Agenda Number: 8

Meeting Date: 3/14/2023



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

Item Title: Math IXL

From: Dr. Ben Proctor

The Board will hear a presentation on IXL Math, which was recently chosen by the Kansas Department of Education to provide schools with a free supplemental instructional program that can help Kansas students improve their math skills. IXL Math is aligned to Kansas standards and is evidence-based. It offers personalized learning with a comprehensive K-12 curriculum, individualized guidance and real-time analytics. IXL's curriculum is built on more than 9,000 skills that are scaffolded to help each student target their specific areas of need. Since IXL Math is custom-built for Kansas standards, teachers will be able to know exactly what students should work on in order to meet key benchmarks. Funding for this program was appropriated by a bill passed in 2022 by the Kansas Legislature for a virtual math program.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 9**Staff Initiating:**

Tate Toedman

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 3/14/2023

Item Title:

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

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

Agenda Number: 10

Meeting Date: 3/14/2023



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

Item Title: Legislative Matters: Report on the Current Kansas Legislative Session

From: Sherry Root

KSDE Deputy Commissioner Craig Neuenswander will report on relevant House and Senate bill activity and other pertinent information during his update to the Board members.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 3/14/2023

Item Title:

Act on Interstate Teaching Mobility Compact

Recommended Motion:

It is moved that the Kansas State Board of Education direct the Kansas State Department of Education to bring proposed amendments to the licensing regulations to make them consistent with the Interstate Teaching Mobility Compact.

OR

It is moved that the Kansas State Board of Education take all necessary steps within its authority to join the Interstate Teaching Mobility Compact.

OR

It is moved that the Kansas State Board of Education support SB 66 and ask that it be signed into law.

Explanation of Situation Requiring Action:

During the December, 2022 and January, 2023 meetings of the Kansas State Board of Education, KSDE staff members R. Scott Gordon and Shane Carter introduced the Interstate Teaching Mobility Compact as a means to reducing barriers to getting qualified teachers into the classroom that move to Kansas from other states in which they were already licensed. The Compact has now been introduced by the state legislature as SB 66. Attached are SB 66 and the supplemental note prepared by the Legislative Research Department.

SENATE BILL No. 66

By Committee on Education

1-19

1 AN ACT concerning education; relating to teacher licensure; enacting the
2 interstate teacher mobility compact; recognizing equivalent teacher
3 licenses from other member states.
4

5 *Be it enacted by the Legislature of the State of Kansas:*

6 Section 1. This section shall be known and may be cited as the
7 interstate teacher mobility compact.

INTERSTATE TEACHER MOBILITY COMPACT

ARTICLE I

PURPOSE

11 (a) The purpose of this compact is to facilitate the mobility of teachers
12 across the member states, with the goal of supporting teachers through a
13 new pathway to licensure. Through this compact, the member states seek
14 to establish a collective regulatory framework that expedites and enhances
15 the ability of teachers to move across state lines.

16 (b) (1) This compact is intended to achieve the following objectives
17 and should be interpreted accordingly:

18 (A) Create a streamlined pathway to licensure mobility for teachers;

19 (B) support the relocation of eligible military spouses;

20 (C) facilitate and enhance the exchange of licensure, investigative and
21 disciplinary information between the member states;

22 (D) enhance the power of state and district level education
23 officials to hire qualified, competent teachers by removing barriers to the
24 employment of out-of-state teachers;

25 (E) support the retention of teachers in the profession by removing
26 barriers to relicensure in a new state; and

27 (F) maintain state sovereignty in the regulation of the teaching
28 profession.

29 (2) The member states hereby ratify the same intentions by
30 subscribing thereto.

ARTICLE II

DEFINITIONS

33 As used in this compact, and except as otherwise provided, the
34 following definitions shall govern the terms herein:

35 (a) "Active military member" means any person with full-time duty
36 status in the uniformed service of the United States, including members of

1 the national guard and reserve.

2 (b) "Adverse action" means any limitation or restriction imposed by a
3 member state's licensing authority, such as revocation, suspension,
4 reprimand, probation or limitation on the licensee's ability to work as a
5 teacher.

6 (c) "Bylaws" means those bylaws established by the commission.

7 (d) "Career and technical education license" means a current, valid
8 authorization issued by a member state's licensing authority allowing an
9 individual to serve as a teacher in P-12 public educational settings in a
10 specific career and technical education area.

11 (e) "Charter member states" means a member state that has enacted
12 legislation to adopt this compact where such legislation predates the initial
13 meeting of the commission after the effective date of the compact.

14 (f) "Commission" means the interstate teacher mobility compact
15 commission which is the interstate administrative body that has a
16 membership consisting of delegates of all states that have enacted this
17 compact.

18 (g) "Commissioner" means the delegate of a member state.

19 (h) "Eligible license" means a license to engage in the teaching
20 profession that requires at least a bachelor's degree and the completion of a
21 state-approved program for teacher licensure.

22 (i) "Eligible military spouse" means the spouse of any individual in
23 full-time duty status in the active uniformed service of the United States
24 including members of the national guard and reserve on active duty
25 moving as a result of a military mission or military career progression
26 requirements or are on a terminal move as a result of separation or
27 retirement, including surviving spouses of deceased military members.

28 (j) "Executive committee" means a group of commissioners elected
29 or appointed to act on behalf of, and within the powers granted by, the
30 commission as provided for herein.

31 (k) "Licensing authority" means an official, agency, board or other
32 entity of a state that is responsible for the licensing and regulation of
33 teachers authorized to teach in P-12 public educational settings.

34 (l) "Member state" means any state that has adopted this compact,
35 including all agencies and officials of such state.

36 (m) "Receiving state" means any state where a teacher has applied for
37 licensure under this compact.

38 (n) "Rule" means any regulation promulgated by the commission
39 under this compact, which shall have the force of law in each member
40 state.

41 (o) "State" means a state, territory or other possession of the United
42 States and the District of Columbia.

43 (p) "State practice laws" means a member state's laws and rules and

1 regulations that govern the teaching profession, define the scope of such
2 profession and create the methods and grounds for imposing discipline.

3 (q) "State specific requirements" means a requirement for licensure
4 covered in coursework or examination that includes content of unique
5 interest to the state.

6 (r) "Teacher" means an individual who currently holds an
7 authorization from a member state that forms the basis for employment in
8 the P-12 public schools of the state to provide instruction in a specific
9 subject area, grade level or student population.

10 (s) "Unencumbered license" means a current, valid authorization
11 issued by a member state's licensing authority allowing an individual to
12 serve as a teacher in P-12 public educational settings. An "unencumbered
13 license" is not a restricted, probationary, provisional, substitute or
14 temporary credential.

15 ARTICLE III

16 LICENSURE UNDER THE COMPACT

17 (a) Licensure under this compact pertains only to the initial grant of a
18 license by the receiving state. Nothing herein applies to any subsequent or
19 ongoing compliance requirements that a receiving state might require for
20 teachers.

21 (b) Each member state shall, in accordance with the rules of the
22 commission, define, compile and update as necessary, a list of eligible
23 licenses and career and technical education licenses that the member state
24 is willing to consider for equivalency under this compact and provide the
25 list to the commission. The list shall include those licenses that a receiving
26 state is willing to grant to teachers from other member states, pending a
27 determination of equivalency by the receiving state's licensing authority.

28 (c) Upon the receipt of an application for licensure by a teacher
29 holding an unencumbered eligible license, the receiving state shall
30 determine which of the receiving state's eligible licenses the teacher is
31 qualified to hold and shall grant such a license or licenses to the applicant.
32 Such a determination shall be made in the sole discretion of the receiving
33 state's licensing authority and may include a determination that the
34 applicant is not eligible for any of the receiving state's eligible licenses.
35 For all teachers who hold an unencumbered license, the receiving state
36 shall grant one or more unencumbered license that, in the receiving state's
37 sole discretion, are equivalent to the license held by the teacher in any
38 other member state.

39 (d) For active military members and eligible military spouses who
40 hold a license that is not unencumbered, the receiving state shall grant an
41 equivalent license or licenses that, in the receiving state's sole discretion, is
42 equivalent to the license or licenses held by the teacher in any other
43 member state, except where the receiving state does not have an equivalent

1 license.

2 (e) For a teacher holding an unencumbered career and technical
3 education license, the receiving state shall grant an unencumbered license
4 equivalent to the career and technical education license held by the
5 applying teacher and issued by another member state, as determined by the
6 receiving state in its sole discretion, except where a career and technical
7 education teacher does not hold a bachelor's degree and the receiving state
8 requires a bachelor's degree for licenses to teach career and technical
9 education. A receiving state may require career and technical education
10 teachers to meet state industry recognized requirements, if required by law
11 in the receiving state.

12 ARTICLE IV

13 LICENSURE NOT UNDER THE COMPACT

14 (a) Except as provided in article III, nothing in this compact shall be
15 construed to limit or inhibit the power of a member state to regulate
16 licensure or endorsements overseen by the member state's licensing
17 authority.

18 (b) When a teacher is required to renew a license received pursuant to
19 this compact, the state granting such a license may require the teacher to
20 complete state specific requirements as a condition of licensure renewal or
21 advancement in that state.

22 (c) For the purposes of determining compensation, a receiving state
23 may require additional information from teachers receiving a license under
24 the provisions of this compact.

25 (d) Nothing in this compact shall be construed to limit the power of a
26 member state to control and maintain ownership of its information
27 pertaining to teachers or limit the application of a member state's laws or
28 regulations governing the ownership, use or dissemination of information
29 pertaining to teachers.

30 (e) Nothing in this compact shall be construed to invalidate or alter
31 any existing agreement or other cooperative arrangement that a member
32 state may already be a party to, or limit the ability of a member state to
33 participate in any future agreement or other cooperative arrangement to:

34 (1) Award teaching licenses or other benefits based on additional
35 professional credentials, including, but not limited to national board
36 certification;

37 (2) participate in the exchange of names of teachers whose license
38 has been subject to an adverse action by a member state; or

39 (3) participate in any agreement or cooperative arrangement with a
40 non-member state.

41 ARTICLE V

42 TEACHER QUALIFICATIONS AND REQUIREMENTS FOR 43 LICENSURE UNDER THE COMPACT

1 (a) Except as provided for active military members or eligible military
2 spouses in article III(d), a teacher may only be eligible to receive a license
3 under this compact where that teacher holds an unencumbered license in a
4 member state.

5 (b) A teacher eligible to receive a license under this compact shall,
6 unless otherwise provided for herein:

7 (1) Upon application to receive a license under this compact, undergo
8 a criminal background check in the receiving state in accordance with the
9 laws and regulations of the receiving state; and

10 (2) provide the receiving state with information in addition to the
11 information required for licensure for the purposes of determining
12 compensation, if applicable.

13 ARTICLE VI

14 DISCIPLINE AND ADVERSE ACTIONS

15 (a) Nothing in this compact shall be deemed or construed to limit the
16 authority of a member state to investigate or impose disciplinary measures
17 on teachers according to the state practice laws thereof.

18 (b) Member states shall provide and be authorized to receive files and
19 information regarding the investigation and discipline, if any, of teachers
20 in other member states upon request. Any member state receiving such
21 information or files shall protect and maintain the security and
22 confidentiality thereof, in at least the same manner that it maintains its
23 own investigatory or disciplinary files and information. Prior to disclosing
24 any disciplinary or investigatory information received from another
25 member state, the disclosing state shall communicate its intention and
26 purpose for such disclosure to the member state which originally provided
27 that information.

28 ARTICLE VII

29 ESTABLISHMENT OF THE INTERSTATE TEACHER 30 MOBILITY COMPACT COMMISSION

31 (a) The interstate compact member states hereby create and establish a
32 joint public agency known as the interstate teacher mobility compact
33 commission. The commission is a joint interstate governmental agency
34 comprised of states that have enacted the interstate teacher mobility
35 compact. Nothing in this interstate compact shall be construed to be a
36 waiver of sovereign immunity.

37 (b) *Membership, voting, and meetings.*

38 (1) Each member state shall have and be limited to one delegate to
39 the commission, who shall be given the title of commissioner.

40 (2) The commissioner shall be the primary administrative officer of
41 the state licensing authority or the commissioner's designee.

42 (3) Any commissioner may be removed or suspended from office as
43 provided by the law of the state from which the commissioner is

1 appointed.

2 (4) The member state shall fill any vacancy occurring in the
3 commission within 90 days.

4 (5) Each commissioner shall be entitled to one vote about the
5 promulgation of rules and creation of bylaws and shall otherwise have an
6 opportunity to participate in the business and affairs of the commission. A
7 commissioner shall vote in person or by such other means as provided in
8 the bylaws. The bylaws may provide for commissioners' participation in
9 meetings by telephone or other means of communication.

10 (6) The commission shall meet at least once during each calendar
11 year. Additional meetings shall be held as set forth in the bylaws.

12 (7) The commission shall establish by rule a term of office for
13 commissioners.

14 (c) The commission shall have the following powers and duties:

15 (1) Establish a code of ethics for the commission;

16 (2) establish the fiscal year of the commission;

17 (3) establish bylaws for the commission;

18 (4) maintain its financial records in accordance with the bylaws of the
19 commission;

20 (5) meet and take such actions as are consistent with the provisions of
21 this interstate compact, the bylaws and rules of the commission;

22 (6) promulgate uniform rules to implement and administer this
23 interstate compact. The rules shall have the force and effect of law and
24 shall be binding in all member states. In the event the commission
25 exercises its rulemaking authority in a manner that is beyond the scope of
26 the purposes of the compact, or the powers granted hereunder, then such
27 an action by the commission shall be invalid and have no force and effect
28 of law;

29 (7) bring and prosecute legal proceedings or actions in the name of
30 the commission, provided that the standing of any member state licensing
31 authority to sue or be sued under applicable law shall not be affected;

32 (8) purchase and maintain insurance and bonds;

33 (9) borrow, accept or contract for services of personnel, including, but
34 not limited to, employees of a member state or an associated non-
35 governmental organization that is open to membership by all states;

36 (10) hire employees, elect or appoint officers, fix compensation,
37 define duties, grant such individuals appropriate authority to carry out the
38 purposes of the compact and establish the commission's personnel policies
39 and programs relating to conflicts of interest, qualifications of personnel
40 and other related personnel matters;

41 (11) lease, purchase, accept appropriate gifts or donations of, or
42 otherwise own, hold, improve or use, any property, real, personal or
43 mixed, provided that at all times the commission shall avoid any

1 appearance of impropriety;

2 (12) sell, convey, mortgage, pledge, lease, exchange, abandon or
3 otherwise dispose of any property real, personal or mixed;

4 (13) establish a budget and make expenditures;

5 (14) borrow money;

6 (15) appoint committees, including standing committees composed of
7 members and such other interested persons as may be designated in this
8 interstate compact, rules or bylaws;

9 (16) provide and receive information from, and cooperate with, law
10 enforcement agencies;

11 (17) establish and elect an executive committee;

12 (18) establish and develop a charter for an executive information
13 governance committee to advise on facilitating exchange of information,
14 use of information, data privacy and technical support needs, and provide
15 reports as needed;

16 (19) perform such other functions as may be necessary or appropriate
17 to achieve the purposes of this interstate compact consistent with the state
18 regulation of teacher licensure; and

19 (20) determine whether a state's adopted language is materially
20 different from the model compact language such that the state would not
21 qualify for participation in the compact.

22 (d) *The executive committee of the interstate teacher mobility*
23 *compact commission.*

24 (1) The executive committee shall have the power to act on behalf of
25 the commission according to the terms of this interstate compact.

26 (2) The executive committee shall be composed of the following
27 eight voting members:

28 (A) The commission chair, vice chair and treasurer; and

29 (B) five members who are elected by the commission from the
30 current membership, including:

31 (i) Four voting members representing geographic regions in
32 accordance with commission rules; and

33 (ii) one at large voting member in accordance with commission rules.

34 (3) The commission may add or remove members of the executive
35 committee as provided in commission rules.

36 (4) The executive committee shall meet at least once annually.

37 (5) The executive committee shall have the following duties and
38 responsibilities:

39 (A) Recommend to the entire commission changes to the rules or
40 bylaws, changes to the compact legislation, fees paid by interstate compact
41 member states such as annual dues and any compact fee charged by the
42 member states on behalf of the commission;

43 (B) ensure commission administration services are appropriately

1 provided, contractual or otherwise;

2 (C) prepare and recommend the budget;

3 (D) maintain financial records on behalf of the commission;

4 (E) monitor compliance of member states and provide reports to the
5 commission; and

6 (F) perform other duties as provided in rules or bylaws.

7 (6) *Meetings of the commission.*

8 (A) All meetings shall be open to the public, and public notice of
9 meetings shall be given in accordance with commission bylaws.

10 (B) The commission or the executive committee or other committees
11 of the commission may convene in a closed, non-public meeting if the
12 commission or executive committee or other committees of the
13 commission must discuss:

14 (i) Non-compliance of a member state with its obligations under the
15 compact;

16 (ii) the employment, compensation, discipline or other matters,
17 practices or procedures related to specific employees or other matters
18 related to the commission's internal personnel practices and procedures;

19 (iii) current, threatened, or reasonably anticipated litigation;

20 (iv) negotiation of contracts for the purchase, lease or sale of goods,
21 services or real estate;

22 (v) accusing any person of a crime or formally censuring any person;

23 (vi) disclosure of trade secrets or commercial or financial information
24 that is privileged or confidential;

25 (vii) disclosure of information of a personal nature where disclosure
26 would constitute a clearly unwarranted invasion of personal privacy;

27 (viii) disclosure of investigative records compiled for law
28 enforcement purposes;

29 (ix) disclosure of information related to any investigative reports
30 prepared by or on behalf of or for use of the commission or other
31 committee charged with responsibility of investigation or determination of
32 compliance issues pursuant to the compact;

33 (x) matters specifically exempted from disclosure by federal or
34 member state statute; and

35 (xi) others matters as set forth by commission bylaws and rules.

36 (C) If a meeting, or portion of a meeting, is closed pursuant to this
37 provision, the commission's legal counsel or designee shall certify that the
38 meeting may be closed and shall reference each relevant exempting
39 provision.

40 (D) The commission shall keep minutes of commission meetings and
41 shall provide a full and accurate summary of actions taken, and the reasons
42 therefor, including a description of the views expressed. All documents
43 considered in connection with an action shall be identified in such

1 minutes. All minutes and documents of a closed meeting shall remain
2 under seal, subject to release by a majority vote of the commission or
3 order of a court of competent jurisdiction.

4 (7) *Financing of the commission.*

5 (A) The commission shall pay, or provide for the payment of, the
6 reasonable expenses of its establishment, organization and ongoing
7 activities.

8 (B) The commission may accept all appropriate donations and grants
9 of money, equipment, supplies, materials and services, and receive, utilize
10 and dispose of the same, provided that at all times the commission shall
11 avoid any appearance of impropriety or conflict of interest.

12 (C) The commission may levy on and collect an annual assessment
13 from each member state or impose fees on other parties to cover the cost
14 of the operations and activities of the commission, in accordance with the
15 commission rules.

16 (D) The commission shall not incur obligations of any kind prior to
17 securing the funds adequate to meet the same nor shall the commission
18 pledge the credit of any of the member states, except by and with the
19 authority of the member state.

20 (E) The commission shall keep accurate accounts of all receipts and
21 disbursements. The receipts and disbursements of the commission shall be
22 subject to accounting procedures established under commission bylaws.
23 All receipts and disbursements of funds of the commission shall be
24 reviewed annually in accordance with commission bylaws, and a report of
25 the review shall be included in and become part of the annual report of the
26 commission.

27 (8) *Qualified immunity, defense and indemnification.*

28 (A) The members, officers, executive director, employees and
29 representatives of the commission shall be immune from suit and liability,
30 either personally or in their official capacity, for any claim for damage to
31 or loss of property or personal injury or other civil liability caused by or
32 arising out of any actual or alleged act, error or omission that occurred, or
33 that the person against whom the claim is made had a reasonable basis for
34 believing occurred within the scope of commission employment, duties or
35 responsibilities; provided that nothing in this paragraph shall be construed
36 to protect any such person from suit or liability for any damage, loss,
37 injury or liability caused by the intentional or willful or wanton
38 misconduct of that person.

39 (B) The commission shall defend any member, officer, executive
40 director, employee, or representative of the commission in any civil action
41 seeking to impose liability arising out of any actual or alleged act, error or
42 omission that occurred within the scope of commission employment,
43 duties or responsibilities, or that the person against whom the claim is

1 made had a reasonable basis for believing occurred within the scope of
2 commission employment, duties or responsibilities, provided that nothing
3 herein shall be construed to prohibit that person from retaining such
4 person's own counsel, and provided further, that the actual or alleged act,
5 error or omission did not result from that person's intentional or willful or
6 wanton misconduct.

7 (C) The commission shall indemnify and hold harmless any member,
8 officer, executive director, employee or representative of the commission
9 for the amount of any settlement or judgment obtained against that person
10 arising out of any actual or alleged act, error or omission that occurred
11 within the scope of commission employment, duties or responsibilities, or
12 that such person had a reasonable basis for believing occurred within the
13 scope of commission employment, duties, or responsibilities, provided that
14 the actual or alleged act, error or omission did not result from the
15 intentional or willful or wanton misconduct of that person.

16 ARTICLE VIII
17 RULEMAKING

18 (a) The commission shall exercise its rulemaking powers pursuant to
19 the criteria set forth in this interstate compact and the rules adopted
20 thereunder. Rules and amendments shall become binding as of the date
21 specified in each rule or amendment.

22 (b) The commission shall promulgate reasonable rules to achieve the
23 intent and purpose of this interstate compact. In the event the commission
24 exercises its rulemaking authority in a manner that is beyond purpose and
25 intent of this interstate compact or the powers granted hereunder, then such
26 an action by the commission shall be invalid and have no force and effect
27 of law in the member states.

28 (c) If a majority of the legislatures of the member states rejects a rule,
29 by enactment of a statute or resolution in the same manner used to adopt
30 the compact within four years of the date of adoption of the rule, then such
31 rule shall have no further force and effect in any member state.

32 (d) Rules or amendments to the rules shall be adopted or ratified at a
33 regular or special meeting of the commission in accordance with
34 commission rules and bylaws.

35 (e) (1) Upon determination that an emergency exists, the commission
36 may consider and adopt an emergency rule with 48 hours' notice, with
37 opportunity to comment, provided that the usual rulemaking procedures
38 shall be retroactively applied to the rule as soon as reasonably possible, in
39 no event later than 90 days after the effective date of the rule.

40 (2) For the purposes of this provision, an emergency rule is one that
41 must be adopted immediately in order to:

- 42 (A) Meet an imminent threat to public health, safety or welfare;
43 (B) prevent a loss of commission or member state funds;

1 (C) meet a deadline for the promulgation of an administrative rule
2 that is established by federal law or rule; or

3 (D) protect public health and safety.

4 ARTICLE IX

5 FACILITATING INFORMATION EXCHANGE

6 (a) The commission shall provide for facilitating the exchange of
7 information to administer and implement the provisions of this compact in
8 accordance with the rules of the commission, consistent with generally
9 accepted data protection principles.

10 (b) Nothing in this compact shall be deemed or construed to alter,
11 limit or inhibit the power of a member state to control and maintain
12 ownership of its licensee information or alter, limit or inhibit the laws or
13 regulations governing licensee information in the member state.

14 ARTICLE X

15 OVERSIGHT, DISPUTE RESOLUTION, AND ENFORCEMENT

16 (a) *Oversight.*

17 (1) The executive and judicial branches of state government in each
18 member state shall enforce this compact and take all actions necessary and
19 appropriate to effectuate the compact's purposes and intent. The provisions
20 of this compact shall have standing as statutory law.

21 (2) Venue is proper and judicial proceedings by or against the
22 commission shall be brought solely and exclusively in a court of
23 competent jurisdiction where the principal office of the commission is
24 located. The commission may waive venue and jurisdictional defenses to
25 the extent it adopts or consents to participate in alternative dispute
26 resolution proceedings. Nothing herein shall affect or limit the selection or
27 propriety of venue in any action against a licensee for professional
28 malpractice, misconduct or any such similar matter.

29 (3) All courts and all administrative agencies shall take judicial notice
30 of the compact, the rules of the commission, and any information provided
31 to a member state pursuant thereto in any judicial or quasi-judicial
32 proceeding in a member state pertaining to the subject matter of this
33 compact, or which may affect the powers, responsibilities or actions of the
34 commission.

35 (4) The commission shall be entitled to receive service of process in
36 any proceeding regarding the enforcement or interpretation of the compact
37 and shall have standing to intervene in such a proceeding for all purposes.
38 Failure to provide the commission service of process shall render a
39 judgment or order void as to the commission, this compact or promulgated
40 rules.

41 (b) *Default.*

42 (1) If the commission determines that a member state has defaulted in
43 the performance of its obligations or responsibilities under this compact or

1 the promulgated rules, the commission shall:

2 (A) Provide written notice to the defaulting state and other member
3 states of the nature of the default, the proposed means of curing the default
4 or any other action to be taken by the commission; and

5 (B) provide remedial training and specific technical assistance
6 regarding the default.

7 (c) *Termination.*

8 (1) If a state in default fails to cure the default, the defaulting state
9 may be terminated from the compact upon an affirmative vote of a
10 majority of the commissioners of the member states, and all rights,
11 privileges and benefits conferred on that state by this compact may be
12 terminated on the effective date of termination. A cure of the default does
13 not relieve the offending state of obligations or liabilities incurred during
14 the period of default.

15 (2) Termination of membership in the compact shall be imposed only
16 after all other means of securing compliance have been exhausted. Notice
17 of intent to suspend or terminate shall be given by the commission to the
18 governor, the majority and minority leaders of the defaulting state's
19 legislature, the state licensing authority and each of the member states.

20 (3) A state that has been terminated is responsible for all assessments,
21 obligations and liabilities incurred through the effective date of
22 termination, including obligations that extend beyond the effective date of
23 termination.

24 (4) The commission shall not bear any costs related to a state that is
25 found to be in default or that has been terminated from the compact, unless
26 agreed upon in writing between the commission and the defaulting state.

27 (d) *Appeals.* The defaulting state may appeal the action of the
28 commission by petitioning the United States district court for the District
29 of Columbia or the federal district where the commission has its principal
30 offices. The prevailing party shall be awarded all costs of such litigation,
31 including reasonable attorney fees.

32 (e) *Dispute resolution.*

33 (1) Upon request by a member state, the commission shall attempt to
34 resolve disputes related to the compact that arise among member states and
35 between member and non-member states.

36 (2) The commission shall promulgate a rule providing for both
37 binding and non-binding alternative dispute resolution for disputes as
38 appropriate.

39 (f) *Enforcement.*

40 (1) The commission, in the reasonable exercise of its discretion, shall
41 enforce the provisions and rules of this compact.

42 (2) By majority vote, the commission may initiate legal action in the
43 United States district court for the District of Columbia or the federal

1 district where the commission has its principal offices against a member
2 state in default to enforce compliance with the provisions of the compact
3 and its promulgated rules and bylaws. The relief sought may include both
4 injunctive relief and damages. In the event judicial enforcement is
5 necessary, the prevailing party shall be awarded all costs of such litigation,
6 including reasonable attorney fees. The remedies herein shall not be the
7 exclusive remedies of the commission. The commission may pursue any
8 other remedies available under federal or state law.

9 ARTICLE XI

10 EFFECTUATION, WITHDRAWAL, AND AMENDMENT

11 (a) The compact shall come into effect on the date on which the
12 compact statute is enacted into law in the 10th member state.

13 (1) On or after the effective date of the compact, the commission
14 shall convene and review the enactment of each of the charter member
15 states to determine if the statute enacted by each such charter member state
16 is materially different from the model compact statute.

17 (2) A charter member state whose enactment is found to be materially
18 different from the model compact statute shall be entitled to the default
19 process set forth in article X.

20 (3) Member states enacting the compact subsequent to the charter
21 member states shall be subject to the process set forth in article VII(c)(20)
22 to determine if their enactments are materially different from the model
23 compact statute and whether they qualify for participation in the compact.

24 (b) If any member state is later found to be in default, is terminated or
25 withdraws from the compact, the commission shall remain in existence
26 and the compact shall remain in effect even if the number of member
27 states is fewer than 10.

28 (c) Any state that joins the compact after the commission's initial
29 adoption of the rules and bylaws shall be subject to the rules and bylaws as
30 they exist on the date on which the compact becomes law in that state. Any
31 rule that has been previously adopted by the commission shall have the
32 full force and effect of law on the day the compact becomes law in that
33 state, as the rules and bylaws may be amended as provided in this
34 compact.

35 (d) Any member state may withdraw from this compact by enacting a
36 statute repealing the same. A member state's withdrawal shall not take
37 effect until six months after enactment of the repealing statute. Withdrawal
38 shall not affect the continuing requirement of the withdrawing state's
39 licensing authority to comply with the investigative and adverse action
40 reporting requirements of this act prior to the effective date of withdrawal.

41 (e) This compact may be amended by the member states. No
42 amendment to this compact shall become effective and binding upon any
43 member state until it is enacted into the laws of all member states.

1 ARTICLE XII

2 CONSTRUCTION AND SEVERABILITY

3 This compact shall be liberally construed to effectuate the purposes
4 thereof. The provisions of this compact shall be severable and if any
5 phrase, clause, sentence or provision of this compact is declared to be
6 contrary to the constitution of any member state or a state seeking
7 membership in the compact, or of the United States or the applicability
8 thereof to any other government, agency, person or circumstance is held
9 invalid, the validity of the remainder of this compact and the applicability
10 thereof to any government, agency, person or circumstance shall not be
11 affected thereby. If this compact shall be held contrary to the constitution
12 of any member state, the compact shall remain in full force and effect as to
13 the remaining member states and in full force and effect as to the member
14 state affected as to all severable matters.

15 ARTICLE XIII

16 CONSISTENT EFFECT AND CONFLICT WITH OTHER STATE LAWS

17 (a) Nothing herein shall prevent or inhibit the enforcement of any other
18 law of a member state that is not inconsistent with the compact.

19 (b) Any laws, statutes, regulations or other legal requirements in a
20 member state in conflict with the compact are superseded to the extent of
21 the conflict.

22 (c) All permissible agreements between the commission and the
23 member states are binding in accordance with such agreement's terms.

24 Sec. 2. This act shall take effect and be in force from and after its
25 publication in the statute book.

SESSION OF 2023

SUPPLEMENTAL NOTE ON SENATE BILL NO. 66

As Recommended by Senate Committee on
Education

Brief*

SB 66 would enact the Interstate Teacher Mobility Compact (Compact). The Compact's uniform provisions are outlined below.

Section 1: Purpose

The bill would state the purpose of this Compact is to facilitate the mobility of teachers across the member states with the goal of establishing a new and expedited pathway to licensure.

Section 2: Definitions

The Compact would define various terms used throughout the Compact.

Section 3: Licensure Under the Compact

The Compact would provide licensure requirements for states participating in the Compact. Member states would compile a list licenses that it would be willing to consider for equivalency, including licenses that a state would be willing to grant to teachers from other member states. The receiving state would have the sole discretion of determining which license, if any, the teacher is eligible to hold. Receiving states would be required to grant an equivalent license to active military members and eligible military spouses, as defined in

*Supplemental notes are prepared by the Legislative Research Department and do not express legislative intent. The supplemental note and fiscal note for this bill may be accessed on the Internet at <http://www.kslegislature.org>

the bill, who hold a license that is not unencumbered. Receiving states would not be required to grant an equivalent license to a career and technical education teacher who does meet the receiving state's industry recognized requirements, including not holding a bachelor's degree.

Section 4: Licensure Not Under the Compact

The Compact would not limit the ability of a member state to regulate its licensing authority. Nor would the Compact impede member states' control of ownership or dissemination of teacher's information. In the event a teacher is required to renew a license received pursuant to the Compact, the receiving state could condition the renewal of the license on the teacher's completion of state-specific requirements.

Section 5: Teacher Qualifications and Requirements for Licensure Under the Compact

The Compact would require a teacher to hold an unencumbered license in a member state to be eligible to receive a license through the Compact. The unencumbered license requirement would not apply to active military members or eligible military spouses. If a teacher's license is accepted by the receiving state, the teacher would be required to then undergo a background check and provide other information as necessary to the receiving state.

Section 6: Discipline and Adverse Actions

The Compact would not limit a member state's authority to impose disciplinary actions. Upon request of a member state, other member states would be required to share information regarding investigations and discipline of teachers. The shared information would be required to be kept secure. Prior to a state disclosing information it received, the state would be required to inform the original state of its intent to disclose the information received.

Section 7: Establishment of the Interstate Teacher Mobility Compact Commission

The Compact would create the Compact Commission and include provisions relating to the membership, voting, powers and duties, and financing of the Compact Commission and would also create an executive committee.

Section 8: Rulemaking

The Compact would authorize the Compact Commission to exercise rulemaking powers. Rules, or amendments to the rules, would be adopted or ratified at a regular or special meeting of the Compact Commission. If a majority of the legislatures of the member states reject a rule, the rule would have no further force nor effect. Additionally, if certain conditions are met, the Compact Commission would be required to grant the opportunity for a public hearing. In the event of an emergency, the Compact Commission could adopt emergency rules.

Section 9: Facilitating Information Exchange

The Commission would be required to facilitate the exchange of information.

Section 10: Oversight, Dispute Resolution, and Enforcement

The Compact would provide for dispute resolution and appeals processes of member states. In addition, the Compact Commission would be authorized to enforce the provisions of the Compact and, by majority vote, could initiate legal action in federal court against a member state.

Section 11: Effectuation, Withdrawal, and Amendment

The Compact would be effective on the date on which the Compact statute is enacted into law in the tenth member state. Any member state would be allowed to withdraw from the Compact by enacting a statute that would repeal the Compact, but this would not take effect until six months after the enactment of the repealing statute. Member states could amend the Compact, but any amendment would not be effective until it is enacted by all member states.

Section 12: Construction and Severability

The Compact would be required to be liberally construed. The provisions of the Compact would be severable.

Section 13: Consistent Effect and Conflict with Other State Laws

The Compact would not prevent the enforcement of any other law of a member state that is not inconsistent with the Compact. State laws that conflict with the Compact would be superseded, to the extent of the conflict. All lawful actions of the Compact Commission would be binding upon member states.

Background

The bill was introduced by the Senate Committee on Education at the request of Senator Pettey.

Senate Committee on Education

In the Senate Committee hearing, Senator Pettey and representatives of the Kansas Association of School Boards and the United School Boards of America, Kansas testified as **proponents** of the bill. The proponents generally stated it would help reduce teacher vacancies and streamline the licensing process.

Written-only proponent testimony was provided by a representative of the Office of the Assistant Secretary of Defense.

Representatives of the American Federation of Teachers-Kansas and the Kansas State Board of Education testified as **opponents** of the bill. The opponents generally testified that other options are available to fill teacher vacancies, and that potential member states may not have as stringent of licensure requirements as those of Kansas.

Written-only opponent testimony was provide by a representative of the Kansas National Education Association and a private citizen.

Fiscal Information

The fiscal note prepared by the Division of the Budget indicated that any possible fees associated with the Compact should be negligible and managed within the existing resources in the Department of Education.

Interstate Compact; Teacher License

Agenda Number: 12

Meeting Date: 3/14/2023



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Item Title: Discuss Proposed Amendments to K.A.R. 91-31-31 and 91-31-35

From: Scott Gordon

During its February meeting, the Kansas State Board of Education received proposed amendments to two of the accreditation regulations for the purpose of codifying new graduation requirements. KSDE's General Counsel brings an updated draft of those proposed changes for further discussion. Specific changes made since February include:

The minimum 1/2 unit of Communication is rolled back under the umbrella of English language arts. The regulation would require four units of English language arts, which shall include reading, writing, literature, grammar, and at least one-half unit of communication.

Safety, first aid, and physiology are now potential subjects within the 1/2 unit of health rather than within physical education.

Clarification that one unit may only satisfy one graduation requirement at a time.

Kansas leads the world in the success of each student.

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) "Accreditation" means the process of documenting that an education system meets requirements established by the state board.

(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.

(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~~ fails to provide conclusive evidence of either improvement in student performance or of an intentional, quality improvement process.

(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.~~

(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.

(bb) “Not accredited” means the status assigned to an education system that is described by either of the following:

(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~~ the education system provides neither conclusive evidence of improvement in student performance nor conclusive evidence of an intentional, quality improvement process.

(cc) ~~“On-site visit” means a visit at an education system by either the education system's outside visitation team or 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.~~

(ii) “School” means an organizational unit that provides educational services in a logical sequence of elements that may be structured as grade levels, developmental levels, or instructional levels.

(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.

(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.

(nn) “State technical assistance team” means a group of persons appointed by the commissioner to assist “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.

(pp) “Unit” means the number or amount, expressed in fractions or decimals, of credit assigned to a specific achievement. A full unit is credit that is awarded for the successful demonstration of competency and knowledge of a content area.

(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-_____.)

91-31-35. Graduation requirements. (a) Each governing body shall adopt a written policy specifying that pupils are eligible for graduation only 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, and at least one-half unit of communication.~~ The chief administrative officer may waive up to one unit of this requirement if the chief administrative officer determines that a pupil will benefit more by taking another subject;
- (2) three units of ~~history and government~~ social studies, 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 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-half 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~~ 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;~~
- (7) one-half unit of health education which may include safety, first aid, or physiology. This requirement shall be waived if the school district is provided with a statement, signed by a lawful custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil;
- (8) one-half unit of financial literacy;

(9) one unit of fine arts, which may include art, music, dance, theatre, forensics, and other similar studies selected by the governing body; and

(10) one unit of STEM, which may include computer science, advanced math, advanced science, robotics, advanced career and technical education, advanced technology, agriculture, and other similar studies selected by the governing body;

(11) ~~six~~ four and one-half units of elective courses;

(12) Achieve two or more accomplishments approved by the State Board that demonstrate the pupil will be a successful Kansas high school graduate.

(13) One of the following, unless exempted by the chief administrative officer;

(a) File a Free Application for Federal Student Aid with the United States Department of Education, or;

(b) On a form created by the State Board, file a waiver with the governing body indicating that a parent or guardian or, if the pupil is at least 18 years of age or legally emancipated, the pupil understands what the Free Application for Federal Student Aid is and has chosen not to file an application; and

(b) At least 21 units of credit shall be required for graduation.

(c) A unit may only satisfy one graduation requirement at a time.

(d) Any governing body may increase the number of units of credit required for graduation. Any additional requirements of the 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.

(e) Unless more stringent requirements are specified by existing local policy, the graduation requirements 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.

(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-_____.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:

Jay Scott

Director:

Jay Scott

Commissioner:

Randy Watson

Meeting Date: 3/14/2023

Item Title:

Act on Accreditation Review Council's February Recommendations for KESA

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council and award the status of accredited to USD 208 Trego Community; USD 244 Burlington; USD 249 Frontenac; USD 289 Wellsville; USD 375 Circle; USD 378 Riley County; USD 383 Manhattan-Ogden; USD 448 Inman; USD 477 Ingalls; USD 505 Chetopa-St. Paul; USD 506 Labette County; and Z0064-9898 Annoor Islamic School and award the status of conditionally accredited to USD 349 Stafford.

Explanation of Situation Requiring Action:

In accordance with the Kansas Educational Systems Accreditation (KESA) process, systems reviewed by the Accreditation Review Council (ARC) for an accreditation status recommendation, are forwarded to the State Board of Education one month prior to the board acting. Last month, 13 systems were forwarded to the State Board of Education for their review of an accredited status recommendation.

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

Accredited –

USD 208 Trego Community

USD 244 Burlington

USD 249 Frontenac

USD 289 Wellsville

USD 375 Circle

USD 378 Riley County

USD 383 Manhattan-Ogden

USD 448 Inman

USD 477 Ingalls

USD 505 Chetopa-St. Paul

USD 506 Labette County

Redetermination – Conditionally Accredited to Accredited

Z0064-9898 Annoor Islamic School

Conditionally Accredited

USD 349 Stafford

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



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Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

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

From: Jay Scott

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

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

In February, the ARC met and took its action on the accreditation recommendation for twenty (20) systems (18 public and 2 private). The systems for the Board to receive in March 2023 are:

Accredited –

USD 204 Bonner Springs

USD 230 Spring Hill

USD 239 North Ottawa County

USD 252 Southern Lyon County

USD 294 Oberlin

USD 300 Comanche County

USD 346 Jayhawk

USD 356 Conway Springs

USD 359 Argonia

USD 364 Marysville

USD 365 Garnett

USD 366 Woodson County

USD 379 Clay County

USD 464 Tonganoxie

USD 474 Haviland

USD 481 Rural Vista

USD 489 Hays

USD 495 Ft. Larned

Conditionally Accredited –

Z0060 Accelerated Schools of Overland Park

Withdrawal from KESA –

X0045-0273 Urban Preparatory Academy

Kansas leads the world in the success of each student.

Accreditation Summary

Date: 02/16/2023

System: D0204 Bonner Springs (0000)

City: Bonner Springs

Superintendent: Daniel Brungardt

OVT Chair: Kevin Suther

Executive Summary/AFI

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

ARC Comment

They have met compliance per KSDE.

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

ARC Comment

USD 204 Bonner Springs has provided evidence from each foundational structure and it is apparent from the data provided that they are moving in the right direction.

All buildings have tiered systems of support and the data suggests that this has reduced the number of students on the failing lists and increased their MAP scores for reading and math by 13 and 12 points respectively. Additionally, their Tier 3 number of kids has dropped by three percentage points.

Stakeholders are actively engaged at Bonner Springs with each school having their own respective Site Council. Additionally, each elementary school has a PTO that supports students and staff. They have system-wide processes and practices in place in order to engage stakeholders on a regular basis; some examples include Family Nights and Donuts with a Grownup. They are actively engaged in community groups and have school representation at many local boards including Rotary, The Chamber, and Lion's Club. All of those relationships have positively impacted what they can provide for their students.

Bonner Springs has addressed students/staff needs by involving stakeholders, social workers, PACES, and community-based mental-health programs in order to provide equitable access to everyone who needs these services. They have also engaged the diverse people groups and cultures they serve with activities such as Grupo Folklórico Izcalli and other Hispanic Heritage celebrations. Bonner Springs was really intriguing with respect to this foundational structure. They have student leadership teams that highlight Celebrations of Learning and morning meetings. Students lead a group called Diversity Ambassadors and student leaders speak in the community on a regular basis. The seniors also work on a senior project that culminates in them working hand-in-hand with their community stakeholders and choosing projects that involve community service/work experience/and high-impact activities for the Bonner Springs community.

At every level Bonner Springs is actively engaging the civic and social engagement rose capacity piece. A list of the activities includes but is not limited to the following: Junior Achievement, Sunflower House Partnerships, and grade-level community service projects all at the elementary levels. Additionally, at the secondary level, they have also partnered with the Sunflower House and a Life-Skills program where students are actively involved in civic and social engagement activities.

The district has systems and processes in place to support the physical and mental health of district students and staff. They participate in various physical activities on top of the regular ed curriculum

which include National Walk To School Day; they have partnered with the YMCA for a week-long swim unit. They also have a district wellness committee that promotes staff participation in activities in and around the KC area.

With respect to SEL, they have systems in place such as Morning Meetings, Leader in Me, Sunshine Circle, Second Steps, Open Circle, and Mind up. They also have small-group SEL intervention groups and general ed social workers/family liaisons that were added at each building in order to focus on SECD.

Students have ample opportunities for music and art education. They have cultural field trips such as Black Student Union Leadership Conference, Hispanic American Leadership Conference, Asian Alliance Conference, and a Student Diversity Leadership Team that provides learning opportunities/activities as well as cultural appreciation presentations for various heritage events.

Postsecondary and career preparation are evident at the elementary and secondary levels. 56% of their students from the class of 2021 were enrolled in college. USD 204 Students are eligible for a full scholarship to KCKCC if they maintain a 3.3 GPA. They have recently created a College and Career Ready Advocate and they boast 19 pathways for students. Their graduation rate has risen from 83% in 2015 to 90.7% in 2022.

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

ARC Comment

To cultivate the post-secondary success and future-readiness of every student in the Bonner Springs/Edwardsville School District through delivery of rigorous content and instruction [across time, the target is 85% of students at grade level (level 2-4) in Math and Reading by the end of the 2026-2027 school year as measured by the Kansas Assessment Program].

At the start of their KESA cycle, 67% of students were on grade level and 60% in math. To address the goal of implementing rigorous content to positively impact student success on the KAP, Bonner Springs focused on personalized learning and differentiated instruction, building meaningful connections with students, and employing student engagement strategies at every level. Additionally, they implemented systematic district-wide tiered interventions in order to address learning gaps. In addition to this, they have hired five new instructional coaches to support teachers district-wide in this process. Even through battling COVID and the learning loss connected with that they have made substantial growth toward their K-5 goal of 85% of students on grade level. Kindergarten grew 8% to 89%, 1st 2% to 95%, 2nd 5% to 90%, 3rd 15% to 89%, 4th 22% to 87%, and 5th 6% to 71%. They utilize Map and iready to drive instruction related to outcomes as well as the STAR assessment.

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

ARC Comment

Relevance- To cultivate the post-secondary success and future-readiness of every student in the Bonner Springs/Edwardsville School District, through the delivery of relevant content and instruction, the district has a target of 95% of students being engaged in the classroom by the end of the 2026-2027 school year as measured by the USD 204 eWalkthrough tool.

The district implemented the E-Walkthrough tool district-wide to measure growth related to student engagement. They invested in professional development and enlisted the support of SWPRSC to help in the creation of their tool. The administration team went through calibrations as well. The growth through their cycle per that data went from 68% to 85%. Additionally, they provided KAGAN training and implemented the CPM curriculum in math. They plan to refine the walkthrough tool at the end of

this cycle in order to meet their ever-changing needs.

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

ARC Comment

USD 204 has made continuous improvement of the system a top priority with respect to the budget. They have implemented strategic professional development that is targeted and also research-based curriculum resources. They have added additional positions to support students and staff and have re-defined some job descriptions in order to better fit their students and staff's needs.

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

As evidenced by the outline below and the artifacts and reports submitted, USD 204 has made significant system improvements in order to address each of the State Board Outcomes. They are data-driven and system wide as depicted below.

Board Outcomes

Social-Emotional Growth

USD 204 has made strides in student and adult SEL and emotional well-being. The elementary schools have Morning Meetings, Leader in Me, Sunshine Circles, and Second Steps. At the secondary level, students are encouraged to participate in an activity that has a community connection. They have prioritized celebrating learning and assemblies celebrating student achievement. They have noted that there have been significant decreases with respect to referrals and suspensions and yet the social-emotional needs of their students have increased since the pandemic. They have implemented an SEL screener in conjunction with MTSS to identify and address the needs of their students.

Kindergarten Readiness

USD 204 formed an Early Childhood Study Committee in 19-20 and from that committee and its findings, they have added two sections of 4-year-old at-risk preschool in addition to a tuition-based preschool as well as a 3 and 4-year-old Early Childhood Special Education classrooms. Additionally, they earned a Blue Ribbon Affiliate Status Quality Endorsement for their Parents as Teachers program which has expanded to 30 families and ranges from birth to age five now. They have increased their completion of the ASQ and they host Kindergarten Information nights and a Kindergarten Camp during the first week of school.

Individual Plans of Study

IPS are implemented in grades 8-12 and Career exploration is offered for elementary students with the IPS process starting in 6th grade utilizing XELLO. The IPS process has become substantially better now than it was at the beginning of the KESA process. They have utilized ESSER money to hire a College and Career Advocate as well as paying for college classes for all their students. The data has shown amazing growth from 45 CTE completers and 16 technical certifications as a baseline to now 268 completers and 113 technical certificates.

High School Graduation Rate

High school graduation has increased to 89.9% in 20-21 from 84% in 16. They have updated their SIT process to identify struggling learners at an earlier age and help them develop classroom strategies and accommodations that would improve student achievement. Academic Wednesdays were added to the schools' seminar schedule helping improve grades drastically with a 21% improvement.

Postsecondary Success

They have been able to own their kids beyond high school and track down the discrepancies in numbers provided by NSCH. They have reported 56% of their kids were enrolled in college in 2021. They have also realigned their strategic plan and identified areas of growth with respect to increased community connections. In doing this, they hope that their students can continue to build and strengthen relationships with community stakeholders that will positively impact them after high school.

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

ARC Comment

I would suggest a more systematic approach to the accumulation of and dissemination of stakeholder input from a district-wide lens. What processes are in place in order to ensure engagement and communication with all stakeholders?

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

ARC Comment

USD 204 has worked with the OVT team on giving detailed information, tours, and exposing them to the stakeholders at all levels. This has included interaction with students, teachers, and administrators. The requests that the OVT has made for different data points were quickly able to be produced for reflection and comparison from USD 204. The OVT has been lucky to keep membership the same through the whole process which is not the case with many other school districts. USD 204 has benefited from this relationship and the guidance offered over the years.

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

ARC Comment

Based on the evidence provided USD 204 has most assuredly provided evidence and support and has an integrated systems approach to make the KESA process come to fruition. They have action steps in place and have aligned and plan to realign their next KESA cycle with the board's strategic plan.

ARC Recommendation

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

Justification

USD 204 has systematically made changes throughout the course of their KESA cycle to make efforts to not only assess data but to also improve instructional practices and student engagement. They have successfully addressed each of the foundational structures and taken steps at the district level in order to ensure the future success of their students.

Strengths

They have a Systems Approach with respect to the KESA accreditation cycle and its components.
They have added a College and Career Advocate and numerous instructional coaches for the district.
They have implemented Kagan Training for their staff to increase engagement in the classroom.
They continue to create and increase the number of "completers" for each of their CTE courses.

Challenges

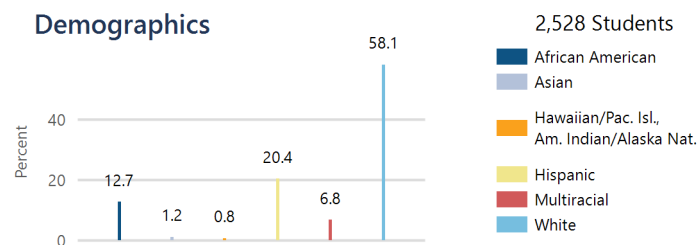
How can you increase your engagement with respect to a feedback loop with all stakeholders?



Bonner Springs USD 204

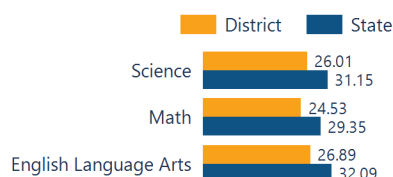
2200 S 138th Street, Bonner Springs, KS 66012-0435
(913) 422-5600
www.usd204.net

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

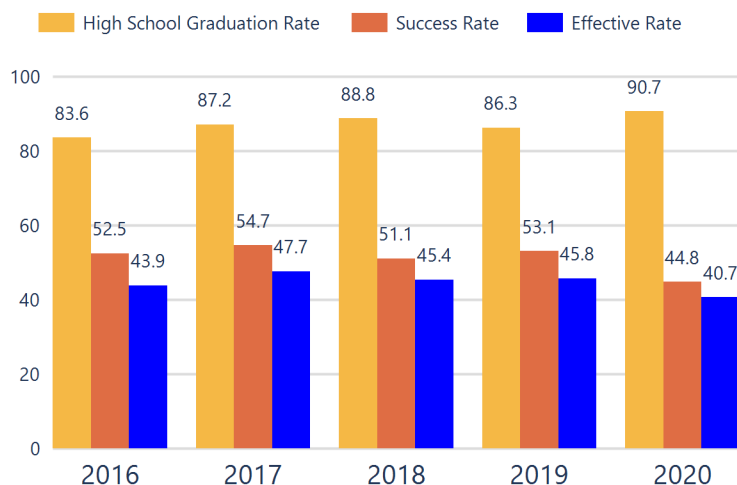


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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				

Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

87.3%

Five-Year Success Avg

51.3%

Five-Year Effective Avg

44.8%

95% Confidence Interval
for the Predicted
Effectiveness Rate

47.8 - 50.1%

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

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

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

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

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

GRADUATION RATE

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

87.3%

State: 89.3

ATTENDANCE RATE

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

92.2%

State: 92.1

CHRONIC ABSENTEEISM

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

26.3%

State: 25.4

DROPOUT RATE

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

2.1%

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

\$14,499

State: \$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	39.11	33.07	36.18	37.65	37.75	45.48
Level 2	N/A	N/A	N/A	39.68	38.32	28.85	37.80	35.34	28.49
Level 3	N/A	N/A	N/A	18.01	24.02	26.89	19.01	21.24	18.40
Level 4	N/A	N/A	N/A	3.18	4.57	8.06	5.52	5.65	7.61

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	45.49	40.44	49.64	43.75	43.13	56.98
Level 2	N/A	N/A	N/A	39.33	36.97	24.82	37.91	36.74	24.52
Level 3	N/A	N/A	N/A	13.98	20.59	21.27	16.11	16.61	13.96
Level 4	N/A	N/A	N/A	1.18	1.98	4.25	2.21	3.51	4.52

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	70.87	69.17	57.81	71.28	72.68	70.78
Level 2	N/A	N/A	N/A	25.82	21.23	29.68	20.51	19.07	19.10
Level 3	N/A	N/A	N/A	2.74	8.90	10.93	7.17	7.21	7.86
Level 4	N/A	N/A	N/A	0.54	0.68	1.56	1.02	1.03	2.24

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	50.79	43.33	44.73	45.69	50.54	62.16
Level 2	N/A	N/A	N/A	37.30	39.16	36.84	45.16	35.86	24.32
Level 3	N/A	N/A	N/A	11.90	17.50	10.52	8.60	11.95	12.16
Level 4	N/A	N/A	N/A	0.00	0.00	7.89	0.53	1.63	1.35

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	44.85	40.00	45.34	40.37	40.22	52.54
Level 2	N/A	N/A	N/A	42.52	40.48	26.74	36.66	35.24	26.27
Level 3	N/A	N/A	N/A	11.68	18.53	23.25	19.25	19.15	12.71
Level 4	N/A	N/A	N/A	0.93	0.97	4.65	3.70	5.36	8.47

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

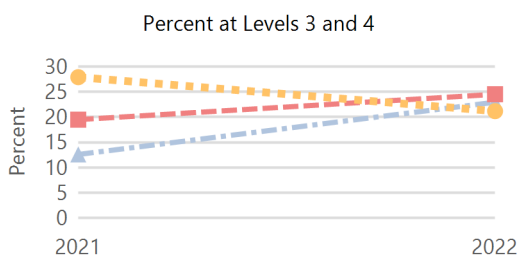
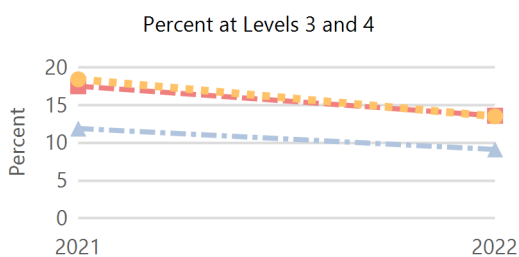
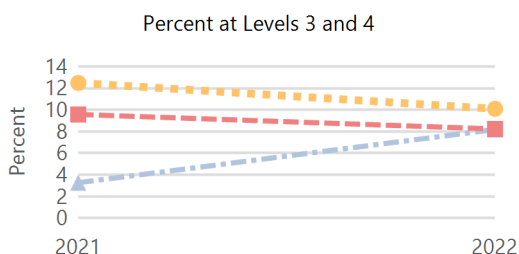
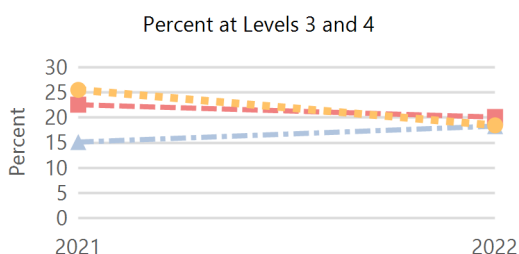
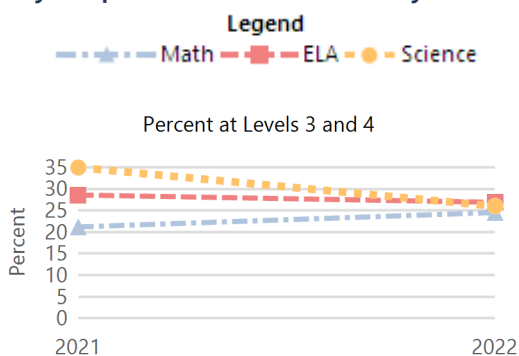
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.2
State	19.8

Accreditation Summary

Date: 09/15/2020

System: D0230 Spring Hill (0000)

City: Spring Hill

Superintendent: Link Luttrell

OVT Chair: Joy Engel

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered Framework of Support: The system and OVT have provided evidence supporting their report that all buildings have a tiered framework of support and data is disaggregated. The system is rated transitioning in almost every subcategory and modeling in a few areas. The system identified this as an area of need at the beginning of the improvement cycle and documented the implementation of training, resources, and new signs of progress each year. The system's plans for the tiered framework of support are very prescriptive, with a universal screener used and specific protocols for support depending on the needs of the student. The system provided data from universal screeners in both academic and SEL and described how the data was used to determine and implement supports. All buildings have a tiered framework of supports in place for all students and use data to determine students' tiers. (Assuredly)

Family, Business, and Community Partnerships: The OVT reports that the system is rated modeling. The system has established and maintained both district-level and building-level site councils with regular meetings. In addition, they have engaged their stakeholders through various focus groups, surveys, and interactions with students, staff, parents, and business partners. The system employed KASB to assist their focus group process and the system provided survey results as evidence. The system also implemented "Listen and Learn" sessions with family, business, and community members. During these sessions, attendees were asked to respond to questions that assisted the system in making improvement decisions. There is a system-wide practice of engaging all stakeholders that occurs on a regular basis and is embedded in the overall culture. (Assuredly)

-Diversity, Equity, and Access: The system and OVT have provided evidence supporting their report that all student group needs are represented in the improvement process. The system's and schools' culture is reflected in the vision and improvement process. The OVT reports that the system is rated as transitioning in Diversity, equity, and success. The system focused efforts on improving compliance measures and developing new program opportunities for students receiving special education services. The efforts resulted in more equitable access to academics and improved IEP compliance. The evidence provided indicates that some student group needs are represented in the improvement process.

(Assuredly)

-Communication and Basic Skills: The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in Communication and Basic skills. The OVT reports that speaking and listening standards are incorporated in all courses. In addition, a prek-12 multi-subject group has been established as the literacy leadership team. (Assuredly)

-Civic and Social Engagement: The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in civic and social engagement. The OVT reports that the system offers many opportunities for volunteering, participating in events, and real-work experience for students. Additionally, student clubs and organizations exist at all levels based on different interests and current issues. (Assuredly)

-Physical and Mental Health: The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in physical and mental health. The OVT reports that the system offers a physical education requirement that continues to be present for all students in secondary schools. Curriculum resources related to mental health are being used proactively in all schools. Elementary and middle schools use Second Step and high schools SOS signs of suicide. The district's use of Panorama, SEL Assessments, also includes specific interventions to be utilized with students. The addition of Positive and Behavioral Support (PBIS) staff also supported the work in the area of Social Emotional Learning (SEL). (Assuredly)

-Arts and Cultural Appreciation: The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in arts and cultural appreciation. The OVT reports that the system prioritizes arts and cultural opportunities for students. All students visit the Nelson Art Museum and the Kansas City Symphony at least one time. Both middle and high schools offer strong performing arts programs. In addition, the district is now offering high school courses that now include Black American History, Women's Studies, and LatinX Studies. (Assuredly)

-Postsecondary and Career Preparation: The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in postsecondary and career preparation. The OVT reports that the system has implemented the Pre-ACT and Work-Keys to align with the ACT and PSAT to give all high school students the opportunities they need. Starting in elementary school, students are exposed to various careers. Students at the secondary level participate in real-life work experiences, interview processes, 21st Century Academies, and CTE pathways. (Assuredly)

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

ARC Comment

Goal Area: Relationships-Personal Development

Goal: Each student will meet or exceed grade-level social-emotional learning expectations in order to develop purpose and contribute to society as evidenced by a social-emotional learning universal screening assessment.

Results of the system needs assessment indicated three major priorities for growth in the area of Personal Development (Relationships). Priority 1- Select and administer a universal screener for SEL; Priority 2- Integrate the SECD standards into each classroom through an identified program or curricula; and Priority 3- Design a system of interventions to support SEL and behavioral needs for students. The system identified, provided training on, implemented, and continue to monitor the mySAEBRS SEL universal screener.

The system uses the data to evaluate the overall effectiveness of our SEL curriculum and to identify students in need of tiered SEL supports.

The system also integrated the SECD standards into each classroom. Instructional resource adoptions to integrate the SECD standards were completed during the improvement cycle. Second Step was adopted for the Early Childhood Academy, Leader in Me was adopted for students in grades K-5, Habitudes was adopted for grades 6-8, and high school students receive instruction in the SECD standards through the advisory course using Josten's Renaissance program.

Finally, the system focused on the design of a system of interventions to support SEL and the behavioral needs of students. The system created a Behavior Interventionist role for both elementary and secondary schools to assist schools in developing plans for students needing tiered support with SEL and behavior. In addition, these positions serve a professional development function. Behavior Interventionists co-present with the Special Services Instructional Coach to build capacity in general education teachers to better manage behavioral needs in the classroom at the Tier 2 level.

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

ARC Comment

Goal Area: Relevance-Academic Excellence

Goal: Each student will meet or exceed grade-level academic expectations in order to achieve academic excellence as evidenced by at least one of the following measures:

1. Performance on state assessment (scoring a 2, 3, or 4 on both ELA and Math)
2. Performing at or above benchmark on universal screening measurements (ELA and Math)

Needs assessment

Results of the system needs assessment indicated three major priorities for growth in the area of Academic Excellence (Relevance). Priority 1- Create a culture for Professional Learning Communities (PLC), Priority 2- Develop a framework for Multi-Tiered Systems of Support (MTSS), and Priority 3- Establish a long-range plan for Real World Learning (RWL).

The system and OVT have provided evidence to support that the system has made their greatest stride has been in the restructuring of the district's structures for instruction and response to academic needs and processes. The system has created a culture for Professional Learning Communities (PLC) in order to make advancements in student learning. The PLC model was identified as the vehicle that would ensure mastery of grade-level Kansas College and Career Ready Standards. The Board of Education approved a schedule change to allow for a late start (secondary schools) and early dismissal (elementary schools) of students for teacher collaboration.

The system's T&L Department implemented a process for curricular work that includes scope and essential standards, sequence documents, curriculum maps, and common assessments in order to support growth.

The system identified and worked with staff on essential standards and critical content skills to serve as a foundation for systemic MTSS.

Initially, the system implemented Ci3T as the framework for MTSS and the system was heavily reliant on support from the University of Kansas. During the 'pause year' of KESA, it became apparent that the support from KU could not be sustained. In Year 4 of the cycle, system leadership opted to engage in the work with the support of Solution Tree. The finalized MTSS Framework outlines three levels of support. Screening and diagnostic tools are implemented to determine specific skills that individual students require intervention support. To guide the use of assessment tools in developing a student intervention plan, the district initiated decision-making flowcharts. New positions were created, Reading and Math Interventionists, to support Tier 3 intervention.

The system established a long-range plan for Real World Learning (RWL). The system actively engages students in workplace readiness through career planning, exploration, job shadows, and internships. To date, 76% of students are achieving a Level 2, 3, or 4 on ELA State Assessments. 73% of students are achieving a Level 2, 3, or 4 on Math State Assessments. 59% of students in grades K-1 are at or above benchmark on the early Reading screener. 72% of students in grades 2-12 are at or above benchmark on the reading screener. 81% of students in grades K-1 are at or above benchmark on the early math screener. 76% of students in grades 2-12 are at or above benchmark on the math screener. In the 2021-22 school year, only one grade level (Grade 7) saw a slight decline in FastBridge Math data - all other grade levels saw increases. The biggest increase was noted at Grade 2: 66% of students were at or above benchmark in the fall and 78% were at or above benchmark in the spring.

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

ARC Comment

The system and OVT have provided evidence supporting their report that the system has documented policies, procedures, and regulations guiding long term sustainability.

6. The evidence submitted to the Accreditation Review Council indicates the system does **not** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

The system and OVT have provided evidence demonstrating their efforts towards growth in the State Board Outcomes. They system was able to make substantial growth in SECD, Kindergarten Readiness, and IPS. The system faces challenges in the areas of high school graduation and postsecondary success.

Board Outcomes

Social-Emotional Growth	Evidence reported by the system and OVT indicates that the system has established local measurements and indicators for demonstrating growth on SECD standards. The system has implemented SAEBRS and an MTSS structure at every building level.
Kindergarten Readiness	Evidence reported by the system and OVT indicates that the system has made significant improvements in curriculum, instruction, and assessment on Kansas Early Learning Standards. Examples included implementing the ASQ, LETRS early childhood training, and implementation of a curriculum that focuses on early learning standards and career exposure and exploration.
Individual Plans of Study	Evidence reported by the system and OVT indicates that all students have an individual plan of study by the end of the 8th grade and every student's plan is reviewed annually. The system has also implemented an advisory course in order to dedicate time in the schedule for students to complete IPS activities.
High School Graduation Rate	The system's 5-year graduation average is substantially below (56.2%) the state's graduation rate (88.1%).
Postsecondary Success	The system's five-year effective average is substantially below (29.2%) their predicted range (4.5-48.4%).

Areas For Improvement

Comment	High School Graduation Rate
Rationale	The system's 5-year graduation average is substantially below (56.2%) the state's graduation rate (88.1%).
Tasks	The system is to earn a 5-year graduation average that is in line with the state's graduation rate. The ARC will review the identified outcome measure(s) in January 2024, when the new accountability report is posted, to determine if progress has been made and if there should be a change in accreditation status.
Timeline	01-15-2024
System Response	Please see the artifacts section for the system response: 2023 Appeal USD 230 Spring Hill School District. In addition to the appeal documentation, the following documents have been uploaded to support the appeal: 1. 2019 Email Communication between KSDE and Superintendent Dr. Wayne Burke 2. OVT Letter of Support 3. Dismissal of Insight School of Kansas from KLN Support

Comment	Postsecondary Success
Rationale	The system's 5-year effective average is substantially below (29.2%) their predicted range (44.5-48.4%).
Tasks	The system is to earn a 5-year effective average at or above their predicted range. The ARC will review the identified outcome measure (s) in January 2024, when the new accountability report is posted, to determine if progress has been made and if there should be a change in accreditation status.
Timeline	01-15-2024
System Response	Please see the artifacts section for the system response: 2023 Appeal USD 230 Spring Hill School District. In addition to the appeal documentation, the following documents have been uploaded to support the appeal: 1. 2019 Email Communication between KSDE and Superintendent Dr. Wayne Burke 2. OVT Letter of Support 3. Dismissal of Insight School of Kansas from KLN Support

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

ARC Comment

The system and OVT have provided evidence supporting their report that stakeholder feedback was shared regarding progress in both goal areas. During the improvement cycle, the system developed building and district site councils. Even as the system grew they were able to consistently create opportunities to have goal-focused conversations that facilitated improvement.

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

ARC Comment

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

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

ARC Comment

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

ARC Recommendation

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

Justification

The system's 5-year graduation average is greater than 10% below (56.2%) the state's graduation rate (88.1%) and their 5-year effective average is greater than 10% below (29.2%) their predicted range (44.5-48.4%).

Strengths

The system's data indicates a strength in the area of Academically Prepared for Postsecondary. The system has documented achieving above the state average in levels 3 and 4 in all tested subjects.

Challenges

I recommend that the system fully integrates the Insight School of Kansas into their system improvement process. They will need to identify the root cause(s) for depressed graduation and postsecondary effectiveness rates and focus on implementing effective interventions.

System Appeal

The system chose to appeal the initial ARC Recommendation based on the following summary.

Appeal Summary

For the complete system response, please refer to the document: 2023 Appeal | USD 230 Spring Hill School District.

GRADUATION RATE

1. In 2019, Spring Hill Schools Superintendent Dr. Wayne Burke met with Education Commissioner Dr. Randy Watson, Deputy Commissioner Brad Neuenswander, and Deputy Commissioner Dale Dennis, to discuss virtual school programs. Per the conversation, Spring Hill Schools was assured by KSDE that if growth was demonstrated, the district would receive full accreditation from the ARC.
2. The ARC's decision is not consistent with KSDE's published Accreditation Criteria Rubric or the published definition of 'Conditional Accreditation'.
3. The 2022 graduation rate was not provided to the ARC upon receiving the system's Year 5 report. Current data will show that Spring Hill School's graduation rate has seen a positive trend across 5 years, increasing from 55.9% in 2018 to 83.7% in 2022. At 83.7% graduating, Spring Hill Schools is within 10% of the state's 2022 graduation rate of 88.1%.

POSTSECONDARY EFFECTIVENESS

1. The data used to calculate Spring Hill Schools success rate was not representative of the past five years. Only data through 2020 was used in the calculation, as was data outside of the KESA cycle. Data from the cycle, through 2022, would show Spring Hill Schools is not 'substantially below' the predicted range.
2. Spring Hill Schools local data will show a significant discrepancy with the state data from the National Clearinghouse. Local data captures student information for graduates that enter the workforce or enlist in military service, which is not included in the Clearinghouse data.
3. The ARC's decision is not consistent with KSDE's published Accreditation Criteria Rubric.

Final Recommendation

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

Justification

Since the time the system was reviewed the 2021-2022 Accountability Report was released.

High School Graduation Rate: According to the 2021-2022 Accountability Report the system's 5-year graduation average of the 4-year adjusted cohort is substantially below (58.7%) the state's graduation rate (89.3%). According to the 2021-2022 Accountability Report the system's 4-year adjusted cohort graduation rate has increased to 83.7%, which does indicate growth in the area of High School Graduation that if maintained will be reflected in an increase in the system's 5-year graduation of the 4-year adjusted cohort. Also, additional data provided through the appeal process indicated that the virtual school's graduation rate has improved with a starting rate of 29% in 2015 to a graduation rate of 70% in 2022. The additional evidence submitted to the ARC demonstrates gains in meeting the expectation for the State Board Outcome of High School Graduation Rate.

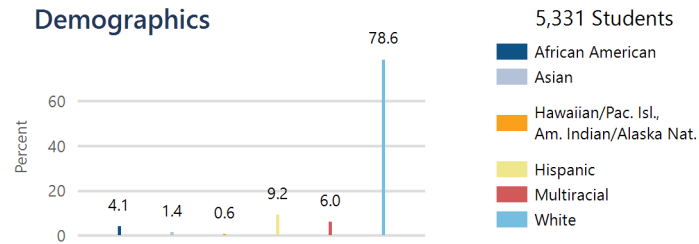
Postsecondary Success: According to the 2021-2022 Accountability Report the system's 5-year effective average remains substantially below (29.2%) their predicted range (44.5-48.4%). Taking into consideration that postsecondary effectiveness data has a 2-year delay it is very reasonable to predict with the significant gains in graduation rates that the system's postsecondary effectiveness rates will show growth as well. The additional evidence submitted to the ARC demonstrates gains in meeting the expectation for the State Board Outcome of High School Graduation Rate which can also be expected in the area of Postsecondary Success. It is recommended that the Postsecondary Success continued to be monitored to ensure that the growth is realized.



Spring Hill USD 230

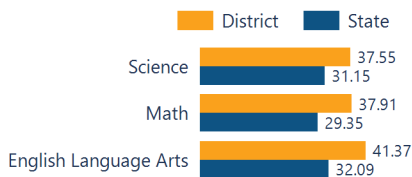
17640 W 199th St, Spring Hill, KS 66083
(913) 592-7200
<http://www.usd230.org>

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

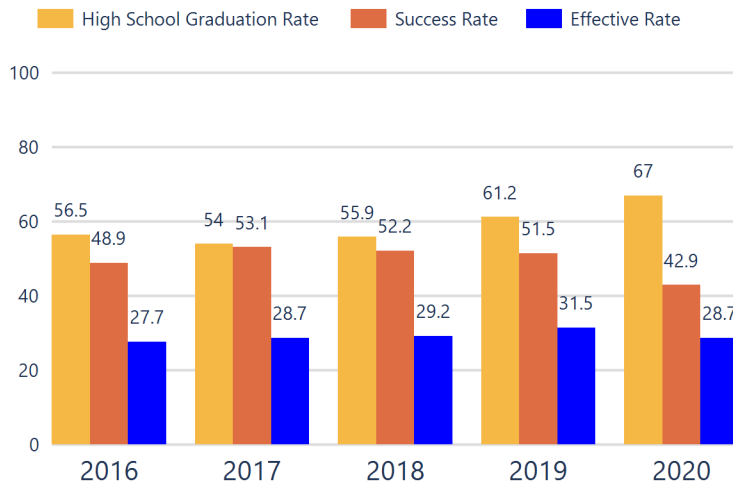


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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				

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

Five-Year Graduation Avg

58.7%

Five-Year Success Avg

49.7%

Five-Year Effective Avg

29.2%

95% Confidence Interval for the Predicted Effectiveness Rate

44.5 - 48.4%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

83.7%

State: 89.3

95.1%

State: 92.1

13.5%

State: 25.4

2.7%

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

\$10,982

State: \$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	23.08	20.59	26.45	26.79	23.68	30.86
Level 2	N/A	N/A	N/A	37.28	32.53	27.80	35.28	34.93	31.56
Level 3	N/A	N/A	N/A	24.63	33.91	29.14	23.69	30.48	22.47
Level 4	N/A	N/A	N/A	14.99	12.96	16.59	14.22	10.89	15.08

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	44.53	40.13	44.16	48.79	41.92	48.82
Level 2	N/A	N/A	N/A	40.04	32.01	30.96	34.50	36.17	26.76
Level 3	N/A	N/A	N/A	10.70	23.02	18.27	12.05	17.06	16.43
Level 4	N/A	N/A	N/A	4.71	4.82	6.59	4.63	4.82	7.98

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	48.09	49.41	49.18	51.44	51.96	58.08
Level 2	N/A	N/A	N/A	31.96	27.35	27.86	32.28	29.65	21.32
Level 3	N/A	N/A	N/A	13.19	17.05	17.21	11.02	13.64	12.50
Level 4	N/A	N/A	N/A	6.74	6.17	5.73	5.24	4.72	8.08

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	52.94	42.30	52.63	58.06	43.61	58.53
Level 2	N/A	N/A	N/A	27.45	30.76	15.78	27.95	40.42	26.82
Level 3	N/A	N/A	N/A	15.68	21.15	26.31	12.90	12.76	4.87
Level 4	N/A	N/A	N/A	3.92	5.76	5.26	1.07	3.19	9.75

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	38.68	34.61	50.70	47.61	39.56	36.84
Level 2	N/A	N/A	N/A	40.14	32.30	23.94	32.46	33.47	41.05
Level 3	N/A	N/A	N/A	14.59	25.38	18.30	14.71	20.43	14.73
Level 4	N/A	N/A	N/A	6.56	7.69	7.04	5.19	6.52	7.36

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

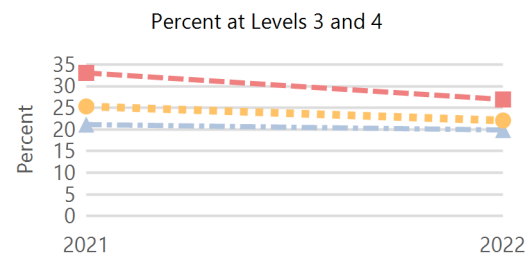
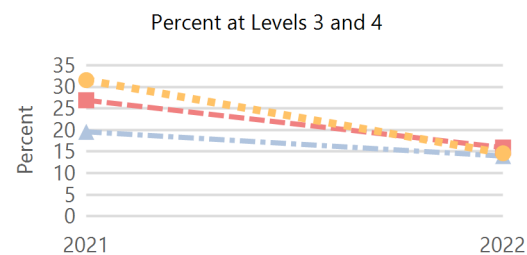
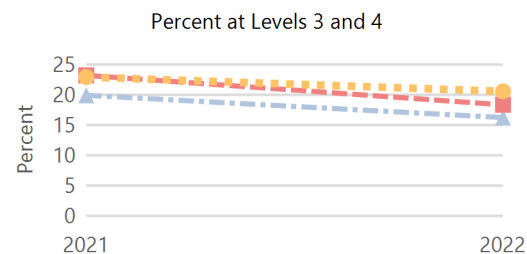
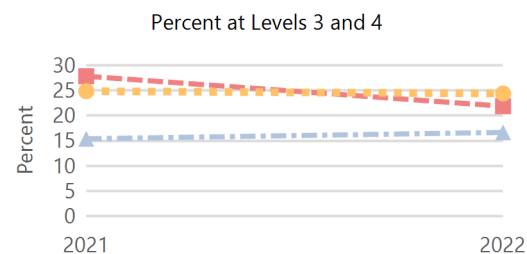
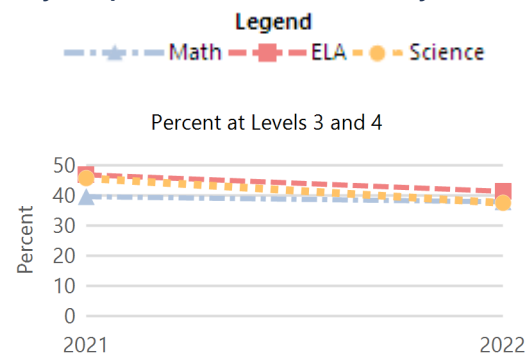
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	21.3
State	19.8

Accreditation Summary

Date: 02/03/2023

System: D0239 North Ottawa County (0000)

City: Minneapolis

Superintendent: Chris Vignery

OVT Chair: Fred VanRanken

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

- Tiered Framework of Support:

The system and OVT have provided evidence supporting their report that all buildings have a tiered framework of support and data is disaggregated. The OVT reports that the system utilizes data consistently and adapts to the needs of the students in reading and mathematics in particular. They have also expanded and enhanced their Boys Town model to include SEL components in terms of tiered support at the elementary level (K-6). Tiered support at the middle and secondary levels continues to evolve. The system is working to determine how best to assist students that are struggling in reading and math, which is not uncommon at this level.

The system also offers workshops at the junior high level that serves as a tiered support for that level of students through the Summit Learning platform. This seminar and platform targets instruction around deficiencies that are data-based to provide academic assistance for students. In the 2019-20 school year, a position was also added to target those students that are considered at-risk specifically to provide academic support at the 7-12 level, and in 2022 the system added the JAG-Kansas' program to support students who exhibit risk factors.

- Family, Business, and Community Partnerships:

The system has established and maintained both district-level and building-level site councils with regular meetings. There is a system-wide practice of engaging all stakeholders that occurs on a regular basis and is embedded in the overall culture. Staff, Students, Parents, Site Councils, and the school board have been involved in the KESA process.

Opportunities to work with parents have been provided through social media, parent nights, K-6 family fun night, and parent/teacher organizations. The system has over 95% attendance in K-6 for parent-teacher conferences and over 85% at grades 7-12 parent-teacher conferences. The system completed a grant for nearly \$28,000 for startup funding for a student-run coffee shop downtown. For any student who wants to take WEP or entrepreneurship, working at the coffee shop is an option.

- * Diversity, Equity, and Access:

The system and OVT have provided evidence supporting their report that all student group needs are represented in the improvement process. The system's and schools' culture is reflected in the vision

and improvement process. The OVT team reports that the students are exposed to non-biased instruction and materials to promote awareness and understanding of cultural diversity. The OVT also reports that the system provides equitable opportunities for all students. The system has participated in Diversity/Cultural Competence training. Students are exposed to non-biased instruction and materials to promote awareness and understanding of cultural diversity.

* Communication and Basic Skills:

The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in Communication and Basic skills. The system has implemented project-based learning (PBL) for grades K-8. The system and OVT report that students have exposure to these basic skills at a high level. The high school offers alternative PBL sections for English, Science, and History. They also require speech class and financial literacy at the secondary level and offer forensics, scholars bowl, FFA, and student organizations are present at School Board Meetings.

* Civic and Social Engagement:

The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in civic and social engagement. The OVT reports that students at all levels are exposed to the community in various ways. Each building provided multiple examples of how they engage students civically and socially. The system has a 40-hour community service requirement for graduation. The system reports that civic and social engagement is a goal area for them. They have focused on creating more opportunities for students in K-12 to engage in the community, as well as, to assume leadership roles in school functions.

* Physical and Mental Health:

The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in physical and mental health. The OVT reports that the system offers a physical education requirement that continues to be present for all students in secondary schools. Curriculum resources related to mental health are being used proactively in all schools.

The system is an active participant in the MHIT grant through which they have a partnership with CKMHC in Salina. The grant has allowed them to hire a full-time liaison that is a licensed social worker. At the beginning of the current KESA cycle, the system had a counselor at the high school and a social worker shared district-wide; with a high number of students, it was challenging to address student needs. They added an additional social worker in 2019. They also use faculty mentors serving in mentor roles to provide more one-on-one interaction with students.

* Arts and Cultural Appreciation:

The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in arts and cultural appreciation. The OVT reports that the system has no concerns about the arts and cultural opportunities afforded to students. The K-6 building offers band and vocal music, and art to K-6 students once a month. It was apparent to the OVT that K-6 students also had consistent opportunities to engage in art and other similar activities through a variety of venues.

* Postsecondary and Career Preparation:

The system's 2021-22 5-year effective average rate is slightly below their predictive range of 53.6-56.6 at 51.6. In 2020-21 the effective average rate was 50.6%, and in 2019-20 the effective average rate was 49.0. The system has increased postsecondary experiences and programming which has resulted in documented growth over time.

The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in postsecondary and career preparation. The OVT reports that at the elementary level, students are exposed to careers and opportunities to explore careers through various assemblies, field trips, and within the PBL lessons when appropriate. They also engage in presentations from various career fields within the community.

At the secondary level, every student will have visited tech schools, junior colleges, regent schools, and

KSU Salina. The system offers CNA onsite based on instructor availability. They also send students to the Salina Area Technical College to participate in the programs offered on campus and support students complete coursework offered online through various community and technical colleges.

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

ARC Comment

Goal 1: Starting with the Class of 2024, 80% of graduates will achieve postsecondary success according to the Kansas Department of Education's definition, which will include Military, family business, and all other vocations not included in the National Clearinghouse Data.

Needs assessment:

Through the system's needs assessment process, the system identified through the National Clearinghouse (NHS) data had less than 50% of their students moving on to some post-secondary institution or military. Since the system strongly believes that they are responsible for providing students with the tools they need to choose what path best works for them they made it their goal to make K-12 learning relevant to the opportunities students would have once they graduate.

Evidence:

Part of their action plan was to increase the number of concurrent and CTE courses offered and taken. The system has doubled their CTE hours in the past three school years and their college credit hours earned while in high school have increased each year by 10% over the past three years. The system also reports that 68% of the 2020-2021 graduating class has entered a postsecondary institution or program.

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

ARC Comment

* Goal 2: 80% of our students will be on reading level by the end of 3rd-Grade.

Goal Area: Rigor

Needs assessment:

The system conducted a deep dive into curriculum, local student formative assessments, state assessments, and instructional strategies implemented system-wide. The system identified that whole group instruction was not reducing the number of students requiring reading intervention. They determined that the core curriculum continues to lack evidence-based elements and principles required to meet the literacy needs of the majority of the students. Based on the information uncovered, the system determined their literacy goal and programmatic and instructional changes needed to make growth.

Evidence:

The OVT reports that the system went into great detail as to how they assess, examine, and make adjustments based upon data to iterate plans to achieve their goal of 80% proficiency by grade 3 in reading. It is very evident that there is a great deal of effort and detail put into seeing students succeed in reading that are among the best the OVT has seen.

The system provides evidence of the system of supports developed and annual fall and spring data over the improvement cycle. When evaluating the goal as written, the system did not show growth in the percentage across year 1 to year 5 of the cycle. When viewing the annual pre and post-reading data growth did demonstrate growth. The system has also increased support and made adjustments to respond to the greater needs of incoming students and students that demonstrated a decline due to Kansas's responses to Covid-19.

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

ARC Comment

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

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth

Evidence reported by the system and OVT indicates that the system has established local measurements and indicators for demonstrating growth on SECD standards. The system has been implemented assuredly at every building level. The system utilized the Panorama assessment data, a Title survey, Boys Town Social Skills administrative model and assessment tools, and a team referral process to monitor SEL needs and demonstrate SEL growth. Their data documented positive growth.

According to their reporting, there were slightly lower scores following the period of virtual learning in the spring of 2020, which is expected. They adopted several additional programs in response to the increased needs. From 2019 to 2021, the Central Kansas Mental Health services have increased by 80%. According to surveys conducted in 2020 and 2021, the number of students who feel like they have at least one faculty member they could talk to increased. Throughout this cycle, the system has seen a reduction in repeat behavioral concerns as documented in the Boys Town Office Referrals.

Kindergarten Readiness

Evidence reported by the system and OVT indicates that the system has made significant improvement in curriculum, instruction, and assessment of Kansas Early Learning Standards. The system reports that kindergarten students as a whole are entering the district with a lower starting skill level in 2021-22 from previous years (66% showed no delays) when reviewing the Dial assessment data. In 2018-19 the system documented 60% showing no delays to the lowest year in the cycle documenting as many as 79% showing no delays. The system also reported an increase in students attending preschool or Head Start before entering Kindergarten from 69% in 2017-18 to 74% in 2021-22. The system has also increased its ASQ participation results from a low of 66% to 98%. The system reports making adjustments to the screening process in response to parent needs through establishing an Early Education Committee consisting of the Kindergarten teachers, a representative from Head Start, a representative from the Good Sam Private Preschool, the building principal, the district superintendent, and community members.

Individual Plans of Study

Evidence reported by the system and OVT indicates that all students have an individual plan of study by the end of the 8th grade and every student's plan is reviewed annually. The system has implemented the necessary components beginning in 7th grade utilizing activities within the Xello program. The system sets aside a day each week for IPS completion at the secondary level and has a scope and sequence for grades 7-12 to engage in Xello and other IPS-related activities that make up the IPS document that students take with them. In the fall of 2016, the system committed the resources and hired career advocates to support students learning about different careers and career paths. This process allows students to meet monthly with their assigned advocates. The system's 9th-12th grade students utilize electronic portfolios and are provided multiple postsecondary exploration experiences.

High School Graduation Rate

According to the 2021-2022 Accountability report the system's 5-year graduation average is 95.4% which is above the state's graduation rate of 88.1%. The system is also meeting the State Board Outcome goal of 95%.

Postsecondary Success

Post-secondary Success:

The system's 2021-22 5-year effective average rate is slightly below their predictive range of 53.6-56.6 at 51.6. In 2020-21 the effective average rate was 50.6%, and in 2019-20 the effective average rate was 49.0. The system has increased postsecondary experiences and programming which has resulted in documented growth over time.

Academically prepared for postsecondary:

The 2021-2022 accountability report indicated that the system is achieving above the state average (29.35) in levels 3 and 4 in math at 38.56. The 2021-2022 accountability report indicated that the system is achieving above the state average (32.09) in levels 3 and 4 in ELA at 34.56. The 2021-2022 accountability report indicated that the system is achieving slightly lower than the state average (31.15) in levels 3 and 4 in science at 31.07. (Assuredly)

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

ARC Comment

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

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

ARC Comment

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

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

ARC Comment

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

ARC Recommendation

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

Justification

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

Strengths

The system's data indicates strength in the area of collecting and analyzing data, making needed adjustments to action plans when necessary, and community engagement.

Challenges

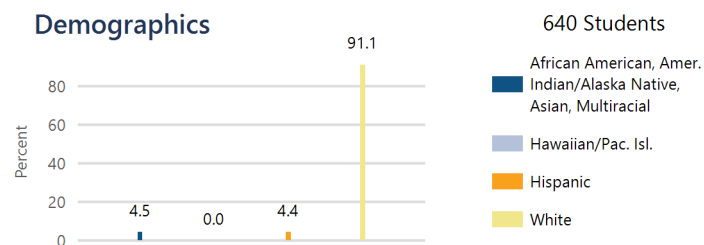
The system continues to be challenged by students entering their schools with lower skill levels than before. The system will need to identify the root cause(s) for depressed literacy rates and postsecondary effective rates and continue to focus on implementing effective interventions.



North Ottawa County USD 239

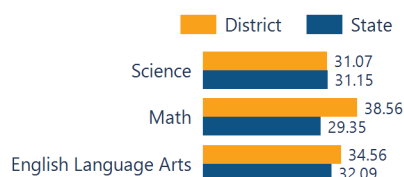
716 E Seventh St, Minneapolis, KS 67467-0257
(785) 392-2167
www.usd239.org

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

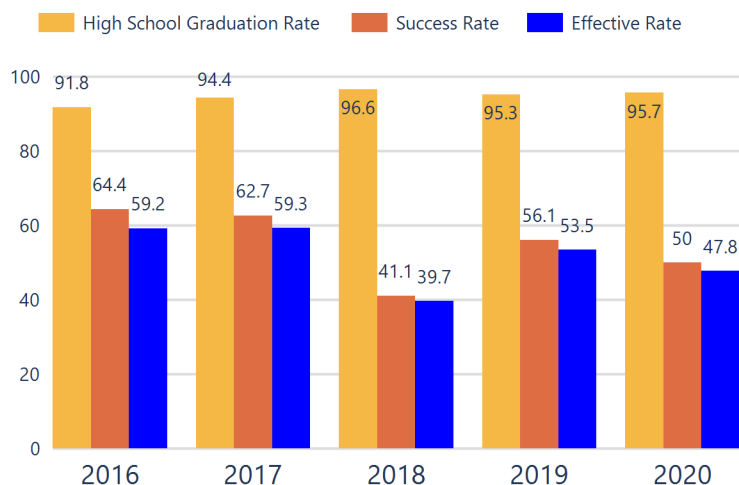


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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				★

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

Five-Year Graduation Avg

94.8%

Five-Year Success Avg

54.4%

Five-Year Effective Avg

51.6%

95% Confidence Interval
for the Predicted
Effectiveness Rate

53.6 - 56.6%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

96.2%

State:
89.3

93.5%

State:
92.1

19.9%

State:
25.4

0.7%

State:
1.4

District ESSA Operating Expenditures Per Pupil

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

\$13,948

State:
\$13,830

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

North Ottawa County USD 239

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	21.71	25.23	28.02	23.42	28.57	39.18
Level 2	N/A	N/A	N/A	44.34	40.92	29.93	38.00	36.85	29.72
Level 3	N/A	N/A	N/A	24.77	25.84	26.75	26.28	27.14	16.89
Level 4	N/A	N/A	N/A	9.17	8.00	15.28	12.28	7.42	14.18

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	26.54	32.74	28.57	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	46.01	40.70	36.73	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	22.12	20.35	24.48	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	5.30	6.19	10.20	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	48.57	55.07	46.42	53.52	59.15	70.00
Level 2	N/A	N/A	N/A	34.28	24.63	17.85	30.98	25.35	16.66
Level 3	N/A	N/A	N/A	14.28	17.39	25.00	8.45	12.67	0.00
Level 4	N/A	N/A	N/A	2.85	2.89	10.71	7.04	2.81	13.33

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	15.38	15.38	N/A	11.76	35.29	N/A
Level 2	N/A	N/A	N/A	38.46	53.84	N/A	52.94	17.64	N/A
Level 3	N/A	N/A	N/A	30.76	7.69	N/A	17.64	35.29	N/A
Level 4	N/A	N/A	N/A	15.38	23.07	N/A	17.64	11.76	N/A

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

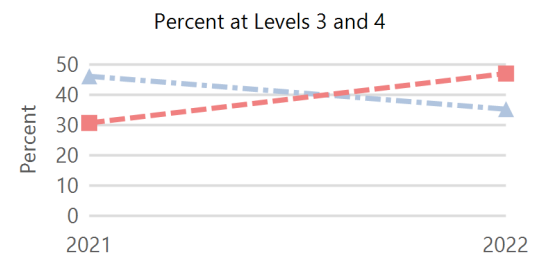
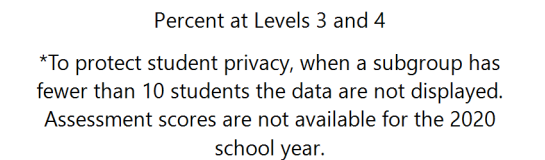
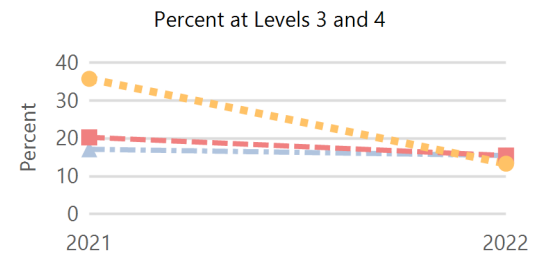
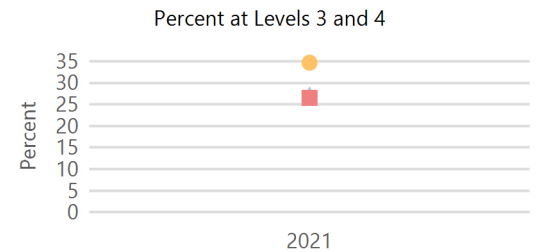
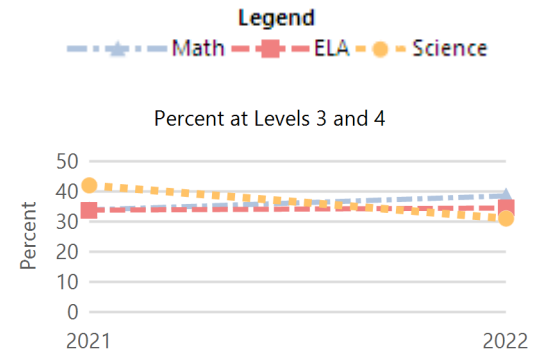
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.8
State	19.8

Accreditation Summary

Date: 02/16/2023

System: D0252 Southern Lyon County (0000)

City: Hartford

Superintendent: Michael Argabright

OVT Chair: Ryan Bradbury

Executive Summary/AFI

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

ARC Comment

No compliance issues noted.

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

ARC Comment

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

Tiered Systems of Support:

Through partnership with TASN, each building has a fully developed MTSS process and framework for reading, math, and behavior. The system moved from a moderate reading intervention program at the outset of the cycle to this fully developed model. Extensive training was provided to staff during implementation. PLCs occur regularly to review data and create intentional learning groups. Additional intervention positions were added to facilitate the implementation.

Family, Business, and Community Partnerships:

Intentional relationships were formed with community partners to enhance student learning opportunities. A few include community, district advisory teams, chamber of commerce, and local colleges and universities. This enabled work-based experiences, internships, and dual/concurrent credit offerings.

Diversity, Equity, and Access

Structures were intentionally implemented to address the equity needs and demands present within the system. Technology options are provided to students who lack these resources to give equitable access to instruction and content. A multitude of programs (MTSS, 504, SpEd, etc.) serve to meet individual needs. Little information was provided regarding diversity reflected in their vision and process.

Communication and Basic Skills:

Routine curricular adoption rotations are in place through the district's strategic plan. Curricula are vetted for communication integration including reading, writing, speaking, and listening. Responsive to the learning demands caused by COVID, the system increased learning time for these core subjects at secondary levels. Public speaking and presentation were incorporated into courses and grades as well as accentuated in co-curricular programs.

Civic and Social Engagement:

Leadership and civic engagement classes were implemented in 2018 with students attending Chamber

meetings and serving on local legislative committees. Students coordinate events such as Honor Flights and blood drives. Social Studies curricula include civic learning and are paired with community contextual events. The systems received a Kansans Can Gold Start in Civic and Social Engagement.

Physical & Mental Health:

Adjustments were made during the cycle to enhance existing programs and procedures, including the addition of SEL staff, creating flexible schedules, and initiating systems for food provisions for those in need. Counseling services were expanded, curricula were implemented, and additional programs were offered such as second chance breakfast, early childhood music therapy groups, and an increase in high school credits for physical/health education.

Arts and Cultural Appreciation:

During the cycle, art was reimplemented into the curricula after being cut in 2009. The foreign language program was subsequently expanded beyond the Spanish offering to include French; Foreign language was also expanded down to grade 5; previously starting at grade 7. Studies of culture and heritage are interconnected with choir, band, forensics, social studies, and foreign language curricula.

Postsecondary and Career Preparation:

A PreK-12 career preparation curriculum was instituted during the cycle. Curricula programs to support postsecondary and career advancement including WorkKeys Curriculum, Work-based Experiences, Industry Tours, Reality University, College Tours, Local Instruction recruitment, and career -focused field trips. The system outpaced their effectiveness range by more than 5%.

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

ARC Comment

Goal 1 – USD 252 schools will provide tiered reading, math, and social emotional support for all students to reduce barriers to academic success.

A partnership was formed with TASN to fully develop the MTSS framework and process. Through this work, reading, math, and behavior supports were designed to serve each building. Additional staff were added to support these efforts including an MTSS coordinator for Math and Reading and a district social worker. PLCs were instituted to allow for the analysis of data, for intervention groups, and guide instructional decisions. Professional development was purposeful to support staff in understanding and carrying out these changes, including math and reading MTSS training from TASN and social-emotional training from the Flinthills Special Education Cooperative.

Results: 71% of students identified for MTSS support showed growth in Reading and Math. In regard to SEL, interventions were developed and implemented along with the implementation of a tier 1 SEL curriculum. A decrease was seen system-wide in bullying, a reduction in office discipline referrals, and a particularly low Chronic Absenteeism rate.

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

ARC Comment

Goal 2 – USD 252 schools will increase family engagement opportunities to strengthen the family's ability to educate and advocate for their child's learning.

The district transitioned from traditional parent-teacher conferences to a student-led approach. Professional development is consistent pertaining to family engagement, including the analysis of engagement data to drive decision-making. Little information was presented to explain how the

comprehensive strategies for improving family involvement and engagement. More information on engagement events or activities would help support progress in this area.

Results: With student-led conferences, participation rates increased by 8% at the elementary (90% to 98%), and a 12% increase at the secondary (82% to 94%). The district exceeded the state averages on the Kansas Communities that Care survey regarding the provision of family involvement opportunities by 5% and the provision of family rewards for involvement by .09%.

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

ARC Comment

The system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. The OVT noted full staff involvement, which has allowed the system to continue without interruption when administrative turnover occurs.

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

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive incline. The system understands and can explain its data results. The system demonstrated evidence, data reflecting all five (5) State Board outcomes and plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth

USD 252 adopted the ReThink Curriculum in 2018 and implemented its screening tool to create a tiered system of support for SEL. While tier 1 students remain in the classroom for weekly whole group lessons, tier 2 and 3 students get individualized or small group services. Through collaboration with Crosswinds, mental health services with a licensed therapist are provided on site. The district has also employed a social worker to meet the great needs.

Kindergarten Readiness

The ASQ is administered by families to students aged 6 weeks through kindergarten. By the spring of 2022, 90% of all incoming kindergarteners were yielding age-appropriate results. The district offers 3- and 4-year-old preschool, childcare for 6-week to age 5 children, Parents as Teachers, and Head Start programs. myIGDI data for preschool students indicate strong progress in 2 categories and moderate progress in 3 categories.

Individual Plans of Study

A fully developed IPS process is present. The district created a career exploration curriculum for grades K-6. Students 7-12 participate in Xello synthesizing information for careers, training, education, and financial planning necessary for success. As part of the secondary curriculum, a robust portfolio is the final product of the IPS process. The staff conducts yearly- follow-up meetings with past graduating students to seek input on how to best improve the IPS process.

High School Graduation Rate

The system maintains a five-year graduation average of 96.5%, indicative of the systems and process put in place to ensure student success.

Postsecondary Success

USD 252 offers a full range of development activities to ensure students experienced postsecondary success. The following are implemented within the district: RealityU; college visits; annual personal contact with recent graduates; recent alumni panels to provide guidance to seniors; technology literacy training; and partnerships with KansasWorks, local business and industry, and local work-based learning opportunities.

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

ARC Comment

Stakeholder feedback is gathered, and progress is shared consistently. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process. Stakeholder input was solicited and incorporated throughout the process enabling the system to adjust and evolve based on their feedback. Intentional community partnerships were formed to improve student outcomes. The OVT expressed that a systemic process is employed including the use of committees directed by staff, board members, and community members.

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

ARC Comment

The OVT indicated that processes are staff-driven with an emphasis on data usage to guide change. The process has been used to improve the state of the district with intentionality and purpose. USD 252 was responsive to the OVT guidance taking the feedback and questions from the OVT back to the system for continued analysis and adjustment. They were honest and forthcoming with their data in identifying gaps that needed further attention.

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

ARC Comment

Evidence of system reporting to their local board, reports completed in a timely manner, a system plan with action steps and goals that drives academic improvement priorities is evident, system plan is aligned with local board strategic plan, all buildings have an aligned action plan to the system goals; OVT visits conducted, improvement priorities and process is evaluated through the use of data, a feedback loop exists.

ARC Recommendation

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

Justification

The district had made tremendous growth in their state results with a high graduation rate and a postsecondary effectiveness that continues to rise though already substantially above their expected range. Processes are intact for ensuring that staff and community are involved. This has resulted in a successful implementation of Tiered Systems of Support and increased family engagement, the system's two goal areas.

Strengths

A comprehensive approach was taken throughout the accreditation process. The district took considerable steps when implementing the SEL, IPS, and PreK programming. The district saw considerably favorable results due to their efforts. This is never more evident than in their graduation and postsecondary effectiveness rates.

Challenges

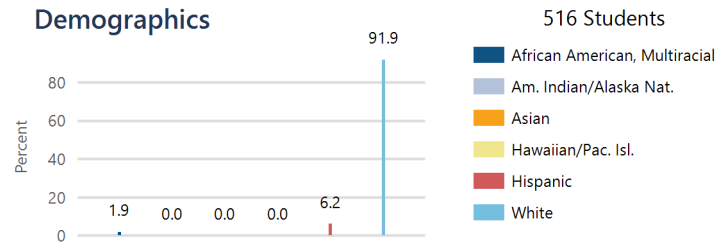
Though the goals were commendable and impactful, improved thoroughness in reporting is essential. While student-led conferences are a great way of engaging families in the educational process, more robust and comprehensive strategies should be included. Likely, the system took a very extensive approach to including families, as was seen in the foundational structures and state board outcomes, so the reporting on such strategies would greatly improve this goal.



Southern Lyon County USD 252

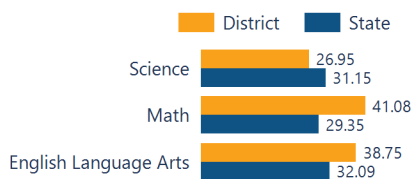
100 Commercial St., Ste. A, Hartford, KS 66854
(620) 392-5519
www.usd252.org

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

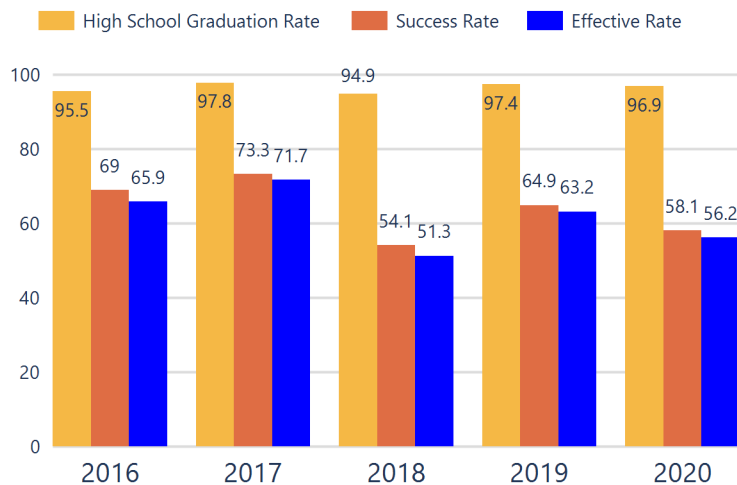


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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		★		

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

Five-Year Graduation Avg

96.5%

Five-Year Success Avg

64.6%

Five-Year Effective Avg

62.3%

95% Confidence Interval
for the Predicted
Effectiveness Rate

54.4 - 56.9%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

95.3%

State:
89.3

District ESSA Operating Expenditures Per Pupil

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

\$16,841

State:
\$13,830

94.4%

State:
92.1

13.2%

State:
25.4

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

0.4%

State:
1.4

Southern Lyon County USD 252

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	23.26	27.53	29.66	25.96	27.90	39.13
Level 2	N/A	N/A	N/A	42.44	33.19	31.35	32.94	33.33	33.91
Level 3	N/A	N/A	N/A	25.30	27.53	23.72	26.74	33.33	18.26
Level 4	N/A	N/A	N/A	8.97	11.74	15.25	14.34	5.42	8.69

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	31.86	40.65	44.18	41.83	40.81	54.34
Level 2	N/A	N/A	N/A	43.95	32.96	25.58	34.69	33.67	23.91
Level 3	N/A	N/A	N/A	20.87	19.78	18.60	18.36	22.44	17.39
Level 4	N/A	N/A	N/A	3.29	6.59	11.62	5.10	3.06	4.34

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	43.75	48.48	55.55	46.34	56.09	66.66
Level 2	N/A	N/A	N/A	53.12	36.36	27.77	36.58	29.26	16.66
Level 3	N/A	N/A	N/A	0.00	12.12	16.66	14.63	14.63	16.66
Level 4	N/A	N/A	N/A	3.12	3.03	0.00	2.43	0.00	0.00

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	15.38	30.76	53.84	33.33	26.66	N/A
Level 2	N/A	N/A	N/A	53.84	53.84	30.76	40.00	60.00	N/A
Level 3	N/A	N/A	N/A	30.76	15.38	7.69	26.66	6.66	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	7.69	0.00	6.66	N/A

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

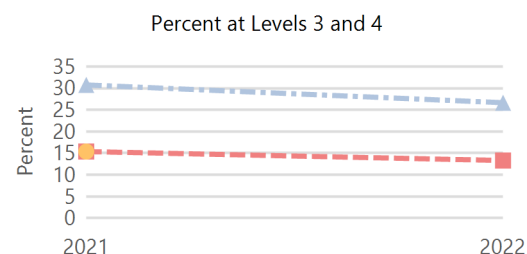
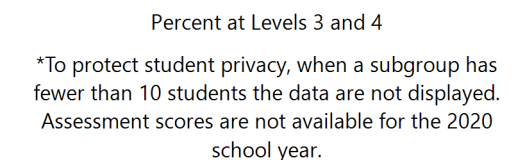
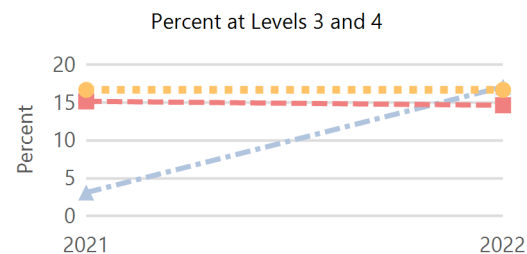
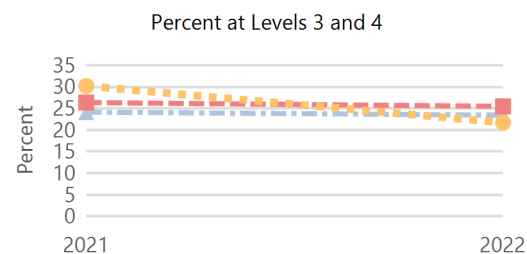
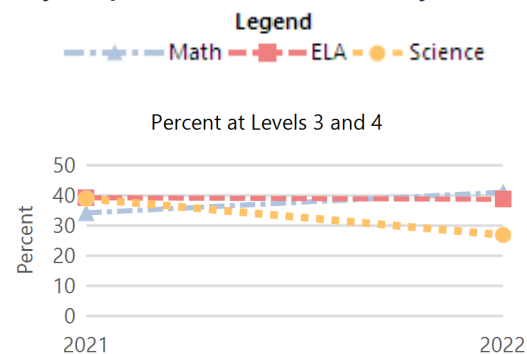
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	20.5
State	19.8

Accreditation Summary

Date: 02/16/2023

System: D0294 Oberlin (0000)

City: Oberlin

Superintendent: Joel Applegate

OVT Chair: Angela Lawrence

Executive Summary/AFI

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

ARC Comment

No compliance issues were noted.

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

ARC Comment

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

Tiered Framework of Support

The system has implemented MTSS K-12. K-6 uses FastBridge as the academic screener with SAEBRS for SEL. This screener is administered three times per year with data used to form groups for intentional tiered support. Grades 7-12 use MyPath as a diagnostic screener for reading. The schedule was adjusted to provide a semester-long Tier 3 reading intervention class and additional intervention staff were hired. SAEBRS data is analyzed during PD to form Tier 3 groups based on High-Risk screening factors. In the next cycle, the system plans to implement Harbor SEL Tier 1 curriculum at the secondary and to develop math interventions.

Family, Business, and Community Partnerships

Oberlin has ongoing opportunities for family partnerships: Grandparents Reading Program; Pastries with Parents; Student-led Conferences; and Community Mentor Program. There are also opportunities that allow for business partnership: Senior English Business Profile Research Project and Business Connections via Applied Math – (loan officers, real estate, car dealership, count tax officer, etc.) showing embedment within the curricula. The OVT notes this as an area of strength.

Diversity, Equity, and Access

During this cycle, the system began collecting data concerning diversity and equity within their system. This data was used to guide their policies and practices relative to diversity, equity, and inclusion along with guiding their professional development such as Trauma Informed Responsive Classrooms. Programming is designed to serve instructional needs, socio-economic need, and language needs. It is noted that instructional decision-making and differentiation incorporates input from educators and families. Differentiation is based on academic data, student interests, and passions.

Communication and Basic Skills

USD 294 focused heavily on the curricula needs of the district during this cycle. They underwent a curriculum alignment process analyzing for communication and basic skill embedment. To help facilitate this process, a Curriculum Coordinator position was added to oversee and guide the committee and implementation of the alignment process. More information regarding communication

skills or basic skills would be helpful (e.g. – Applied Math course connection to loans, taxes, etc.; and reading/writing incorporation across subjects.)

Civic and Social Engagement

Engagement opportunities are evident to supplement the curricula. Such events include state Capitol tours and field trips to the Eisenhower Museum. Locally, the system hosts a Veteran's Day program and StuCo is coordinating a Project and Passion Day. It was noted students also serve on the Site Council. More specific examples of student agency and involvement would be helpful.

Physical and Mental Health

To address physical and mental health integration within the curricula, additional health courses were added, SEL programs were purchased for elementary and secondary, and Trauma Informed practices are employed following staff training. Mental health provisions are offered via SAEBRS screening, intervention groups, and a partnership formed with Sheridan County Health Complex. The EVERS program was recently implemented to assist with staff and student burnout.

Arts and Cultural Appreciation

The OVT noted Arts and Culture as an area of strength. Fine arts courses are offered K-12 with community collaborations. Multiple student musical performances occur throughout the year, students participate in League Art Shows, and singers perform at multiple venues off-campus. Students also visit FHSU Art show and the Denver Art Museum to experience other cultural exhibits.

Postsecondary and Career Preparation

The IPS process has been implemented throughout the system with Xello being extended down to 6th grade. Each student has an advisor to assist with college and career exploration as they complete their ePortfolio. USD 294 is working to increase Industry Recognized Certifications, they offer the WorkKeys, and have expanded both dual credit and online course opportunities. Credit Recovery, Summer School, and After School Tutoring are all offered to improve student outcomes.

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

ARC Comment

Goal 1 – By Spring 2023, USD 294 will develop and increase positive staff/student relationships and student/student relationships by decreasing the number of students who are At-Risk according to SAEBRS data and school survey scores by 1% annually.

As a Redesign district, the district focused on adjusting their approach to relationships. The system underwent several goal revisions adjusting to the needs of their community and increasing focus on measurable specificity, which they paired with intentional PD. The district used perception surveys frequently to be responsive to the needs of students and parents. Based on the results, they extended their Mentor group and instituted Might Mornings, Soft Starts, and Passion Project Days. These components were supported with professional development such as Trauma Informed and created collaboration time for staff to purposefully use data. SAEBRS data showed a 10% shift from students flagging at high-risk to low-risk factors. However, Gallup perception data showed decreases in students feeling they had a trusted adult within the school (65% vs 62%) and the number of high school students feeling that their classmates cared about them (53% vs 46%).

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

ARC Comment

Goal 2 – By Spring 2023, USD 294 will develop a systematic process to review core English Language

Arts curricular standards and provide a 100% seamless horizontal and vertical transition between grade levels and building levels to promote student achievement by creating relevant learning for students through personalized and tiered support.

The system ELA scope and sequence was completed for the elementary while the high school is on track for completion later this year. Horizontal alignment has occurred district-wide and vertical alignment is set for completion by March 2023. To achieve their curricular alignment goals, the district employed a Curriculum Coordinator. They also hired an Interventionist to expand their Tier 2 & 3 supports. Early data indicated regression of ELA performance - state assessment and universal screening data. During the 2021-2022 school year, the district finally experienced a 3% increase from Tier 2/3 to Tier 1 based on FastBridge data. The district has recently completed the Science alignment and is currently working on Math.

ARC Suggestion: Continued focus on Tier 1 instruction should occur with intentional PD for staff. Heavy emphasis should be placed on data to ensure the desired outcomes are achieved based on the historical decline.

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

ARC Comment

The system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. The local BOE has supported curriculum adoptions, professional training, and the addition of staff to support the goals. The district has utilized students and formed committees to focus on the individual goals, State Board Outcomes, and Foundational Structures ensuring that staff are invested in the process.

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

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive incline. The system understands and can explain its data results. The system demonstrated evidence, data reflecting all five (5) State Board outcomes, and have plans to improve growth. SEL, Kindergarten Readiness, and IPS are fully functional. The district has analyzed data and developed plans for improving Graduation and Postsecondary Success measures.

Board Outcomes

Social-Emotional Growth

Over the course of the process, the district has fully implemented an SEL screener, a Tier 1 core instruction curriculum, and processes for implementing the SECD standards. Additional measures were utilized to support these efforts including Might Mornings, Soft Starts, and mixed grade-level mentoring. Partnerships have been formed with local mental health providers to ensure therapeutic services are provided to low-income families. SAEBRS screening data indicates an initial improvement in student emotional well-being.

Kindergarten Readiness	ASQ screener participation rate average remains above 90% with reductions in the number of students flagging with concerns. The program has increased service time from one half-day session to four half-day sessions per week, thus increasing enrollment by 50%. Time is allotted for Preschool and Kindergarten teacher collaboration.
Individual Plans of Study	An IPS framework was developed and instituted during this cycle. All students in grades 8-12 engage in an IPS assisted by Xello. Development begins with the families during 8th grade at freshman orientation with yearly family reviews at student-led conferences. By the end of the cycle, Xello was extended to encompass K-12.
High School Graduation Rate	Oberlin has an enrollment of 385. The district has experienced several dropouts impacting their overall graduation average. In response, the credit recovery options were implemented and Edgenuity online coursework was provided to offer higher-interest options. Due to some of these changes, improvement was seen in 2021 and 2022 Four-Year Adjusted Cohort rates with 92% and 100% respectively. The district is analyzing chronic absentee data and seeking to fill CTE teacher vacancies to improve graduation outcomes.
Postsecondary Success	The Postsecondary Success Rate experienced a turbulent dip mid-cycle but ended very high with a 2% gain from 2016 to 2020. A 2% gain was also seen in the Effectiveness Rate. The district has encountered struggles with filling CTE vacancies, thus impacting their certification routes. In turn, they have formed a partnership with Colby Community College to enhance certification offerings. They have identified this as a necessary area for continued growth.

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

ARC Comment

Stakeholder feedback is gathered, and progress is shared consistently. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process. The system met with Site Councils and the administrators lead a monthly update on the KESA process and help staff to evaluate data to determine next steps. The system acknowledged they need a better system for updating and involving the BOE.

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

ARC Comment

The OVT indicated the system faced challenges during the cycle but remained extremely receptive to feedback, which they then took back and implemented. The system has coordinated with a consultant to help guide them through the continuous improvement process. Administrators and the leadership team members involve all staff in the process and improvement measures.

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

ARC Comment

Evidence of system reporting to their local board, reports completed in a timely manner, a system plan

with action steps and goals that drives academic improvement priorities is evident, system plan is aligned with local board strategic plan, all buildings have an aligned action plan to the system goals; OVT visits conducted, improvement priorities and process is evaluated through use of data, feedback loop exists.

ARC Recommendation

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

Justification

USD 294 has faced many challenges. Considering the small size of the district, they implemented all sectors of Foundational Structures and State Board Outcomes. The system learned and improved throughout the cycle, adhering to the intended continuous improvement process of KESA. They acknowledged their shortcomings in academic results and SEL programming. They made tremendous growth in their goal areas implementing many improvement efforts, which is commendable. Still, it will take time to see the desired results yielded from their efforts.

Strengths

The system has made intentional and purposeful decisions throughout the cycle adjusting their programs to meet the needs of the students and implementing all Foundational Structures and State Board Outcomes. They have maximized their efforts in the KESA process systematically addressing the gaps in their curriculum and instruction and creating structures that intently address the social-emotional needs of their students. The district clearly capitalized on the fidelity of the process to yield improvement.

Challenges

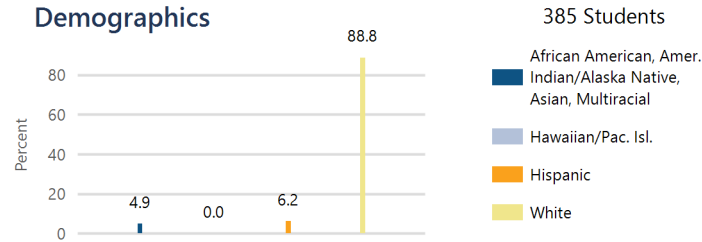
The system should monitor the Graduation Rate having an average of 88.6% and consider programmatic changes that ensure improvement. The Effective Average of 53.5% is below the predicted range of 58-60.9%. Assessment scores of students performing in levels 3 and 4 in Math show decline while ELA indicated relative maintenance from 2021-2022 with a less than 1% dip below the state average. Still, it should be noted that regression has occurred from 2018 to 2022, with the greatest movement of students into level 1 occurring in Math. It appears the district may have gained new leadership toward the end of the cycle, at which time tremendous effort was dedicated to abiding by the intended process of KESA's continuous improvement process. A process now exists, that the system should continue to pursue with vigor in the next cycle. Regarding goals and processes, the system should rely heavily on their SWPRSC consultant to assist in improving the KESA report. It seems the district is moving in the right direction but reporting the information could use some finesse. Greater detail surrounding the reason strategies were selected, data pertaining to the outcomes, and how adjustments were determined will be essential in the next report.



Oberlin USD 294

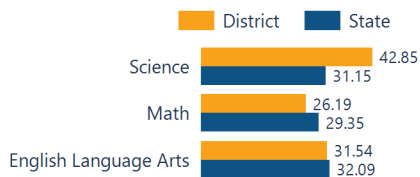
131 E Commercial, Oberlin, KS 67749-2110
(785) 475-3805
www.usd294.org

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

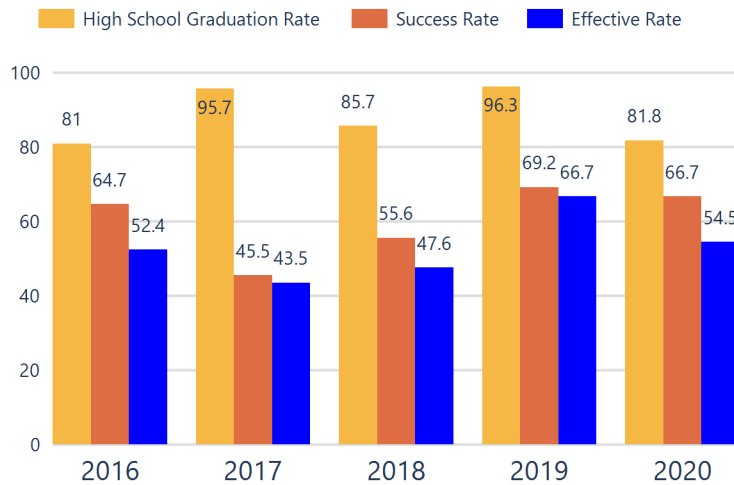


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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				

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

Five-Year Graduation Avg

88.6%

Five-Year Success Avg

60.4%

Five-Year Effective Avg

53.5%

95% Confidence Interval for the Predicted Effectiveness Rate

58.0 - 60.9%

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

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3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

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

GRADUATION RATE

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

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CHRONIC ABSENTEEISM

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DROPOUT RATE

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

100.0%

93.1%

16.5%

2.2%

State: 89.3

State: 92.1

State: 25.4

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

\$16,751

State: \$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	25.44	31.36	36.48	26.20	33.15	27.14
Level 2	N/A	N/A	N/A	49.70	36.09	39.18	47.59	35.29	30.00
Level 3	N/A	N/A	N/A	21.30	26.62	18.91	21.92	27.80	20.00
Level 4	N/A	N/A	N/A	3.55	5.91	5.40	4.27	3.74	22.85

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	35.29	40.00	50.00	27.90	39.53	50.00
Level 2	N/A	N/A	N/A	42.35	30.58	20.58	50.00	33.72	23.07
Level 3	N/A	N/A	N/A	17.64	25.88	23.52	19.76	26.74	11.53
Level 4	N/A	N/A	N/A	4.70	3.52	5.88	2.32	0.00	15.38

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	57.69	65.38	73.33	58.33	70.83	63.63
Level 2	N/A	N/A	N/A	38.46	23.07	20.00	29.16	25.00	18.18
Level 3	N/A	N/A	N/A	3.84	11.53	6.66	12.50	4.16	9.09
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	9.09

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	56.25	56.25	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	31.25	18.75	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	12.50	25.00	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	N/A

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

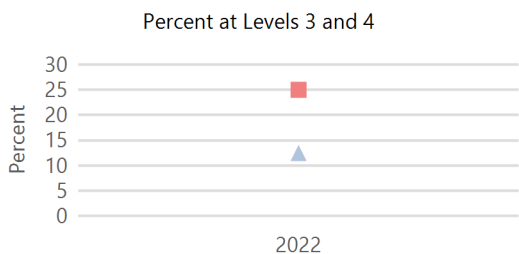
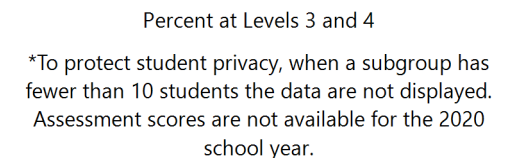
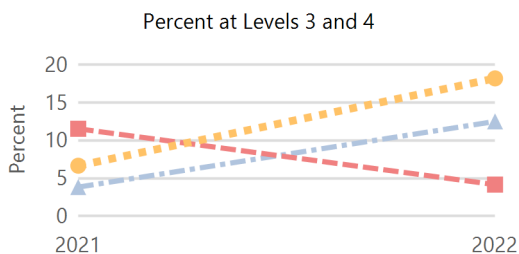
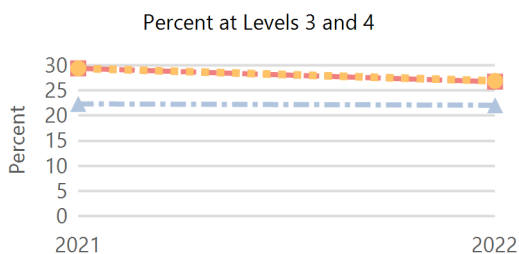
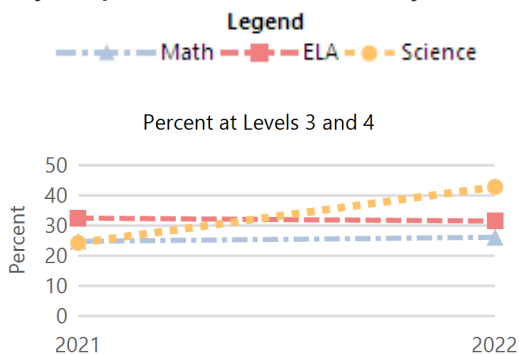
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.3
State	19.8

Accreditation Summary

Date: 02/16/2023

System: D0300 Comanche County (0000)

City: Coldwater

Superintendent: Ty Theurer

OVT Chair: Kim Batman

Executive Summary/AFI

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

ARC Comment

The system is in good standing per KSDE.

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

ARC Comment

This system has many systems in place for Foundational Structures and has continued to strengthen them throughout this KESA cycle. Notably, they have done some extensive work on IPS for their students.

Throughout this cycle, the system has developed and implemented tiered Frameworks for Support at all grade levels. K-8 they use NWEA. They have screeners in place and are using NWEA, Aims Web, and QPS in K-5 for reading. Using data gathered from there, teams meet and address learners' academic and behavioral needs. The process is fluid; students can be moved in and out. Teachers are trained in evidence-based instruction as well. In Math, grades K-8 are assessed 3 times a year in NWEA, AIMS Web, and IXL. In 9-12, core teachers use Mastery Prep. They are seeing some growth.

The system surveyed parents and stakeholders about engagement with them. They made a conscious effort to focus on family, business, and community relationships. A notable change was their Adopt a Student Program that grew from kids in activities to every student in their high school over this KESA process. They also engaged approximately 40 community members in a Reality Check Simulation similar to the Game of Life. Additionally, they increased their social media presence as well as getting an app called Band to communicate with parents and families. They have also increased partnering with the community for events in their buildings including a partnership with Iroquois Mental Health.

The system works to provide activities for all students that are equitable. The system also achieves in the area of providing access to all students. However, they do look at data to be sure that all subgroups have equitable opportunities. They are careful to address all students' needs through their RTI programs.

The system has placed a large focus on providing ways for students to advance in the areas of communication and basic skills. With the additional IPS requirements, the students have a digital portfolio to take with them. Their Student Lead conferences have students demonstrating written and oral communication as students present IPS to parents. Electronic binders /digital portfolios are required in grades 6-12. Students are also encouraged to use public communication skills in activities such as FFA, FCCLA, vocal, and band. They are researching PBS as an area to use as conflict resolution.

USD 300 has numerous opportunities for civic engagement. They invite nursing home patrons to attend dress rehearsal for musical productions, and they hold band and vocal performances at local

nursing homes. Ag students plan an Ag Safety Day for elementary students. Students register to vote. The community helps with job shadowing opportunities as well as mock interviews for seniors. Finally, they have a "My Jersey, Your Impact" program to honor community members.

Comanche County has added a full-time nurse and counselor to their staff. They provide support for both buildings. The counselor has SEL classes weekly in K-8. They are partnering with Iroquois Center for Mental Health to help provide collaborative services for students. They are using MySAEBRS in grades 2-12. K-8 uses Second Step SEL program. PE is offered K-5 and 9-12 daily. Nutrition and CPR courses are offered to freshmen in PE and Health.

The system assuredly has curricula and supports activities that address arts and cultural appreciation. Most notably, they average 25 students on their competitive Forensics team. They also offer music for students in K-8 daily. All students are in band in grades 5-6 and as an elective in 7-12. Art is incorporated inclusively within the classroom by the teacher. In grades 6-8, art is offered. They take advantage of programming through their local museum and teachers plan cross-curricular activities with intentionality.

The system has done a lot of work in the area of post-secondary preparedness to support students during this cycle. They had IPS for all students 6-12. These are updated twice a year and shared with parents at their second PT conference. They work to align their career interests. They have added Kudor Navigator to help guide students in College and Career Preparation. They offer several CTE courses. Several new initiatives have been added to support students, such as a required Senior leadership course, students having support to fill out FASFA, and the exploration of pathways for CTE programs.

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

ARC Comment

Goal 1 - By the end of Year 5 of the KESA process, USD 300 will increase student achievement through professional learning by aligning and updating curriculum using E-Walkthrough Data, MAP Data, and Mastery Prep ACT Data to show student growth.

ARC Comment: The system made great gains in organizing systems that will help to increase student achievement over time. They didn't previously have these in place and through the process they were able to. They had several action steps that will over time, have desired effects of increasing student achievement. The staff survey showed a need to update curriculum as some textbooks dated back to 1981. The system has now created a curriculum rotation and has updated their curriculum. Curriculum update: reading PK-6, math PK-12, and music K-8. An Ewalk-through tool was customized to meet the needs of the district. The system moved from the standard version to a customized form to fit the district's needs. The system uses the data to help drive PD decisions. The data is used to set yearly goals for staff. The results drive their professional development decisions and assist with teacher goal-setting. Mastery Test Prep was implemented in the fall of 2021 to help raise ACT scores and achievement scores. They added several opportunities for ACT prep including; ACT study hall lessons, ACT resources for both teachers and students, study skill lessons, ACT bell ringer, an ACT boot camp for students given by ACT professionals through Mastery Prep, and multiple practice tests are given throughout the year.

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

ARC Comment

Goal 2 - By the end of Year 5 of the KESA process, USD 300 will strive to improve the connections between schools, home, and the community through the use of Student Led Conferences, participation

in the Kansas Communities that Care survey, and the use of the SAEBRS student behavior survey. This improvement will be measured by parent-teacher conference attendance data as well as pre/post parent engagement surveys.

(The system added to Goal 2 – in years 4-5) Sub Area: Years 4-5 Home/School/Community Connections
Goal Statement: By the end of Year 5, USD 300 will strive to improve the connections between school, home, and the community through the use of student-led conferences, participation in the Kansas Communities that Care survey and the use of the SAEBRS student behavior survey. This improvement will be measured by parent- teacher conferences

ARC Comment: The district reworked Goal 2 during the KESA Cycle to make it more measurable and pertinent to their needs. They looked at data they were collecting to see if what they were using was pertinent. They added a few surveys as well as changed screeners during this time. They used the process to fine-tune systems in place and made many notable changes.

USD #300 put a concentrated effort to ensure collaboration among staff. Time was provided for staff collaboration. Year 3 saw the need for the system to expand to home, school, and community. They thought that they were being effective in communicating with stakeholders but changed when the survey results came back. This altered the course of their goal and added more attention to the home, school, and community connection. The system then did the following:

Involved implementation of student-led conferences - Data showed an increase in participation from 48% in 2021 to 80% in 2022.

Involved participation in the Kansas Communities That Care survey - Data showed 100% student participation in 2021 and 2022

Involved the use of SAEBRS student behavior surveys. The baseline was established and implemented in 2021

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

ARC Comment

The system has set up processes during this cycle that will make changes and growth sustainable. The DLT worked alongside the BOE to make financial decisions and to ensure that resources were available for curriculum, and they have allocated funds so that they set up a rotation for future curriculum and technology needs.

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

ARC Comment

USD 300 has worked hard to develop and add to existing programs as they pertain to the state board outcomes. They have been diligent in improving on what they have. They have done a substantial amount of work in the areas of IPS and SEL.

Board Outcomes

Social-Emotional Growth

They system has added a full-time nurse and a counselor. They also added SEL curriculum and screeners at all levels. They take data 3 times a year for screening Social Emotional Learning. Their counselor teaches weekly lesson K-8.

Kindergarten Readiness

The system saw a need to increase participation from incoming kindergarten families with participation in ASQ-3 and ASQ-SE-2. They had 46% participate in 19-20. They have raised that to 100%. Teachers have information ready at the beginning of school. They also work with the local PreK program.

Individual Plans of Study

The system has done a lot of work in the area of IPS. They have developed a wide range of strategies. They create and update electronic portfolios starting in grade 6. They keep career inventory data as well as research cluster information and look at what they want to pursue in their future educational goals. They have engaged their community to be a part of many of the activities from job shadowing to helping to teach a financial literacy course.

High School Graduation Rate

Graduation percentage remains high for this district. The district is relatively small and the focus is always students first. Therefore, they have been able to keep their graduation numbers high. The system will continue to work with all students to get a diploma.

The system showed consistent results in Graduation Rate with an average of 92.2%. They have had a 100% graduation rate in 3 out of 5 years.

Postsecondary Success

While their post-secondary success rate seems to be lower than the state average, the system is working to track the continued success of students after graduation. They noted that many of the students that have not been earning certificates or credentials after graduation have returned to the family farm. The system continues to guide students toward CTE goals, certifications, and college and career goals. The success rate has fluctuated over the 4 years with some years being higher and some lower. Over the past few years, the % went from 81.8% in 2016 to 66.7% in 2020

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

ARC Comment

Throughout the cycle the system has used stakeholder feedback. They adjusted part way through the cycle because of the feedback from stakeholders. They created systems and processes to gather information and survey stakeholders. Sharing information with staff and stakeholders has grown for the system over the cycle. They shared the process through BOE meetings, newspaper articles, and web page articles.

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

ARC Comment

The OVT Chair spoke very highly of the collaboration between team members on the DLT. They created a safe culture where all voices were heard and respected. They worked through the process this cycle and will continue to be successful in the next cycle.

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

ARC Comment

The system was timely in their reporting. They had clear action steps and were very introspective throughout the process making changes and pivots as needed. Their BOE was responsive to needs and was able to help them allocate funds for purchasing new curriculum, assessment programs, and technology as well as looking for sustainability for those programs for the future.

ARC Recommendation

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

Justification

The system continues to make progress academically as well as having a very high graduation rate and high post-secondary success even for a smaller district. They are bouncing back from the Covid dip. They worked through this process setting goals that will help support students through setting up processes for Tiered systems of support. They also surveyed stakeholders as well as looked at the needs of students to see what areas needed to be. They set goals and followed through with strategies that will help them to continue to grow.

Strengths

There are several areas of strength for this system. They used the KESA Cycle to look at what they are doing and work to make it better. This was evident with the evolvement of their goals throughout this process. They took into account survey results from stakeholders and used the information to make meaningful changes for students. Leadership has been a key as well, in moving the system to make needed changes to bring access for all students in the areas of Tiered supports and updated curricula. Being able to take feedback for needed change and use it is a real strength of the system as noted by the OVT. They have been able to reach their goals and make many systemic improvements. They also have maintained a very high graduation rate.

Challenges

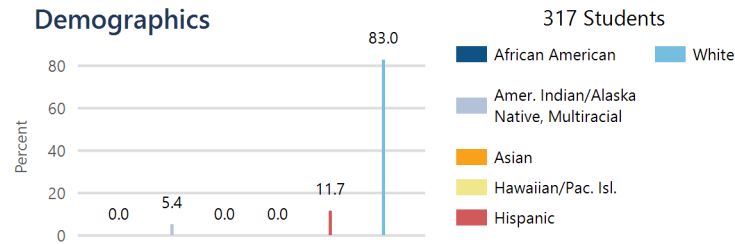
The system has done a lot of work in the area of Tiered support. The system has processes in place that allow for continued data dives and the time to plan for students' intervention. These processes will improve student achievement and will support them in areas of instruction that need to be strengthened. By continuing to strengthen and grow their Tiered Supports Systems, they will also grow as a district and help all students to achieve. Their Chronic Absenteeism is at 28.8%. This is something they should be aware of and look at in this next cycle. Finding root causes for this should be noted as a possible goal in the next cycle. They have noted that they would like to add more CTE pathways and expand this area.



Comanche County USD 300

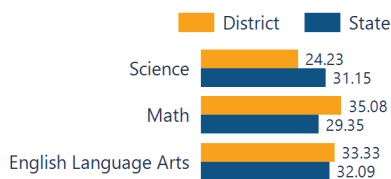
600 E Garfield, Coldwater, KS 67029-0721
(620) 582-2181
usd300ks.com

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

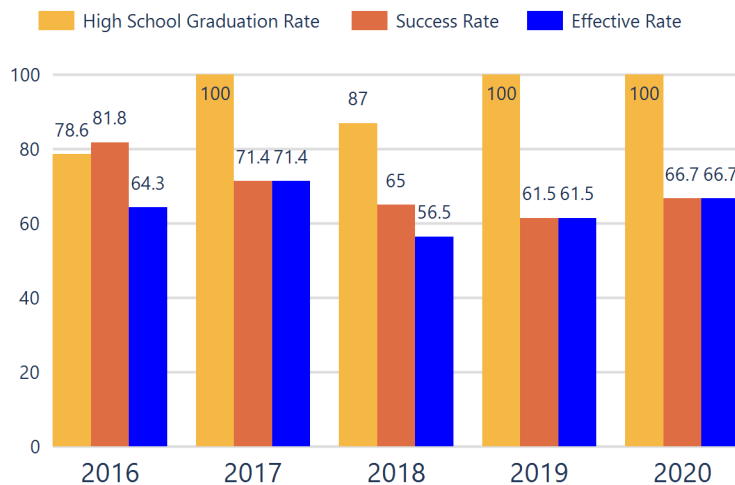


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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		★		

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

Five-Year Graduation Avg

92.2%

Five-Year Success Avg

69.2%

Five-Year Effective Avg

63.8%

95% Confidence Interval
for the Predicted
Effectiveness Rate

58.4 - 61.7%

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

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

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

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

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

GRADUATION RATE

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

100.0%

State: 89.3

District ESSA Operating Expenditures Per Pupil

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

\$18,501

State: \$13,830

ATTENDANCE RATE

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

91.9%

State: 92.1

CHRONIC ABSENTEEISM

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

28.8%

State: 25.4

DROPOUT RATE

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

0.8%

State: 1.4

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

Comanche County USD 300

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	17.28	29.62	25.86	19.29	27.48	28.78
Level 2	N/A	N/A	N/A	51.23	34.56	41.37	45.61	39.18	46.96
Level 3	N/A	N/A	N/A	25.30	30.24	18.96	25.73	28.07	22.72
Level 4	N/A	N/A	N/A	6.17	5.55	13.79	9.35	5.26	1.51

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	18.46	40.00	26.08	28.00	36.00	33.33
Level 2	N/A	N/A	N/A	49.23	26.15	47.82	34.66	32.00	48.14
Level 3	N/A	N/A	N/A	26.15	29.23	13.04	30.66	25.33	14.81
Level 4	N/A	N/A	N/A	6.15	4.61	13.04	6.66	6.66	3.70

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	37.50	57.50	45.45	43.18	54.54	50.00
Level 2	N/A	N/A	N/A	47.50	27.50	45.45	40.90	29.54	27.77
Level 3	N/A	N/A	N/A	12.50	12.50	9.09	13.63	11.36	16.66
Level 4	N/A	N/A	N/A	2.50	2.50	0.00	2.27	4.54	5.55

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	20.00	33.33	N/A	25.00	18.75	N/A
Level 2	N/A	N/A	N/A	60.00	40.00	N/A	31.25	37.50	N/A
Level 3	N/A	N/A	N/A	13.33	20.00	N/A	31.25	31.25	N/A
Level 4	N/A	N/A	N/A	6.66	6.66	N/A	12.50	12.50	N/A

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

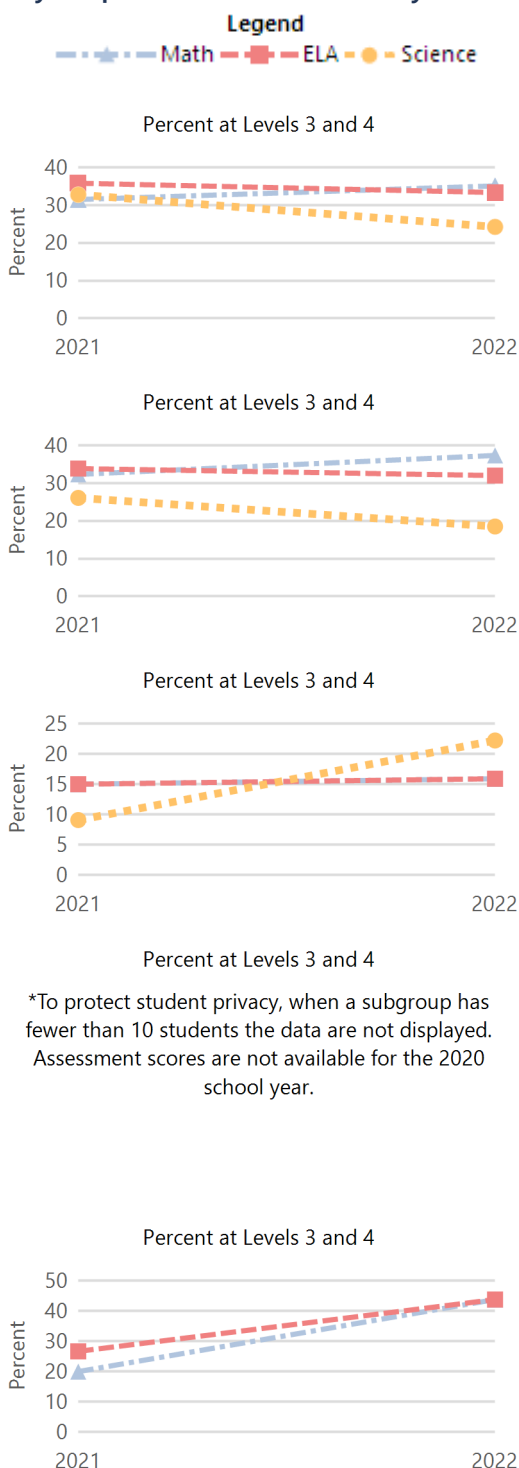
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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.3
State	19.8

Accreditation Summary

Date: 02/10/2023

System: D0346 Jayhawk (0000)

City: Mound City

Superintendent: Shawn Thomas

OVT Chair: Shelly Kiblinger

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered Framework of Support:

According to the System and OVT report the district has developed a framework for academic and social-emotional tiered supports for students K-12. The use of various data sources (AIMSWeb Plus-K-6), SABERS, KS Interim, SAQ-3, ASQ-SE2, and Fastbridge are given and analyzed a minimum of 3 times per year and intervention supports and schedules are developed based on student data results. The system has additionally hired additional academic and SEL interventionists at K-12. The K-12 system has implemented a Tier 1 Social Emotional curriculum for all students and has used BASC Data for more specific and targeted interventions for Tier II and Tier 3. SEL-tiered interventionists also hold morning triage meetings to discuss and provide daily updates on effective interventions and student SEL concerns. The system has indicated thoughtfulness around their decisions and continues to use data to make decisions and changes.

Family, Business, and Community Partnerships:

Information from the OVT and systems report indicated partnerships occur irregularly. The system provides the CISL survey through Emporia State University every 5 years along with an annual district-designed survey to gather information and data from parent-teacher conferences. P/T Conference attendance at 7-12 increased from 20-25% in year 1 to well over 50% and at the conclusion of this KESA cycle, student-led conferences averaged 95% attendance district-wide. Highlighted areas are partnerships with local churches, increased activity and participation with Booster Club, PTO, Site Councils, local healthcare providers, Linn County Judicial Center.

Diversity, Equity, and Access:

Diversity, equity, and access have been generally addressed. According to the system and OVT report, the district has been deliberate in its efforts to adopt curriculum resources and provide experiences of interacting in a diverse world, which is limited in their rural community. The system has provided opportunities to travel abroad and provide field trips to support understanding of the diverse world. Additionally, the system continues to look at subgroups to meet unique needs and interventions and has hired a Spanish teacher to provide instruction and ESOL services.

Communication and Basic Skills:

During this cycle as noted by the system and OVT report, the district focused on improvement in this area by focusing on curricula resources and professional development training in the curricula adopted. The district has also hired additional support staff/interventionists to provide tiered support for students who need further development in communication and basic skills and both reports indicate students practice communication and basic skills in all content areas and co-curricular activities.

Civic and Social Engagement:

The system has curricula in place, partnerships, and opportunities for experiences outside of the school environment. The system has active student councils in grades 6th-12th grade. Additionally, a leadership elective for students in 9-12 grades was added for students. The systems FFA and FCCLA are very involved in service projects, fundraisers for community and outside agencies in need, implementation of a PALS program with local elementary students, and many other service projects. The system has also incorporated service learning projects for students 7-12 grades and 6th-grade students manage the school store and participate in Leadership activities/mentoring with younger elementary students.

Physical and Mental Health

As evident in the system and OVT report, the district provides daily PE for K-9 and PE electives for older students. The system offers a wide variety of sports activities, and provides education and assemblies on vaping and/or healthy living. The system strengthens SEL lessons and implemented an Invisible Child activity to better support connecting students with a caring adult and data indicated a drop to 5% of students who can't identify a caring adult. The system uses BASC-III and SABERS has SEL assessments and develop tiered supports based on data collected and implemented by behavior interventionist, school counselors, and the district psychologist. SABERS data 7-12 indicate a decline from 18% to 13% of students with high SEL concerns and a 2% increase in BASC III data (k-6) and the district implemented additional counseling and added a behavior interventionist position.

Arts and Cultural Appreciation

Data reported from the OVT and systems report indicate that structures in arts and cultural appreciation are somewhat evident. Band and vocal music are offered for students in 4th-12th grade, while field trips have been incorporated across all grade levels to expose students to the fine arts. The system has also expanded fine arts programs and offering by expanding CTE pathways for digital media, graphic design, and audio/video fundamentals. Expanding fine arts specials to students in K-6th and adding a 6-week art rotation to 7th/8th-grade schedules.

Post-Secondary and Career Preparation

Data reported from the OVT and systems report indicate that 100% of students in middle-high school now have individual plans of study. The system uses Xello in IPS development and career awareness along with internships for students. The system has added additional CTE pathways in the area of Agriculture and FAS, certification programs for CNA, welding, carpentry, HVAC, heavy equipment, and EMT, and additional CTE offerings with partnerships with Fort Scott, Neosho Community College, and the Southeastern Technical Academy for Rural Students. Dual credit offerings expanded in math and psychology.

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

ARC Comment

By May 2023, no more than 7% of USD 346 students are flagged as invisible children.

By May 2023, all USD 346 teachers will incorporate at least one SEL lesson monthly using the 7 Mindsets Curriculum.

According to the system and OVT report the district developed goals that are measurable and support the ultimate growth of State Board Outcome measures. The systems action plan for the goal areas contains research-based strategies and specific and targeted professional development to specifically implement the plan.

According to data reported through the systems survey in 2018-2019—10% of students felt invisible or not connected within the system. In 2019-202 in the Fall 7% of K-6 students were impacted and the percentage dropped by 2% by 2nd semester. In 2021-22 the data expanded to include all students and the percentage of students from the Fall to Spring semesters decreased from 15% to .5%

The data and information reported indicated that the system used data from the SAEBRS and BASC-III to determine areas of need for SEL lessons and curriculum. All staff were trained in 7 Mindsets. The action plan and lesson map indicated that classroom teachers implement 7 Mindset lessons weekly in grades K-6, 7-12 implement lessons weekly during the activity period, and 9-12 students have lessons implemented during Hawktime. The system provided numerous examples of data, and professional learning plans that aligned with the goals. The OVT report indicated that the district has gone from being two buildings that operated in silos to an aligned system that sees how work at the elementary level impacts that at the secondary level and secondary understands that they are extensions of what has been started at the elementary level.

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

ARC Comment

By May 2023, USD 346 will improve ELA scores on the KAP assessments to least meet the state median ELA Scores.

By May 2023, all students graduating from USD 346 will have achieved college and career readiness benchmarks as measured by the ACT and/or the ACT work keys.

During the KESA cycle data indicated that ELA scores districtwide indicated median scores above the state average: 2017-2 points above, 2018-27 points above, 2019-9 points above, 2020-3 points above, and 2021-6 points above. ACT Composite Data from 2018-2022 ranged from 18-20.8 points. ACT Math ranged from 17.3-19.9, ACT Reading ranged from 18.8-21.1, and ACT Science 18-21.3. WorkKeys Data from 2020-21 indicated 33 total certificates earned with 37 students tests, 2021-2022-35 certificates earned, and 37 students tested.

The systemwide awareness of reading deficits established a strong MTSS focus on reading. Examination of the data led to the curriculum adoption process in ELA and supplemental phonics resources in addition to staff to support tiered interventions for students and structured literacy components. The system now has a curriculum in place screeners established with data and intervention time and staff for support and a solid implementation plan moving forward. The building impact also led to the formation of a literacy team and literacy cadre-trained teachers for the secondary level. the curriculum work and system-wide interventions in place are supporting students to achieve desired results. The system has experienced success with this goal, however, it has brought increased focus with new materials and strategies to align the curriculum while increasing rigor.

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

KESA has given a communication piece to show how system resources are currently being used and how that aligns with the success and needs of the district. It provides information to all stakeholders on

how the money is being utilized and why the district does what it does for students. The KESA process will continue to be tied to the system's budget allocations. The system has added staff interventionists for academics, and behavior/SEL and added a full-time Director of Student Improvement Services to provide consistency and alignment of school improvement activities PreK-12.

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

ARC Comment

The System and OVT report provided Data for all of the State Board outcomes that are at or above expectations or showing a positive incline. The System understands and can explain its data results for some State Board outcomes. The system demonstrated evidence, data, and a viable plan reflecting on all state board goals that will result in change.

Board Outcomes

Social-Emotional Growth

The system has adopted and implemented a K-12 SEL curriculum called 7 Mindsets and supports character words used at K-6. The district has adopted SEL screeners (BASC-III, SABERS and my SABERS) to provide baseline data and develop targeted interventions for Tier 2 and Tier 3 students. The district used the Invisible Child activity to discover weaknesses across the system in connecting with new students. In 2020 the district received the Kansas Can Copper Star Recognition and employed a full-time behavior intervention (k-6) and SEL interventionist for 7th-12th grade. Students at risk for emotional needs has steadily declined and the number of "invisible" students without a support network at school has also declined at the same time.

Kindergarten Readiness

The district has had a preschool program since 2005. Starting in 2019-2020 the district added the ASQ-3 and ASQ-SE2 as a screening tool to improve education of the youngest students of the system and results were shared with parents during conferences. Parent participation rates average between 95-100%. The screener was not used for data based decisions until the last couple years of the KESA cycle. The assessments were used to share information and plan strategic and targeted supports for students and AIMSWebPlus is used twice yearly to measure and determine progress in literacy and numeracy. In 2018-19 the ASQ-3 and ASQ-SE2 was added for Kindergarten students. Parent participation for Kindergarten was between 91%-94%. The data gathered from the ASQ-3 and ASQ-SEQ. Kindergarten readiness has showed fewer students with concerns in some areas, but academic preparation continues to be a demonstrated need by the system.

Individual Plans of Study

The district has 100% of students with Individual Plans of Study (IPS) in grades 6th-12th. Student-led conferences are held in February of each year and IPS and Xello data are shared by students with parents and families. CTE teachers are using Xello student data reports to guide future course offerings, pathways, and enrollment options for students. Students in grades 7-12 used About Me inventories, explored careers, and used course planner enrollment for post-secondary enrollment. The district has an academic enrichment course for high school students for ACT Prep, college, and career research, resume preparation, college fair attendance, college and career speakers, and post-secondary life activities. The district has expanded CTE offerings and provided students to attend the Southeastern Technical Academy for Rural Students for programs in carpentry, HVAC welding, heavy equipment, criminal justice, and EMT.

High School Graduation Rate

USD 346 graduation rate is consistently at 92% or higher with the exception of one year at 88.1%, which was still at the state average.

Postsecondary Success

The post secondary success rate for the district exceeds the state's predicted rate of 52.4-55.1%. The results have trended up through the cycle and are currently 64.1% for 2020 with a 5 year average of 57%. ACT composite scores have trended upward but still below state averages.

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

ARC Comment

Stakeholder feedback is gathered, and progress was shared consistently with all stakeholder groups. All groups were represented, involved, and provided input regarding the system's improvement process. All faculty participated in a needs assessment and faculty and community members participated in COVID protocol surveys. Both buildings have active site councils that meet quarterly and building leadership teams that meet monthly. CTE advisory councils meet twice yearly and the board meets monthly which is open to community and patrons. The superintendent also met quarterly with representatives of classified staff populations. KESA goals and activities are also shared via student led parent teacher conferences and the district website and local newspaper.

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

ARC Comment

The System indicated that they were very receptive to the knowledge and suggestions of the OVT team and appreciated OVT's dedication to their district. . The OVT has made a variety of suggestions that the district appeared to take very seriously. The district would follow up on advice from the OVT and provide subsequent updates. They analyze and understand their data, student needs, and staff needs in such a way that allow them to make timely changes on a regular basis and in a functional manner.

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

ARC Comment

The system and OVT have provided evidence supporting their report that the system followed all KESA processes with fidelity. The system submitted yearly reports prior to OVT visits and had thorough information prepared in advance. The director of school improvement served as the conduit between

the OVT chair and the district. The district adapted to changes from KSDE that come and took them in stride during the process.

ARC Recommendation

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

Justification

The system shows growth and strategic processes for improvement. It is evident that considerable and intentional efforts have been placed into ensuring the systems are developed, implemented, and reevaluated to ensure ongoing student success. The system is dedicated to meaningful change and school improvement. While the system's data in state assessments have demonstrated growth, it is still below the state average in two of three areas, the system has addressed and documented plans to continue to address improvements in state assessments. Additionally, the system is above its predicted effectiveness for post-secondary and during the KESA cycle, its success rate has gone from 35.5% to 64.1% and the effective rate has increased from 31.4% to 64.1.6% with a graduation rate of 94.1%.

Strengths

The systems desire to become an overall aligned system. Investment of time for professional development for all staff and the creation of a well-designed and implemented professional development plan. Additional strengths are the district's awareness and concern for the mental and physical well-being of students, district data analysis to drive instruction and interventions for students, and continued development of overall improvement in the system by continued needs assessment data.

Challenges

A challenge for the district is to disaggregate data by subgroups to target specific populations and areas of growth in academics. The subgroups present in state assessment data have stagnant growth and even decline in levels 3 and 4. The Hispanic students went from 42.85% at Level 3 and 0% at Level 4 in 2018-19 to 0% at Level 3 and 7.14% at Level 4. Math in 2018-19 had 41.17% at Level 3 and 5.88% at Level 4 and in 2020-21, 21.42% at Level 3 and 0% at Level 4. District-wide data also indicates limited to stagnant movement of students to Levels 3 and 4 on state assessments.

The district needs to also do a root cause analysis of their chronic absenteeism and why the district rate is consistently above the state average during this KESA cycle and what needs to support improved attendance.

ACT performance while it has made some improvements based on data reported is still below the state average during this KESA cycle. The district needs an in-depth examination of this area and how this impacts students and post-secondary readiness.

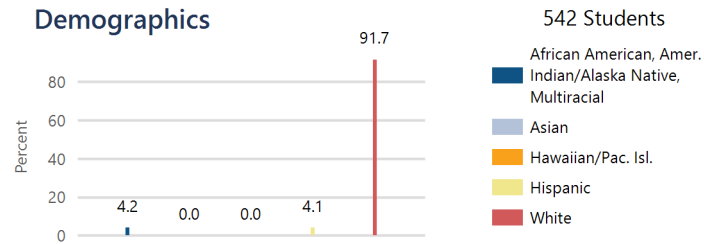
The system also needs to develop strategies to increase kindergarten readiness and establish a local goal related to this outcome.



Jayhawk USD 346

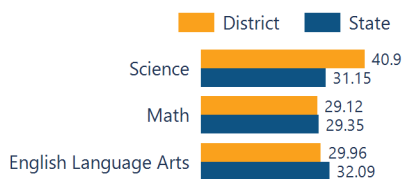
414 South 5th Street, Mound City, KS 66056-0278
(913) 795-2247
www.usd346.org

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

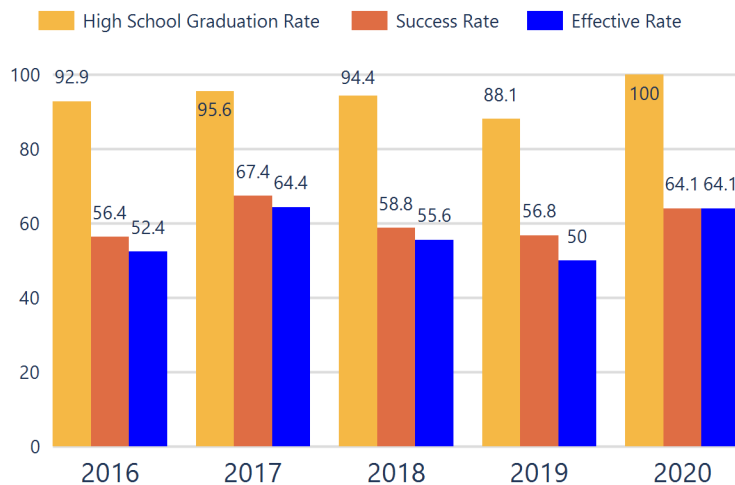


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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			★	

Kansans CAN lead the world!
Graduation
95%

Effective Rate 70-75%

Five-Year Graduation Avg

94.1%

Five-Year Success Avg

60.9%

Five-Year Effective Avg

57.4%

95% Confidence Interval for the Predicted Effectiveness Rate

52.4 - 55.1%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

88.4%

State: 89.3

92.1%

State: 92.1

25.7%

State: 25.4

1.2%

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

\$17,248

State: \$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	27.36	28.99	30.93	30.17	32.75	34.54
Level 2	N/A	N/A	N/A	40.39	40.71	40.28	40.70	37.28	24.54
Level 3	N/A	N/A	N/A	26.05	23.45	22.30	20.00	24.04	29.09
Level 4	N/A	N/A	N/A	6.18	6.84	6.47	9.12	5.92	11.81

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	33.13	33.13	39.13	33.33	38.37	46.42
Level 2	N/A	N/A	N/A	44.18	41.86	40.57	43.27	38.95	17.85
Level 3	N/A	N/A	N/A	19.76	21.51	14.49	17.54	19.18	25.00
Level 4	N/A	N/A	N/A	2.90	3.48	5.79	5.84	3.48	10.71

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	45.76	62.71	60.86	59.18	55.10	87.50
Level 2	N/A	N/A	N/A	45.76	20.33	30.43	26.53	32.65	0.00
Level 3	N/A	N/A	N/A	6.77	11.86	8.69	8.16	12.24	6.25
Level 4	N/A	N/A	N/A	1.69	5.08	0.00	6.12	0.00	6.25

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	28.57	35.71	N/A	33.33	50.00	N/A
Level 2	N/A	N/A	N/A	50.00	57.14	N/A	38.88	27.77	N/A
Level 3	N/A	N/A	N/A	21.42	0.00	N/A	11.11	22.22	N/A
Level 4	N/A	N/A	N/A	0.00	7.14	N/A	16.66	0.00	N/A

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

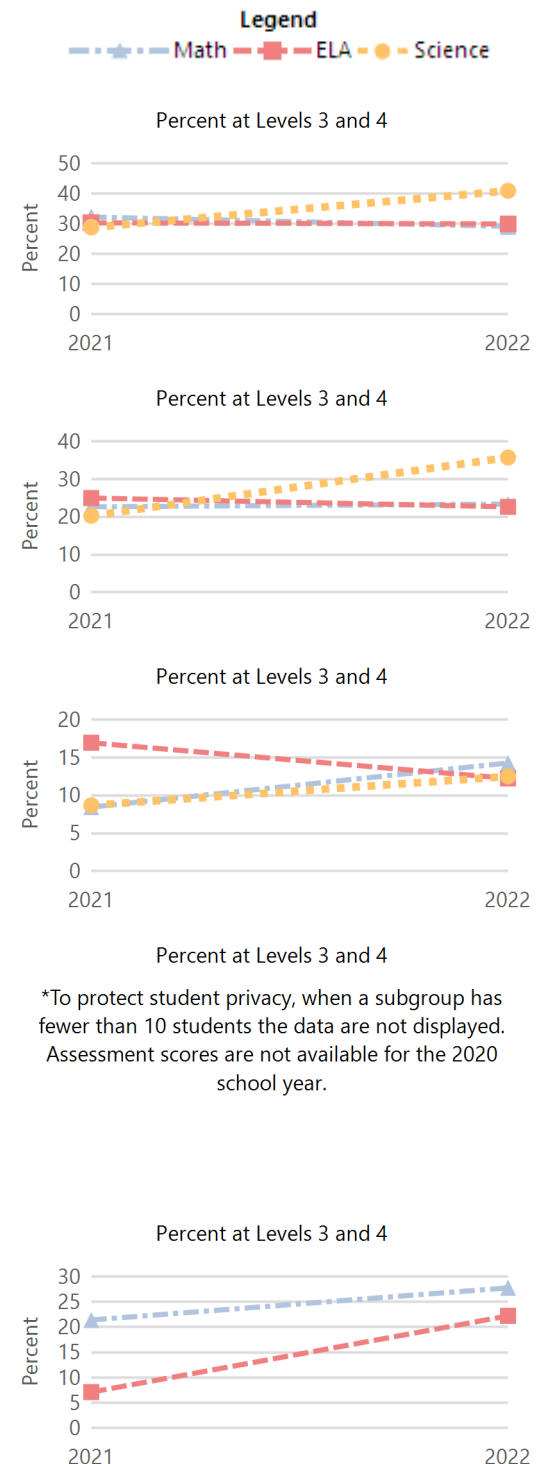
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	18.9
State	19.8

Accreditation Summary

Date: 02/10/2023

System: D0356 Conway Springs (0000)

City: Conway Springs

Superintendent: Clay Murphy

OVT Chair: Alan Jamison

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Evidence was provided for all Foundational Structures.

Tiered Framework of Supports:

The system has implemented a partial MTSS/tiered framework of support for students K-12. At the elementary level, the system has implemented reading and math interventions using AIMS Web data. At the middle school level, the system is using interventions on a 9-week rotation basis to support students with low skills according to the OVT and systems report. The high school has a 20-minute period built into each day for students to work with teachers. According to the system report data used at the middle school level and high school level for support is based on classroom data collected, but no formal data to determine growth. The system has purchased FastBridge to gather data for K-12 to better utilize data for tiered levels at all buildings.

Family, Business and Community Partnerships:

There is a system-wide practice of engaging stakeholders at all levels and on a regular basis. The system is a small district and has a high level of community and stakeholder support as indicated in the OVT and System report. Methods of engagement and partnerships include frequent surveys to all stakeholder groups, building and district-level site councils, CTE advisory committees, partnerships with local businesses for work-based learning opportunities for students, Career Tech Advisory, and student-led conferences.

Diversity, Equity, and Access:

The system and OVT have provided some evidence representing the overall improvement process. According to the KSDE Accountability Report, the diversity in the system is 91.68% White, 1.04% African American, 2.4% Hispanic, and 4.78% Other. According to the System and OVT report the system has focused on the mental health and social-emotional needs of students. The system has partnered with Sumner County Mental Health to provide services on-site and all staff has been trained in Trauma Informed Support. The system also uses the Goddard Special Education cooperative to provide services and supports for students with disabilities.

Communication and Basic Skills:

According to the system and OVT reports the curricula that support structures in communication skills are somewhat evident across the district. The elementary is working on curriculum alignment and the

potential purchasing of a new curriculum to meet needs. Additionally, the system provides opportunities for dual credit in speech, projected-based learning, and transition to career opportunities. The system indicates a continued need for growth in the area of reading/math.

Civic and Social Engagement:

The system and OVT have provided evidence supporting their report that the systems curriculum supports the structures in civic and social engagement. The system requires community service as a requirement for graduation and for other curricular clubs. Students in the system also receive targeted instruction in citizenship preschool through high school. The system continues to focus on ways to engage students in the community and in the school.

Physical and Mental Health:

The system and OVT have provided evidence supporting their report that the system's curriculum supports structures in physical and mental health. The system offers physical education requirements at the secondary level and PE for all other ages and grade levels. Curriculum resources and support related to mental health are being proactively used in all schools. The system has two social workers, and two counselors present in the district, one provided in partnership with Sumner County Mental Health. Additionally, onsite therapy occurs also with the partnership with Sumner County. Social emotional lessons are taught weekly at the elementary level and activity periods are used for the secondary level to split into age-specific groups for supportive conversations.

Arts and Cultural Appreciation:

The system has curricula that support the structures in arts and cultural appreciation. The system offers art, drama, foreign language, and music programs across K-12 along with extracurricular offerings to support the arts. The district also supports the private school with art and drama offerings.

Postsecondary and Career Preparation:

The system and OVT report indicate that secondary students (6-12) use Xello for career and post-secondary exploration. The system also used Individual Plans of Study and incorporate these into their student lead conference discussions. Students at the elementary have career exploration via community visits and career speakers. Students are also given the opportunity to go on college visits to universities, tech schools, and community colleges. Students also attend a career fair hosted by a local university.

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

ARC Comment

Goal: Improve student achievement in grades K-12 by increasing the number of students at performance level or in tier 1 by 5% on AIMSwebPlus and ACT assessments by May 2023.

The percentage of students who performed at or above grade level as measured by AIMSweb in grades PreK-5 in reading and math rose significantly from 2018 to 2021. In 2018, less than 60% of students were reading at or above grade level, and this percentage dropped to 50% in 2019. In math, 45% of students were performing at or above grade level in 2018, and that percentage dropped to below 40% in 2019. Both math and reading jumped to almost 80% of students reading at or above grade level in 2021. The ACT data from 2018-2021 showed a decline in student performance at the high school level. In 2018 students were approximately at 60% and this declined to 40% in 2021. Additionally, the ACT data for middle school indicated scores were stagnant in growth.

The system has acknowledged the lack of growth or progress at the middle school/high school level and has addressed changes in the data collection with a transition to Fastbridge K-12 to have consistent data across all levels to implement interventions and supports. Additionally, the focus of the system has been on curriculum alignment across the system and the adoption of materials to support

it. The process is completed for math but paused the process at the elementary level due to high staff turnover and the need to train and mentor new teachers on curriculum and reading/ELA is in progress. Additionally, the systems professional development supports the implementation of training on curriculum resources, data collection, and analysis system-wide.

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

ARC Comment

Goal: Improve staff-student relationships throughout the buildings in the district as measured by the number of students that feel connected to a least one adult as shown by the annual building surveys.

Data reported indicated the system reached 100% of the students through their surveys and all three buildings present within the system have achieved 100% connectivity with a staff member for two consecutive years. Attendance rates in the system are at 94.6% and the graduation rate is at 95.2%.

The system has implemented structured counseling and SEL lessons at all levels and developed its own rubric that evaluates students and the ability to determine productive choices and sent home in communication with grade cards for parents and families. The system has also incorporated on-site mental health counseling to support students who are struggling and increased counseling support across the system. The system has also provided professional development and training to all staff regarding Trauma Informed Care/Practices to help staff to understand what students are dealing with outside of school and has increased relationships between buildings, both staff, and students.

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

ARC Comment

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

The district has implemented two preschool programs, one for 3-year-olds and another for 4-year-olds. The system has hired a full-time nurse, and additional counselors and partnered with Sumner County Mental Health for mental health services onsite.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth

The district has made progress in social emotional growth. Data from surveys indicate students relate to at least 1 staff member that feel comfortable with discussing concerns or problems. All levels have dedicated time in the day to focus on social emotional needs and instruction with students. The building each have materials/curriculum (CHOICES, CHOOSE Love, The Harbor) they use to develop lessons and supports for students. The buildings have a clear plan in place to teach students skills to be successful beyond high school. Additional partnerships with Sumer County Mental Health to provide services has been implemented across the system.

The data from the surveys supported staff in the need to continue to build relationships and share strategies to effectively build connections with students. Data continues to suggest to staff that continues to be a need for social emotional services and support. The system is investing in MySabers as a more reliable method of data collection to support social emotional needs of all students.

Kindergarten Readiness

The system has had 100% of students from 2018 to the present take the Ages and Stages screener prior to entering Kindergarten. The system has started a preschool program for 3 and 4-year-olds in the 2022-2023 school year. With the preschools being new to the system, the focus will be on establishing the programs and data collection necessary to determine the effectiveness and needs of all students as they enter Kindergarten and beyond.

Individual Plans of Study

The secondary students work on their individual plans of study and Xello during daily Activity Periods that are aligned by grade levels. The high school has also implemented digital portfolios so students have access to materials post-graduation. Teachers use information from Xello to develop and revise lessons. Seniors meet prior to the start of the senior year with counselors to discuss the individualized plan as well as post-secondary. Other students meet weekly with their seminar teachers to review information. The reports are mentioned for high school but are unclear if individual plans are developed by 8th grade for students in the district.

High School Graduation Rate

The system's graduation rate across the KESA cycle has been above the state average. The current graduation rate is 95% for the system with an average of 96% across the 5-year cycle. The system is analyzing ways to continue to improve and maintain the average through improvement in ACT scores, expanding CTE pathways, and business and community job shadows and internships.

Postsecondary Success

According to the OVT report, the system has seen an increase in students entering trade or directly into the workplace than in previous cycles. The system tracks students who enter into a trade or business directly post-secondary. The system has increased CTE pathways offered to students and accommodates student needs by transporting students to Cowley County for classes in welding or automotive technicians. The system's overall success rate is 64.6% with an effectiveness average of 62%. The system has indicated an increased focus on the next KESA cycle to increase industry-recognized certifications, internships, and work-based learning opportunities.

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

ARC Comment

Evidence from the System and OVT report indicated that some stakeholder feedback is gathered and progress is shared randomly on improvement in some goal areas. The system shared the KESA process with community stakeholders, staff, and parents along with the board through meetings, site councils, and social media accounts. The system is not fully transparent. Some stakeholder groups are represented and involved in the KESA process. Some evidence is that some stakeholder groups provide input to the system with regard to KESA.

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

ARC Comment

The system was very responsive to suggestions and ideas provided by the OVT team. The system sought feedback from the OVT team at the end of visits such as when the system was investigating a preschool program and provided suggestions on programs to visit and steps for implementation.

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

ARC Comment

Some evidence exists that the system is reporting to their local board and communities, reports are completed in a timely manner, a limited system plan with action steps and goals that drives academic improvement priorities in taking form; buildings have aligned their action plans to the system goals; some improvement priorities and process for evaluation is evident but not consistent; feedback loop is hit and miss.

The system and OVT reported that the local board and communities are very supportive of the KESA process. Evidence provided indicated that reports are completed in a timely manner. Some references were made to future the system's future plans. The system is working on reestablishing stakeholder groups with the hope that they will be able to receive feedback from groups from the beginning of the cycle and with initial groups who were not part of the feedback loop.

ARC Recommendation

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

Justification

The system conducted a needs assessment in all required areas, provided evidence of systematic planning, and provided growth evidence related to their determined needs that impacted overall student achievement.

Strengths

The strengths are the faculty and staff. There is also a strong community pride in the schools and great support in the community for the school. The system has increased the number of students at the elementary level in reading and math at or above grade level and based on social-emotional data collected the students feel connected to at least one staff member within the system. The district has shown growth in its graduation rate and the five-year average is 96.2% which is already above the state goal. The attendance rate of students is above the state average at 94.6%. The post-secondary success rate is 64.5% and the effective rate is 62.1%, which is within the predicted rate.

Challenges

During the next KESA cycle, dedication to the development of a tiered framework of support is in place for middle school and high school students with specific and consistent data to target student needs and Individual Plans of Study in place for all students by end of the 8th grade and every student's plan is reviewed annually. Stakeholder input in the needs assessment by including student population and additional community groups, relevant involvement, and all active participants providing input to the system regarding KESA from start to end of the KESA cycle.

Improving Kindergarten readiness by solidifying the development and implementation of quality early childhood programs for the system and consistent data-based decisions regarding Kindergarten Readiness.

Decrease in the percentage of students scoring at a 3 or 4 across subgroups and student populations with a continued focus on curriculum alignment and data-based interventions across all grade levels, with an increased focus on ELA.

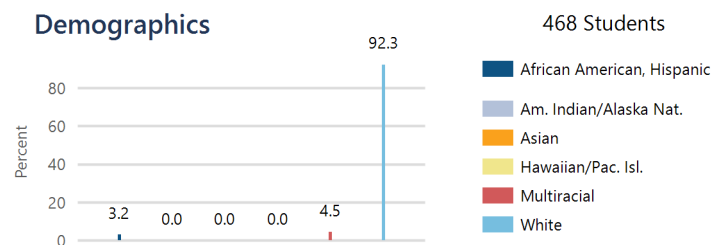
Tracking social-emotional growth with the challenges of regulatory restrictions.



Conway Springs USD 356

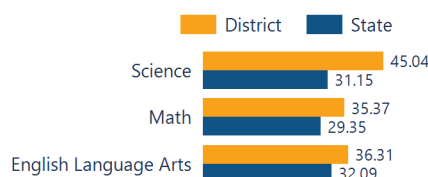
110 N. Monnet, Conway Springs, KS 67031
(620) 456-2961
usd356.org

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

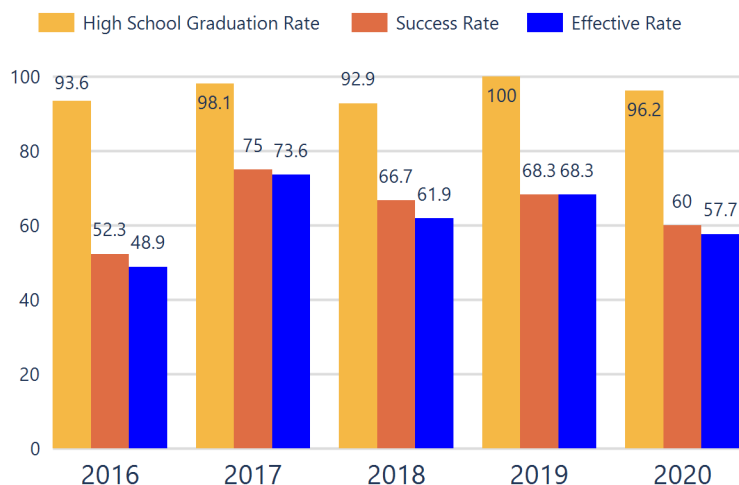


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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		★		

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

Five-Year Graduation Avg

96.2%

Five-Year Success Avg

64.6%

Five-Year Effective Avg

62.1%

95% Confidence Interval
for the Predicted
Effectiveness Rate

60.4 - 63.8%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

93.5%

State:
89.3

District ESSA Operating Expenditures Per Pupil

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

\$16,235

State:
\$13,830

93.6%

State:
92.1

15.9%

State:
25.4

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

0.5%

State:
1.4



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	26.00	25.00	32.97	23.58	23.58	24.17
Level 2	N/A	N/A	N/A	42.50	40.00	24.46	41.03	40.09	30.76
Level 3	N/A	N/A	N/A	26.50	28.50	27.65	28.77	30.18	31.86
Level 4	N/A	N/A	N/A	5.00	6.50	14.89	6.60	6.13	13.18

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	23.07	35.38	39.13	27.86	26.22	45.83
Level 2	N/A	N/A	N/A	52.30	35.38	21.73	45.90	47.54	12.50
Level 3	N/A	N/A	N/A	21.53	23.07	26.08	26.22	22.95	20.83
Level 4	N/A	N/A	N/A	3.07	6.15	13.04	0.00	3.27	20.83

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	56.09	48.78	71.42	56.09	63.41	83.33
Level 2	N/A	N/A	N/A	36.58	36.58	14.28	31.70	24.39	8.33
Level 3	N/A	N/A	N/A	7.31	14.63	9.52	9.75	9.75	0.00
Level 4	N/A	N/A	N/A	0.00	0.00	4.76	2.43	2.43	8.33

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

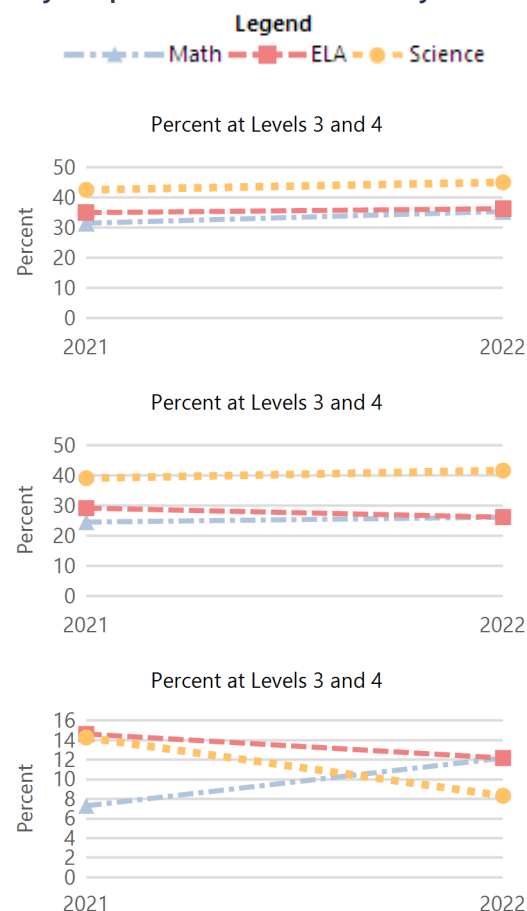
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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

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

District	19.8
State	19.8

Accreditation Summary

Date: 05/02/2022

System: D0359 Argonia Public Schools (0000)

City: Argonia

Superintendent: Rustin Clark

OVT Chair: Cathi Wilson

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Evidence was provided for all Foundational areas.

- Tiered Framework of Support: The system has implemented MTSS through Raider Reading in grades K-5. At the secondary level, the system has implemented MTSS in Math for grades 6-8. The system plans to set up a Multi-Tiered System of Supports that is based on individual tests and screening results similar what their middle school currently uses. According to the System and OVT report, MTSS committees meet periodically throughout the year to review data and discuss program strategies. The system's report indicated that the tiered support system at all three levels has not changed during the course of the KESA cycle.

Family, Business, and Community Partnerships: The System and OVT reported that most of their partnerships were in place before the cycle or were in process. Highlighted partnerships include the Art Center in Anthony, KS which provides monthly art lessons. Exploration place provides teaches with hands-on STEM lessons once a week to the 3rd, 4th, and 5th grade. The system has utilized the local police department to provide DARE lessons to the 5th grade. Additionally, there is a partnership with local artists to provide art classes to high school students via Zoom. The elementary has an active parent population who are connected to school events and activities. The system reported working to increase partnerships beyond the city limits to include neighboring communities, especially utilizing technology to serve our students.

- Diversity, Equity, and Access: According to the KSDE 2020-2021 Accountability Report, diversity within the system is African American 0.62, Hispanic 4.32%, other 6.17%, and White 88.89%. The system has focused on the increase in students requiring mental health services. To provide services for students who qualify, the system has developed a partnership with the county mental health to provide in-house therapy. The system uses an interlocal special education coop to provide services for students that have learning needs.

- Communication and Basic Skills: According to the system and the OVT, they have been working on teaching the students according to the latest Kansas State Curriculum Standards. Working with Orion Education and Training, the system has focused on curriculum alignment and instructional practices in all areas for many years. Both reports indicated that students practice communication and basic skills in all content areas and also through participation in co-curricular activities.

- Civic and Social Engagement: The system and OVT reported that at the secondary level, there is an active STUCO and KAY Club for grades 9-12. Examples included the Kay Club's annual food drive for the local community food bank, they also volunteer time at the Kansas Food Bank and Ronald McDonald House. Kay Club also hosted a community cleanup day. STUCO plans student activities throughout the school year. The elementary school has an active STUCO. Examples of some activities include painting the elementary entry doors for Christmas, conducting a food drive for the local food bank in February, and park clean-up. The elementary school has monthly bake sales. The STUCO representatives decide each year what worthy cause will receive the proceeds from the bake sales. For U.S. presidential elections, the elementary school conducts a mock election.

- Physical and Mental Health: According to the system and OVT, the system has a Wellness Committee that meets regularly throughout the school year to provide health and wellness activities for students and staff. It is unclear what these activities are. The county mental health center has a partnership with the system to provide in-house therapy services to those students who qualify. PE and health courses were offered to students throughout the KESA cycle.

- Arts and Cultural Appreciation: According to the system and OVT report, the system has strong vocal and band, art, and forensics programs. HS students can take Art classes over IDL that are provided by a local art studio. Students in grades PreK-5 participate in Art lessons through The Arts Center in Anthony, KS. Lessons are taught once per month. Every day the elementary students receive a 30-minute music class. The district has a Forensics program with several students who qualify for State each year.

- Postsecondary and Career Preparation: The system and OVT report indicated that secondary students use Xello for career and postsecondary exploration. The secondary schools moved to a daily grade-level advisory format so students have the same advisors for all four years. Students are given the opportunity to go on several college visits each year that include universities, community colleges, and tech schools. College reps visit the school regularly along with military representatives. Students also have the opportunity to attend a career fair in the fall. Elementary students in 4th and 5th grade also use Xello for some career exploration. The lower-grade students explore careers through the literature they experience.

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

ARC Comment

Goal 1 - To increase student engagement by building a positive school culture and by providing learning activities that emphasize the skills needed to be successful in life as measured by an increase in local assessment results and other measures.

According to the System and OVT report, their five-year success and effective averages are on an upward trend. Success Rate has increased 36.4% to 61.5%. Effective Average is 49.2%. The percentage of students scoring in level 1 on the state assessments has decreased in Math and ELA.

SEL lessons have helped students to better understand themselves and their peers/peer interactions. CHAMPS (2020-21) and Resiliency Training (2021 - present) have significantly reduced the number of office referrals. This has decreased the number of times students needed to be removed from the learning environment. CHAMPS has helped teachers to understand the need to teach their classroom expectations.

The Resiliency Training has given teachers and staff a better understanding of what students may be dealing with outside of school and it has given them resources to help work with their struggling students. Second Step and School Connect lessons in the classrooms help students better understand

themselves and their peers/peer interactions.

The goal impact on the buildings includes; Advisory time and increasing conversations between staff and students about life after high school, data shows school culture has improved but success based on assessment scores and other measures have not, state assessment scores in math and ELA are maintaining or slightly rising, and plan to start adding some ACT test prep into advising time.

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

ARC Comment

Goal 2 - To improve stakeholder engagement of parents/guardians and students through structured systems of efficiency and empowerment as measured by an increase in attendance at school community activities.

The System's overall attendance rate has stayed above the state average but has mirrored the downward trend. One strategy the System has used to improve stakeholder engagement of parents/gradians and students as they have begun taking student pep buses to Saturday volleyball tournaments. According to the System, this has really helped the attendance and enthusiasm at events. They have also reported having more community members coming to the games to participate in the pep section as well.

The elementary school is slowly bringing back family events such as Supply Night and Bring Your Parent Night. Bring Your Family Night in August 2020 had 68% family participation while August 2022 had 78% family participation.

Professional Development has helped the staff to understand what students are dealing with outside of school and has increased relationships between buildings, both staff and students.

Goal 2 impact on the buildings includes implementing student-led conferences which has increased student and parent attendance at conferences from 64% in 2017 to 87% in 2022 and better communication with parents has increased attendance at activities and events. Elementary attendance remained strong for activities such as conferences. It has remained in the upper 90% range.

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

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

The system has made a commitment to improving its technology to keep up with the ever-changing landscape of today's education system. The system's schools are now set up so each classroom has the ability to connect remotely either to teach a lesson or receive a lesson via the internet. More personnel have also been brought in to help bridge the gap created by the pandemic. A school aide has also been added to each of the buildings.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth

The system has purchased curriculum and built time into their schedule to directly focus on Social-Emotional Growth. The teachers are using the curriculum consistently and the counselor provides supplemental biweekly lessons about bullying and body protection. In grades K-6th, the system is using The Devereux Students Strengths Assessment (DESSA). DESSA is a standardized, strength-based measure of the social and emotional competencies of children in kindergarten through 8th grade that is used to identify students in need and provide instructional lessons. The district report shows the specific data points and gains made by students. Data and future goals were provided based on the DESSA. According to the reports, there has been a reduction in the number of students earning office discipline referrals as a result of lessons from the SEL curriculum being taught and students having a better understanding on how to self-regulate.

In grades 7th-12th the System used the ACT Tessa. ACT Tessa is based on the Big Five personality factors framework, which studies have demonstrated is the most widely used and useful approach globally for classifying SEL skills. The System's school climate scores are in the 4-5-star range, indicating that our students feel connected to the school and that they feel safe at school. Every other category showed 2-2.5 stars, indicating that work needs to be done on individual students in each of the 5 categories.

Teachers have a better understanding of where their students are coming from and the issues, they are dealing with. The system has committed Professional Learning to trauma response and resiliency training for staff. Staff will continue to teach SEL skills and find better ways to measure improvement in student use of social and emotional skills.

Kindergarten Readiness

The System had 100% of kindergarten students participate in all ASQ tools given. Additionally, all preschool students have also participated. The Fall AIMSweb + Kindergarten assessment results show that most students are performing on grade level. The System implemented a preschool during their first cycle. They plan to continue to expand those opportunities for their youngest students.

Individual Plans of Study

All students in each grade have an advisory time every day and receive grade-level specific information. The advisors teach career research, prep, and planning, and facilitate the use of Xello to complete tasks for career and postsecondary exploration. Students begin to building their IPS at the end of their 8th grade year/beginning of their 9th grade year with both the counselor and advisory teachers. The counselor meets with the underclassmen in a whole class setting and helps to explain the IPS process and the documentation needed. The advisors also meet with their students regularly about their tasks, their goals, and what they are completing in school to achieve. Advisory time has increased conversations between staff and students about life after high school. Graduation rates have remained high and post-secondary outcomes have grown over the cycle.

High School Graduation Rate

The system's graduation rate has had an upward trend across the entire KESA cycle from 78.6% (2015) to 86.7% (2019). The Five-Year Graduation Average is 93.4%. Their graduation rates can vary year to year based on small enrollment numbers. If one student transfers to an online program or leaves the state, it can drastically impact the percentage.

Postsecondary Success

The postsecondary success data has increased over the KESA cycle. According to the OVT report, advisory group modifications and improvements to the IPS system has led to the improvement. The system has expanded post-secondary opportunities from the local community college (Cowley College to also include Wichita State Tech and others). With the additional opportunities more students are participating in dual credit opportunities and pursuing certification and degree programs. The district has made schedule and policy adjustments to accommodate students leaving during the day to attend programs requiring half day or more in attendance.

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

ARC Comment

Evidence from the System and OVT report indicated that some stakeholders feedback is gathered and progress is shared randomly on improvement in some goal areas. The system shared the KESA process with community stakeholders, staff, and parents along with the board through meetings and conferences. The district also has a newsletter that provides updates. The system is not fully transparent. Some stakeholder groups are represented and involved in the KESA process. Some evidence that some stakeholder groups provide input to the system with regard to KESA.

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

ARC Comment

The System indicated that they appreciated the knowledge, feedback, and patience of the OVT. The OVT has made a variety of suggestions that the DLT include more staff in the school improvement process, which is planned for the next cycle. The DLT is also including more voices for this year as they

end their cycle by meeting more often and listening to all members of the team.

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

ARC Comment

Some evidence exists that the system is reporting to their local board and communities, reports are completed in a timely manner, a limited system plan with action steps and goals that drives academic improvement priorities in taking form; buildings have aligned their action plans to the system goals; some improvement priorities and process for evaluation is evident but not consistent; feedback loop is hit and miss.

The system and OVT reported that the local board and communities are very supportive of the KESA process. Evidence provided indicated that reports are completed in a timely manner. Limited evidence of a system plan with action steps and goals was provided. Some references were made to the system's future plans. Because of the smallness of the district, the buildings work together to reach the system's goals. The feedback loop was impacted by the pandemic and change in administration. The system is working on reestablishing stakeholder groups with the hope that they will be able to receive feedback.

ARC Recommendation

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

Justification

The system addressed all components of the KESA process. System received a Copper star for Academically Prepared for Postsecondary. Data reflects some growth and decline in areas.

Strengths

The strengths are the faculty and staff. There is also a strong community pride in the schools. Stakeholder feedback documentation, relevant involvement, and active participants providing input to the system regarding KESA. Individual Plans of Study by end of 8th grade and every student's plan is reviewed annually. A Tiered framework of support in place for elementary and middle school students and use data to determine students' tiers.

Challenges

The system has not implemented a Tiered Framework of Support for high school students. Monitoring of progress of the Tiered Framework for high school in the Systems Annual report.

Improving Kindergarten readiness

Tracking social-emotional growth with the challenges of regulatory restrictions

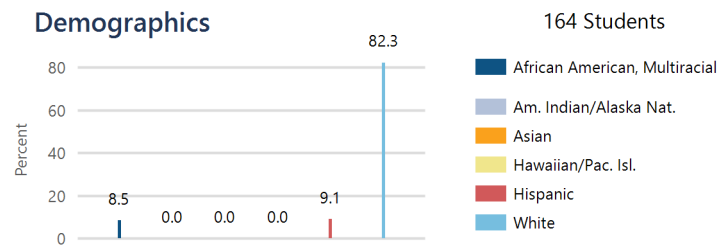
Getting students in the community for job shadows and internships



Argonia Public Schools USD 359

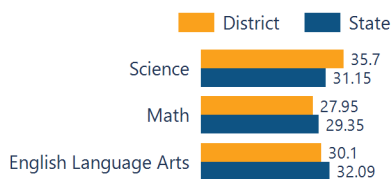
202 E. Allen, Argonia, KS 67004
(620) 435-6311
www.argonia359.org

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

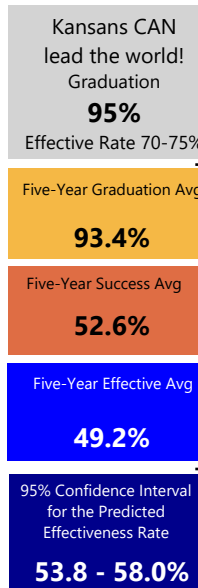
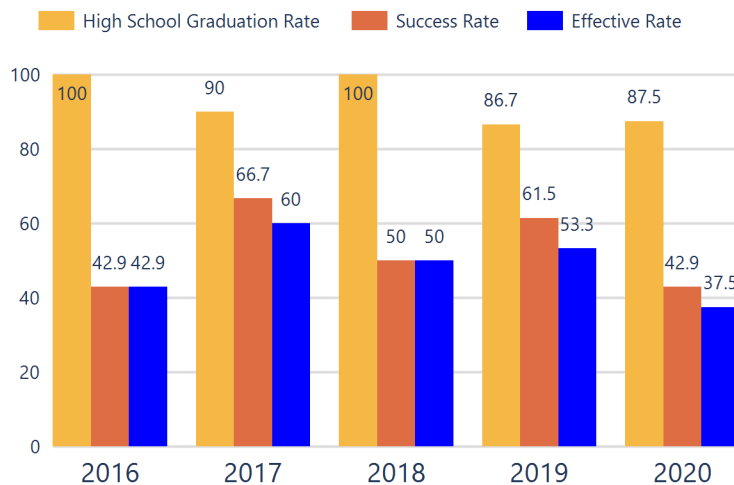


Academically Prepared for Postsecondary Success

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



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- Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.
 - Student earned an Industry Recognized Certification while in High School.
 - Student earned a Postsecondary Certificate.
 - Student earned a Postsecondary Degree.
 - Student enrolled in Postsecondary in both the first and second year following High School graduation.
- Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

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DROPOUT RATE

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State: 89.3
90.9%

State: 92.1
93.8%

State: 25.4
21.1%

State: 1.4
N/A

District ESSA Operating Expenditures Per Pupil

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

\$19,550

State:
\$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	12.79	20.48	43.75	30.10	30.10	23.80
Level 2	N/A	N/A	N/A	50.00	39.75	34.37	41.93	39.78	40.47
Level 3	N/A	N/A	N/A	26.74	31.32	15.62	21.50	25.80	21.42
Level 4	N/A	N/A	N/A	10.46	8.43	6.25	6.45	4.30	14.28

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	12.00	37.50	N/A	33.33	30.76	17.64
Level 2	N/A	N/A	N/A	60.00	33.33	N/A	51.28	48.71	58.82
Level 3	N/A	N/A	N/A	16.00	20.83	N/A	12.82	12.82	11.76
Level 4	N/A	N/A	N/A	12.00	8.33	N/A	2.56	7.69	11.76

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	26.66	8.33	N/A	40.00	53.33	N/A
Level 2	N/A	N/A	N/A	33.33	41.66	N/A	40.00	26.66	N/A
Level 3	N/A	N/A	N/A	26.66	16.66	N/A	20.00	13.33	N/A
Level 4	N/A	N/A	N/A	13.33	33.33	N/A	0.00	6.66	N/A

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

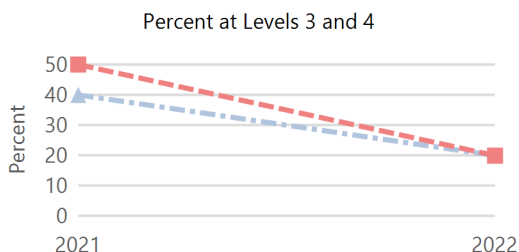
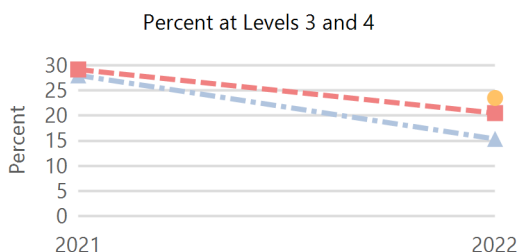
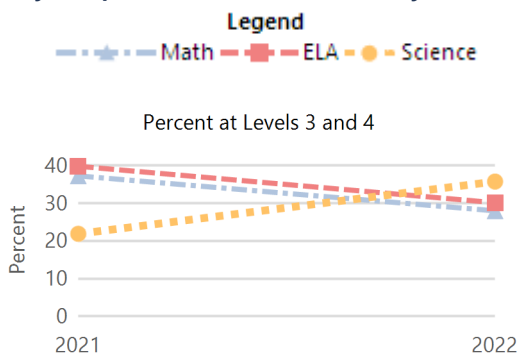
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

District	17.7
State	19.8

Accreditation Summary

Date: 02/15/2023

System: D0364 Marysville (0000)

City: Marysville

Superintendent: Darren Schroeder

OVT Chair: Darrel Kohlman

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Tiered Framework of Support: USD 364 has implemented Fastbridge as the universal screener for identification. The district screens three times per year and progress monitors during these times. The district started with K-8 but has expanded it to K-12 with the intent to include PreK. Using the data collected, the interventionists identify students and provide further assessments to identify skills and gaps. The district has also implemented second step at the elementary level to address social-emotional behavior. At the JH/HS level, the district has implemented Boys Town and Character Strong.

Family, Business, and Community Partnerships: The district has created partnerships within the community to help students who fall into at-risk categories. These school partnerships assist with school supplies, household items, clothing, etc. The district also has an agreement with Pawnee Mental Health to help provide services. To enhance academic opportunities and develop postsecondary skills, the district has developed partnerships where students can gain certifications and employability skills. Finally, the district engages with families through back-to-school nights, parent engagement nights, and wellness nights.

Diversity, Equity, and Access: The district's professional development has included poverty simulations, mental health first aid, and trauma informed practices ensuring a diverse approach to student need and learning. The district also vets ELA and social studies curriculum for cultural representation so students can see themselves reflected in the materials and experience a variety of cultures beyond their own.

Communication and Basic Skills: USD 364 has implemented programs over the last five years to ensure students are grasping the communication and basic skills needed to be successful. Some of those programs include Xello, Celebrate America, Save a School, Junior Achievement and Dave Ramsey. The district also offers public speaking as a college credit in a dual course offering format. Many of the CTE courses have basic skills embedded into the curriculum.

Civic and Social Engagement: The district adopted "Six Proven Practices for Effective Civic Learning" as the curriculum program for addressing civic engagement. Local, county and state representatives are frequently asked to co-teach or present these lessons bringing relevance and application directly to the classroom. When adopting a program, USD 364 ensures that civic engagement opportunities are embedded within the programs. Cross-curricular activities occur between ELA and Social Studies

courses that promote civic and social engagement.

Physical and Mental Health: The district analyzed the SECD standards with staff. The district implemented Second Step and Character Strong in K-12. At the secondary level, SEL lessons are conducted on a weekly basis during seminar. The district also adopted SAEBERS during this cycle as a social and behavior screener. To address physical health, the 9th graders are required to take health and the school nurse provides nutritional lessons at the elementary level.

Arts and Cultural Appreciation: Music is provided K-12; an Art credit is required grades 7-8; Art and Photography electives are offered in grades 9-12. The system has taken a creative approach to ensure art is offered at the elementary level where high school students lead elementary projects. The district also has partnerships with KSU Marching Band, Marshall County Arts Coop and local artists.

Postsecondary and Career Prep: The district has built out its IPS system to include elementary students.

K-4: specific units and activities introduce students to an array of career opportunities.

Gr 5: Begin IPS in Xello

Gr 10: YouScience is added to supplement Xello. This expands the framework for students to build out career planning and serves as a communication framework to guide students through communicating their plans to their families.

Gr 12: Analyzing student e-portfolios including resumes and cover letters.

Additional IPS Features

The IPS process has been used to drive intentional student course scheduling to best serve their desired interests and postsecondary plans.

Changed from Parent-Teacher to Student-led Conferences at the secondary level including an IPS review. In 2022, Jobs for America's Graduates (JAG) was implemented to assist in career preparation. It is intended to guide the next cycle with the data collected from the program while facilitating community discussion and support.

The system also noted countless partnerships in previous sections that impact student career preparation including Work-based Experiences, Job Shadowing, Mock Interviews, and business presentations in classes, all of which are relevant to the work of Postsecondary Preparation.

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

ARC Comment

Goal: USD 364 will improve the frequency, consistency, and educational quality of communication throughout the district including to and from all stakeholder groups.

The district's first goal was to improve communication with increased frequency, consistency, and educational quality. Artifacts 4 and 6 show the action steps, responsible party, timeline, resources needed, and evidence of completion. The district has data in artifact 30 that shows that 88.3% of parents feel the district is communicating expectations and procedures for academics in a timely manner. The same Artifact shows the preferred method of communication is via email by 64.1%. Other evidence demonstrates the development of a communication calendar; monthly letters from the superintendent; posted minutes from board meetings; the district conducting more face-to-face meetings with patrons; using social media to get out information; and telling the district story using videos across media outlets to inform patrons of important messages. During each of the OVT visits, evidence was shown that these steps were being implemented demonstrating the system is responsive to the needs of the stakeholders while basing their decisions on data.

4. Evidence is **assuredly** documented that **Goal 2 (N/A)** activities and strategies were

identified, implemented and produced reasonable results.

ARC Comment

Goal: USD 364 will support the professional growth and development of all staff members

With the second goal, the district sought to support the professional growth and development of all staff members. The district divided up the professional development time into district level, building level, content area, and individual time with each part getting 25% of the time available.

Artifact 10 shows the master schedule for professional development for the current year and the 25% Concept.

In Artifact 11, data can be seen to support that 52.5% of staff are satisfied or highly satisfied with this format for professional development time. It also shows that 80% of staff believe this use of professional development is improving student engagement and success for all students. To further support the transition of this approach, 42.5% of staff are somewhat satisfied with the content area professional development and 47.5% are satisfied or extremely satisfied with the content area professional development with 75% of staff being satisfied or extremely satisfied with the individual time for professional development.

The DLT noted that while extensive planning documents created for the professional development approach were pivotal in maintaining continuity and progress toward this implementation while they experienced considerable administrative turnover. With a local administrator now serving as the superintendent, they feel it is important to continue this work into the next cycle, as evidenced by the 42.5% experiencing some satisfaction with the new PD concept. The DLT believes that maintaining a consistent focus on refining this goal under consistent leadership will only improve its effectiveness and staff perception.

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

USD 364 has solidly embraced the continuous improvement process of KESA. The district leadership team noted that, due to the focused efforts in this cycle surrounding professional growth and development, staff members are collectively seeking feedback from their colleagues. They are analyzing and base their decisions on data while focusing on their goals and vision. The DLT has already created plans for each section to expand upon their current work and continue it into the next cycle, regardless of what their next goal areas may be. Subsequently, the Board of Education was regularly engaged in data and has supported the process with the necessary fiscal, facility, and technology resources to make their goals attainable.

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

ARC Comment

The district provides students with a curriculum that is in alignment with the Kansas State High School graduation requirements. They also use a tiered structure of support to provide students with necessary skills to succeed during high school and beyond. The districts State Assessments scores for 21-22 show that the percentage of students scoring a 3 or 4 are 32.01% in Science, 24.79% in Math, 25.26% in ELA. Like many districts these were lower than other years during this cycle due to Covid. The average ACT score was 20.7 in 2022 which is above the state average.

Board Outcomes

Social-Emotional Growth	The district took a targeted approach to SEL by first increasing their mental health team to include two social workers and a family advocate. The district added Second Step and Character Strong. The district also added SAEBRS screener three times a year.
Kindergarten Readiness	The district is nearing a 100% completion rate for the ASQ screenings. This is due to a change in the process for completing the survey. The district now incorporates the screening into the enrollment process giving parents time, place, and a device to complete the survey. The district has invested heavily in their PK3 and PK4 programs and have partnered with Infant-Toddler services to increase their impact.
Individual Plans of Study	The IPS process has grown from a 9-12 emphasis to a K-12 implementation. Elementary students begin with career exploration. Xello has extended down to 5th grade with discussion of furthering this to 3rd and 4th grade in the coming cycle. A framework was developed for guiding students through career exploration, interest-based inventories, and college/career planning, including financial aid when necessary. Policies and procedures have been created to design protected time for IPS completion. Increased employability skill development has occurred as a result of the IPS process to include Job Shadowing, Work-based learning, and Mock Interviews. This all culminated in the redesign of conferences where students lead their parents through their IPS progress, use their IPS for high school course planning, and a final evaluation of their eportfolio their senior year.
High School Graduation Rate	From 2019 to 2022, the district's High School Graduation rate increased from 94% to 94.4%. Despite the impact of the pandemic, they were able to maintain a positive trend, which is highly commendable. This can be attributed to the targeted focus on MTSS and At-Risk programming, IPS process, and expanded community partnerships relating to career preparation.
Postsecondary Success	From 2019 to 2022, they have improved their Effectiveness Average from 62% to 62.7% and the Success Average from 66% to 66.4% while exceeding their Predictive Range.

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

ARC Comment

The district formed intentional relationships with community businesses and organizations to seek feedback and form partnerships for enhancing student learning opportunities. They have also been purposeful in designing their site councils and advisory groups, including student advisory forums to ensure student voices are at the table when designing their educational experience. The intended to enhance student involvement in the next process and recent alumni to provide the guidance necessary for continued growth.

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

ARC Comment

According to the OVT, the district was very responsive to the feedback they provided over the course of the process. Specifically, when advised to expand the original communication plan, additional action steps were created with a comprehensive approach to their desired outcome.

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

ARC Comment

The district has experienced tremendous growth and success during this cycle as evidenced by the extensive communication and professional growth plans. This required particular focus and dedication to the process during the full cycle, despite the district-level leadership turnover. It would benefit the district to further empower its leadership team to see greater gains in the upcoming cycle.

ARC Recommendation

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

Justification

The district took a very systematic approach to improve their communication and the professional development planning has been truly impactful. The system has been very purposeful in forming community partnerships to capitalize on human resources that impact student postsecondary outcomes.

Strengths

An area the system has been very intentional in its programming is its community-based civic and social engagement. Countless opportunities exist for students to engage with and better their community due to these partnerships.

Challenges

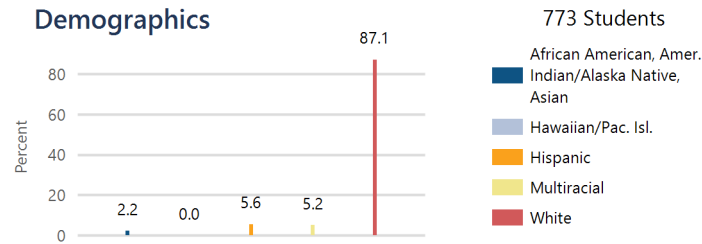
As USD 364 began Year 5 of the KESA cycle, the district is on the fourth superintendent in the six-year process (not including in interim for a couple of months). Due to the turnover in the superintendent position, it would be beneficial to continue both goals in the next cycle. There has been growth and positive impact that can be built on. Also, a focus on the ELA scores would benefit USD 364.



Marysville USD 364

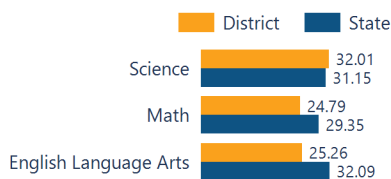
211 S 10th St, Marysville, KS 66508-1911
(785) 562-5308
<http://www.usd364.org>

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

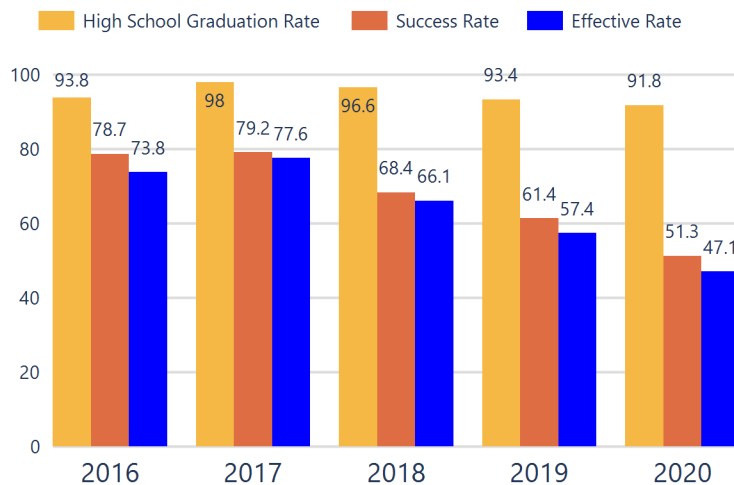


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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		★		

Kansans CAN
lead the world!
Graduation
95%

Effective Rate 70-75%

Five-Year Graduation Avg

94.4%

Five-Year Success Avg

66.4%

Five-Year Effective Avg

62.7%

95% Confidence Interval
for the Predicted
Effectiveness Rate

58.0 - 60.7%

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

93.0%

State:
89.3

District ESSA Operating Expenditures Per Pupil

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

\$14,363

State:
\$13,830

94.1%

State:
92.1

15.2%

State:
25.4

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

N/A

State:
1.4



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	35.84	22.86	25.47	37.46	36.68	33.70
Level 2	N/A	N/A	N/A	40.77	42.14	28.02	37.73	38.04	34.26
Level 3	N/A	N/A	N/A	19.74	29.20	38.21	16.98	19.56	23.03
Level 4	N/A	N/A	N/A	3.63	5.78	8.28	7.81	5.70	8.98

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	40.37	31.08	31.48	42.33	46.01	40.54
Level 2	N/A	N/A	N/A	42.23	42.56	29.62	39.26	35.58	33.78
Level 3	N/A	N/A	N/A	16.14	22.29	35.18	11.65	12.88	20.27
Level 4	N/A	N/A	N/A	1.24	4.05	3.70	6.74	5.52	5.40

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	68.57	50.00	50.00	64.70	72.61	64.28
Level 2	N/A	N/A	N/A	22.85	41.66	25.00	24.70	19.04	32.14
Level 3	N/A	N/A	N/A	8.57	6.25	20.83	9.41	3.57	3.57
Level 4	N/A	N/A	N/A	0.00	2.08	4.16	1.17	4.76	0.00

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	36.84	55.55	N/A	44.44	44.44	N/A
Level 2	N/A	N/A	N/A	47.36	16.66	N/A	44.44	38.88	N/A
Level 3	N/A	N/A	N/A	10.52	16.66	N/A	0.00	11.11	N/A
Level 4	N/A	N/A	N/A	5.26	11.11	N/A	11.11	5.55	N/A

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

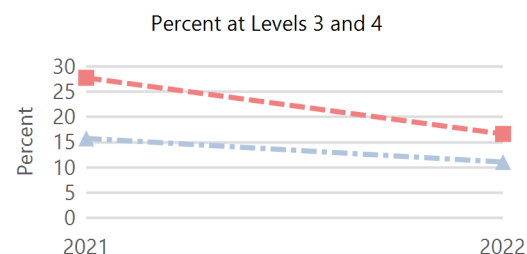
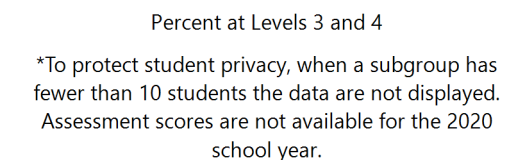
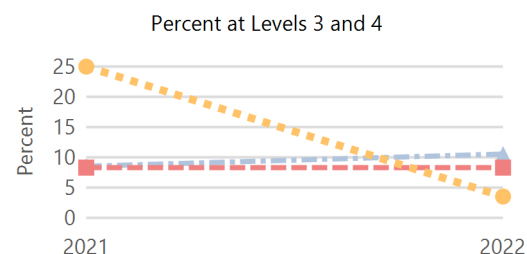
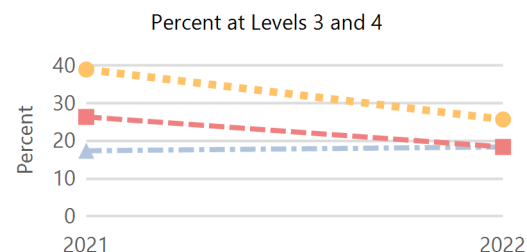
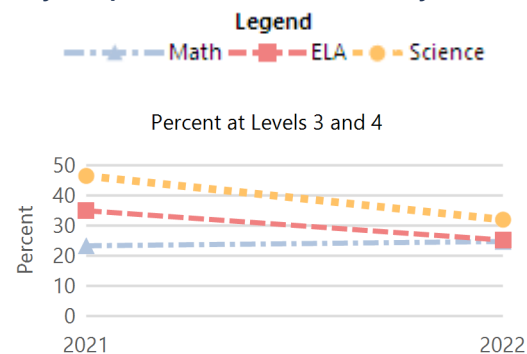
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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	20.7
State	19.8

Accreditation Summary

Date: 02/10/2023

System: D0365 Garnett (0000)

City: Garnett

Superintendent: Donald Blome

OVT Chair: Susan Gorman

Executive Summary/AFI

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

ARC Comment

Compliance is validated by KSDE through its compliance process.

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

ARC Comment

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

Tiered Framework of Supports

The district model provides a concise resource identifying the evidence-based strategies and practices that should be provided for students identified as being in Tier 1, Tier 2, or Tier 3. The model addresses both academic and social-emotional learning. The District Leadership Team and Building Leadership Teams have consistently used their MAP data and state assessment data to evaluate the effectiveness of their interventions. Other pieces of the intervention model include the Alternative Education Center, ACE Academy for academic assistance at the junior high/senior high level, and the 3- and 4-year old At-Risk preschool program. The elementary level has teacher assistants available to help implement intervention strategies and provide one-on-one assistance.

Family, Business, and Community Partnerships

USD 365 chose "promoting community involvement" as one of its goal areas and each building has accomplished this in its own unique way and through the use of multiple resources.

Diversity, Equity, and Access

The district has worked to provide an equitable education for all students. Their character education and social-emotional learning curriculums strive to build student confidence and motivation, as well as acceptance of differences in others. The District Leadership Team has set an expectation that these curriculums will be implemented in all buildings.

Communication and Basic Skills

The district has developed a system-wide process to ensure the curriculum is routinely evaluated and resources are consistently reviewed and updated. By establishing and consistently using this process, the district can ensure that basic skills in all areas are being taught and expectations communicated.

Civic and Social Engagement

The district has in place across the district several established programs which allow students to engage with and serve their community. This is especially important since the district serves and strives to be an integral part of three communities. The elementary schools in the Garnett, Westphalia, and

Greeley communities have established partnerships with businesses as well as activities that bring families and community members into their schools. The junior-senior high school has an established service learning program that requires students to complete 60 hours of community service before graduation.

Physical and Mental Health

Aside from the obligatory PE courses and opportunities at all levels in the system, it also provides counseling services at each level as well as a cooperative agreement with an outside mental health service provider to allow the district to make referrals and help families receive services.

Arts and Cultural Appreciation

The system provides access to music and art educators at each level including extracurricular opportunities in drama, student clubs, and competitions.

Postsecondary and Career Preparation

The district has been very intentional in developing many IPS opportunities for their students, from career awareness and exploration at the elementary level to CTE opportunities on- and off-campus for high school students.

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

ARC Comment

Goal: USD #365 will address and facilitate the individual learning needs of our students.

The District Leadership Team has been very successful during this KESA cycle in evaluating their Tiered Systems of Support and working to develop a system-wide model which can guide each building in developing a building program for individual student academic and social-emotional success.

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

ARC Comment

Goal 2: USD 365 will promote community involvement in the district's process of setting standards and goals for the schools.

The desired impact of this goal for the system is to help families and the community stay informed and more involved in the education of USD 365 students. This is being accomplished through an increased focus on social media presence, parent attendance at student-led conferences, and community partnerships with classrooms.

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

ARC Comment

The district has solid processes in place for establishing curriculum needs and expectations and for meeting the needs of individual students. Teams meet regularly so that a continuous cycle of implementation, data review, identification of needs, and evidence-based plan adjustments can take place. The local school board has been supportive of this process and has demonstrated this support through the allocation of resources such as additional technology to provide 1:1 computer access in grades K-12 and additional bandwidth, additional substitute teacher support to implement peer mentoring, the addition of three Title I teachers to support the implementation of intervention

strategies, the purchase of Xello and Exact Path platforms to support career exploration and academic progress monitoring, and additional preschool classes.

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

ARC Comment

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. The system understands and can explain its data results for some State Board outcomes.

Board Outcomes

Social-Emotional Growth	Throughout the progression of this KESA cycle, the district team has reviewed their SEL programs and made a commitment to implement programs that are inclusive of grades K-12 and have a common philosophy and language.
Kindergarten Readiness	Garnett Elementary School has a partnership with the community Head Start program which includes attending IEP meetings and offering special education services. All USD 365 parents of incoming kindergarten students are asked to complete the ASQ / ASQ-3 with their child at the beginning of the year and teachers then enter the results. These results are used to help the Early Childhood team to identify challenging skills of incoming kindergarten students and plan for information to share in their dialogue with families.
Individual Plans of Study	Use of Real-Life Lessons, Xello, and traditional Financial Aid nights are used to help students connect to career opportunities. The IPS process begins in 8th-grade with 100% of students participating.
High School Graduation Rate	USD 365 has consistently maintained a high graduation rate (92%-96% with the exception of the class of 2021 which was 88%) during this KESA Cycle and has received the following STAR Recognition Awards: 2 Gold Awards, 1 Bronze Award, 1 Copper Award.
Postsecondary Success	The district's Five Year Success Average is 63.8% and their Five Year Effectiveness Average is 60.1%, placing them above their 95% Confidence Interval of 50.2%-52.5%. The district has received the following STAR Recognition Awards in this area: 1 Silver Award, 2 Bronze Awards, 1 Copper Award. The district also received a Commissioner's Award with honors.

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

ARC Comment

The district has focused on increasing their communication with district stakeholders during this KESA cycle. They have increased the number of staff involved in the District Leadership Team and the District Curriculum Team. All buildings have active Building Leadership Teams as well as Building Site Councils meet regularly to ensure parents and business leaders are aware of the district and building goals and the strategies and initiatives the building is using to meet those goals.

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

ARC Comment

Rather than simply meet the requirements of the KESA process, the district has viewed it as an opportunity to address areas of need in the district by developing a process that includes stakeholders and uses data to measure success. The district has been very receptive to the feedback of the OVT Team and worked closely with the chair throughout the process. They have integrated the OVT Team's advice in areas such as social-emotional learning, collecting local postsecondary data, and aligning the resources used for interventions.

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

ARC Comment

USD 365 has met every requirement during this KESA cycle, including the involvement of stakeholders in using data to determine district needs, setting district goals, setting building goals that align with district goals, collecting data in these goal areas and other required areas, and adjusting their initiatives and strategies as needed.

ARC Recommendation

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

Justification

The system's processes have been well thought out and have set them up for success. While not all areas exceeded the state averages, many did. They met their five-year confidence interval and have received various awards for their data indicating they are on the right track.

Strengths

Post-secondary and academic preparedness.

Challenges

Absenteeism and dropout rates.

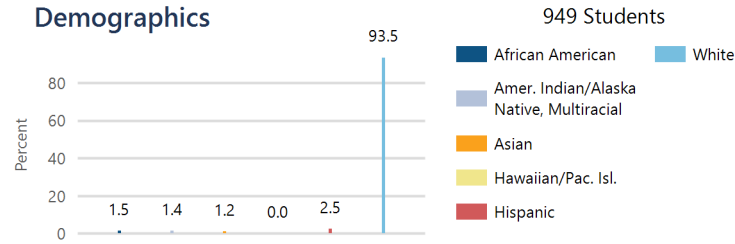
*If goals are used in the next cycle, be sure to use measurable goals specific to areas of need.



Garnett USD 365

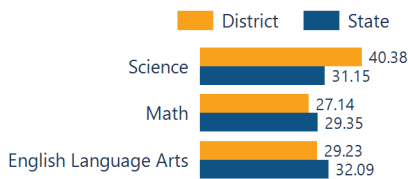
305 N. Oak, Garnett, KS 66032
(785) 448-6155
usd365.org

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

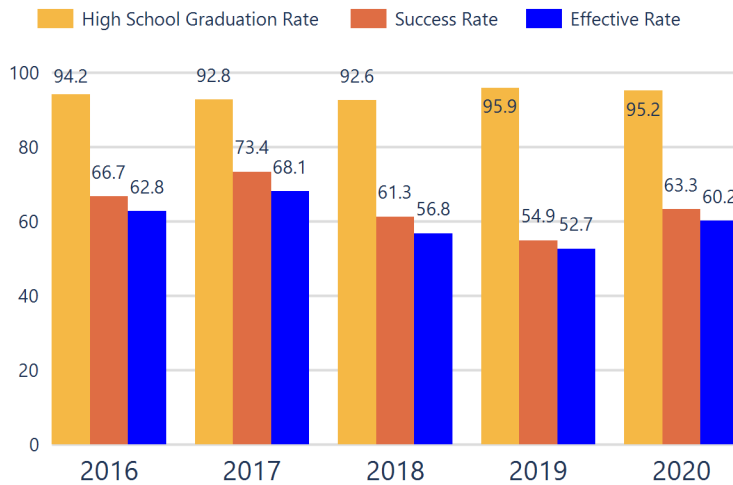


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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		★		

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

Five-Year Graduation Avg

94.1%

Five-Year Success Avg

63.8%

Five-Year Effective Avg

60.1%

95% Confidence Interval
for the Predicted
Effectiveness Rate

50.2 - 52.5%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

State: 89.3
87.8%

State: 92.1
90.8%

State: 25.4
29.6%

State: 1.4
2.5%

District ESSA Operating Expenditures Per Pupil

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

\$13,949

State:
\$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	26.07	25.87	28.03	27.55	30.06	33.99
Level 2	N/A	N/A	N/A	40.04	41.88	27.10	45.30	40.69	25.61
Level 3	N/A	N/A	N/A	27.72	28.33	29.90	20.61	24.94	24.13
Level 4	N/A	N/A	N/A	6.16	3.90	14.95	6.53	4.29	16.25

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	34.01	36.88	35.18	35.51	40.84	42.25
Level 2	N/A	N/A	N/A	40.16	39.34	29.62	49.53	37.55	30.98
Level 3	N/A	N/A	N/A	22.95	22.13	26.85	12.14	19.24	15.49
Level 4	N/A	N/A	N/A	2.86	1.63	8.33	2.80	2.34	11.26

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	63.88	62.50	66.66	59.52	55.42	77.77
Level 2	N/A	N/A	N/A	23.61	25.00	25.92	27.38	31.32	7.40
Level 3	N/A	N/A	N/A	11.11	12.50	7.40	7.14	10.84	7.40
Level 4	N/A	N/A	N/A	1.38	0.00	0.00	5.95	2.40	7.40

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	7.69	38.46	N/A	21.42	50.00	N/A
Level 2	N/A	N/A	N/A	84.61	46.15	N/A	57.14	35.71	N/A
Level 3	N/A	N/A	N/A	7.69	15.38	N/A	21.42	14.28	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

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

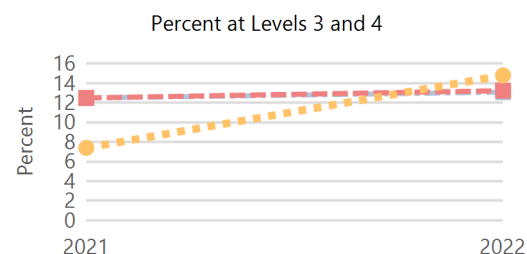
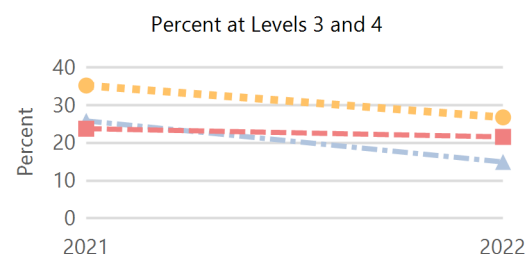
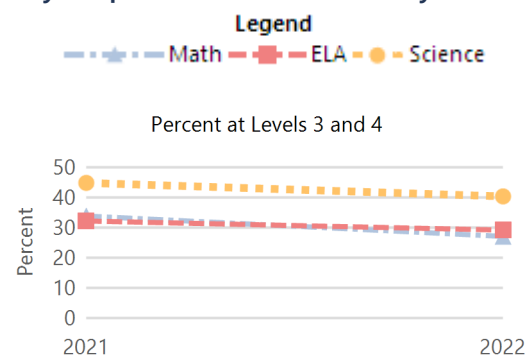
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.

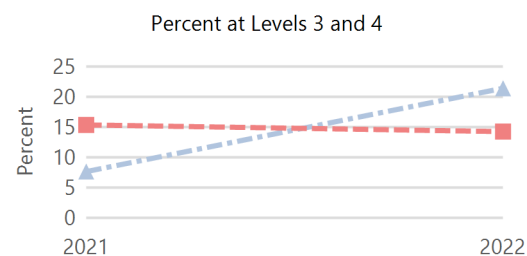


Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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



District	19.7
State	19.8

Accreditation Summary

Date: 01/12/2023

System: D0366 Woodson (0000)

City: Yates Center

Superintendent: Stephanie Splechter

OVT Chair: Juanita Erickson

Executive Summary/AFI

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

ARC Comment

No compliance issues

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

ARC Comment

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

Stakeholder Engagement

Woodson is working hard to connect their students with the community and is increasing the number of opportunities. These range from community fairs to scholarships to civic opportunities. There is evidence that the community is engaged heavily with the schools. Additionally, Woodson has been expanding their understanding of engagement and is including more stakeholder groups in the decision-making processes of the school. This will be a focus for them in the next cycle.

Tiered Framework of Supports

All buildings have a tiered framework of supports in place for all students and use data to determine students' tiers. They have seen growth in student success as they have moved from an identification system to a structured three-tiered system that uses universal screeners to provide targeted interventions. They follow this will support and progress monitoring. This structure should continue to provide them strength as they focus on data.

Postsecondary and Career Preparation

Curricula that support the structures in postsecondary and career preparation are somewhat evident at elementary and secondary levels. There are many opportunities for students to connect with careers and college planning. There are also work-study opportunities and the number of pathways concentrators/completers is growing. There is an IPS system for grades 6-12 however, they did not provide much information about its contents and impact. They are transitioning to an electronic IPS system for student portfolios.

Civic and Social Engagement

Civic and social engagement is woven into the curriculum with an emphasis on awareness and volunteerism. There are a number of clubs that participate in supporting other students and the community. Some of these include Veterans Day, 911 Observance, student council, Ambassador Leaders training, and Wildcat Wearhouse.

Communication and Basic Skills

Curricula that support the structures in communication and basic skills are evident. Woodson is to be commended for their work in this area. They have invested time in understanding the science of reading through LETRS and have moved to an evidence-based science of reading approach with a focus on phonics and vocabulary. Additionally, they are following a similar pattern with mathematics and are restructuring to better match the science of how students learn. They have created power

standards to help them make sense of the overwhelming standards documents and are aligning curricular resources to match the standards. They have added a Literacy Coach to assist.

Arts and Cultural Appreciation

Curricula that support the structures in arts and cultural appreciation are evident. Despite a reduction in staff, Woodson is placing a priority on the arts and cultural appreciation. They have music available to students at all grade levels and have expanded their art offerings. Additionally, they have added author visits both in person and virtual to their curriculum. They have a first Friday art program for grades K-5 and drawing, design, and drafting in the high school. A unique opportunity for students is the high school opening an art studio where students can explore recreational art opportunities beyond the formal classes.

Physical and Mental Health

Woodson has moved from very little to no support for mental health at the beginning of the cycle to a robust and meaningful system currently. The COVID pandemic helped illuminate the need and gave the system the urgency to respond. They are combining both SEL and academics to use data to help identify students that would benefit from extra support. They have partnered with Southeast Kansas Mental Health to provide a school-based therapist and a case manager in the district. They have created a Social Emotional Teacher Leader Group to establish a curriculum and is guiding implementation. The SABERS screener is being used for data.

Diversity and Equity

Student group needs are represented in the improvement process. Systems and schools' cultures are reflected in the vision and improvement process. The focus has been on opportunities for students to develop their interests via classes and post-secondary opportunities. They are working to have more student voice in the improvement process.

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

ARC Comment

The first goal is to increase opportunities for students based on their interests. Course offerings have been changed, they have adjusted the schedule to include more room for courses, and they are using data to individualize student learning. Additionally, they are now 1 to 1 in the area of technology.

Strategies and actions are listed. Data is mentioned but not provided. for example: "changed course offerings to meet student interests and needs". How many? In what areas? The goal as stated is that the school will "increase" opportunities. There should be more emphasis on a measurable goal.

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

ARC Comment

The second goal is to expand social-emotional, life skills, and civic and community involvement opportunities. They have added a number of structures to provide social-emotional support for students including a screener to provide data. Much of this was included in the foundational skills section but includes partnerships with an outside agency, teacher creation of materials, and offering students clubs and experiences within the community.

Similar to goal one, an increase is stated, but there are no numbers to back up the growth. For example: "Increased mentoring". With the addition of this information, they would have been in the assuredly category.

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

ARC Comment

The district has progressed in understanding and implementing KESA. This has led to greater participation. In the beginning, they, like other districts seemed overwhelmed in the process. They have taken the time, through a needs assessment with Greenbush, to identify areas to work on and have done quite a bit of heavy lifting. Through their documents, they have moved from listing a number of activities to showing how the items are connected to the larger goal and the data they are receiving. As they continue their challenge will be to connect the data even more so that it is clear that the data is the driver of their success.

As they are gaining confidence in the process they are doing the appropriate work to determine areas of strengths and areas of focus. They have strengthened their academic processes and are seeing the reward of their effort.

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

ARC Comment

Data for some State BOE goals are at or above expectations or showing a positive incline and some are below expectations or declining.

The system is beginning to collect evidence, and data and is working on a plan addressing the five (5) State BOE goals to create change.

Board Outcomes

Social-Emotional Growth

Measures are given and data is collected. The system has done a tremendous amount of work in this areas as has been mentioned previously in the report.

Kindergarten Readiness

Kindergarten ASQ data is collected. They are working through the challenges of collecting the data and making useful decisions regarding students. They have moved from this being a compliance piece to being a strong part of their system. They have been aligning birth to three-year-old curriculum and are using the data to assist them. They are to be commended for having such a high rate of return for the screener. They also have meaningful professional development to ensure a high level of implementation and student success.

Individual Plans of Study

The district had a 5-year plan to work on individual plans of study. As they made steps each year the ending product is a vast array of activities for students at all levels. They are moving their IPS system to an electronic portfolio for students.

High School Graduation Rate

High school graduation rates have gone down. This is attributed to school shutdowns. Additionally, the district is small and a few students can make a large impact on the numbers. They have a number of options to work with students such as tutoring, conferences, work-study, CTE options, and remedial courses to help students succeed. They have the support in place to reverse their current trend. Specifically, their focus on individual students and their interests will be helpful as well as the social-emotional supports that have been added.

Postsecondary Success

Their post-secondary success was on an incline prior to the pandemic. Their plans should result in a return of scores. They have work-study programs, connections with colleges and the military, and career fairs that are helping students be successful beyond K-12. Additionally, they are above the expected success rate for their district despite the challenges of the pandemic.

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

ARC Comment

While stakeholders were engaged, there was no evidence of feedback that was gathered.

Many groups were part of the process. This includes teachers, site councils, the board of education, and to a limited extent students. Indirectly students were involved as they are the focus of the two goals. The system states that through the process they have felt the need to have more groups involved and have a plan to do so.

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

ARC Comment

Processes were followed and feedback was incorporated. The system added needs assessments early on, paid attention to learning about the process, and worked to create systems. Moving forward, pay close attention to the areas of growth in your OVT team. Specifically creating SMART goals and including more data.

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

ARC Comment

Evidence of system reporting to their local board reports completed in a timely manner. The district is using the KESA information to develop a new strategic plan. The system started the cycle by trying to understand the process and ends with the engagement of groups, connected information, and systems that will help move them forward. They have listened and learned along the way.

ARC Recommendation

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

Justification

The district has shown both achievement and processes. Their assessment scores are above the state average and their effectiveness rate is above their predicted average. Their graduation rate has slipped but has been high and they have the structures for it to return to high levels. They have reflected on the need for stronger processes that involve more stakeholders for the next cycle. They have a needs assessment that helped inform the two goals that were selected. They are working on behalf of students and the changes they are making will help position them for continued success.

Strengths

The district has moved from not understanding the process to understanding the process and is poised to make great strides in the next cycle. Achievement is growing. Social and emotional supports for students are strong and useful. The curriculum has been aligned with reading and they are working on mathematics. There are systems emerging that will help them move forward.

Challenges

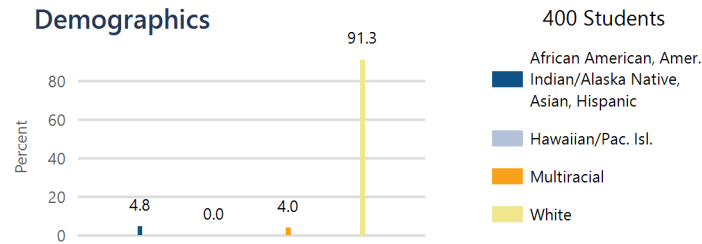
There is not enough data to directly show progress. The lack of SMART goals makes it hard for the system to measure progress.



Woodson USD 366

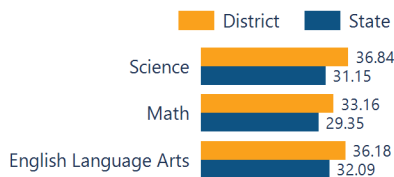
101 W Butler, Yates Center, KS 66783-0160
(620) 625-8804
www.usd366.net

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

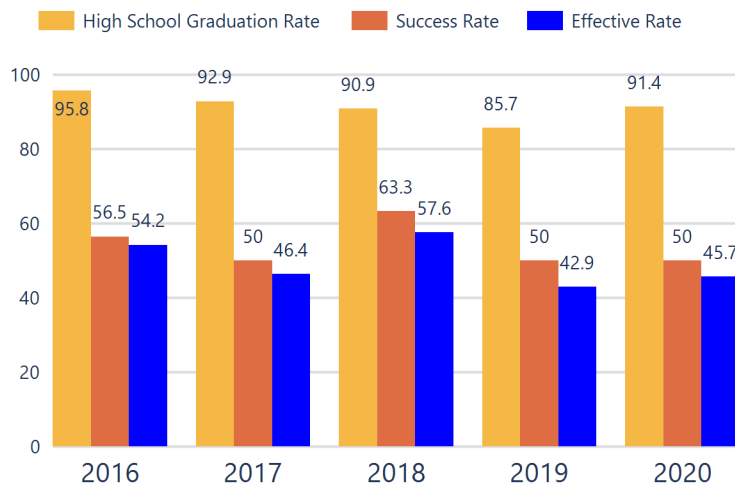


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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				

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

Five-Year Graduation Avg

91.2%

Five-Year Success Avg

54.1%

Five-Year Effective Avg

49.3%

95% Confidence Interval
for the Predicted
Effectiveness Rate

46.9 - 49.2%

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

92.3%

State:
89.3

91.3%

State:
92.1

36.4%

State:
25.4

1.9%

State:
1.4

District ESSA Operating Expenditures Per Pupil

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

\$16,623

State:
\$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	26.06	26.86	36.66	27.63	34.17	42.10
Level 2	N/A	N/A	N/A	43.60	34.82	23.33	39.19	29.64	21.05
Level 3	N/A	N/A	N/A	19.90	32.33	23.33	25.12	28.14	25.00
Level 4	N/A	N/A	N/A	10.42	5.97	16.66	8.04	8.04	11.84

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	31.14	31.03	40.74	33.02	40.36	50.00
Level 2	N/A	N/A	N/A	45.90	36.20	18.51	40.36	31.19	27.50
Level 3	N/A	N/A	N/A	17.21	29.31	27.77	23.85	24.77	15.00
Level 4	N/A	N/A	N/A	5.73	3.44	12.96	2.75	3.66	7.50

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	64.28	53.12	64.28	66.66	69.44	78.57
Level 2	N/A	N/A	N/A	16.66	21.87	14.28	11.11	8.33	14.28
Level 3	N/A	N/A	N/A	2.38	18.75	7.14	11.11	13.88	0.00
Level 4	N/A	N/A	N/A	16.66	6.25	14.28	11.11	8.33	7.14

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

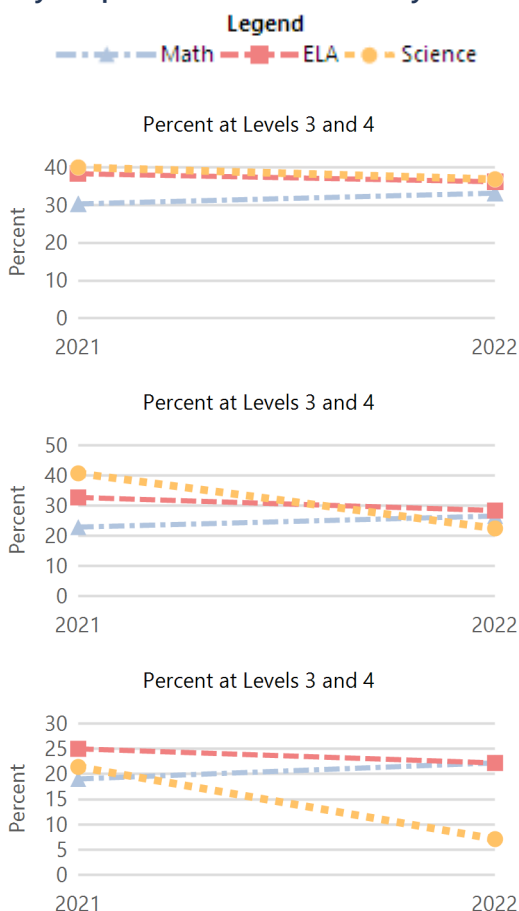
ACT Performance (2022 School Year)

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Academically Prepared for Postsecondary Success



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

District	21.5
State	19.8

Accreditation Summary

Date: 01/30/2023

System: D0379 Clay County (0000)

City: Clay Center

Superintendent: Brett Nelson

OVT Chair: Mike Gritten

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Overall the foundational areas have each been addressed, but the system has room for improvement in some of the areas.

Tiered Framework of Support- Assuredly- USD 379 has made a conscious effort over this KESA cycle to either start, 6-12, or increase, K-5, their tiered system of supports. The system is using data to determine the types of interventions needed and to adjust core instruction as well.

Family, Business, and Community Partnerships- Generally-Each building in the system has stated that they have an investigation team assigned to increasing partnerships with their families, businesses and community.

Diversity, Equity, and Access- Generally- The system has begun using its SEL surveys to set intentional intervention goals and have been reviewing data within their subgroups to ensure they are meeting the needs of all students. The OVT noted that none of this was in place during year 1 but is evident by year 5.

Communication and Basic Skills- Assuredly- Basic skills are addressed within their curriculum and are aligned to the standards while being reviewed each year for improvements needed. Communication is also prevalent with their stakeholder groups.

Civic and Social Engagement- Generally- The system has taken an intentional effort to implement civil and social

engagement with their IPS curriculum continuum, implementation of their SEL teams and review of curriculum, and also their focus on the redesign principles of Student Success Skills and Real World Applications. All of these were not in place in cycle 1. They will be reviewing SEL curriculum materials for a K-12 alignment and moving forward in the 23-24 school year.

Physical and Mental Health- Assuredly- The system has created a Wellness team that monitors the Wellness rubric, set goals, and work together to achieve those goals. The system has also worked to review and implement an SEL curriculum into its core instruction.

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

ARC Comment

USD 379 set a very ambitious goal at the beginning of their KESA cycle and have worked toward that goal even with COVID coming in the middle of the KESA cycle. The system set a goal of being at the

top end of their confidence interval by the end of this KESA cycle. They have seen declines due to attendance and COVID. While the system is slightly below their confidence interval, they have made gains in other areas and were awarded the Copper star in Postsecondary success.

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

ARC Comment

USD 379 made it a goal to improve each component on the IPS rubric during this KESA cycle. They set aside specific time dedicated to improving their IPS. They have applied for Kansans Can recognition in this area due to their growth. The OVT reports that when the cycle began the system had little in terms of IPS but has made great strides in this area. They are encouraged to continue to focus on IPS moving into the 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

USD 379 has made a conscious effort over the KESA cycle to create and grow their leadership teams and school redesign teams. These teams are responsible for the communication with the leadership and building teams, stakeholders and the community. The system has also allocated resources to support time, professional development, subs and supplies to engage their goals.

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

ARC Comment

Overall USD 379 has shown strength in both learning from their data and creating processes that will sustain growth. While not all areas have shown significant growth, they have either shown growth or the system has a detailed plan in place to address the issues.

Board Outcomes

Social-Emotional Growth

The system has recognized that attendance is a concern and they have identified a key person in each building to work with families that are missing multiple days. Having studied their data, the system felt this was the best approach to reach out to families. The system has also narrowed their search for an SEL curriculum which will become part of their core instruction K-12.

Kindergarten Readiness

It is evident that USD 379 has put a huge emphasis on K Readiness. It is part of their planning for the Citizens Review Committee and Kindergarten Readiness Task Force team. They have a great turnout for their Ages and Stages pieces and with their additions to pre-school (including a full day room) are trying to find a place for every student to have preschool made available to them before they come to kindergarten. Early childhood is a focus and important to this team. The two committees, their work, and the full-day preschool did not exist in cycle 1 but have been a part of this process. They look to submit for a star rubric in the summer of 2023 for this area.

Individual Plans of Study	USD 379 has seen the greatest growth in this area as it relates to data over the five outcomes and five year cycle. The system went from random activities to creating a Career Continuum PK-12 with implementation stages as seen in their IPS artifacts.
High School Graduation Rate	Attendance has been a struggle for the system post COVID and the days absent have doubled since the 18-19 school year. They are still above the state average with the most current data.
Postsecondary Success	While the system is slightly below their confidence interval they have stayed steady and not shown a regression in the data provided by the state.

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

ARC Comment

Over the last six years, USD 379 has created stakeholder groups that are responsible for the feedback loop between all the stakeholders. The current needs assessment process involves, staff students, parents and community members to set goals and help guide the next steps.

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

ARC Comment

Overall the OVT reports that the system was responsive and effective in their feedback with the OVT.

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

ARC Comment

USD 379 shows a strong sense of district improvement and desire to grow. The system is excited to get into more specific goals that can further impact students as they move into their next KESA cycle.

ARC Recommendation

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

Justification

USD 379 has surpassed the state average in academically prepared for postsecondary success in 2 of the 3 areas while being very close to the state average in the third. The system has increased its graduation rate over the 2020 data while dealing with and addressing an attendance problem. While they are slightly below their projected confidence interval for post-secondary they are aware and are taking steps to address this specifically. The system has been awarded 3 Kansans Can Stars, Academically Prepared for Postsecondary, High School graduation, and Postsecondary success. USD 379 has done exactly what the KESA system was set up to do. They have done a needs assessment, followed by strategically looking at data and ways to improve.

Strengths

The system has taken a comprehensive look at all areas and has been willing to put in the hard work to make positive growth. Their preschool participation has increased, state assessment scores have increased and they have implemented a robust IPS.

Challenges

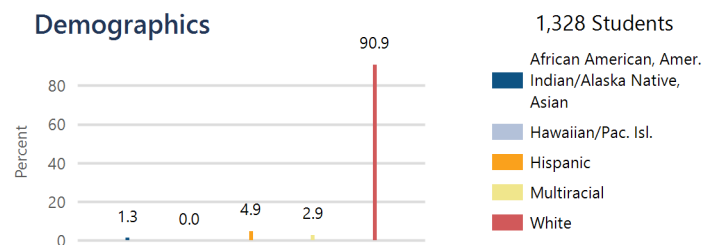
USD 379, like many schools, is dealing with a chronic absenteeism problem post COVID. They are already discussing and building a plan for combatting this into next year. The system also has some challenges with implementing a number of new curriculum close together and will need to make sure their staff feel supported and empowered with the new curriculum. The system may need to look into a system wide universal screener moving forward.



Clay County USD 379

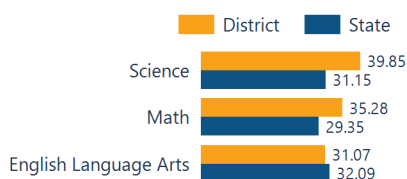
807 Dexter, Clay Center, KS 67432-0040
(785) 632-3176
www.usd379.org

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

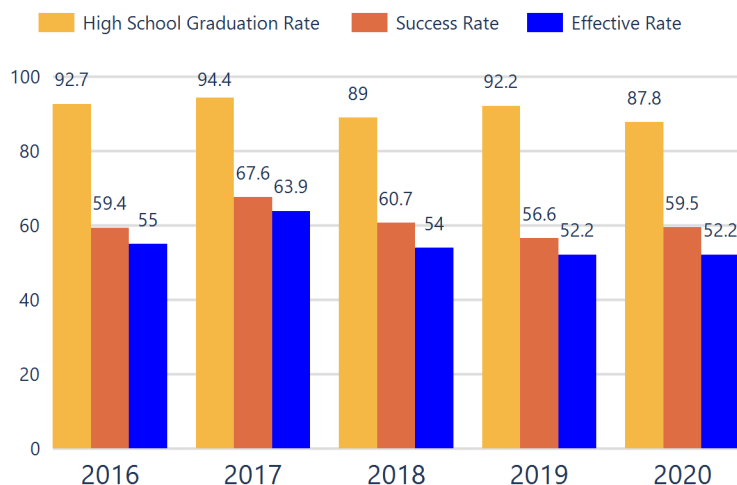


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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				★

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

Five-Year Graduation Avg

91.3%

Five-Year Success Avg

61.0%

Five-Year Effective Avg

55.7%

95% Confidence Interval
for the Predicted
Effectiveness Rate

57.2 - 59.9%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

91.5%

State:
89.3

District ESSA Operating Expenditures Per Pupil

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

\$12,658

State:
\$13,830

93.4%

State:
92.1

19.5%

State:
25.4

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

0.8%

State:
1.4



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.44	31.78	36.57	26.39	33.18	30.79
Level 2	N/A	N/A	N/A	42.89	33.88	32.55	38.31	35.74	29.34
Level 3	N/A	N/A	N/A	20.17	26.53	23.15	25.03	23.68	22.10
Level 4	N/A	N/A	N/A	7.47	7.79	7.71	10.25	7.39	17.75

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	38.62	38.48	42.62	35.33	44.52	35.45
Level 2	N/A	N/A	N/A	44.40	34.89	34.42	40.98	33.21	31.81
Level 3	N/A	N/A	N/A	14.44	21.94	18.85	19.08	19.43	20.90
Level 4	N/A	N/A	N/A	2.52	4.67	4.09	4.59	2.82	11.81

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	58.58	66.31	62.16	62.28	67.54	64.44
Level 2	N/A	N/A	N/A	35.35	18.94	24.32	23.68	21.92	22.22
Level 3	N/A	N/A	N/A	4.04	12.63	10.81	10.52	7.01	11.11
Level 4	N/A	N/A	N/A	2.02	2.10	2.70	3.50	3.50	2.22

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	45.16	50.00	50.00	43.24	40.54	37.50
Level 2	N/A	N/A	N/A	38.70	20.00	27.77	29.72	35.13	37.50
Level 3	N/A	N/A	N/A	16.12	23.33	22.22	24.32	24.32	6.25
Level 4	N/A	N/A	N/A	0.00	6.66	0.00	2.70	0.00	18.75

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

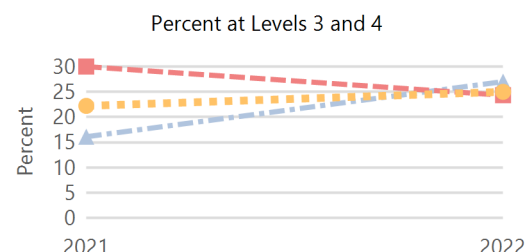
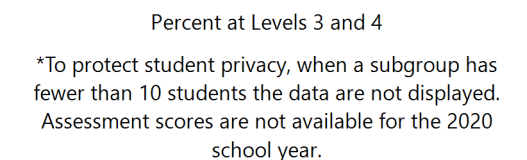
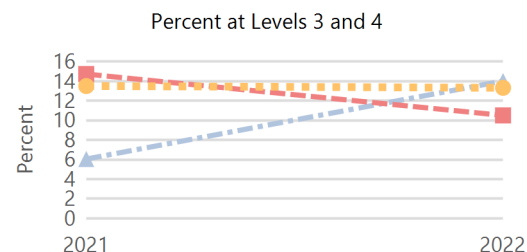
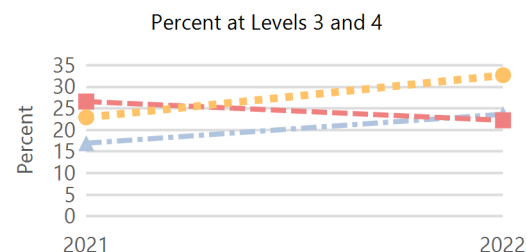
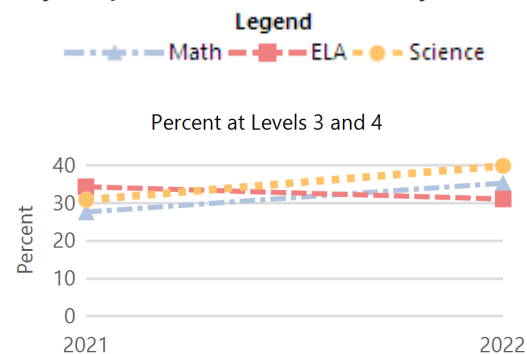
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.1
State	19.8

Accreditation Summary

Date: 02/16/2023

System: D0464 Tonganoxie (0000)

City: Tonganoxie

Superintendent: Loren Feldkamp

OVT Chair: Amy Garver

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

All Foundational Structures are evident in the system and there is evidence the system has worked in a place with the goal of continual improvement in a positive direction.

A tiered framework of support is evident in all levels of the system, according to the OVT report. Using Edmentum Exact Path to provide a learning path for each student in Tier II and III and Exact Path diagnoses a student's specific strengths and needs, remediates at the first signs of struggle, and analyzes data to drive targeted tiered instruction. Also present to help with support are Espark, Exact path, and Second step at the elementary level, Academic, Behavior, and Social Support (MTSS) for all students during Warrior Time at the Middle level, and Chieftain time at the High school level.

Family, Business, and Community Partnerships

As noted in the OVT all levels of the system have numerous supports in place with families, businesses, and their communities. At the elementary the noted Moms and Muffins, Dads & Donuts, Volunteer Center, and at least 20 other supports; at the middle-level student lead conferences, quarterly incentives, Children's Mercy partnership, and at least 16 other supports; at the High school Community service days, Lawrence Memorial Hospital, FFA Community projects, VFW partnerships, and projects as well over 20 others.

Diversity, Equity, and Access

The OVT noted that with the numerous activities available in the Metro area and Topeka the system had diversity in its makeup and access to many supports to help with equity. The system mentioned a program with Topeka High for educational opportunities in equity and diversity. They have a strong Foreign world club and a robust foreign student exchange program.

Communication and Basic Skills

The system uses social media, System-wide and classroom websites, Parent-teacher conferences, Newsletters, SKYLERT communication system, and several others to maintain frequent communication with all stakeholders. At the elementary schools, they use real-world problem-solving and student presentations to increase basic skills in communication, at the Middle school they also use presentations, student-led conferences, and Warrior time to improve these skills, at the High School the system uses student presentations, FCCLA, FBLA, Science Olympiad, Improv Club, Speech & Debate, CTE programs, and other student-led organizations to instill these skills, according to the OVT report.

Civic and Social Engagement

The OVT noted that at all levels the system has a robust Civic and Social engagement program. Noted were the Volunteer center, Full Hearts meal program, Good Shepherd Food Drive, making crafts for nursing homes, coat drives, FCCLA Community Projects, Community Service day, Community sponsors/Partnerships, FFA Businessmen's Breakfast, Miles for Marilyn & Mark 5K, and many other projects and activities.

Physical and Mental Health

The system uses K-9 mandatory physical education, at the elementary they have Jump Rope for Heart, BoosterThon, FunRun, and more. At the Middle and High school levels, they have numerous activities that promote physical Health. They also have a strong support system for students at all levels in Social Emotional and Mental health including, but not limited to just these, Cyber-bullying training, Partners with Sunflower house, red ribbon week, Panorama Screeners, Second Step, Mental Health Team, Social and Emotional Learning Team, and Wellness room for students and staff.

Arts and Cultural Appreciation

The OVT noted that the system has numerous activities that promote its arts and cultural programs. Some of the noteworthy were Field trips to KC Symphony, Music Memory State Competition, Jazz Band, Pinterest Club (arts and crafts), Improv Club, Comic Book Club, Anime Club, and many more.

Postsecondary and Career Preparation

The system has worked hard to create opportunities at all levels from Internships for high school students on an educational career path at the elementary level, to Xello – Career Exploration/ Individual Plans of Study, Goal setting during Warrior Time, Introductory classes to high school career pathways at the middle level, and at the high school Work Experience, Student Internships, College & Career Fair during Parent Teacher Conferences, Xello – Career Exploration/ Individual Plans of Study, Career & Technical Education Pathways.

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

ARC Comment

Relationship Goal: Recruit, retain, and train highly qualified staff. has made great progress toward competitive salaries and benefits for all staff, positive recognitions, teacher input, and mentoring programs for new teachers.

ARC Comment: According to the OVT, the system has made great progress toward competitive salaries and benefits for all staff, positive recognition, teacher input, and mentoring programs for new teachers. To provide a safe learning environment for all students the system has remodeled all buildings to provide safe and secure entrances. Their Safety & Security plan is modeled after the state template and is reviewed annually by all stakeholders. Drills are held as scheduled, and annual safety training are in full compliance.

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

ARC Comment

Relevance Goal: 80% of students will achieve their MAP growth goals in Reading and Math each year and 80% of students will respond favorably on the Panorama screener in the areas of Self-Efficacy and Grit each year

ARC Comment: The system has made huge strides in academic achievement and engagement. Every building has tiered interventions (Reading and Math labs and walk-to interventions), universal screener (MAP), progress monitoring every 2 weeks for Tier II and every week for Tier III, Dyslexia screeners and interventions, LETRS training for all elementary staff, PLC training for all BLT's, and data teams for data analysis. Essential standards have been identified, learning intentions are in progress, curriculum guides are in process, and Levels of Engagement are used district-wide. The system has increased support

personnel and now has 2.5 counselors and 1 social worker at TES; 1.5 counselors and 1 social worker at TMS; and 2 counselors, 1 college/career coordinator, 1 social worker, and 1 school based mental health clinician at THS. Tonganoxie has building and district level mental health teams and social & emotional learning teams. They have a universal SEL screener (Panorama) and tiered interventions for SEL. Every building has an evidence-based SEL curriculum that is implemented with fidelity (TES- Second Step; TMS- The Core Project and 186 Days; THS- 186 Days) according to the OVT

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 is fully invested in sustaining the work and progress they have made. They have a dedicated administration team that is working hard at doing the right things. They have established a solid curriculum with essential standards and learning intentions, universal assessments in academics and social and emotional learning, tiered interventions in place, as well as progress monitoring. These have all become part of what they do, which is a part of the system. Improvement takes time, and the processes and procedures they have in place will sustain their efforts for improvement as noted by the OVT.

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

ARC Comment

The system has made great strides to improve and strive to meet the State Board outcomes. They have instituted a Social Emotional program, updated their Kindergarten Readiness, worked diligently to improve the IPS in the last two years, increased efforts to keep students in school to graduate, added an Alternative High School Program, and have also made significant improvements in the student services team to improve outcomes in Postsecondary success.

Board Outcomes

Social-Emotional Growth

The System uses Panorama as the Social Emotional Screener. Panorama provides developmentally appropriate versions of the surveys for students in grades 3-5 and students in grades 6-12. There are also optional questions for teachers to rate their students' SEL skills in grades K-2.

Kindergarten Readiness

The system had a large focus for the preschool program over the 2021-2022 school year was to transition the two programs, At-Risk and Early Childhood, into one cohesive program to help students prepare for kindergarten. This process included monthly meetings with multiple stakeholders involved to ensure a smooth transition. In addition, preschool teachers are doing observations in kindergarten classrooms to ensure that they are assisting in preparing students for kindergarten. The system uses ASQ – 2 and ASQ -3 data to drive instruction as well as Roundup screening to determine the needs of incoming students.

Individual Plans of Study

According to the OVT, over the past two years, they have grown the IPS process so that every student has a plan after they graduate, whether that plan is to attend a 2 or 4- year college, join the military, attend technical school, or enter the workforce. There was evidence of students having multiple postsecondary exploration experiences, including knowledge of all postsecondary opportunities, Xello interest assessments, individual plan of study planning form(s), graduation checks, student involvement logs, and presentations of their plans to parents, or trusted adults.

High School Graduation Rate

While the system noted some increasing dropout numbers in the last few years, they have built a quality alternative High school program beginning in August 2023. This program will provide an educational environment that helps to prevent students from dropping out of school (or brings back students who previously dropped out). Flexibility, intensive behavioral supports, social and emotional supports, individualized instruction and remediation, and flexibility in schedules are some of the ways the alternative education program will help students meet state and local graduation requirements.

Postsecondary Success

The system has also made significant improvements in the student services team, adding a full-time social worker and post-secondary coordinator to work with the 2 full-time counselors. They have made improvements to the CTE Pathways, and the post-secondary coordinator is leading the CTE departments in their improvements and reporting. The system has also made improvements to the counseling program including individual meetings with all students twice per year, student-led conferences, more parent involvement, class meetings, monthly newsletters, and frequent communication (emails, phone calls, parent nights, videos, handouts), yearly IPS review and grad checks, and other programs. They are within their five-year predicted Effectiveness rate.

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

ARC Comment

The OVT noted that the system took to the KESA Process with gusto Starting in the 16-17 school year and created a very strong District Site Council. "What started as the District Site Council has led a group of community members to form a group called Tongie Strong. This group functions as the District Site Council but has also utilized itself (community-led) for the Vote Yes group for the bond issue, and many other community and school-driven projects. This group includes students, teachers, and administrators, but is mostly composed of community members."

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

ARC Comment

The OVT did not note any issue with the responsiveness of the system to their requests for information or the timeliness of getting reports.

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

ARC Comment

The OVT was very supportive of the things the system put into place over the course of the KESA cycle. They made suggestions for how to present data, which were changed for this year. They also recommended updating goals to be more realistic for the next cycle. The system fully agreed that goals were set too high and need to be adjusted to be more realistic. The next KESA cycle is the ideal time for another needs assessment and setting more appropriate and realistic goals.

ARC Recommendation

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

Justification

- The systems strengths lie in the commitment to the process and working the plan.
- The system has taken steps to add diagnostic tools that provide necessary data and information when designing interventions for individuals or groups of learners.

Strengths

- District Site Council includes students, teachers, and administrators, but is mostly composed of community members
- Practice advocating for emotional and mental wellness a part of the normal day.
- Responsiveness to the need of the students they serve – Alternative program
- School leadership that supports teachers' opportunities to learn and provides opportunities within the school structure for this to happen

Challenges

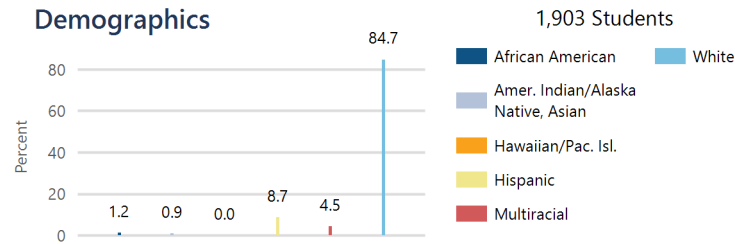
- Write SMART goals for the next cycle
- Continue plans to address needed growth in the SIT process
- Continually work to improve on processes and procedures they have in place.
- Continue to improve their data collection.
- Implement systems and processes focused on the Successful High School Graduate



Tonganoxie USD 464

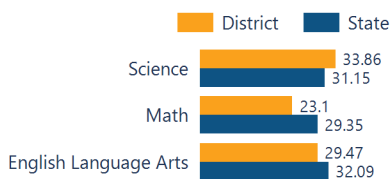
300 E Hwy 24/40, Tonganoxie, KS 66086
(913) 416-1400
www.tong464.org

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

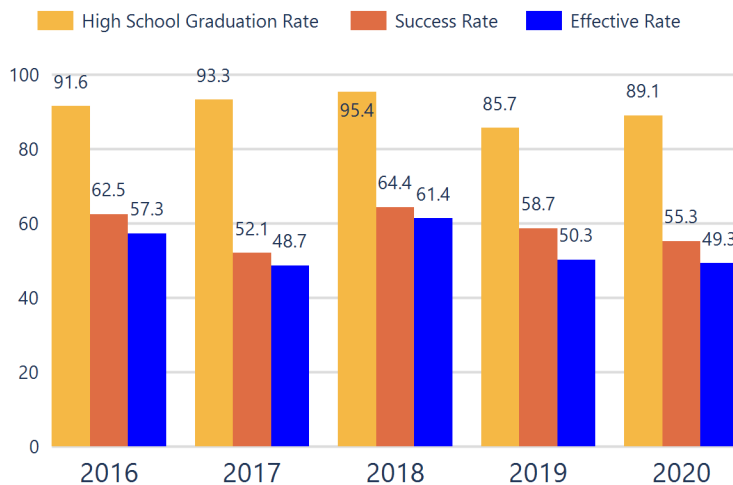


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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				★

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

Five-Year Graduation Avg

90.9%

Five-Year Success Avg

58.6%

Five-Year Effective Avg

53.3%

95% Confidence Interval
for the Predicted
Effectiveness Rate

51.3 - 56.3%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

86.7%

State:
89.3

District ESSA Operating Expenditures Per Pupil

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

\$9,458

State:
\$13,830

93.8%

State:
92.1

17.8%

State:
25.4

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

0.9%

State:
1.4



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	34.32	28.34	30.80	35.98	34.86	40.73
Level 2	N/A	N/A	N/A	41.09	37.82	30.33	40.90	35.65	25.40
Level 3	N/A	N/A	N/A	19.70	26.44	26.30	17.30	23.21	21.05
Level 4	N/A	N/A	N/A	4.87	7.38	12.55	5.80	6.26	12.81

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	47.45	38.18	39.42	46.15	43.84	40.81
Level 2	N/A	N/A	N/A	39.21	40.94	31.73	38.09	37.31	28.57
Level 3	N/A	N/A	N/A	12.15	18.50	25.00	12.45	15.21	19.38
Level 4	N/A	N/A	N/A	1.17	2.36	3.84	3.29	3.62	11.22

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	58.15	58.86	59.32	74.00	71.33	71.18
Level 2	N/A	N/A	N/A	31.20	27.65	22.03	16.00	21.33	18.64
Level 3	N/A	N/A	N/A	7.80	9.92	13.55	8.00	6.66	8.47
Level 4	N/A	N/A	N/A	2.83	3.54	5.08	2.00	0.66	1.69

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	66.66	64.28	N/A	75.00	56.25	N/A
Level 2	N/A	N/A	N/A	33.33	14.28	N/A	25.00	43.75	N/A
Level 3	N/A	N/A	N/A	0.00	21.42	N/A	0.00	0.00	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	50.00	39.56	35.29	42.55	47.87	50.00
Level 2	N/A	N/A	N/A	39.13	36.26	35.29	45.74	31.91	34.21
Level 3	N/A	N/A	N/A	9.78	24.17	20.58	10.63	15.95	13.15
Level 4	N/A	N/A	N/A	1.08	0.00	8.82	1.06	4.25	2.63

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

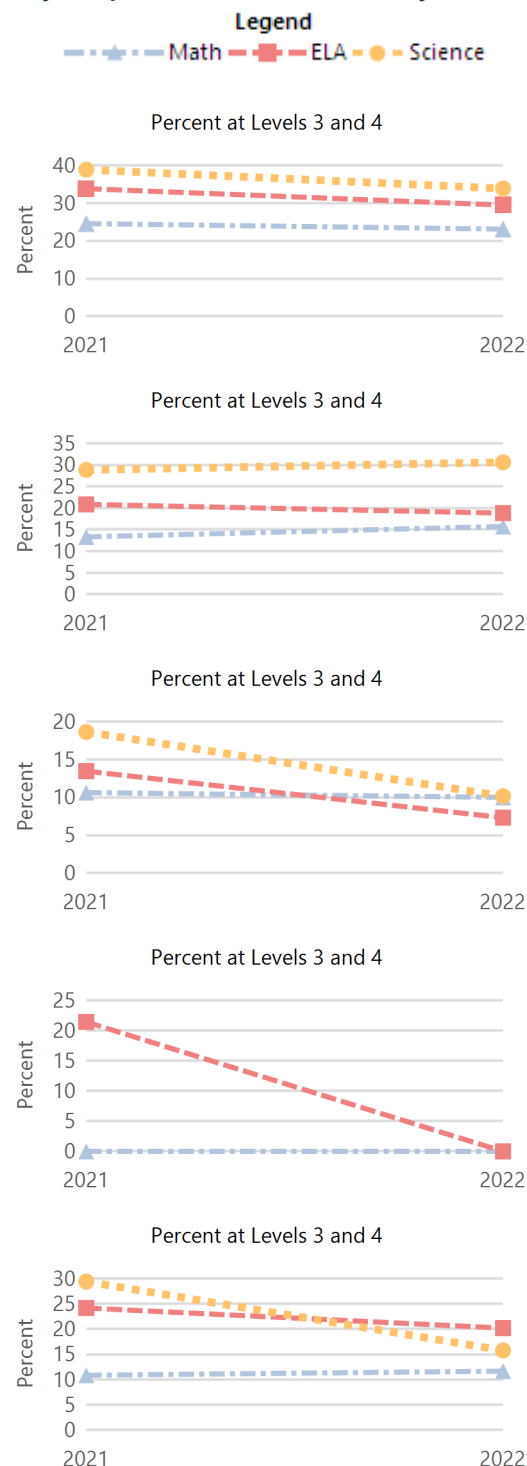
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.8
State	19.8

Accreditation Summary

Date: 02/16/2023

System: D0474 Haviland (0000)

City: Haviland

Superintendent: Mary Jo Taylor

OVT Chair: Traci Becker

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

As stated in the OVT report the system is thriving with all its foundational structures. It is evident that the system worked with community and business partners to host several different events and activities for the school.

Tiered Framework of Support

As stated in the OVT report the system has grown the Tiered Supports. In Year 5: Tiered groups are fluid, teachers meet regularly to discuss academic, behavioral, and social-emotional data and make tiered decisions based on the data. Building and District Leadership teams meet regularly to analyze the district data and make decisions based on how to meet the needs of each individual student. Assessment and Data-Based Decision Making: Universal Screener (AimsWeb Plus); Social Emotional Screener (SRSS-IS); SIT Teams meet as necessary; Consistently looking at evidence-based practices. Their Classroom teachers supplement with Zearn and Moby Max and other evidence-based platforms to individualize instruction. Teachers now have common plan time with neighboring grade levels to allow for teachers to meet and discuss groups and strategies. Pathways to Reading is used with fidelity for intervention tier groups K-2. MTSS has been added for junior high students. Title I services for math and reading K-8. The counselor consistently meets with students to provide behavioral and social emotional support and this year is in the classrooms once a week with Second Step lessons as an extension activity.

Family, Business, and Community Partnerships

As noted in the OVT report, the system during this cycle worked to improve in all areas of partnerships. Site Council has taken on a larger role than it has previously. They meet bimonthly and the topics this year have branched out from the redesign/KESA process and updates to how they can support the school and school improvement process. Haviland PTO was created.

Diversity, Equity, and Access

The system has taken advantage of its small school status to effectively meet the needs of each student. The system increased rigor by beginning the training for all staff to become a Trauma Informed School. Foster Care and adopted students are 14.7% of the total student population. Staff is encouraged to choose a professional development opportunity that is specific to their grade level and personal professional development plan each year. The district supports continuing education by offering a stipend per credit hour for graduate courses.

Communication and Basic Skills

During this cycle, as noted by the OVT, Teachers in every classroom created grade-level public speaking opportunities that are shared to various grade levels such as monthly "show and tell," plays, and created presentations that are shared to multiple grade levels. Thank you notes are written by the students to many people who support and help the district during the year to develop gratefulness, manners, and etiquette. In the junior high grades, the math curriculum incorporates real-world based problem solving and puts emphasis on talking and writing about math. Teachers received proper training on all the new curriculum that was adopted and implemented.

Civic and Social Engagement

The system has increased opportunities at the high school to continue the focus on Civic engagement with their Ag program by developing a Greenhouse project, which continues as a school-wide initiative. Collaboration with Barclay College allows education candidates to observe and instruct students in the classroom. Candidates also tutor students. Playday, a 90-year tradition, continues and involves the whole community, Back to School community BBQ with Barclay College. The system began project-based learning projects, including junior high students, looking at issues that affect the community and designing a project to meet that needs, as noted in the OVT report.

Physical and Mental Health

According to the OVT, the system adopted a Social Emotional curriculum, Second Step, and increased monitoring of their At-Risk students to determine the effectiveness of the added social-emotional support and hope to see the numbers decrease. The system implemented Professional Development opportunities to train teachers in supporting students dealing with trauma.

Arts and Cultural Appreciation

The system has a strong tradition of music with k-5 having it every day. Students in the 6-8 can participate in band and vocal music daily. The system schedules field trips to local theater productions and students can participate in the theater department at Barclay College, as noted in the OVT report.

Postsecondary and Career Preparation

The system IPS is a required course for junior high students. Plans are in place to expand this in the next cycle. Teachers are trained using Xello and all its components. Students create a digital portfolio that they will build on and take with them to high school. It includes documents such as resumes, cover letters, skills assessments, transcripts, and career path interests. Developed a review process of students' IPSs and how they will communicate these with families Working closely with Kiowa County Schools to ensure the transition for their students entering high school is a positive one.

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

ARC Comment

Relationship Goal: Haviland School will decrease the percentage of students in levels 1 & 2 on KS State Assessments in S.S. to under 40% by the spring of 2023.

ARC Comment: As noted in the OVT report the system has seen significant growth in the number of students scoring in levels three and four on the state assessments, especially in reading and math. PBL was implemented in their first three years of the KESA Cycle to increase their student's relevance to learning. A PBL class was scheduled for the 2020-21 school year to enrich all students' learning experience but was canceled due to COVID After analyzing the data from their local needs assessment, they updated their goal to improve their state assessment scores in social studies to under 40% by the end of Spring 2023.

The system is planning to improve in the next cycle by using Dyslexia Training, Trauma Informed, and

Trauma Responsive, and Implementing Crisis Team with ongoing PD.

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

ARC Comment

- Relevance Goal: Haviland School will demonstrate improvement by lowering the percentage of high-risk students on the SRSS-IE to under 10% by the spring of 2023.

The system is planning to improve in the next cycle by using Dyslexia Training, Trauma Informed, and Trauma Responsive, and Implementing Crisis Team with ongoing PD.

ARC Comment: The system, according to the OVT report, has shown evidence the staff members believe that positive relationships are the foundation of all student success. "Family Time" started in the 2019-2020 school year. Each family is a multi-grade leveled group of students with 2 or 3 adults from the building. Activities promote cooperation, teamwork, leadership skills, and relationship building. Collaboration: Schedules are designed to allow teachers K-1, 2-3, 4-5, and junior high to work together during their planning periods to team teach and to collaborate on curriculum alignment. They have shown evidence of strengthening relationships within the building as well as with families and the community in this KESA cycle: Hosting community events such as Back to School BBQ, and Partnership with the local police department for L.E.A.D. The Junior High STUCO hosted a Carnival Day which included a community meal and activities for all ages.

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

ARC Comment

According to the OVT and System reports the Board of Education has been part of the improvement process during this cycle. The BOE is supportive of the system's continuous improvement, and they want to be involved, informed, and are willing to put resources into what is needed for the district. The system hired a school counselor, and staff to oversee and plan "Family Time". Due to the size of the system financial responsibilities will continue to be a concern.

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

As evidenced in the OVT Report the system has decreased the percentage of "high risk" students by 6%. The system worked their process to implement activities to meet the expectations of the State board outcomes.

Board Outcomes

Social-Emotional Growth

As evidenced in the OVT Report the system has decreased the percentage of "high risk" students by 6%. 100% of their students has a positive relationship with at least one adult in the system. They continue to collect SEL data to monitor the effectiveness of their SEL curriculum, also they added a counselor at the elementary building and was an intentional focus with their interpretation of their data. Their junior and senior high staff have worked on relationship diagram with students and adults working to have each student with 6 adult connections.

Kindergarten Readiness

The system, according to the OVT, extended preschool program to include 3- and 4-year-olds was started in year 5. Two preschool sessions include typical peers, at risk students, and students with special needs. Their students no longer need to be bussed to Greensburg to receive SpEd services. The system received KPP grant for "gap status". It also has a Highly qualified Early Childhood Special Education Teacher who is fully licensed. The Systems Daycare received approval and opened to serve young children 100% participation with ASQ in kindergarten and preschool.

Individual Plans of Study

The system began the KESA cycle using career cruising K-8. The system has grown, and Career Exploration became a required course for all 6th - 8th grade students. Jr. High students utilize Xello completing the career exploration assessments, personality and learning style. At the beginning of school, the counselor introduced the IPS electronic portfolio too and trained teachers to use it. Training checking on students' progress is ongoing. The IPS electronic portfolio is a Google slide presentation created by the student. This includes: resume, cover letter, career assessment results, transcripts, and course schedules. At fall Student Led conferences, IPS is explained to parents; at the spring conferences, students present their final IPS with their parents, according to the OVT.

High School Graduation Rate

The system is a part of a unique cooperative agreement with their neighboring district, Kiowa County High School. They are a preK-12th grade school but in their own building they are PreK through 8th grade. The junior high students are bussed to Kiowa County Schools to compete in sports. Although this agreement allows their students opportunities that can't be offered in the system, due to the cooperative agreement, the system does not have state-based data on graduation rates. The staff works diligently, and as observed, more so through the KESA process, to ensure students transfer to the high school ready so they graduate with their peers and have post-secondary success as noted in the OVT report.

Postsecondary Success

With the system having a cooperative agreement with Kiowa County USD 422 the OVT showed the following information:
Data on HGS students meeting post-secondary success rate:
2017-2018 8 students 38%
2018-2019 10 students 80%
2019-2020 6 students 83%
2020-2021 6 students 33%
2021-2022 2 out of 3 students began college in the fall of 2022.

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

ARC Comment

The system noted that they greatly improved multiple stakeholders involved in the KESA cycle during years 4 and 5 with the change in leadership. The system also gleans information starting with the BOE input, teacher and staff input, community input, student input, and communication back to these groups. Through visits by the OVT, in the district, visiting and working with the principal and

superintendent, reading the annual reports, and the OVT Visits in Year Four and Five, the staff was very much involved in the KESA process, the presentation and assisting with the data to complete the reports. Feedback was obtained from surveys, Site Council Meetings, BOE agendas, and building collaboration and guidance from the principal who shared data and asked for input.

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

ARC Comment

As noted in the OVT report, in the last two years, a drastic change has occurred including a new OVT team and chair. The staff is concerned about the continuation of the implementation of the improvement strategies due to funding. OVT Team members did not serve consistently throughout the entire cycle and it was no fault of the district. The principal was able to assemble two new members and a new chair for the team.

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

ARC Comment

According to the OVT, the system followed the fidelity of the implementation of all aspects of the expectations for accreditation over the entire six-year process was limited due to turnover in leadership. However, in the last two years, a drastic change has occurred. The staff is concerned about the continuation of the implementation of the improvement strategies due to funding. OVT Team members did not serve consistently throughout the entire cycle, and it was no fault of the district. The principal was able to assemble two new members and a new chair to the team in the last 2 years.

ARC Recommendation

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

Justification

- The system's strengths lie in the leadership and commitment to the process and working the plan.
- The staff has committed to finding ways to help their students be successful and accomplish their own goals.
- Willingness to work together and recognized areas that need improvements.
- Continued initiatives that are working.
- Desire to improve and help all their students succeed.

Strengths

- Administration/Leadership: In Year Four and five (2021-2022 School Year), the system had a newly hired principal and an interim superintendent.
- To highlight the successes and were willing to evaluate areas that needed improvement or areas that were not being addressed.
- This leadership implemented the surveys needed to have the data and to validate the progress of Instructional focus in the next cycle.

Challenges

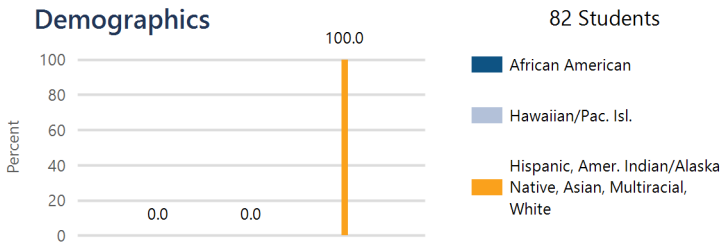
- Through open and collaborative dialogue, the system's staff members have recognized their next steps
- Continue to evaluate their programs and analyze data to make informed decisions
- Plan to examine the parts of this cycle that positively impacted their students and stakeholders and will continue them through the next cycle.
- Find ways to decrease the number of students who are socially and emotionally at risk and evaluate the effectiveness of the SEL Program and curriculum
- Implement the new Social Studies curriculum with fidelity to enhance rigor and relevance and review the results.
- Increase civic engagement and community resources; use evidence-based practices in the classroom to enhance student learning.



Haviland USD 474

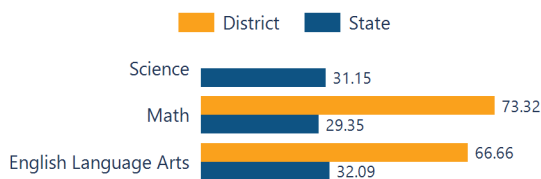
400 N. Topeka St, Haviland, KS 67059-0243
(620) 862-5256
www.usd474.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Exceeding**
Grades: **PK-12,NG**
Superintendent: **Mary Jo Taylor**



Academically Prepared for Postsecondary Success

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

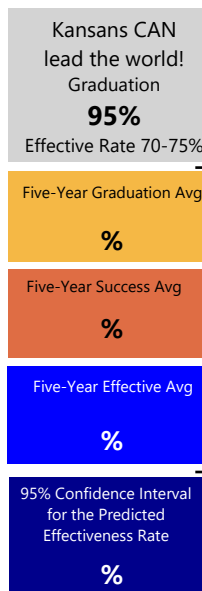


District Postsecondary Effectiveness

No Data Available

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				



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

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

GRADUATION RATE

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

N/A

State: 89.3

District ESSA Operating Expenditures Per Pupil

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

\$25,206

ATTENDANCE RATE

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

94.2%

State: 92.1

CHRONIC ABSENTEEISM

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

10.5%

State: 25.4

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

DROPOUT RATE

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

N/A

State: 1.4



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	9.30	16.27	18.75	10.00	10.00	N/A
Level 2	N/A	N/A	N/A	30.23	23.25	12.50	16.66	23.33	N/A
Level 3	N/A	N/A	N/A	37.20	46.51	50.00	46.66	40.00	N/A
Level 4	N/A	N/A	N/A	23.25	13.95	18.75	26.66	26.66	N/A

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	25.00	31.25	N/A	25.00	16.66	N/A
Level 2	N/A	N/A	N/A	37.50	25.00	N/A	16.66	41.66	N/A
Level 3	N/A	N/A	N/A	31.25	37.50	N/A	41.66	25.00	N/A
Level 4	N/A	N/A	N/A	6.25	6.25	N/A	16.66	16.66	N/A

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	23.52	29.41	N/A	25.00	16.66	N/A
Level 2	N/A	N/A	N/A	35.29	23.52	N/A	0.00	16.66	N/A
Level 3	N/A	N/A	N/A	23.52	35.29	N/A	41.66	50.00	N/A
Level 4	N/A	N/A	N/A	17.64	11.76	N/A	33.33	16.66	N/A

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

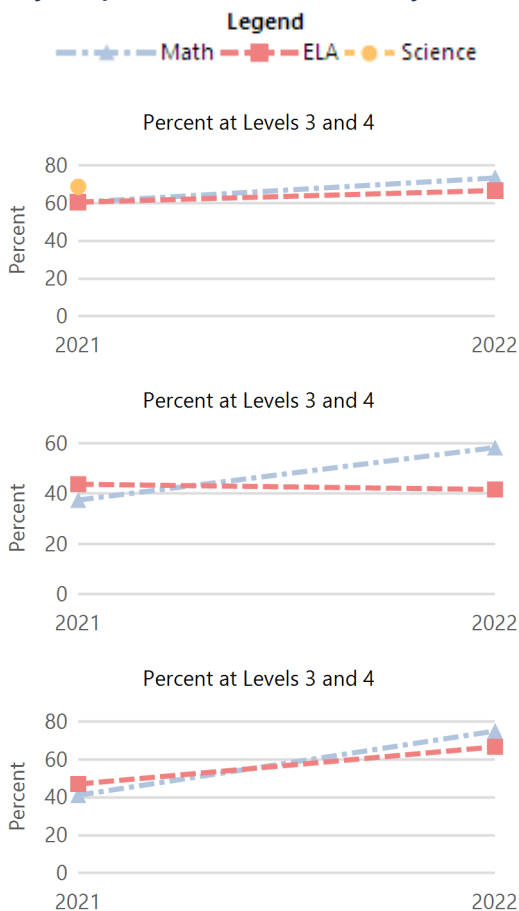
ACT Performance (2022 School Year)

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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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

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

District

State 19.8

Accreditation Summary

Date: 02/16/2023

System: D0481 Rural Vista (0000)

City: White City

Superintendent: Darlene Griffiths

OVT Chair: Roger Perkins

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

As stated in the OVT report the system has made great strides with all its foundational structures. It is evident that the system worked with community and business partners to host several different events and activities for the school.

Tiered Framework of Support

As stated in the OVT report the system has grown the Tiered Supports. NWEA MAP was the benchmark test administered to students in grades 1-12 during the fall, winter, and spring of each school year from 2017 to 2022. In Year 5: Fast Bridge was be used in place of MAP starting the 2022-2023 school year. Starting in the 2022-2023 school year, students will be grouped by need in grades 1-12. Student needs are met in the kindergarten classroom using centers with 30 minutes of reading intervention and 20 minutes of math intervention time. The Creative Student Intervention (CSI) process begins based on teachers seeing an academic or behavioral issue within the classroom. Data is gathered and presented to the school psychologist. Dibels and QPS were used for progress monitoring. Data was evaluated every six weeks, and students were grouped according to need. Several different programs were used for intervention lessons including 95%, Read Naturally, and novel studies. The system is moving to FastBridge this year because the intervention lessons are embedded in the program.

Family, Business, and Community Partnerships

As noted in the OVT report the system prides itself on its family, community, and business partnerships. In Year Two of the KESA process "our first goal is to increase collaboration district-wide, to improve relationships amongst staff and with parents and community to engage them more in the schools." The system showed that they celebrate families in and out of the classroom through the PRIDE families which are mixed grade levels from Kindergarten through Fifth grade at both Hope and White City. The system hosts annual events for families to attend such as the Huskie Expo at White City, Hope's Back to School Carnival, Family Fun Fitness, Literacy Night, Movie/Bingo nights, Daddy/Daughter Dance, Decades Dance, Field Day, Science Fairs, Career Fairs, and Youth Entrepreneurship Challenges. Families are encouraged to be involved in every step of their child's education from enrollment and class choices for 8th-12th grade students to student-led conferences that encourage students to talk to their parents about possible career choices and post-secondary plans.

Diversity, Equity, and Access

The system has taken advantage of its small school status to effectively meet the needs of each

student. Mentor/Advisory time was built into the 8th - 12th-grade schedule beginning in 2019. This is an opportunity for students to build relationships with peers as well as a teacher mentor/advisor. Activities include checking grades, mental health checkups, career exploration, and SEL lessons. An 8th grader will have the same mentor and mentor group until he/she is a senior. This helps address Tier 1 needs for SEL. Mentors can identify the needs of Tier 2 and Tier 3 students who require additional support. In the 19-20 and 20-21 school years, teachers completed the SRSS-IE survey for each student. Based on the teachers' observations, students were placed into low, moderate, and high-risk categories for SEL. This helped the school counselors identify which students needed additional support and/or possible referrals for outside services. The system also has offered therapy and case management in the schools since 2018 through Central Kansas Mental Health and Crosswinds. Students go on field trips to various locations to learn more about civics, government, and history. For example, in 2021-2022, 10th through 12th-grade students district-wide visited the Holocaust Exhibit at Union Station in Kansas City. Students in 7th grade visited the Kansas State Capitol in Topeka in the spring of 2022. Prior to the pandemic, middle school students took a yearly trip to the Kansas State Capitol. The FFA Chapter took 15 students and 2 alumni members to Paradise, Kansas in January 2022 to help with fire relief after wildfires ravaged the area in late 2021. All this is according to the OVT report.

Communication and Basic Skills

When this KESA cycle began in 2016-2017, the system had several methods of communication to reach our stakeholders. Two school websites were maintained separately by the respective business teachers in Hope and White City. Now there is one website that is for the system. All teachers, administrators, and staff communicate internally and externally via email with stakeholders. These bulletins are also emailed to patrons who have chosen to subscribe to them. In case of emergencies, administrators use a program called "Textcaster" that sends out text messages to stakeholders who have subscribed to the notification system. In addition to each building maintaining its own Facebook pages, many of its teachers and coaches have set up their own Facebook pages as a communication tool with stakeholders. Parents and community members are encouraged to join these group pages to stay informed about upcoming events and view what students are doing in and out of the classroom.

Civic and Social Engagement

The system has, over the five-year cycle, aligned its social studies curriculum to the HGSS state standards. They provide the required American Government course at the high school level. The system is currently working on creating a community service project for students at the high school level as part of course requirements. Students do engage in community projects as part of service clubs (Student Council, NHS, FFA, FBLA, etc.) as noted in the OVT report.

Physical and Mental Health

According to the OVT, the system requires all elementary students to have a physical education class and Middle and High school students are required taking health and PE classes. Hope and White City Junior High and High School are in a cooperative agreement with the Kansas State High School Activities Association (KSHSAA). USD 481 follows Title IX and offers equal amounts of opportunities for both boys and girls.

Arts and Cultural Appreciation

The system has a strong tradition of K-12 Art programs. In these Art classes, the teacher is focusing on studying different artists and techniques from around the world. Students, from both schools, have attended and competed in the Wheat State League Art Festival, as well as having Hope School host this in 2021. This year, for Veterans Day, the system will be doing an Art Gallery where students will create art related to Veterans. This art will be displayed for the community to come and see. The system does not have a music program, at the current time, the elementary teachers put together different music concerts throughout the year, including; Veterans Day, Christmas, and a Spring concert. The Art teacher also offered Guitar and Percussion as an exploratory group during MTSS in the 2020-2021 school year. The elementary Physical Education teacher has started using the DrumFit curriculum, during the 2021-2022 school year, to help work on student hand-eye coordination and rhythm. The system schedules

field trips to local theater productions and Student can participate in the theater department at Barclay College.

Postsecondary and Career Preparation

All students in grades 8-11 go on various college and vocational/trade school visits each year with the goal that by the time they are juniors and seniors, they have narrowed their search to specific types of schools which offer the education/program they are most interested in. All high school students will attend the Hutchinson Career Fair in November. Purchased curriculum from Reality Works to incorporate into the classrooms. The curriculums are Leadership Skills and Employability Skills.

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

ARC Comment

Relationship Goal: Reduce the number of students in the moderate and high-risk categories on the SRSSIE from 32% to 27% of students in grades K-5 and from 33% to 28% in grades 6-12 that need some level of support.

According to the OVT report, the system's year 1-3 goal was improving relationships. The system felt that they had met this goal with their Mentor/Advisor programs. Starting in Year 4 the goal stated that the system will "reduce the number of students in the moderate and high-risk categories on the SRSS-IE from 32% to 27% of students in grades K-5 and from 33% to 28% for students in grades 6-12 that are in need of some level of support." In 2017-2018, their baseline data indicated at 45% of students in grades K-5 were in need of some level of support, and 54% of students in grades 6-12 were also in need of some level of support. In 2021-2022, 32% of students in grades K-5 reported needing some level of social-emotional support. In 2021-2022, 33% of students in grades 6-12 were in the moderate to high-risk categories. Thus well on their way to meeting this goal.

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

ARC Comment

Relevance Goal: Increase the rating on the annual IPS Survey from 9 out of 20 to 12 out of 20 on Element One of the IPS Rubric.

As noted in the System's summary they needed to improve their IPS and Student-teacher relationships. In year 2 (2018-2019) both schools had a full-time counselor. Counselors continued to go into the classrooms and have students do the Paper IPS forms. This year student-led conferences started. Students would meet with their parents and go over the IPS forms with them. In Year 4 (2021-2022) and Year 5 (2022-2023)- Both schools move to electronic IPS forms. We continued to have weekly mentor times. During the mentor times, the mentor teachers became in charge of implementing and ensuring that students were completing their electronic IPS forms. In year 5 they moved away from doing the SRSS-IE and are now implementing SAEBRS through Fastbridge. The Systems OVT report stated that in the next cycle, they were Implementing Fastbridge testing.

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

ARC Comment

According to the OVT and System reports the system has adapted policies and our procedures to reflect the needs of each student and their staff, based on feedback. The system also had guidance from Darla Smith with Smoky Hill Education Center to assist in this process. The system strives to retain all its staff members; however, they had significant turnover during this past KESA cycle. Every year mentor teachers are assigned to new teachers in hopes of supporting them and encouraging them to

remain in the district. The system is also the smallest in Kansas to operate our own state-approved mentoring program. Throughout the entire process, the Principals shared progress at regularly scheduled board meetings.

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

ARC Comment

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are neutral, below expectations, or have a slight decline. The system understands and can explain its data results for some State Board outcomes. The system is collecting evidence, and data and is working on a plan to address all five (5) State Board outcomes to create change. All areas are being addressed by goals or district strategic plans.

Board Outcomes

Social-Emotional Growth

As evidenced in the OVT Report the system has continued its mentoring program to help build and maintain connections. Their goal of decreasing the number of students identified as moderate to high risk moved from tracking this using SRSS-IE to using SAEBRS through Fastbrige. The data for year 5 shows that grades K-5 have 28% of students identified as moderate or high risk and 6-12 shows that 10% of students identified as moderate or high risk. Grades PK-8 use Second Step for their social-emotional learning while students in grades 9-12 use School Connect for their lessons. On the Hope side, 5th-grade students participate every year in the LEAD program (formerly known as DARE). Since they began focusing on social-emotional well-being, they have seen an increase in the number of students who need mental health services. The staff, as well as the families, are more in tune with students and their mental health. Students requesting assistance from the systems counselors and from associated mental health, according to the OVT report.

Kindergarten Readiness

The system, according to the OVT, continues to work in numerous ways to strengthen and support the social, emotional, and academic needs of students ages birth to 5 years of age and entering the Kindergarten classroom. The early childhood and kindergarten families complete the ASQ3 during enrollment for the upcoming school year. Teachers and families use the data to gather baseline information regarding each child's present level of instruction. Next year there will be a plan to complete the fall and spring ASQ3 and use the data to guide kindergarten instruction and communicate student results to parents. Prior to a new school year beginning their school offers a day of screening to all children ages 0-5 in our school district. The system has a curriculum-based 4-year-old preschool that is in session 5 days a week for 3 hours a day (8:00-11:00). Many positive gains can be made by attending a curriculum-based preschool. Some of the benefits include motor skills, language skills, social/emotional skills, cognitive skills, mathematical skills, and self-help skills. Preschool helps pave the way for a knowledge-based program that promotes academic readiness and boosts a child's confidence to do well in kindergarten.

Individual Plans of Study

The system began the KESA cycle using a different system but both schools moved to electronic IPS forms. They continued to have weekly mentor times. During the mentor times, the mentor teachers became in charge of implementing and ensuring that students were completing their electronic IPS forms. These forms, still included students filling out information on what activities they were involved in and what their post-secondary plans were. It was added that they started to track their GPA, class interest, work experience, volunteer experience, and goal setting. Students also incorporated information from Xello onto their IPS forms.

High School Graduation Rate

The system has very small classes ranging from 4 to 15 at the most in the recent past. This can adversely affect their rate. However, the system is still above the state average in the last four years, an average of 93.3 %.

Postsecondary Success

Due to their small number of students, they reached out to past students to see what they are doing since graduating high school. The system developed their own post-secondary success criteria. Both schools are in small rural areas, and many of their students go to the military, do apprenticeships, or go to work on the family farm. All of these things are not marked as a success when you look at the state's criteria making our post-secondary success rate low. The system wanted to be able to reflect that even though they have students not follow the traditional path of going to college, they still feel many of them have had success.

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

ARC Comment

The system noted that their community partners are essential to their success. The Lions Spirit Club and PAWS (People Always Willing to Serve) Groups involve parents, teachers, and community members. Community members step up and help them whenever we ask them to. However, they did not include their community or stakeholders in any of the KESA processes. Going forward this is something that their KESA team looks to improve by getting those stakeholders involved. A large part of this will come through SITE councils.

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

ARC Comment

As noted in the OVT report, in the last two years, a drastic change has occurred with the new administration team, and with teacher buy-in, they have made big steps the past year. The KESA cycle is a continuous change that occurs within their system. They have adapted their policies and their procedures to reflect the needs of students and staff, based on feedback from the OVT.

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

ARC Comment

According to the OVT, the system worked with Fidelity during the implementation of this KESA Cycle, they had a number of changes in both their teaching staff as well as an entirely new administration team. They have established the need to keep the KESA team together to provide continuity

throughout the cycle which has become their top priority moving forward. They have learned throughout this cycle that they need to make sure the goals they set for the district are quantifiable and measurable. Having a new administration team, they also will need to focus on creating positive relationships with the OVT team so that all can work together to make this process as smooth as possible.

ARC Recommendation

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

Justification

- The system's strengths lie in the commitment to the process and working on the plan.
- The staff has committed to finding ways to help their students be successful and accomplish their own goals.
- Willingness to work together and recognized areas that need improvements.

Strengths

- Administration/Leadership: In Year five (2022-2023 School Year), the system had a newly hired principal and superintendent.
- This leadership implemented the surveys needed to have the data and to validate the progress of Instructional focus in the next cycle.

Challenges

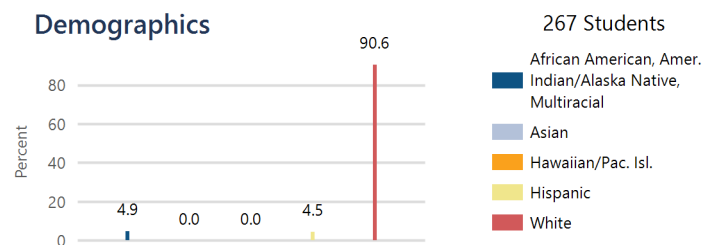
- Continue to evaluate their programs and analyze data to make informed decisions
- Continually work to improve on process and procedures they have in place.
- Find ways to decrease the number of students who are socially and emotionally at risk and evaluate the effectiveness of the SEL Program and curriculum
- Continue to improve their data collection.
- Increase civic engagement, Board of Education buy-in, and community resources; use evidence-based practices in the classroom to enhance student learning.



Rural Vista USD 481

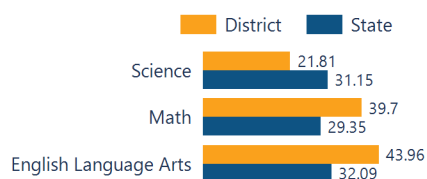
414 E Goodnow, White City, KS 66872-0098
(785) 349-2964
www.usd481.org

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

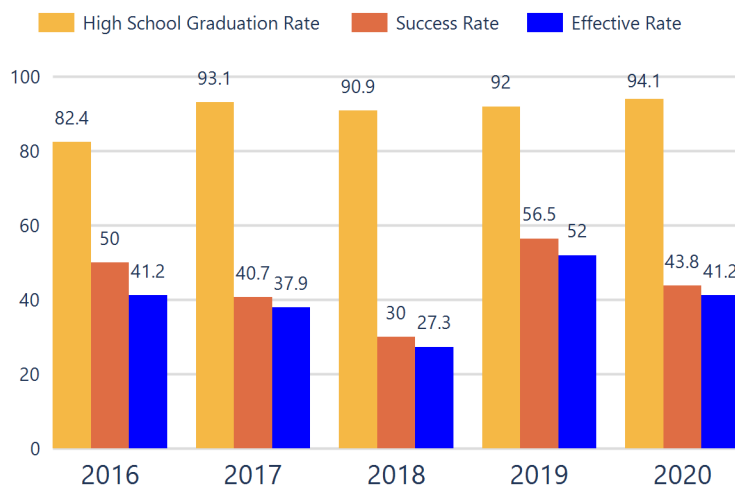


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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				

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

Five-Year Graduation Avg

90.9%

Five-Year Success Avg

45.6%

Five-Year Effective Avg

41.4%

95% Confidence Interval
for the Predicted
Effectiveness Rate

48.4 - 50.6%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

93.3%

State: 89.3

District ESSA Operating Expenditures Per Pupil

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

\$17,632

State: \$13,830

92.7%

State: 92.1

21.8%

State: 25.4

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

1.8%

State: 1.4



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	20.71	21.83	32.65	26.24	21.27	34.54
Level 2	N/A	N/A	N/A	42.85	45.07	32.65	34.04	34.75	43.63
Level 3	N/A	N/A	N/A	28.57	25.35	22.44	28.36	33.33	16.36
Level 4	N/A	N/A	N/A	7.85	7.74	12.24	11.34	10.63	5.45

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	26.86	26.47	36.00	33.33	33.33	37.03
Level 2	N/A	N/A	N/A	49.25	50.00	32.00	35.18	33.33	55.55
Level 3	N/A	N/A	N/A	20.89	17.64	24.00	20.37	25.92	7.40
Level 4	N/A	N/A	N/A	2.98	5.88	8.00	11.11	7.40	0.00

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	70.58	44.44	N/A	60.00	60.00	N/A
Level 2	N/A	N/A	N/A	17.64	33.33	N/A	25.00	20.00	N/A
Level 3	N/A	N/A	N/A	11.76	11.11	N/A	10.00	15.00	N/A
Level 4	N/A	N/A	N/A	0.00	11.11	N/A	5.00	5.00	N/A

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

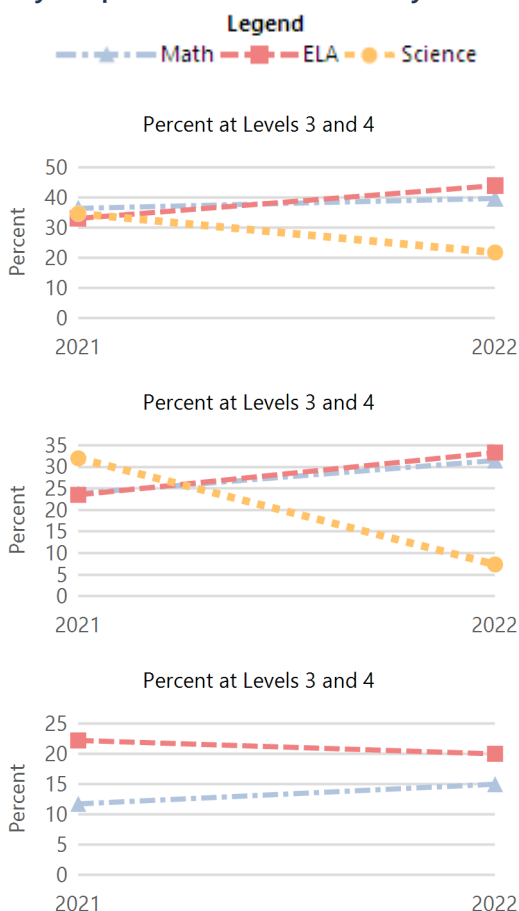
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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

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

District	17.3
State	19.8

Accreditation Summary

Date: 02/13/2023

System: D0489 Hays (0000)

City: Hays

Superintendent: Ron Wilson

OVT Chair: Pam Irwin

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

All foundational structures are evident in the system and there is evidence the system has work in place with the goal of continued movement in a positive direction.

- Tiered Framework of Support

As stated in the OVT report, this was a focus in Goal 2 (Relevance), and the system has continued to make progress in this area. SEL programs have been implemented district-wide PreK-12, including Safe and Civil Schools to address social/behavioral needs. Fastbridge screener was adopted during the cycle to provide more information in planning for students in Tier 2 and Tier 3 in math, reading and BSEL. EduCLIMBER, a data warehouse system, was adopted and utilized to assist PLCs, BLTs, and DLTs in strengthening tiered supports. The system has demonstrated its commitment to this area by implementing a variety of structures. Through the KESA cycle, the system added time to the day and reworked schedules to provide time for tiered supports. A rubric to guide the process was implemented, and staff were also added in each building to provide time for teachers to collaborate in PLCs. This structure allowed for a more seamless flow from classroom PLCs to district BLTs. A BLT Camp was conducted to ensure a common vision, understanding and purpose was shared by all involved.

- Family, Business, and Community Partnerships

During the KESA cycle, the district has maintained progress in this area. A few of the initiatives by the district included: partnerships with North Central Kansas Technical School and Fort Hays State University, feedback from families solicited through KSDE perception surveys and the Family Engagement survey, plans incorporated into each building's action plan targeting family engagement, business partnerships, and engagement of stakeholders in deciding scope of the bond to be voted upon. In addition, it should also be noted that during this KESA cycle through negotiations, one day was added to increase family engagement activities for the spring semester.

- Diversity, Equity, and Access

The system has various programs in place to meet the needs of students including a virtual program, a high school diploma program, an alternative K-12 setting for behavioral support services, as well as a

connection to the local psychiatric hospital. The district also connected to local mental health supports through the state provided Mental Health Initiative. The district provides services for ESL students at each building so students may stay in their neighborhood schools. Services offered include push-in services, pull-out services, and translation services. The OVT report indicates the system has a strong special education department that also strives to meet the needs of all students. Post Covid, the district analyzed data through the lens of demographics to ensure they were better meeting the needs of all students. This resulted in a focus on the hiring process, ensuring employees are placed in a good fit for not only the employee, but the system as well.

Communication and Basic Skills

The system reports it is intentional about its communication plan, and communication and basic skills are developed through core instruction that is aligned to curricular standards. All students, K-12, gain technical skills during computer classes. Students at all levels compete in local, state and national competitions in several academic areas. Examples include: fifth graders participate in Famous Figures, students of all ages submit writings to the local arts council creative writing competition, competitions for various clubs/organizations at the secondary level, and Fort Hays State math relays.

- Civic and Social Engagement

The OVT report states that the system involves students at all levels in service to the community. Students participate in civic engagement activities connected to a variety of content areas. Recycling, citizenship projects, exposure to voting literacy, membership in community organizations and extracurricular activities are some of the ways students engage civically and socially. The high school tracks and recognizes students for their participation, and students add involvement into XELLO portfolio. In this way the system can ensure all students are engaged and making connections.

- Physical and Mental Health

The system provides physical education weekly to all K-5 students and a variety of classes offered at the secondary level. The OVT Report states that mental health has been a focus throughout the KESA cycle, and to meet the mental health needs of students, the system has implemented the following: revision of MTSS processes with TASN, Fastbridge screeners, SAEBRS and my SAEBRS as screeners for behavior needs at all levels, a Tier 1 SEL curriculum for PreK-12, as well as Tier 2 and Tier 3 supports, and a program called Signs of Suicide. The system was awarded the MHIT Grant which provides funding for a liaison to connect students/families with mental health supports from outside agencies. Mental health data is reviewed three times a year to ensure programs and structures are impacting student wellbeing.

- Arts and Cultural Appreciation

As noted in the OVT report, the system is involved in a variety of initiatives as they partner with the Hays Arts Council, Sternberg Museum, and Fort Hays State University in providing opportunities for students. Students at all levels can choose to participate in a variety of music and art classes. Fine arts credits at the high school level can be earned through foreign language, music, visual arts, technology communications and/or language arts electives. Orchestra is offered beginning in 5th grade and band in 6th. K-5 students have art, music, library/media, and computer tech classes weekly. The OVT report states the system has won awards in this area at both the local and state levels.

- Postsecondary and Career Preparation

The system has been conscientious in giving attention to this area. The XELLO program is utilized in middle schools to begin career research and career interest surveys. Students share interest survey information during student-led conferences. The OVT report states that using this approach,

parent/teacher conference participation is almost 100%. The information follows them into high school where it guides course selection and is utilized as a resume-building tool. Throughout this KESA cycle, CTE pathways have been expanding, and electives have been added to ensure interests of all students are considered. High school juniors and seniors may earn college credit by completing concurrent credit courses offered through Fort Hays State University, Barton County Community College, and/or North Central Kansas Technical College. In addition, students are also able to access flexible scheduling and have an early graduation option. According to the OVT, 40% of seniors are taking career exploration and utilizing the different options provided. HirePaths, a program introducing career opportunities, has been introduced to families and educators at all levels to allow students access to these opportunities.

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

ARC Comment

- Goal 1 – USD 489 will focus on relationships that strengthen the partnership with students and families as measured by perception surveys and ABCS of behavior social emotional learning—Attendance, Behavior (Office Discipline Referrals), Course Grades, and Screening (SAEBRS) data.

The system, according to the OVT report, has successfully developed a system-wide data collection process utilizing TASN developed BSEL Screening Data Cut Scores in the areas of chronic absenteeism, behavior referrals, and course grades. The district has seen progress toward this goal by identifying, validating and analyzing this data. In addition to this data, the Family Engagement Survey results were also utilized to develop action plans at each building. Building level advisory teams have been implemented throughout the system. Each school has set up advisory times to ensure all students are connecting with an adult. The system has an SEL curriculum PK-5, and provides professional learning for PBIS, SEL curriculum, and SAEBS on an on-going basis for new staff and as support for returning staff. The OVT reports a positive district level impact with these efforts and that in 2022, the system earned a silver star in the District Kansans Can Star Recognition in Social Emotional Learning.

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

ARC Comment

- Goal 2 – USD 489 will implement effective and relevant instruction by collaborating with stakeholders to achieve increased student engagement academically and personally as measured by KAP scores, perception surveys, and implementing a strong tiered system of support (MTSS).

The OVT reports that feedback from families was solicited through the Family Engagement Survey. All buildings reviewed individual data to work on improvement of parent engagement. The system placed additional importance on the realization of this goal by adding an additional day to increase family engagement opportunities in the spring. Family engagement plans have been implemented in all buildings based on the survey data. Survey data collection in Year 1 was used to determine the need for this area of focus. PLC's at each grade level complete a reflection form after reviewing data on a quarterly basis. Teams complete a process to help meet the needs of individual students. The focus here is on SEL. Some data needed to fully show progress towards this goal is missing, especially in the area of academics.

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 report and the System report both indicate the BOE supports the work of the district's KESA process. The support is displayed during BOE meetings and more specifically at the annual BOE retreat. According to the OVT, sustainability of district and school initiatives is evidenced by the use of the Cycle of Inquiry and the Self-Correcting Feedback Loop as the continuous improvement processes. Each goal was supported by professional learning and technology integration. Continuous improvement has been supported by PLCs, added positions, and added days to the calendar. The district has a financial plan in place to support this process. The district and buildings will continue to use rubrics from the District/Schools on the Move Framework as well as other assessments to continue positive progress toward sustaining this work.

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

ARC Comment

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are neutral, below expectations or have a slight decline. System understands and can explain its data results for some State Board outcomes. System is collecting evidence, data and is working on a plan to address all five (5) State Board outcomes to create change. All areas are being addressed by goals or district strategic plan.

Board Outcomes

Social-Emotional Growth

The OVT and System reports state multiple measures have been put in place to address the SEL outcome with a priority on a system-wide focus on Tier 1. Components include the implementation of CHAMPS, Conscious Discipline, Second Step, and Seven Mindsets. Processes were also in place to train staff to utilize these resources. The district also added an elementary counselor to each building, added two MHIT liaisons to support SEL and added refocus rooms at the high school. Data has been utilized from the SCFL to identify needs. The district also expanded their partnership with TASN to strengthen their implementation of the protocols for BSEL, and counselors will be trained to lead BSEL data discussions. As a result of this work, the OVT reports the district was awarded the silver star in the District Kansans Can Star Recognition for Social Emotional Growth in 2022.

Kindergarten Readiness

The system has engaged community daycares and preschools in discussions about kindergarten readiness and the needs of students going into kindergarten. The district utilizes a SMART start where students attend a half day during the first five days of school. The other half of those days is spent with teachers meeting with parents discussing expectations and getting to know the families. During these meetings, the Ages and Stages Questionnaire (ASQ) is completed. The percentage of participants in ASQ has been a focus and has steadily increased over the KESA cycle. Work to sustain the processes involved and to further train staff have been implemented through a partnership with Fort Hays State University. As a result of this work, the System report and the OVT report indicate the district earned a copper star from the District Kansans Can Star Recognition in this category in 2020, and a bronze star in this category for 2021.

Individual Plans of Study

The System report and the OVT report indicate the system utilizes XELLO for student Individual Plan of Study (IPS). Sixth grade students complete an interest survey, seventh grade students research careers of interest, and eighth grade students use XELLO to find information about various colleges. High school students utilize this resource to learn about career choices and provide information to parents at student-led conferences. Additionally, XELLO is used to explore career interests and complete Career and Technical Education (CTE) enrollment. The CTE Department has partnerships with businesses within the community which help provide students with job shadowing experiences. The IPS system is also used by the school to determine course offerings that match the needs of the students.

High School Graduation Rate

The district has seen a drop in graduation rate in recent years. Several implementations have taken place to reverse this trend. Flexible scheduling was added at the high school this past year which provides students with opportunities outside of school to focus on career interest based on their CTE pathways choices and XELLO IPS. The BOOST program has also been added at the high school level. Any student who scores in the 55%-60% range may recover credits at the end of the semester. According to the OVT report, 257 students were able to recover credit and stay on the path to graduation. The addition of a building code for the virtual high school will provide a clearer picture of where the two schools are in this area and what needs to be addressed or celebrated with this outcome. As a result of this work, the district was awarded the bronze star in the District Kansans Can Star Recognition for High School Graduation.

Postsecondary Success

As indicated in the OVT report, the district has seen a rise in Postsecondary Success Rate during this KESA cycle. In the past five years, this has risen from 47% to 67.9%. Additionally, the system is outperforming their predicted effective rate. The System report attributes this success, in part, to work being done with IPS and SEL as well as the design of career exploration opportunities within the community and the pathway offerings. As a result of this work, the district was awarded the Post-Secondary Success Commissioner's Award with Honor in 2022 according to the OVT Report.

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

ARC Comment

The system involves stakeholders in a number of ways including building and district site councils, feedback on the use of ESSER funds, strategic planning sessions, mascot feedback and bond priorities. Student input is gained through ambassador programs at each school. Opportunities for communication and feedback include articles each month in Hays Post, weekly interviews of school personnel broadcast on local radio stations, social media, committee involvement, and surveys. The KESA process was shared with the BOE. BOE meetings were all live streamed so all stakeholders could view.

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

ARC Comment

The OVT report indicates the BOE supports the work of the district's KESA process. Administration, both at the district and building level, were responsive to feedback from the OVT including discussions for potential improvements and exploration of ideas.

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

ARC Comment

Evidence in the OVT and System reports indicated extensive time had been spent developing a framework to guide system improvements which included stakeholder involvement. The BOE was involved in the KESA process and communication was transparent. The OVT also noted that throughout the cycle each session has been met with open conversations about the needs of the district for both staff and students. This included discussions for potential improvements and exploration of ideas. Feedback was given prior, during, and after the OVT visits. OVT members remained the same throughout the cycle which aided in consistency and ability for continuous improvement.

ARC Recommendation

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

Justification

- The system has taken steps to add diagnostic tools that provide necessary data and information when designing interventions for individuals or groups of learners
- The system has processes and plans in place to guide implementation efforts
- Work toward continuing initiatives implemented, refining as needed to ensure student success
- As reported, the district has been responsive to feedback from the OVT, indicating a desire for growth and improvement

Strengths

- Community and stakeholder involvement
- Implementation of systems to assist PLCs, BLTs, and DLTs in strengthening tiered supports
- Systems and policies that support continuous improvement were apparent
- Development of systems and processes focused on the Successful High School Graduate
- Strong commitment to meet mental health needs of students

Challenges

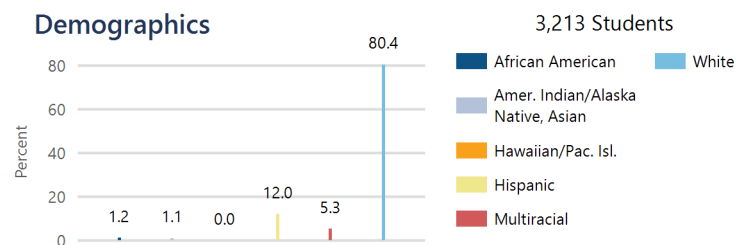
- Write SMART goals for next cycle that are quantifiable
- Continue focus on Tier One implementation of Teacher Clarity and Student Success Criteria
- Expand focus in MTSS to also include math and reading, including baseline data to support need
- Continue plans to address needed growth in the SIT process



Hays USD 489

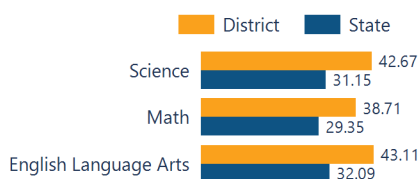
323 W. 12th St, Hays, KS 67601-3893
(785) 623-2400
<http://www.usd489.com>

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

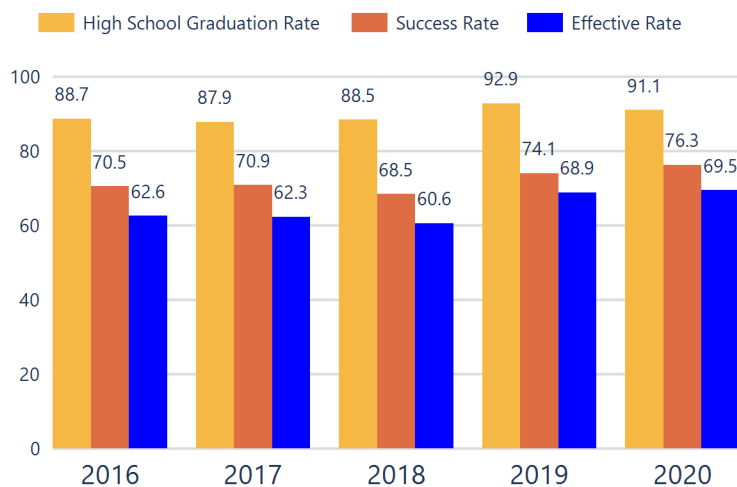


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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		★		

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

Five-Year Graduation Avg

89.8%

Five-Year Success Avg

72.1%

Five-Year Effective Avg

64.8%

95% Confidence Interval
for the Predicted
Effectiveness Rate

50.3 - 53.6%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

92.3%

State:
89.3

District ESSA Operating Expenditures Per Pupil

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

\$13,078

State:
\$13,830

93.2%

State:
92.1

21.4%

State:
25.4

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

1.7%

State:
1.4



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	25.38	17.12	31.71	22.88	21.77	31.69
Level 2	N/A	N/A	N/A	38.47	36.47	27.94	38.39	35.10	25.63
Level 3	N/A	N/A	N/A	26.73	36.47	27.15	26.39	33.29	26.76
Level 4	N/A	N/A	N/A	9.40	9.93	13.18	12.32	9.82	15.91

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	38.42	26.05	44.39	33.48	31.14	37.07
Level 2	N/A	N/A	N/A	41.90	38.99	21.57	41.89	35.72	25.46
Level 3	N/A	N/A	N/A	15.88	30.42	24.48	18.80	27.02	23.97
Level 4	N/A	N/A	N/A	3.78	4.53	9.54	5.81	6.10	13.48

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	60.21	34.75	60.68	53.25	48.27	60.00
Level 2	N/A	N/A	N/A	29.22	35.82	20.51	29.11	31.41	24.76
Level 3	N/A	N/A	N/A	8.09	22.99	13.67	12.26	14.17	10.47
Level 4	N/A	N/A	N/A	2.46	6.41	5.12	5.36	6.13	4.76

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	35.71	25.00	N/A	31.81	40.90	N/A
Level 2	N/A	N/A	N/A	21.42	16.66	N/A	45.45	31.81	N/A
Level 3	N/A	N/A	N/A	42.85	41.66	N/A	13.63	22.72	N/A
Level 4	N/A	N/A	N/A	0.00	16.66	N/A	9.09	4.54	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	35.60	27.86	46.66	35.88	27.40	51.64
Level 2	N/A	N/A	N/A	48.29	41.53	33.33	44.49	42.30	23.07
Level 3	N/A	N/A	N/A	12.68	27.86	15.00	13.87	25.48	17.58
Level 4	N/A	N/A	N/A	3.41	2.73	5.00	5.74	4.80	7.69

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

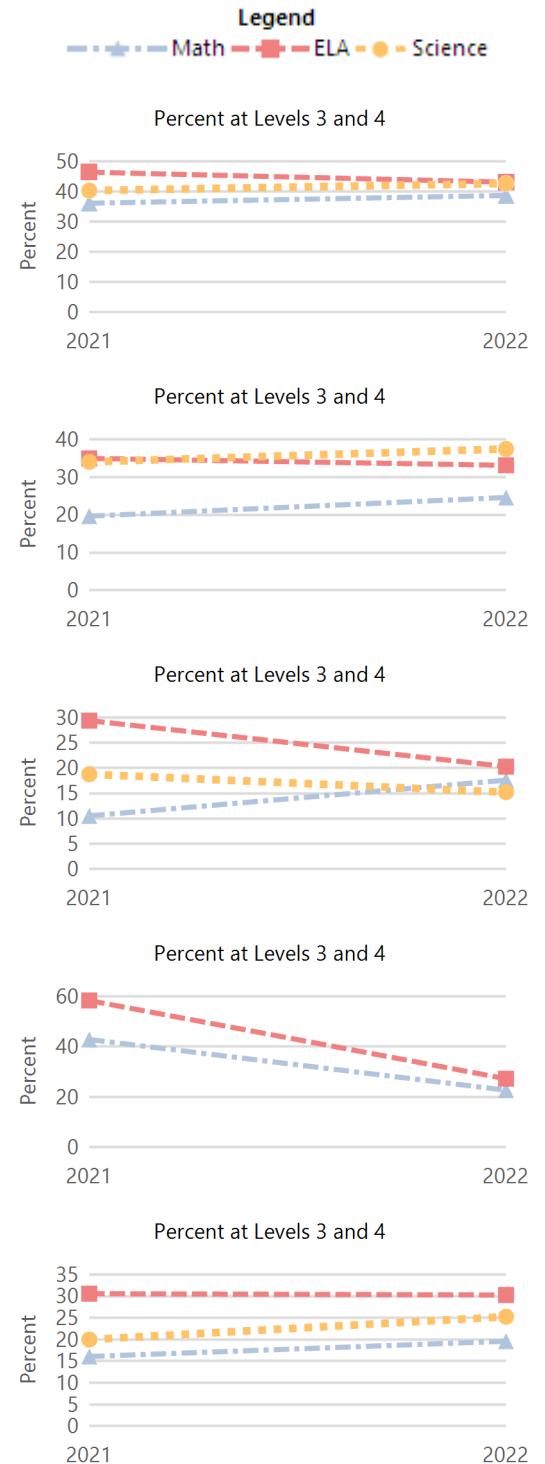
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	21.1
State	19.8

Accreditation Summary

Date: 02/16/2023

System: D0495 Ft Larned (0000)

City: Larned

Superintendent: Bryce Wachs

OVT Chair: Bill Day

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

All Foundational Structures are evident in the system and there is evidence the system has work in place with the goal of continued movement in a positive direction.

- Tiered Framework of Support

According to the OVT report, before this cycle, the system did not have a tiered system of supports. The district has worked to remedy this during this cycle, and they have various things in place to meet this requirement. The district is using FastBridge for screening, progress monitoring and planning interventions in reading and math at all grade levels. At the elementary level, Title teachers work with students in Tier 2 to meet individual needs in these areas. Software programs that individualize instruction based on need have been purchased and implemented. The system has added two additional staff members who work specifically with students needing Tier 2 interventions. At the high school, FastBridge is utilized to set up math tracks to meet the needs of all students. Class sizes for students in the lowest track have been limited to 12 students. It is apparent the system has made this an area of focus and is committed to success in this area.

- Family, Business, and Community Partnerships

This is an area that has shown significant growth over this KESA cycle. The OVT Report indicated each building had a site council, but they were not well attended or well organized. The system has focused on a systematic approach to implement more effective site councils at the district and building levels. Current site council members include parents, staff, student and business/community members, as well as a retired member of the community. At the district level, the system has established a Student Success Advisory Team (SSAT) composed of members from the ten largest employers within the district. The goal is to gain input from these business members to help them train and shape students to be contributors. In addition to the focus on effective site councils, the system has a program, Parents as Teachers, that serves as a bridge between families and schools.

- Diversity, Equity, and Access

The system reports two main areas of diversity within, geographic and socioeconomic status. The

district covers over 500 square miles, so some students do not have easy access to the school/community. In addition to geographical barriers, over 50% of the student population qualify for free and reduced lunches. To meet the needs of these students, the district has partnered with TASN and The Center for Counseling and Consultation, and they are involved in the #ZeroReasonsWhy Program to meet SEL needs and have implemented trauma-responsive process and practices into the system. Beyond serving the SEL needs of students, the district has expended funds to further meet the needs of students. They provide a one-to-one device program for all students and provide significant transportation beyond their state funding in transportation. There are pick up and drop off locations at all schools and throughout the district.

- Communication and Basic Skills

According to the system, the most recent curriculum adoption was 20 years prior to this KESA cycle. Over the past four years, the district has adopted new curricula for K-8 math, K-12 English Language Arts, and K-12 social studies. Current work is being done on science adoptions for K-12. Core area adoptions will be complete with the exception of 9-12 math which will need to be the next area of emphasis. This indicates a commitment to ensure structures are in place to support basic skills. An interpersonal Communications class has been added at the high school to address this area, as well. Showcase activities are held throughout the year to give students experience at speaking and presenting to an audience. Student-led conferences are held at the high school where students present their individual plans of study to parents.

- Civic and Social Engagement

The System report and the OVT report indicate the system has implemented a variety of programs/activities to support structures in civic and social engagement. These include implementation of a JAG program that provides a diverse group of students the opportunity to display leadership and serve on committees, student membership in all site councils, and volunteer days which give students opportunities to give back to the community. In addition, all athletic teams are expected to complete a volunteer activity during the semester of their sport. NHS is also active in the community in order to complete required hours. In the elementary, an ambassador group participates in duties around the school and community. High school students are also encouraged to work local/state/national elections.

- Physical and Mental Health

According to the System report and the OVT report, two additional counselors/social workers, as well as a School Resource Officer, were hired during this cycle to address this area of need. In addition to new staff, SEL curriculum has been purchased and implemented across the district (Second Step and Character Strong). The system is also involved with the #ZeroReasonsWhy Program in serving the mental health of students. A Day School for children with significant emotional needs and challenges has also been established during the current cycle. It is a part of the Tri-County Special Education Cooperative, but it is housed in Larned and is available to all member districts. More information on what is being done to address physical health is needed in this section.

- Arts and Cultural Appreciation

The OVT report shares that Larned is a rather homogenous community, typical for rural central Kansas. However, school leaders are working to address the needs of various minority or at-risk populations. Vocal music is offered at all levels, with performances spread out throughout the school year. Local artists are invited to visit to discuss the arts with students. The elementary has a full-time music teacher and the high school and middle school share a band teacher, vocal music teacher, and an art teacher. Spanish classes are also offered as a World Language learning opportunity. The high school has a unique program they refer to as "Coffee House." In this program, students display art and/or perform

for the community during the year. A new part of the program will be implemented in 2023, where A CTE showcase will be offered that will give students in technical programs the opportunity to share projects and skills in a similar fashion as art and music students. More information is needed as to opportunities in cultural appreciation in this area.

- Postsecondary and Career Preparation

As stated in both the System report and the OVT report, students use XELLO to help facilitate career planning. A career counselor, shared between the middle school and high school, has been hired and will help eighth grade students in fully implementing Individual Plans of Study (IPS) which will directly correlate to high school enrollment. Eighth grade students also participate in Reality U, a program put on by the United Way, and attend one career fair at Barton County Community College. At the high school, the career counselor meets with each student to determine career goals and connects students with colleges, employers, etc. At the elementary level, students take community field trips to local business to help initiate students to authentic job experiences.

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

ARC Comment

- Goal 1 – USD 495 will train all staff in Trauma informed Awareness practices by the 2023 school year.

Over the KESA cycle, the district concentrated their professional development on becoming a trauma informed staff. According to the System Report, all staff were trained in Trauma Informed Awareness practices through a poverty simulation, sending staff to Moving the Needle and Bridging Resilience, a district-wide mental health initiative through TASN, a presentation by Tara Brown the Connection Coach, and book studies. These efforts are ongoing. Strategies and processes gained from professional development training were incorporated into programs that directly impact students. Examples include the addition of a Positive Behavior Intervention Classroom and a sensory room in each building, sensory kits in each classroom, and designated sensory areas in classrooms. A therapy dog was added, and teaching staff began using Conscious Discipline when dealing with student behaviors/discipline.

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

ARC Comment

- Goal 2 – USD 495 will implement a new communication platform with weekly interactions.

Apptegy was purchased for the communication platform. A schedule was created for daily interaction by administration and weekly communication of district operations and happenings. They changed web page providers to give staff more access to the platform and increase the frequency of web posts from the school to the community.

- Goal 3 – USD 495 will develop a curriculum review, alignment, and adoption schedule in all academic areas on a 7-year cycle by 2023.

Over the past four years, the district has adopted new curricula for K-8 math, K-12 English Language Arts, and K-12 social studies. Current work is being done on science adoptions for K-12. Core area adoptions will be complete with the exception of 9-12 math which will need to be the next area of emphasis. A curriculum review, alignment, and adoption schedule was created. Staff worked through alignment when reviewing curriculum for possible adoption. Professional development occurred for each new program that was adopted and implemented.

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

ARC Comment

According to the System report, the system has adjusted and allocated more funds specifically for professional development during the last cycle. As they move into the new cycle, they plan to identify resource allocations as part of their building needs assessment process to make changes to future budgets. The System report shared that during the last KESA cycle, district and building leadership had turnover that created identified shortcomings of the continuous improvement process in place. The plan lacked cohesion and was tied to certain personnel and not to the system. When individuals left the district, focus of those improvement priorities proved difficult to maintain. The system has initiated a new focus on improvement that isn't connected to people in leadership. The district conducted a thorough needs assessment that included feedback from all stakeholders, and with the BOE guidance and approval, came up with goals that were overarching and broad, but focused on the direction the BOE has for the district. They believe the new goals are so well defined that any new member to the system could identify areas for improvement. The USD 495 BOE has been engaged in the entire process. The future KESA continuous improvement plan will fall under the BOE strategic plan and can be monitored yearly for growth with the building needs assessment and accountability reports required annually.

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

ARC Comment

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are neutral, below expectations or have a slight declining. System understands and can explain its data results for some State Board outcomes. System is collecting evidence, data and is working on a plan to address all five (5) State Board outcomes to create change. All areas are being addressed by goals or district strategic plan.

Board Outcomes

Social-Emotional Growth

The system reports Fastbridge was purchased as well as SAEBRS, a universal screener. These were implemented to provide data to staff where it was utilized in Collaboration and Student Support meetings to discuss needs and interventions for students. Four more counselors, who also serve as social workers, were added to staff in an effort to reach more students in need. A second chance breakfast was added to both the middle school and high school for students needing nutrition mid-way through the morning. SEL curriculum was purchased for PK-12. Staff had extensive professional development in SEL, and the OVT reports there is a better understanding of their students and the various backgrounds they come from.

Kindergarten Readiness

Four years ago, the system was flagged for not meeting standards in ASQ completion. In the year 2022-2023, there was 100% participation in the ASQ-3 and the SE-2 screeners. Early Ed Engagement Nights were held in connection with Parents as Teachers. Involvement has continued to increase throughout the cycle. A majority of the kindergarten students in 2022-2023 were served by district preschool programs which include both students with disabilities as well as peer models. The district works closely with other private preschools and invites them to the Early Ed Engagement Nights to initiate connections with families.

Individual Plans of Study

The OVT reports that the system has made significant improvements in the area of Individual Plans of Study during the first KESA cycle. When the cycle began, they did not have an IPS system in place. During this cycle, LHS has developed an IPS system that includes individualized strength assessments and interest inventories, career counseling, and student-led conferences which doubled parent participation from the previous parent-teacher conferences where students were not as involved. They now have an effective IPS system where a College Career Counselor works with every student on the process and helps to arrange tests, college visits, work studies, etc. The addition of Jobs for America's Graduates (JAG) has also helped to improve students' IPS. XELLO has been utilized in this process and has been aligned with Kansas Standards. A lofty goal has been set of having every student in the current 9th grade class graduate with work-based experience and an industry-recognized certificate or a minimum of 12 college hours.

High School Graduation Rate

Graduation data has fluctuated somewhat during the cycle with a high of 91.8% and a low of 85.7%. The past two years have been the lowest in the cycle, and the system feels it is in direct correlation with the pandemic. Their current five-year average is 88.5% which is commensurate with the state average. The system had been on a 4x4 semester block schedule for 15 years and saw the need to revise it due to student needs. The high school has now been changed into a regular 8-period schedule to better accommodate both academic needs and transfer students. The system has recently hired a College and Career Counselor to work with students through their IPS to ensure a greater chance for graduation.

Postsecondary Success

There has been a decline in the Success Rate data and Effective Rate since the beginning of the cycle. The system reports that a significant focus for high school students was in the area of preparing students for a 4-year college program. As demographics have changed, the number of students enrolling in postsecondary education has declined, so this model was no longer applicable. The school is working to meet the needs of the current population. The long-standing block schedule has been changed to a traditional 8-period day. The old system allowed students to earn up to six credits in math, but over the past four years enrollment in upper-level math classes declined to less than 10% of the students. The new schedule will allow for more electives and classes with project-based learning. Communication with local businesses in the revised site council structure is allowing for more input from businesses, and it is hoped that it will lead to greater employability for graduates moving forward. This year OSHA Certification and NCCER Construction programs have been implemented, as well, in an effort to provide more options for students.

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

ARC Comment

According to the OVT report, site councils have been revised to be more effective and inclusive of all stakeholders in the system. Monthly meetings include community and business partners that do not have an affiliation with the school. Attendance at meetings has increased, and at the district level, a new site council called Student Success Advisory Team has been developed. It is composed of the 10 largest employers within the district. They meet quarterly and discuss partnership opportunities for students and employers. Opportunities for informal feedback have been nurtured throughout the cycle as well. Guest speakers, an active PTO, family engagement events, JAG presentations as well as informative evening meetings such as FAFSA and Back to School Nights are all a part of the culture of the district. The district would like to explore ways to have low-income parent and students become even more involved in the process.

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

ARC Comment

According to the OVT report, the BOE was involved in the KESA process and was supportive throughout. Comments and suggestions from the OVT were discussed in Board meetings, administration meetings, district leadership team meetings, building leadership team meetings, and site council meetings.

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

ARC Comment

Evidence in the OVT report indicate extensive time had been spent toward developing a framework to guide the system improvements which included stakeholder involvement. The BOE was involved in the KESA process and communication was also a focus. Comments and suggestions were discussed in Board meetings, administration meetings, district leadership team meetings, building leadership team meetings, and site council meetings. Throughout the cycle, modifications and improvements were made with the goal of improvement. Facilities and resources aligned with the vision. All system yearly update reports were submitted and complied to proper protocols.

ARC Recommendation

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

Justification

- The system has shown marked improvement in addressing all goals
- The system has processes and plans in place to guide implementation efforts
- Work toward continuing initiatives implemented as well as recognition of new goals to ensure continued improvement

Strengths

- The system has conducted a thorough needs analysis to guide them to even more meaningful improvement
- Curriculum core areas have been updated to meet the needs of students
- The system has shown marked improvement in providing meaningful professional development with intentional focus on SEL
- The system has shown obvious growth in communication both within the district and between the district and the community
- The system has refined its processes to provide for consistency, so improvement is not related to personnel, but to the processes involved
- Desire to improve and help all students succeed
- Community stakeholder involvement

Challenges

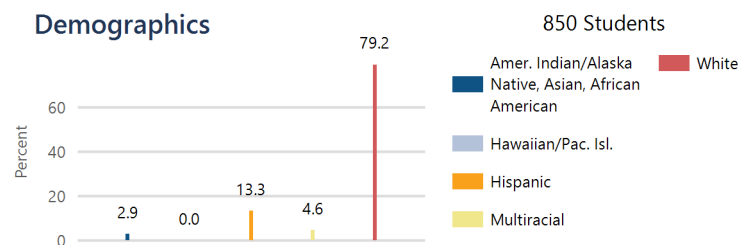
- Write SMART goals for next cycle that are quantifiable
- Continue working to address the issue of chronic absenteeism
- Continue to work on tiered frameworks to address the large number of students scoring in Levels 1 and 2 as shown in the Accountability Report
- Continue work to bring the Graduation Success Average and Effective Rate to pre-pandemic levels.



Ft Larned USD 495

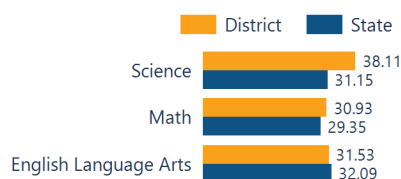
120 East 6th, Larned, KS 67550
(620) 285-3185
usd495.com

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

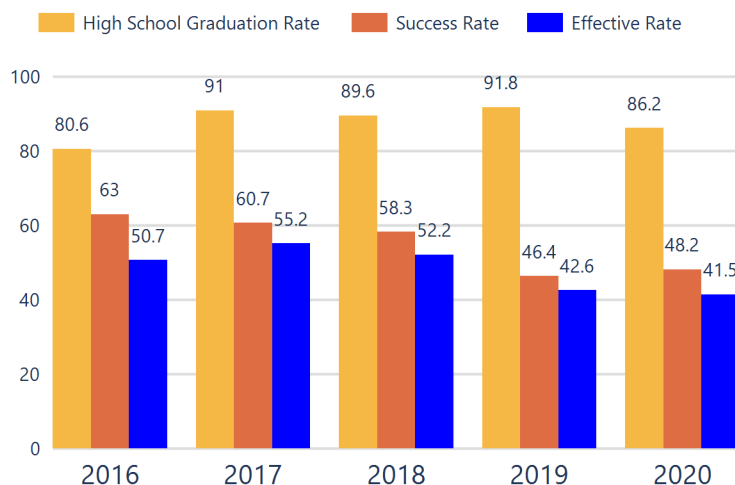


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

87.8%

Five-Year Success Avg

55.4%

Five-Year Effective Avg

48.6%

95% Confidence Interval
for the Predicted
Effectiveness Rate

46.1 - 49.5%

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

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

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

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

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

GRADUATION RATE

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

79.7%

State: 89.3

ATTENDANCE RATE

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

92.6%

State: 92.1

CHRONIC ABSENTEEISM

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

25.0%

State: 25.4

DROPOUT RATE

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

2.5%

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

\$14,300

State: \$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	23.22	20.58	26.70	30.26	31.31	24.86
Level 2	N/A	N/A	N/A	44.54	36.41	35.79	38.78	37.13	37.01
Level 3	N/A	N/A	N/A	21.32	34.30	24.43	20.40	24.60	25.41
Level 4	N/A	N/A	N/A	10.90	8.70	13.06	10.53	6.93	12.70

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	30.28	27.21	32.89	39.37	37.30	31.94
Level 2	N/A	N/A	N/A	49.14	46.25	39.47	39.89	41.45	44.44
Level 3	N/A	N/A	N/A	18.28	21.08	19.73	16.06	18.13	13.88
Level 4	N/A	N/A	N/A	2.28	5.44	7.89	4.66	3.10	9.72

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	56.25	47.72	58.82	60.91	56.32	56.66
Level 2	N/A	N/A	N/A	33.75	34.09	38.23	32.18	31.03	33.33
Level 3	N/A	N/A	N/A	6.25	15.90	2.94	6.89	9.19	10.00
Level 4	N/A	N/A	N/A	3.75	2.27	0.00	0.00	3.44	0.00

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.16	26.19	39.13	43.85	33.33	40.00
Level 2	N/A	N/A	N/A	52.08	45.23	34.78	35.08	40.35	40.00
Level 3	N/A	N/A	N/A	12.50	28.57	8.69	17.54	21.05	20.00
Level 4	N/A	N/A	N/A	6.25	0.00	17.39	3.50	5.26	0.00

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

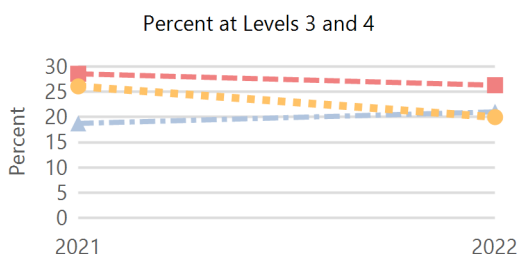
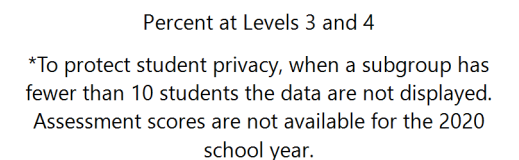
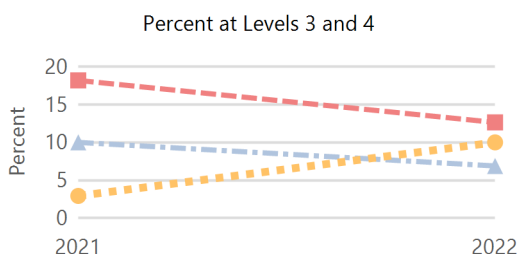
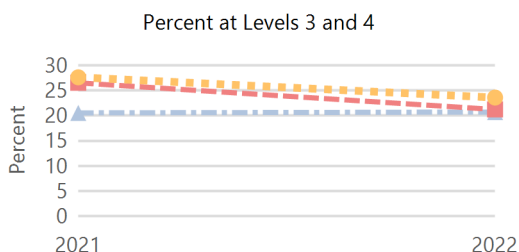
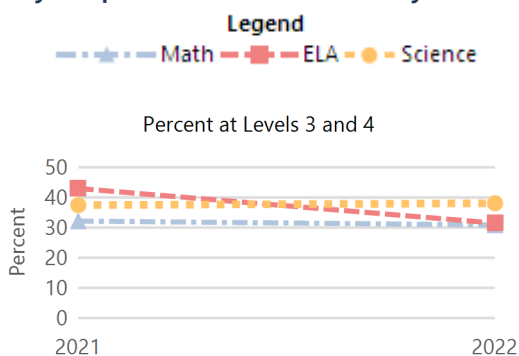
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	18.2
State	19.8

Accreditation Summary

Date: 07/11/2022

System: Z0060 Accelerated Schools (0000)

City: Overland Park

Superintendent:

OVT Chair: Nancy Bolz

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

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

The ratings in this area were as follows:

Tiered Framework of Support

The system received Improving and Initiating in this foundational area. Improving means that within the system there are quality practices that are improving and meet the expected standards. Initiating represents areas that need to be addressed. The school is encouraged to create formal processes for reviewing formative and summative assessments through professional learning communities on an ongoing basis. The institution implements a process to ensure the curriculum is aligned with standards and best practices.

Family, Communities, and Business Partnerships

Accelerated School received Improving ratings in governance and leadership and is committed to establishing and adhering to policies designed to support the school's effectiveness, including following a strict code of ethics. Interviews with school district administrators, parents, students, teachers, staff, and commission members showed commitment to the mission and growth of the school. The community, led by a valued leadership team, provides a student-centered education, allowing all students to experience success.

Diversity, Equity, and Inclusion

The school is improving with learners who have equitable opportunities to develop skills and achieve the content and learning opportunities established by the system. The institution implements a process to ensure the curriculum is aligned with standards and best practices. Accelerated School is a small Gr. 4-12 school where every child is recognized at the individual level.

Communication and Basic Skills

The focus of the school is student-centered, with an individualized focus on each learner. The school utilizes a weekly report card. The demographics of a small school allows close communication with shareholders.

Civic and Social Engagement

There is significant emphasis placed on giving and service at Accelerated School. Examples include:

- ASOP students volunteer at Harvesters once a year.
- ASOP students bring in canned goods and hygiene supplies for the Harvesters campaign each year.
- US Government students organize and facilitate mock elections during local campaigns.

ASOP's business students run the school store. At the end of each semester, the business students choose a charity to which to donate their proceeds.

Physical and Mental Health

The system provides access to information, resources, and materials to support the curriculum, programs, and needs of students, staff, and the system. ASOP students work in their STEAM classes with teachers. They are given various problems and work individually and as a group to create possible solutions.

ASOP students have the option of joining a small group(s) that meet on a bi-monthly basis with other interested students to look more closely at interpersonal skills and concerns such as social skills, navigating friendships, building positive relationships, etc.

Arts and Cultural Appreciation

Educators implement a curriculum that is based on high expectations and prepares learners for their next levels. This includes wide opportunities for students to explore the arts and culture of the community. ASOP students work in their drama, art, and elective classes exploring various methods for communication and expression.

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

ARC Comment

Goal 1 Area – Relevance

Improve Teacher Appraisals

A high priority is to improve teaching and learning through comprehensive professional development and teacher observations using Eleot. Over the past year, there were 14 Eleot observations completed during the 2021-2022 school year.

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

ARC Comment

Social-Emotional Development

The goal was to work with students on a one-to-one basis as well as work with students in small groups on topics that were student chosen such as 'depression', 'anxiety', 'senior scares', 'building positive relationships' etc. An additional counselor was hired to facilitate a Social-Emotional program.

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

ARC Comment

The institution, the school board, and staff engage in a continuous improvement process. Some measurable results support student learning. Data was limited. The school council and leadership provide a strategic plan that includes the use of resources that supports the institution's direction.

Areas For Improvement

Comment	There is no evidence of documentation that the governing authority adheres to a code of ethics and functions within defined roles and responsibilities.
Rationale	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.
Tasks	Provide documentation
Timeline	05-31-2023
System Response	NA
Comment	There is no evidence that a systematic program is in place to provide induction, mentoring, and coaching for all staff.
Rationale	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.
Tasks	Provide documentation of a systematic program.
Timeline	05-31-2023
System Response	NA
Comment	There is no evidence of a coherent SIP plan to ensure the effectiveness of the individual needs throughout the institution.
Rationale	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction, although there is not a coherent SIP plan to ensure that individual needs are met.
Tasks	Provide documentation of a coherent SIP plan.
Timeline	05-31-2023
System Response	NA
Comment	There is no evidence that the institution collects data from the daily report cards and transforms the data into longitudinal information over time.
Rationale	The Cognia team suggested that the institution collect the data from the daily report cards and transform the data into longitudinal information over time. A dashboard can be created to track learner progress. This would also include a deep dive into the Eleot observations to measure teaching and learning effectiveness in the classroom.
Tasks	Provide documentation
Timeline	05-31-2023
System Response	NA

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

ARC Comment

Evidence submitted generally showed gains. There was a strong emphasis on the culture of the school. Generally, the State Board outcomes were evident in specific areas. Some of the programs seemed to be recently implemented.

Board Outcomes

Social-Emotional Growth	The school sought funding through grants to fund training and programming for staff. A part-time school counselor was hired to assist students, staff, and families of the school. The school partnered with Headquarters Counseling Services to provide training for staff and families of ASOP. The school partnered with Dr. Leslie Dunn, PhD in psychology, with an emphasis on building self-esteem and moral development.
Kindergarten Readiness	N/A
Individual Plans of Study	ASOP has a licensed transition specialist who works with students 1-on-1 to develop and implement transition programs as well as coordinate post-secondary job fairs, school visits, and placement tests. .
High School Graduation Rate	Accelerated School’s graduation rate is 90%.
Postsecondary Success	The postsecondary rate is 25%. However, they report 83% using 'local measures' but are not able to fully explain that calculation. State data has them at 25% with a predicted range of 47-57%

Areas For Improvement

Comment	Postsecondary Success Data
Rationale	Substantially Below Predicted
Tasks	Identify the root cause(s) of why this data is low or declining. Identify the level the system intends to reach in this measure in one year and in three years. Engage all staff in developing strategies to impact this data and then implement those strategies, monitoring effectiveness along the path to improving this student outcome. The ARC will review the identified outcome measure(s) in January 2024, when the new accountability report is posted, to determine if progress has been made and if there should be a change in accreditation status.
Timeline	01-15-2024
System Response	Will revisit in January of 2024 after updated Accountability Reports become available.

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

ARC Comment

Parents and focus groups expressed great satisfaction with how student progress was communicated and with staff availability. Interviews indicated that parents were satisfied with the progress of the school. Students interviewed noted how much they appreciated the opportunity to talk to teachers about their progress and to set learning goals.

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

ARC Comment

The team was welcomed in a professional and respectful way. The school was cooperative in providing data and arranging interviews with stakeholders.

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

ARC Comment

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

ARC Recommendation

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

Justification

In the Cognia report, multiple sources of evidence supported both significant Impact and Improving areas in the accreditation process which will carry into the next cycle.

Strengths

The system establishes policies and supports practices that ensure effective administration of the school. Well-respected and trusted administrators have developed a climate of mutual respect with internal and external stakeholders, creating a climate of trust with the school administration. Interviews from students, faculty, parents and board members provided a positive view and impact of the current school leadership. Stakeholders feel that the school is led by a valued leadership team that provides a student-centered education, allowing all students to experience success. The institution has a strong tradition of commitment to its mission and vision. Governance is supportive of all local and state requirements. There was a lot of progress in the social-emotional area.

Challenges

In the Cognia review, there were several standards that were rated as insufficient which include:

The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

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.

The Cognia team suggested that the institution collect the data from the daily report cards and transform the data into longitudinal information over time. A dashboard can be created to track learner progress. This would also include a deep dive into the Eleot observations to measure teaching and learning effectiveness in the classroom.

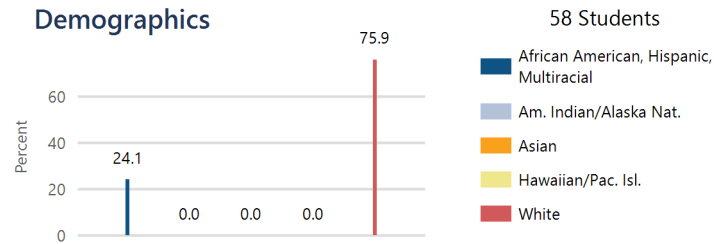
The above recommendations could be a focus for the next cycle.



Accelerated Schools - Z0060

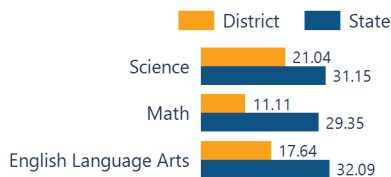
10713 Barkley, Overland Park, KS 66211
(913) 341-6666
www.acceleratedschoolsop.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation:
Grades: **4-12**
Superintendent:

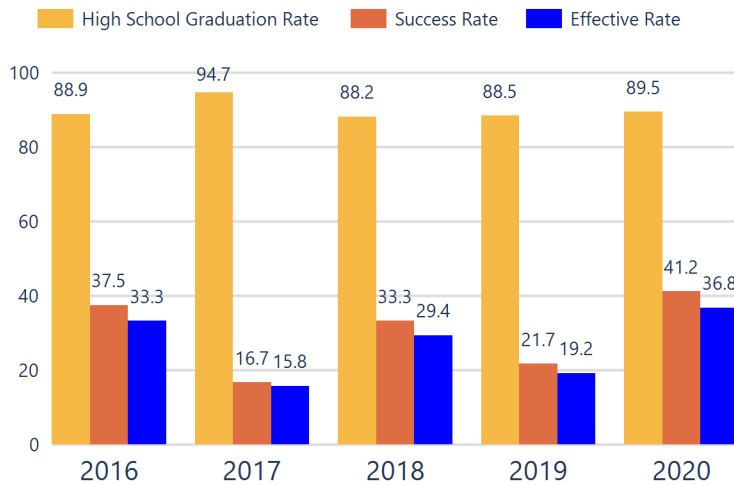


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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				

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

Five-Year Graduation Avg

90.0%

Five-Year Success Avg

28.4%

Five-Year Effective Avg

25.6%

95% Confidence Interval
for the Predicted
Effectiveness Rate

51.7 - 61.4%

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

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

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

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

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

GRADUATION RATE

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

76.0%

State:
89.3

District ESSA Operating Expenditures Per Pupil

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

N/A

State:
\$13,830

ATTENDANCE RATE

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

85.2%

State:
92.1

CHRONIC ABSENTEEISM

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

55.0%

State:
25.4

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

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.

9.1%

State:
1.4

Accelerated Schools - Z0060

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	73.68	29.41	33.33	38.88	52.94	42.10
Level 2	N/A	N/A	N/A	10.52	35.29	42.85	50.00	29.41	36.84
Level 3	N/A	N/A	N/A	15.78	35.29	23.80	11.11	17.64	10.52
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	10.52

FREE AND REDUCED LUNCH STUDENTS

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

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

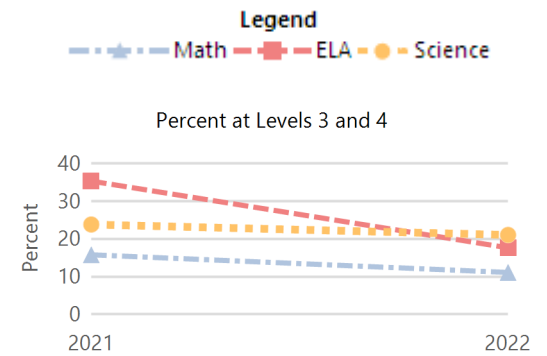
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



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.

District	30.0
State	19.8



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

November 9, 2022

Bishop Wade Moore
Founder/Dean
2821 E 2rth St N
Wichita, KS 67219

Dear Bishop Moore,

According to our records, Urban Preparatory requested to be considered for accreditation through the State of Kansas in the fall of 2020. Urban Prep was granted "conditional accredited" status beginning with the 2020-2021 school year. The status of "conditional accredited" is not to be a permanent status; systems must work towards being fully "accredited". Accreditation for systems in Kansas is based on 3 factors; conclusive evidence of a quality, continuous improvement process, conclusive evidence of improvement in student performance, and adhering to annual Kansas State Board of Education compliance requirements.

This letter serves as official notification from the Kansas State Department of Education (KSDE) that on or before December 12, 2022, Urban Preparatory Academy must provide the following information to the Accreditation Review Council (ARC) for their review:

1. In the Kansas Education Systems Accreditation (KESA) authenticated application, complete the following sections in the System Year 2 report:
 - a. Section 1 - Tell Your Story
 - b. Section 2 - Foundational Structures
 - c. Section 3 - Needs Assessment & Goals
 - d. Section 5 - Kansas State Board Outcomes
 - e. Section 6 - Definition of a Successful HS Graduate
 - f. Section 7 - Stakeholder Involvement
 - g. Section 10 - Assurances
2. Secure an Outside Visitation Team (OVT), made up of at least 3 educators from other systems or schools, two serving as OVT Members and one serving as the OVT Chair. OVT members and chairs must have completed OVT Member or Chair training provided by KSDE in order to serve in that role. Urban Preparatory must email the names and email addresses of each OVT member to accreditation@ksde.org on or before December 12, 2022.

Kansas leads the world in the success of each student.

The ARC will review what is provided by Urban Preparatory Academy before making a recommendation of accreditation status (accredited, conditionally accredited, or not accredited) to the Kansas State Board of Education.

If Urban Preparatory Academy does not wish to continue to pursue State of Kansas accreditation, it must notify the Kansas State Board of Education on or before December 12, 2022.

Thank you for your time and attention to this matter.

A handwritten signature in black ink that reads "Jay Scott". The signature is written in a cursive, flowing style.

Jay Scott

Director, Accreditation & Design



Dear Mr. Scott,

This letter is to inform you that The Urban Preparatory Academy Wichita Institute has decided to formally withdraw from the KESA Accreditation process effective immediately. We will be seeking accreditation from another source.

Our decision to voluntarily withdraw from the process was affected by the timing in which we entered the process. Of course we know that the COVID-19 Pandemic took more than a year's worth of productivity away from much needed administrative and educational developments.

We are grateful for the opportunity to be conditionally accredited for the short period of time and we learned many lessons from our experience.

Thank you for your past support.

Sincerely,

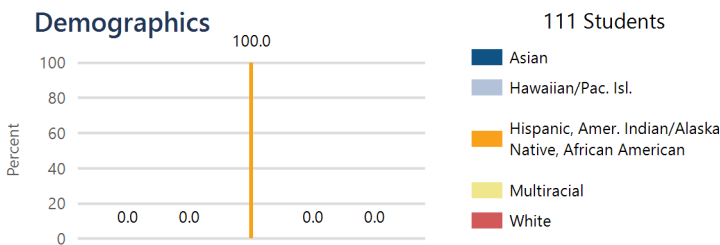
Bishop Wade Moore, Jr.
Founder/Dean
Urban Preparatory Academy
2821 E. 24th N.
Wichita, KS 67219
316-361-2469



Urban Preparatory Academy - X0445

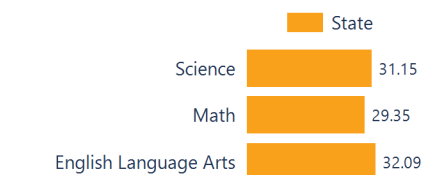
2821 E. 24th North, Wichita, KS 67219-6721
(316) 304-5479
www.upacademywichita.org

System Accreditation Status: **N/A**
ESSA Annual Meaningful Differentiation:
Grades: **K-8**
Superintendent: **Wade Moore**



Academically Prepared for Postsecondary Success

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

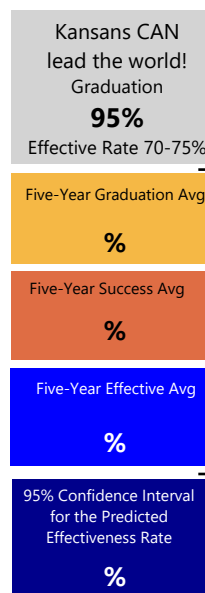


District Postsecondary Effectiveness

No Data Available

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				



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

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

GRADUATION RATE

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

N/A

State: 89.3

District ESSA Operating Expenditures Per Pupil

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

N/A

State: \$13,830

ATTENDANCE RATE

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

%

State: 92.1

CHRONIC ABSENTEEISM

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

N/A

State: 25.4

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

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.

30.8%

State: 1.4

Urban Preparatory Academy - X0445

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



District Academic Success

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

Academically Prepared for Postsecondary Success

Legend

Math ELA Science

ALL STUDENTS

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

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.

FREE AND REDUCED LUNCH STUDENTS

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

Percent at Levels 3 and 4

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STUDENTS WITH DISABILITIES

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

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.

AFRICAN-AMERICAN STUDENTS

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

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.

HISPANIC STUDENTS

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

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.

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

ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.

District

State 19.8



Agenda Number: 15

Meeting Date: 3/14/2023



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

Item Title: Student Showcase: Innovation Academy at Basehor-Linwood High School, USD 458

The Board will hear from a few of the Innovation Academy students at Basehor-Linwood High School who are building a time machine module through a partnership with Restored Aircraft and Siemens.

Through this program students are learning real world skills from industry mentors at Restored Aircraft and Siemens, including industry recognized training in mechanical design, electronics, industrial technology, construction, documentation, etc.

In addition, the students are able to earn both English and Industrial Robotics or Business Economics credit through Basehor-Linwood's Innovation Academy programs. The businesses are using this as a way to showcase how their design industry's software, Solid Edge, is the software for the next generation. Students have the opportunity to travel to Oshkosh, Wisconsin, this summer to present their time machine module at the largest air show in the United States with Restored Aircraft and Siemens. This project is a great example of how students and businesses can have a reciprocal relationship where both sides benefit.

Agenda Number: 16

Meeting Date: 3/14/2023



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

Item Title: Working on the Success of Each Student: Assessments

From: Beth Fultz

Beth Fultz, Director of Career, Standards and Assessment Services for the Kansas Department of Education, will present comprehensive information regarding student assessments in the state of Kansas.



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 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	3	5	4	5	2	2	3	1				
Unclassified	3	5	4	5	2	2	3	1				
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0				
Total Separations	4	3	3	4	1	2	1	2				
Classified	0	0	0	0	0	0	0	0				
Unclassified	3	3	3	4	1	2	1	2				
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0				
Recruiting (data on 1st day of month)	5	4	5	5	2	4	2	3				
Unclassified	4	4	5	5	2	4	2	3				
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0				

Total employees 272 as of pay period ending 02/18/2023. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

Agenda Number: 17 b.

Meeting Date: 03/14/2023



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

Item Title: Report on personnel filling unclassified positions.

From: Marisa Seele, Wendy Fritz

The following personnel appointments are presented this month:

Stacy Novak to the position of Education Program Consultant on the Early Childhood team, effective Feb. 15, 2023, at an annual salary of \$58,924.32. This position is funded by the IDEA SICC, IDEA Admin and SICC KDHE Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 c.

Staff Initiating:

Shane Carter

Director:

Leah Zeller

Commissioner:

Randy Watson

Meeting Date: 3/14/2023

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.

*First Renewal

**Final Renewal.

org no	org name	enrollment	first name	last name	subject	recommendation	Teaching Endorsements Held by Educator
D0232	De Soto	14468	Aimee	Oesterreich	High Incidence Special Education	Approved*	Elementary Education (K-9); Early Childhood Education (PRK)
D0253	Emporia	8696	Rebecca	Cunningham	High Incidence Special Education	Approved	English Language Arts (6-12)
D0253	Emporia	8696	Nathan	Nance	High Incidence Special Education	Approved	Biology (6-12)
D0253	Emporia	8696	Suzanne	West	Early Childhood Special Education	Approved	ESOL (K-9); Elementary Education (K-9); Early Childhood Education (PRK)
D0259	Wichita	92268	Stanley	Cox	Gifted	Approved	English (6-12); Latin (6-12)
D0259	Wichita	92268	Anna	Duxler	High Incidence Special Education	Approved	History, Government, and Social Studies (6-12)
D0259	Wichita	92268	Ryann	Hentzen	Early Childhood/Pre-School	Approved	Early Childhood Education (PRK-3)
D0383	Manhattan-Ogden	14015	Carrie	Andrade	Low Incidence Special Education	Approved	High-Incidence Special Education (K-6)
D0383	Manhattan-Ogden	14015	Christina	Rogers	Early Childhood Special Education	Approved	Early Childhood Education (PRK)
D0469	Lansing	5300	Pecos	Miller	High Incidence Special Education	Approved	History, Government, and Social Studies (6-12)
D0489	Hays	6796	Kip	Keeley	Geography	Approved	Physical Education (PRK-12); Business (6-12)
D0500	Kansas City	44084	Andrea	Stoufer	High Incidence Special Education	Approved	Elementary Education (K-6)
D0501	Topeka Public Schools	24704	Miranda	Gil	High Incidence Special Education	Approved	High-Incidence Special Education (K-6); Elementary Education (K-6)
D0512	Shawnee Mission Pub Sch	52693	Thomas	Kline	High Incidence Special Education	Approved	Elementary Education (K-6)
D0636	North Central Kansas Sp. Ed. Coop. Interlocal	0	Kathleen	Vahling	Early Childhood Special Education	Approved	Adaptive Special Education (PRK-12); Gifted (K-12); Elementary (K-9)
D0715	McPherson County Sp. Ed. Coop.	0	Melissa	Reimer	High Incidence Special Education	Approved*	Elementary Education (K-6)
D0715	McPherson County Sp. Ed. Coop.	0	Kiara	Rolfs	High Incidence Special Education	Approved**	Elementary Education (K-6)
D0728	Goddard Special Education Cooperative	0	Alexandra	Heiman	High Incidence Special Education	Approved	Elementary Education (K-6)
D0728	Goddard Special Education Cooperative	0	Michelle	Moore	High Incidence Special Education	Approved	ESOL (K-6); Elementary Education (K-9)
D0729	Maize Special Education Cooperative	0	Gloria	Keeler	High Incidence Special Education	Approved	Elementary Education (K-6)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 d.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 3/14/2023

Item Title:

Act to approve renewal of the Technology Excellence in Education Network (TEEN) Interlocal Cooperative Agreement.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the renewal of the TEEN Interlocal Cooperative Agreement as provided for in state law.

Explanation of Situation Requiring Action:

Kansas school districts are authorized by law to enter into interlocal cooperative agreements for the purpose of jointly and cooperatively performing any of the services, duties, functions, activities, obligations or responsibilities which are authorized or required by law. Prior to any such agreement being effective they must be reviewed and approved by the Kansas State Board of Education. The Kansas State Department of Education's General Counsel reviews such agreements to ensure they comply with the obligations imposed by statute. KSDE's General Counsel has reviewed the proposed TEEN agreement and finds it includes all necessary language.

A copy of the proposed agreement, which has been ratified by the boards of USDs 397, 398, 408, 410, and 487 is attached.

INTERLOCAL COOPERATION AGREEMENT

RECITALS

This is an Interlocal cooperative agreement between unified school districts as authorized by K.S.A. 72-13,100, as amended, and subject to the provisions of K.S.A. 12-2901, et seq.

The following unified school districts, by and through their respective boards of education, have each adopted a resolution authorizing such school districts to enter into this agreement:

Unified School District No. 397, Marion County, Kansas
Unified School District No. 398, Marion County, Kansas
Unified School District No. 408, Marion County, Kansas
Unified School District No. 410, Marion County, Kansas
Unified School District No. 487, Dickinson County, Kansas

CREATION OF LEGAL ENTITY

We, the undersigned, do therefore hereby and herein formally join together to establish a separate legal entity to be known as the Technology Excellence in Education Network (TEEN).

PURPOSE

The purpose of TEEN shall be to maintain a distance learning network to provide-educational services to students and staff in each district, and any other services authorized by law or by the governing board.

BOARD OF DIRECTORS AND OFFICERS

There hereby is established a board of directors consisting of one member from the board of education of each unified school district which is signatory to this agreement. The board of directors shall be responsible for administering the joint or cooperative undertakings of TEEN.

Each board of education shall appoint its representative to the board of directors. The term of office of each member of the board of directors shall expire concurrently with his

or her term of office on the local board of education. Vacancies in the membership of the board of directors shall be filled within thirty days from the date of vacancy.

Said board of directors shall meet at such times and places as may be decided by said board, and said board shall elect from its members a chairperson and a vice-chairperson, who shall serve in the absence or incapacity of the chairperson.

Said board shall also designate three individuals, one to act as Executive Director of TEEN, one as clerk, and one as Treasurer and Fiscal Agent. The Executive Director, Clerk, and Treasurer may receive compensation and shall perform such duties as prescribed by the board.

Said board of directors shall adopt policies, rules, and regulations to implement this agreement including, but not necessarily limited to, procedures for financing the construction and operation of TEEN, acquisition of property, employment of personnel, addition of new member school districts, personnel policies and procedures, student policies and procedures, budget preparation and administration, disposition of property of TEEN upon complete termination of this agreement, and such other policies, rules and regulation as normally adopted by a board of education of a unified school district within the limitations imposed by K.S.A. 72-13,100, as amended.

ADVISORY COUNCIL

There shall be an Advisory Council, consisting of the Executive Director and the superintendents of each member school district, which shall serve in an advisory capacity to the board of directors to interpret and implement the personnel policies and practices established by the board of directors. All decisions of the Advisory Council shall be subject to approval by the board of directors.

METHOD OF FINANCING

The budget of TEEN shall be established by the board of directors on or before July 1 preceding the school year for which said budget is proposed.

Each unified school district which is a party to this agreement agrees to finance the operation of TEEN in the manner hereinafter specified. The funds required to operate TEEN shall be derived from fees charged by TEEN for contracted services provided to unified school districts and other educational institutions, districts and community organizations; funds received from grants and/or state and federal projects; and such other funds as are lawfully available to TEEN. In the event that the above fees and funds are insufficient to finance the operations of TEEN, then each unified school district which is a party to this agreement agrees that it will levy, subject to any statutory limitation, each year, an amount sufficient to pay its proportionate share of TEEN's budget as determined by the Board, should it be necessary to finance TEEN, in whole or in part, from property tax sources. If the amount the board of directors of TEEN determines a member unified school district should pay is in excess of the amount that the member unified school district can legally raise, the board of directors of TEEN shall immediately reduce the overall budget of TEEN to an amount which will not cause any member unified school district to be assessed an amount beyond its legal authority to raise.

ACQUISITION OF PROPERTY

All property both real and personal, acquired by TEEN shall become the equal property of the five districts. If for any reason this property should need to be sold, the proceeds will be paid into the treasurer of TEEN and may be expended in any lawful manner as directed by the Board of Directors of TEEN.

TERM OF AGREEMENT

The duration of this agreement shall be for a term no longer than five years, commencing July 1, 2023 and ending on June 30, 2028.

SPECIAL EDUCATION SERVICES

TEEN will not at any time offer special education services; and nothing in this agreement or any of the policies, rules or regulations adopted to implement this agreement shall be construed to require that TEEN provide special education services.

TERMINATION OF AGREEMENT AND DISPOSITION OF PROPERTY

At least six months prior to the termination date of this agreement, each participating school district shall send a letter of intent to the Executive Director stating whether it is the intent of said district to continue in TEEN upon the same or amended terms as those expressed therein, or whether it is the intent of the district to not continue in TEEN under any terms.

Upon receiving notice from a district of its intent to withdraw from TEEN, the Executive Director shall notify each of the other participating school districts of the notice to withdraw from TEEN. If two or more of the member school districts express the desire to renegotiate an agreement to continue TEEN, then TEEN shall not be disorganized, but shall be continued under a renegotiated agreement as prescribed in K.S.A. 72-13,100(d), as amended. In such event, all of the real and tangible personal property of TEEN shall be transferred to and become the sole property of TEEN as continued under the terms of the renegotiated agreement. The withdrawing school district or districts shall be entitled only to a proportionate share of the audited, unencumbered cash on hand in the treasury of TEEN as of the last day of the term of this agreement, based upon the proportionate percentage contributed by the withdrawing district or districts to TEEN. The districts that are no longer part of the Interlocal relinquish all rights to TEEN fiber. All of the fiber continues as the property of the remaining districts in the Interlocal.

If not more than two of the member school districts express the desire to renegotiate an agreement to continue TEEN, then TEEN shall be disorganized and the property of TEEN disposed of in the manner prescribed below.

If TEEN is to be disorganized, the Board of Directors of TEEN shall have the authority to distribute the property of TEEN to any participating school district or districts, or to sell the property and distribute the cash proceeds as herein provided. If a distribution of the property of TEEN cannot be agreed upon by at least three members of the Board of Directors, The Board of Directors shall sell the property of TEEN and deposit the proceeds thereof in the treasury of TEEN. The Board of Directors shall have the power to sell the complete length of fiber with all proceeds being equally distributed to the districts.

All monies in the treasury of TEEN at the time of disorganization of TEEN shall be distributed to each school district which has entered into this Agreement in the same proportion that the school district has contributed to the financing of TEEN.

INDEMNIFICATION

Each member school district shall be solely responsible for its actions or failure to act and shall not indemnify or hold harmless against damages, injury, or death resulting from the actions or failure to act on the part of any other school district that is a party to this contract.

MANDATORY PROVISIONS

In accordance with K.S.A. 72-1148 and amendments thereto, the mandatory contract provisions prescribed by the Kansas Department of Administration in form DA-146a, as amended, are hereby incorporated by reference.

MODIFICATION OF AGREEMENT

The unified school districts which are parties to this agreement hereby reserve the right to change or modify this agreement by a two-thirds vote of member districts.

APPROVALS AND CHANGE OR TERMINATION

This agreement shall be effective only upon approval by the attorney general and the state board of education. This agreement also shall be subject to change or termination by the legislature as provided by law.

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the 1st day of July, 202023

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least thirty (30) days prior to the end of its current fiscal year and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to ninety (90) days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
4. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*).
5. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001, *et seq.*) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111, *et seq.*) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101, *et seq.*) (ADA), and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to

comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal anti-discrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if it is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

6. **Acceptance of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to, the implied warranties of merchantability and fitness for a particular purpose.
8. **Representative's Authority to Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility for Taxes:** The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
11. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101, *et seq.*
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

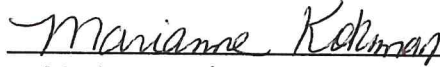
IN WITNESS WHEREOF, the parties to this agreement have caused the same to be signed by authorized representatives thereof.

UNIFIED SCHOOL DISTRICT NO. 397

Marion County, Kansas



Terry Deines
President, Board of Education



Marianne Kohman
Clerk, Board of Education

IN WITNESS WHEREOF, the parties to this agreement have caused the same to be signed by authorized representatives thereof.

UNIFIED SCHOOL DISTRICT NO. 398

Marion County, Kansas

A handwritten signature in cursive script, reading "Donna Glover", written over a horizontal line.

Donna Glover

President, Board of Education

A handwritten signature in cursive script, reading "Lisa Hodges", written over a horizontal line.


Lisa Hodges

Clerk, Board of Education


IN WITNESS WHEREOF, the parties to this agreement have caused the same to be signed by authorized representatives thereof.

UNIFIED SCHOOL DISTRICT NO. 408

Marion County, Kansas



Nick Kraus
President, Board of Education




Kristi Mercer
Clerk, Board of Education


IN WITNESS WHEREOF, the parties to this agreement have caused the same to be signed by authorized representatives thereof.

UNIFIED SCHOOL DISTRICT NO. 410

Marion County, Kansas



Jared Jost
President, Board of Education



Jerry Hinerman
Clerk, Board of Education

IN WITNESS WHEREOF, the parties to this agreement have caused the same to be signed by authorized representatives thereof.

UNIFIED SCHOOL DISTRICT NO. 487

Dickinson County, Kansas



Mark Wendt
President, Board of Education



Robyn Heitfield
Clerk, Board of Education

RESOLUTION

WHEREAS, K.S.A. 12-2901 et.seq. and K.S.A. 72-13,100, as amended, authorize the boards of education of two or more unified school districts to enter into a school district Interlocal cooperation agreement; and

WHEREAS, the Board of Education of Unified School District No. 397,
Marion County, Kansas believes it would be in the best interests of said school district to approve the attached school district Interlocal cooperation agreement.

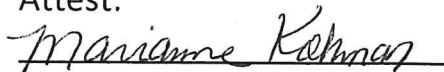
NOW, THEREFORE, be it RESOLVED that Unified School District No. 397,
Marion County, Kansas, agrees to be bound by the provisions of the attached school district Interlocal cooperation agreement for the Technology Excellence in Education Network, effective July 1, 2023.

Approved this 10th day of October, 2022, by the Board of Education of Unified School District No. 397.



Terry Deines
President, Board of Education

Attest:



Marianne Kohman
Clerk, Board of Education

RESOLUTION

WHEREAS, K.S.A. 12-2901 et.seq. and K.S.A. 72-13,100, as amended, authorize the boards of education of two or more unified school districts to enter into a school district Interlocal cooperation agreement; and

WHEREAS, the Board of Education of Unified School District No. 398,
Marion County, Kansas believes it would be in the best interests of said school district to approve the attached school district Interlocal cooperation agreement.

NOW, THEREFORE, be it RESOLVED that Unified School District No. 398,
Marion County, Kansas, agrees to be bound by the provisions of the attached school district Interlocal cooperation agreement for the Technology Excellence in Education Network, effective July 1, 2023.

Approved this 12th day of October, 2022, by the Board of Education of Unified School District No. 398.


Donna Glover
President, Board of Education

Attest:

Lisa Hodges
Clerk, Board of Education

RESOLUTION

WHEREAS, K.S.A. 12-2901 et.seq. and K.S.A. 72-13,100, as amended, authorize the boards of education of two or more unified school districts to enter into a school district Interlocal cooperation agreement; and

WHEREAS, the Board of Education of Unified School District No. 408,
Marion County, Kansas believes it would be in the best interests of said school district to approve the attached school district Interlocal cooperation agreement.

NOW, THEREFORE, be it RESOLVED that Unified School District No. 408,
Marion County, Kansas, agrees to be bound by the provisions of the attached school district Interlocal cooperation agreement for the Technology Excellence in Education Network, effective July 1, 2023.

Approved this 10th day of October, 2022, by the Board of Education of Unified School District No. 408.



Nick Kraus
President, Board of Education

Attest:



Kristi Mercer
Clerk, Board of Education

RESOLUTION

WHEREAS, K.S.A. 12-2901 et.seq. and K.S.A. 72-13,100, as amended, authorize the boards of education of two or more unified school districts to enter into a school district Interlocal cooperation agreement; and

WHEREAS, the Board of Education of Unified School District No. 410,
Marion County, Kansas believes it would be in the best interests of said school district to approve the attached school district Interlocal cooperation agreement.

NOW, THEREFORE, be it RESOLVED that Unified School District No. 410,
Marion County, Kansas, agrees to be bound by the provisions of the attached school district Interlocal cooperation agreement for the Technology Excellence in Education Network, effective July 1, 2023.

Approved this 10th day of October, 2022, by the Board of Education of Unified School District No. 410.



Jared Jost
President, Board of Education

Attest:



Jerry Hinerman

Clerk, Board of Education

RESOLUTION

WHEREAS, K.S.A. 12-2901 et.seq. and K.S.A. 72-13,100, as amended, authorize the boards of education of two or more unified school districts to enter into a school district Interlocal cooperation agreement; and

WHEREAS, the Board of Education of Unified School District No. 487, Dickinson County, Kansas believes it would be in the best interests of said school district to approve the attached school district Interlocal cooperation agreement.

NOW, THEREFORE, be it RESOLVED that Unified School District No. 487, Dickinson County, Kansas, agrees to be bound by the provisions of the attached school district Interlocal cooperation agreement for the Technology Excellence in Education Network, effective July 1, 2023.

Approved this 10th day of October, 2022, by the Board of Education of Unified School District No. 487.



Mark Wendt
President, Board of Education

Attest:



Robyn Heitfield
Clerk, Board of Education

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 e.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/14/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 309 Nickerson, Reno 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 309 Nickerson, Reno 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 309 Nickerson, Reno County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held on February 27, 2023.

USD 309 plans to use the bond proceeds (not to exceed **\$7,600,000**) to construct, furnish and equip (a) improvements and renovations to Nickerson High School, including secured entry, auditorium and stage improvements, science classroom renovations and ADA/restroom improvements; (b) improvements and renovations to Reno Valley Middle School, including secured entry, window improvements, and ADA/restroom improvements; (c) improvements and renovations to Nickerson Elementary School, including secured entry and ADA/restroom improvements; (d) improvements and renovations South Hutchinson Elementary School, including secured entry and classroom addition improvements; (e) improvements to District Facilities including roof repair and security upgrades.

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 a 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.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 309 Nickerson

County: Reno

1. Current equalized assessed tangible valuation *	<u>\$97,063,075</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$13,588,831</u>	
4. State Aid Percentage	<u>0%</u>	22-23 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0%</u>
6. Amount of bond indebtedness requested	<u>\$7,600,000</u>	<u>7.8%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$7,600,000</u>	<u>7.8%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$13,588,831</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>-\$5,988,831</u>	<u>-6.2%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

February 21, 2023
Date

February 21, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application for capital improvement state aid for USD 309 Nickerson**

Yes, 7-0 1. The vote to submit the bond application by the local board of education was unanimous.

No 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 f.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/14/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 309 Nickerson, Reno County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 309 Nickerson, Reno 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 309 Nickerson, Reno 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 309 plans to use the bond proceeds (not to exceed **\$7,600,000**) to construct, furnish and equip (a) improvements and renovations to Nickerson High School, including secured entry, auditorium and stage improvements, science classroom renovations and ADA/restroom improvements; (b) improvements and renovations to Reno Valley Middle School, including secured entry, window improvements, and ADA/restroom improvements; (c) improvements and renovations to Nickerson Elementary School, including secured entry and ADA/restroom improvements; (d) improvements and renovations So Hutchinson Elementary School, including secured entry and classroom addition improvements; (e) improvements to District Facilities including roof repair and security upgrades.

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 a 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.

Summary of Appeal to State Board of Education to
Allow Local Vote on Exceeding Debt Limit

Unified School District 309 Nickerson	County: Reno
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1. Current equalized assessed tangible valuation *	\$97,063,075	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$13,588,831</u>	
4. State Aid Percentage	<u>0%</u>	22-23 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0%</u>
6. Amount of bond indebtedness requested	<u>\$7,600,000</u>	<u>7.8%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$7,600,000</u>	<u>7.8%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$13,588,831</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>-\$5,988,831</u>	<u>-6.2%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	
(X) 5-210-114 Equalized Assessed Valuation	(X) Map of the school district showing proposed facilities

February 21, 2023
Date

February 21, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to hold bond election for USD 309 Nickerson**

Yes, 7-0 1. The vote to submit the bond application by the local board of education was unanimous.

No 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17g

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/14/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 311 Pretty Prairie, Reno 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 311 Pretty Prairie, Reno 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 311 Pretty Prairie, Reno County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held on February 27, 2023.

USD 311 plans to use the bond proceeds (not to exceed **\$7,745,000**) to pay costs to: (a) acquire and install new windows and make roof improvements to existing elem, middle and high schools; (b) improvements to district's auditorium ceiling; (c) renovations to high school to upgrade the science classroom and ag shop; (d) remodel portions of middle school; (e) expand and improve middle gym to add seating, new restrooms and new gym floor; (f) construct a new breezeway to connect physical education facilities; and (g) improve building entrances for enhanced security.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District	311 Pretty Prairie	County: Reno
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1. Current equalized assessed tangible valuation *	<u>\$24,054,992</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$3,367,699</u>	
4. State Aid Percentage	<u>8%</u>	22-23 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0%</u>
6. Amount of bond indebtedness requested	<u>\$7,745,000</u>	<u>32.2%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$7,745,000</u>	<u>32.2%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$3,367,699</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$4,377,301</u>	<u>18.2%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

February 21, 2023
Date

February 21, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application for capital improvement state aid for USD 311 Pretty Prairie**

No 6-1 1. The vote to submit the bond application by the local board of education was unanimous.

Yes 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside architect was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 h.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/14/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 311 Pretty Prairie, Reno County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 311 Pretty Prairie, Reno 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 311 Pretty Prairie, Reno 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 311 plans to use the bond proceeds (not to exceed **\$7,745,000**) to pay costs to: (a) acquire and install new windows and make roof improvements to existing elem, middle and high schools; (b) improvements to district's auditorium ceiling; (c) renovations to high school to upgrade the science classroom and ag shop; (d) remodel portions of middle school; (e) expand and improve middle gym to add seating, new restrooms and new gym floor; (f) construct a new breezeway to connect physical education facilities; and (g) improvements to building entrances for enhanced security.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District	311 Pretty Prairie	County: Reno
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1. Current equalized assessed tangible valuation *	\$24,054,992	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$3,367,699	
4. State Aid Percentage	8%	22-23 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	\$7,745,000	32.2%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$7,745,000	32.2%
8. Estimated amount of bond indebtedness authorized without approval	\$3,367,699	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$4,377,301	18.2%

Forms Requested	
(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

February 21, 2023	Dale Brungardt
Date	Director, School Finance
February 21, 2023	Craig Neuenswander
Date	Deputy Commissioner

To: **State Board Members**

Re: **Application to hold bond election for USD 311 Pretty Prairie**

No 6-1 1. The vote to submit the bond application by the local board of education was unanimous.

Yes 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 i.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/14/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 348 Baldwin City, Douglas 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 348 Baldwin City, Douglas 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 348 Baldwin City, Douglas County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held on February 27, 2023.

USD 348 plans to use the bond proceeds (not to exceed **\$25,000,000**) to pay costs to: acquire, construct, equip, and install: (a) renovations and improvements to HS and JH buildings, including CTE facility w/enclosed walkway, (b) HS safety and security including site work, parking, roadway and satellite locker room improvements, (c) outdoor learning and activity improvements to football, soccer complex, (d) parking and traffic flow improvements, paving and netting at ballfields, locker room improvements at JH and HS, and crisis response system and transportation fleet additions.

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.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District	348 Baldwin City	County: Douglas
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1. Current equalized assessed tangible valuation *	<u>\$137,702,698</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$19,278,378</u>	
4. State Aid Percentage	<u>0%</u>	22-23 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$14,520,000</u>	<u>10.5%</u>
6. Amount of bond indebtedness requested	<u>\$25,000,000</u>	<u>18.2%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$39,520,000</u>	<u>28.7%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$19,278,378</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$20,241,622</u>	<u>14.7%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
() 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

February 21, 2023
Date

February 21, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application for capital improvement state aid for USD 348 Baldwin City**

Yes 6-0 1. The vote to submit the bond application by the local board of education was unanimous.

Yes 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside architect was utilized in determining school district needs.

No 7. The age of the existing building(s) appears to justify a bond election.

No 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 j.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/14/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 348 Baldwin City, Douglas County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 348 Baldwin City, Douglas 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 348 Baldwin City, Douglas 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 348 plans to use the bond proceeds (not to exceed **\$25,000,000**) to pay costs to: acquire, construct, equip, and install: (a) renovations and improvements to HS and JH buildings, including CTE facility w/enclosed walkway, (b) HS safety and security including site work, parking, roadway and satellite locker room improvements, (c) outdoor learning and activity improvements to football, soccer complex, (d) parking and traffic flow improvements, paving and netting at ballfields, locker room improvements at JH and HS, and crisis response system and transportation fleet additions.

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 enrollment 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.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District	348 Baldwin City	County: Douglas
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1. Current equalized assessed tangible valuation *	<u>\$137,702,698</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$19,278,378</u>	
4. State Aid Percentage	<u>0%</u>	22-23 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$14,520,000</u>	<u>10.5%</u>
6. Amount of bond indebtedness requested	<u>\$25,000,000</u>	<u>18.2%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$39,520,000</u>	<u>28.7%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$19,278,378</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$20,241,622</u>	<u>14.7%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

February 21, 2023
Date

February 21, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to hold bond election for USD 348 Baldwin City**

Yes 6-0 1. The vote to submit the bond application by the local board of education was unanimous.

Yes 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

No 7. The age of the existing building(s) appears to justify a bond election.

No 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 k.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/14/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 360 Caldwell, Sumner 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 360 Caldwell, Sumner 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 360 Caldwell, Sumner County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held on February 27, 2023.

USD 360 plans to use the bond proceeds (not to exceed **\$5,990,000**) to construct, furnish and equip improvements, additions and renovations to District facilities, including renovation of existing shop building, new areas for classrooms, daycare, and weight training, and security, HVAC and roof 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 experiencing flat 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.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 360 Caldwell

County: Sumner

1. Current equalized assessed tangible valuation *	<u>\$20,013,617</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$2,801,906</u>	
4. State Aid Percentage	<u>0%</u>	22-23 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0%</u>
6. Amount of bond indebtedness requested	<u>\$5,990,000</u>	<u>29.9%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$5,990,000</u>	<u>29.9%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$2,801,906</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$3,188,094</u>	<u>15.9%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

February 21, 2023
Date

February 21, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application for capital improvement state aid for USD 360 Caldwell**

Yes 6-0 1. The vote to submit the bond application by the local board of education was unanimous. (6 member board)

No 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside architect was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 I.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/14/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 360 Caldwell, Sumner County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 360 Caldwell, Sumner 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 360 Caldwell, Sumner 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 360 plans to use the bond proceeds (not to exceed **\$5,990,000**) to construct, furnish and equip improvements, additions and renovations to District facilities, including renovation of existing shop building, new areas for classrooms, daycare, and weight training, and security, HVAC and roof 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 experiencing flat 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.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 360 Caldwell	County: Sumner
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1. Current equalized assessed tangible valuation *	<u>\$20,013,617</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$2,801,906</u>	
4. State Aid Percentage	<u>0%</u>	22-23 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0%</u>
6. Amount of bond indebtedness requested	<u>\$5,990,000</u>	<u>29.9%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$5,990,000</u>	<u>29.9%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$2,801,906</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$3,188,094</u>	<u>15.9%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

February 21, 2023
Date

February 21, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to hold bond election for USD 360 Caldwell**

Yes 6-0 1. The vote to submit the bond application by the local board of education was unanimous.

No 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 m.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/14/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 382 Pratt, Pratt 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 382 Pratt, Pratt 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 382 Pratt, Pratt County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held on February 27, 2023.

USD 382 plans to use the bond proceeds (not to exceed **\$16,600,000**) to (a) construct, furnish and equip improvements and renovations to District Facilities, including interior and exterior improvements, new windows, roof improvements at the ACE building; (b) construct, furnish and equip improvements and renovations to Southwest Elementary School, including new classrooms, interior improvements, storm shelter and secured entry improvements, and transportation improvements; (c) construct, furnish and equip a transportation maintenance facility.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing flat 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.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 382 Pratt	County: Pratt
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1. Current equalized assessed tangible valuation *	<u>\$118,538,851</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$16,595,439</u>	
4. State Aid Percentage	<u>0%</u>	22-23 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$7,275,000</u>	<u>6.1%</u>
6. Amount of bond indebtedness requested	<u>\$16,600,000</u>	<u>14.0%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$23,875,000</u>	<u>20.1%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$16,595,439</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$7,279,561</u>	<u>6.1%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

February 21, 2023
Date

February 21, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application for capital improvement state aid for USD 382 Pratt**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

No 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside architect was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 n.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/14/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 382 Pratt, Pratt County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 382 Pratt, Pratt 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 382 Pratt, Pratt 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 382 plans to use the bond proceeds (not to exceed **\$16,600,000**) to (a) construct, furnish and equip improvements and renovations to District Facilities, including interior and exterior improvements, new windows, roof improvements at the ACE building; (b) construct, furnish and equip improvements and renovations to Southwest Elementary School, including new classrooms, interior improvements, storm shelter and secured entry improvements, and transportation improvements; (c) construct, furnish and equip a transportation maintenance facility.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing flat 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.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 382 Pratt	County: Pratt
--------------------------------------	---------------

1. Current equalized assessed tangible valuation *	<u>\$118,538,851</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$16,595,439</u>	
4. State Aid Percentage	<u>0%</u>	22-23 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$7,275,000</u>	<u>6.1%</u>
6. Amount of bond indebtedness requested	<u>\$16,600,000</u>	<u>14.0%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$23,875,000</u>	<u>20.1%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$16,595,439</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$7,279,561</u>	<u>6.1%</u>

Forms Requested	
(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

<u>February 21, 2023</u> Date	<u>Dale Brungardt</u> Director, School Finance
<u>February 21, 2023</u> Date	<u>Craig Neuenswander</u> Deputy Commissioner

To: **State Board Members**

Re: **Application to hold bond election for USD 382 Pratt**

Yes 6-0 1. The vote to submit the bond application by the local board of education was unanimous.

No 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 o.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/14/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 418 McPherson, McPherson 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 418 McPherson, McPherson 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 418 McPherson, McPherson County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held on February 28, 2023.

USD 418 plans to use the bond proceeds (not to exceed **\$88,515,000**) to pay costs to construct, furnish and equip: (a) a new High School facility including safety and security improvements, technology upgrades, HV AC improvements and renovations and additions to the existing academic areas, athletic facilities, performing arts wing, and CTE academic buildings; (b) improvements and renovations to McPherson Middle School including secured entry, technology upgrades, ADA and student safety improvements, flooring and locker room improvements, and HVAC improvements; (c) improvements and renovations to four elementary schools including secured entry, technology upgrades, ADA and student safety improvements, flooring and HVAC improvements; (d) acquire and refinance the existing leases for the football field and track facilities and for HVAC/energy 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 experiencing a decrease 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.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 418 McPherson	County: McPherson
--	--------------------------

1. Current equalized assessed tangible valuation *	<u>\$281,663,678</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$39,432,915</u>	
4. State Aid Percentage	<u>0%</u>	22-23 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$9,110,000</u>	<u>3.2%</u>
6. Amount of bond indebtedness requested	<u>\$88,515,000</u>	<u>31.4%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$97,625,000</u>	<u>34.7%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$39,432,915</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$58,192,085</u>	<u>20.7%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

February 21, 2023
Date

February 21, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application for capital improvement state aid for USD 418 McPherson**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

No 2. The district is experiencing growth in enrollment.
Decreasing

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside architect was utilized in determining school district needs.

No 7. The age of the existing building(s) appears to justify a bond election.

No 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 p.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/14/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 418 McPherson, McPherson County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 418 McPherson, McPherson 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 418 McPherson, McPherson 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 418 plans to use the bond proceeds (not to exceed **\$88,515,000**) to pay costs to construct, furnish and equip: (a) a new High School facility including safety and security improvements, technology upgrades, HV AC improvements and renovations and additions to the existing academic areas, athletic facilities, performing arts wing, and CTE academic buildings; (b) improvements and renovations to McPherson Middle School including secured entry, technology upgrades, ADA and student safety improvements, flooring and locker room improvements, and HVAC improvements; (c) improvements and renovations to four elementary schools including secured entry, technology upgrades, ADA and student safety improvements, flooring and HVAC improvements; (d) acquire and refinance the existing leases for the football field and track facilities and for HVAC/energy 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 experiencing a decrease 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.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 418 McPherson	County: McPherson
--	--------------------------

1. Current equalized assessed tangible valuation *	<u>\$281,663,678</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$39,432,915</u>	
4. State Aid Percentage	<u>0%</u>	22-23 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$9,110,000</u>	<u>3.2%</u>
6. Amount of bond indebtedness requested	<u>\$88,515,000</u>	<u>31.4%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$97,625,000</u>	<u>34.7%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$39,432,915</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$58,192,085</u>	<u>20.7%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

February 21, 2023
Date

February 21, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to hold bond election for USD 418 McPherson**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

No 2. The district is experiencing growth in enrollment.
Decreasing

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

No 7. The age of the existing building(s) appears to justify a bond election.

No 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 q.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/14/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 491 Eudora, Douglas 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 491 Eudora, Douglas 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 491 Eudora, Douglas County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held on February 28, 2023.

USD 491 plans to use the bond proceeds (not to exceed **\$39,950,000**) to pay costs to: (a) construct, equip, and furnish additions to Eudora High to create storm shelter, auxiliary gym, fitness center and classrooms, (b) construct, equip, and furnish new main entry addition at Eudora Middle for enhance security including associated renovations to office area, (c) upgrade Elem playground, (d) renovate and improve West Resource Center to accommodate Pre-K classrooms, administration, circulation and playgrounds, (e) improve all school buildings to upgrade communications, technology, mechanical systems, fire alarms, lighting and roofing.

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.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 491 Eudora	County: Douglas
---	------------------------

1. Current equalized assessed tangible valuation *	<u>\$104,401,138</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$14,616,159</u>	
4. State Aid Percentage	<u>28%</u>	22-23 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$43,860,000</u>	<u>42.0%</u>
6. Amount of bond indebtedness requested	<u>\$39,950,000</u>	<u>38.3%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$83,810,000</u>	<u>80.3%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$14,616,159</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$69,193,841</u>	<u>66.3%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

February 21, 2023
Date

February 21, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application for capital improvement state aid for USD 491 Eudora**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

Yes 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside architect was utilized in determining school district needs.

No 7. The age of the existing building(s) appears to justify a bond election.

No 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 r.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 3/14/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 491 Eudora, Douglas County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 491 Eudora, Douglas 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 491 Eudora, Douglas 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 491 plans to use the bond proceeds (not to exceed **\$39,950,000**) to pay costs to: (a) construct, equip, and furnish additions to Eudora High to create storm shelter, auxiliary gym, fitness center and classrooms, (b) construct, equip, and furnish new main entry addition at Eudora Middle for enhanced security including associated renovations to office area, (c) upgrade Elem playground, (d) renovate and improve West Resource Center to accommodate Pre-K classrooms, administration, circulation and playgrounds, (e) improve all school buildings to upgrade communications, technology, mechanical systems, fire alarms, lighting and roofing.

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.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 491 Eudora	County: Douglas
---	------------------------

1. Current equalized assessed tangible valuation *	<u>\$104,401,138</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$14,616,159</u>	
4. State Aid Percentage	<u>28%</u>	22-23 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$43,860,000</u>	<u>42.0%</u>
6. Amount of bond indebtedness requested	<u>\$39,950,000</u>	<u>38.3%</u>
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8. Estimated amount of bond indebtedness authorized without approval	<u>\$14,616,159</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$69,193,841</u>	<u>66.3%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

February 21, 2023
Date

February 21, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to hold bond election for USD 491 Eudora**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

Yes 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

No 7. The age of the existing building(s) appears to justify a bond election.

No 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other: