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

TUESDAY, JULY 12, 2022
MEETING AGENDA

10:00 a.m.	1. Call to Order — Chair Jim Porter
	2. Roll Call
	3. Mission Statement, Moment of Silence and Pledge of Allegiance
	4. Approval of Agenda
	5. Approval of Minutes (June 14 and 15)
10:05 a.m. (IO)	6. Commissioner's Report— Dr. Randy Watson
10:30 a.m.	7. Citizens' Open Forum
10:45 a.m. (AI)	8. Act on ESSER II Change Requests and ESSER III Expenditure Plans for Use of Federal COVID-19 Relief Funds
11:00 a.m. (AI)	9. Act on Recommendations for Financial Literacy Standards
11:15 a.m.	Break
11:25 a.m. (IO)	10. Presentation on All in for Kansas
Noon	Lunch
1:30 p.m. (IO)	11. Recognition of the 2022 Kansas Principal of the Year

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Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas.
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only
Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact 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: August 9 and 10, 2022

Kansas leads the world in the success of each student.

1:45 p.m.	(AI)	12. Act on Accreditation Review Council's Kansas Education System Accreditation KESA) Recommendations
1:50 p.m.	(RI)	13. Receive Accreditation Review Council Recommendations for Kansas Education Systems
2:05 p.m.	(RI)	14. Act on Licensure Recommendations for Retired Educators
2:15 p.m.	(IO)	15. Presentation on the Kansas Art Education Association
2:35 p.m.		Break
2:45 p.m.	(AI)	16. Act on the Proposed Amendments to Emergency Safety Intervention (ESI) Regulations
3:00 p.m.	(RI)	17. Receive Math Assessment Standard Setting Cut Scores Information
4:00 p.m.	(AI)	18. Discuss Options and Approve Budget Recommendations to the Governor
4:45 p.m.	(AI)	19. Consent Agenda a. Receive monthly personnel report. b. Act on personnel appointments to unclassified position. c. Act to initiate an RFP request for Annual Conference Keynote Presenters. d. Act on request to approve a Preschool-Aged At-Risk program for USD 314 Brewster for 2022-2023. e. Act on recommendations for Visiting Scholar licenses. f. Act on recommendations of the Licensure Review Committee. g. Act on recommendations of the Evaluation Review Committee for higher education accreditation and program approval. h. Act on cut scores for licensure tests. i. Act on Mental Health Intervention Team Program grants and applications for school year 2022-23. j. Act on request for KSDE to Contract with a third-party entity to conduct a study of the effectiveness of the Mental Health Intervention Team (MHIT) pilot pro gram and suggest improvements to the program (As required by Sen. Sub for HB 2567 passed by 2022 legislature). k. Act on Safe and Secure School grants and applications for school year 2022-23.

(continued)

l. Act on request from USD 311 Pretty Prairie to hold a bond election.

m. Act on request from USD 311 Pretty Prairie to receive Capital Improvement (Bond and Interest) State Aid.

n. Act on request from USD 460 Hesston to hold a bond election (postponed/ revised projects).

o. Act on request from USD 460 Hesston to receive Capital Improvement (Bond and Interest) State Aid (postponed election/revised projects).

p. Act on request from USD 498 Valley Heights to hold a bond election.

q. Act on request from USD 498 Valley Heights to receive Capital Improvement (Bond and Interest) State Aid.

5:00 p.m.

20. Chair Report and Requests for Future Agenda Items

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

5:15 p.m. **RECESS**

MINUTES

Kansas State Board of Education

Tuesday, June 14, 2022

CALL TO ORDER (00:09:09)

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, June 14, 2022, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL

All Board members were present:

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

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

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

APPROVAL OF AGENDA

MOTION (00:10:53)

Chairman Porter asked to vote on consent agenda items c, d, e, f, g, i, j, and k separately. Dr. Horst moved to approve the day's agenda as amended. Mrs. Haas seconded. Motion carried 9-0. Ben Jones was not present in the meeting at this time.

APPROVAL OF THE MAY 10 AND 11 MEETING MINUTES

MOTION (00:12:09)

Mrs. Clifford moved to approve the minutes of the May 10 and 11 regular Board meeting. Dr. Horst seconded. Motion carried 9-0. Ben Jones was not present in the meeting at this time.

COMMISSIONER'S REPORT (00:12:35)

Dr. Randy Watson started his monthly presentation by informing Board members that thirty-three new superintendents will plan to meet them on June 15. The new superintendents have never served in a superintendency position previously. Dr. Watson then discussed the identified keys to a success district which consisted of having knowledge of the eight outcomes the State Board outlined, planning and implementing the process, execution of your plan and lastly, the measurement **against** the outcomes. He then focused on raising the academic rigor. This lead into a discussion for the Kansans CAN Star Recognition program, which is a program that recognizes the quantitative and qualitative measures (for recognition in the qualitative measures—districts must apply).

Dr. Watson then covered the current success we are seeing with the 2022 Sunflower Summer program. As of June 14, the program has served 28,726 individuals (15,985 children and 12,741 adults; this is a duplicate count, some families may have visited multiple sites). 95 out of 105 counties in our state have participated in the program (90 percent). 89 percent of statewide participating venue sites have seen visitors from the 2022 Sunflower Summer program.

Dr. Watson wrapped up his monthly presentation by covering information on the current educator shortage; we may see the most severe the educator shortage in our history in the fall of 2022. Permanent solutions may be recommended to the State Board by the Teacher Vacancy and Supply committee and the Profession Standards Board in December 2022.

CITIZENS' OPEN FORUM

Chairman Porter declared the Citizens' Forum open at 10:29 a.m. There were no speakers this month. Chairman Porter declared the Citizens' Forum closed at 10:31 a.m. (00:38:58)

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

(00:41:15)

Assistant Director Tate Toedman reported on the most recent ESSER Task Force recommendations, which included 16 ESSER II change requests. Chairman Porter recommended to the State Board that they vote on the ESSER II change requests separately from the ESSER III applications. Mr. Jones moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER II change requests as presented for use of federal COVID-19 relief funds. Dr. Horst seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. Mr. Toedman noted that seven district applications conditionally approved in previous State Board meetings have been resubmitted with complete narratives. The KSDE review team is waiting for ten districts to complete their district narratives. The ESSER III expenditure plans for consideration this month were from a variety of small and large school districts but their primarily needs were identified as teaching and learning. Mr. Jones moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III expenditure plans as presented for use of federal COVID-19 relief funds. Mr. McNiece seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.

MOTION
(00:48:06)

MOTION
(01:05:55)

UPDATE ON MENTAL HEALTH INTERVENTION TEAM PROGRAM

(01:06:44)

John Calvert, Director of Safe and Secure Schools unit, provided a brief update to the Board for the Mental Health Intervention Team (MHIT) Pilot Program since it started in 2018, and highlight the accomplishments and hurdles that have been faced. The program is now is 55 school districts, with 126 liaisons. The legislature recently passed HB 2567 to provide $10.5 million to school districts for Mental Health grants in FY2023. An additional $3 million was set aside for a third-party entity to conduct a study of effectiveness of the MHIT pilot program and suggest improvements, as well as expand the program.

Members took a break until 11:43 a.m.

BREAK

RECEIVE RECOMMENDATIONS ON FINANCIAL LITERACY STANDARDS

(01:52:50)

Helen Swanson, an Education Program Consultant and Nathan McAlister, Humanities Program Manager both from the Career Standards and Assessments Services team at the department, provided an update to the Board on the Financial Literacy Standards that are in place. Ms. Swanson and Mr. McAlister reviewed the previous standards and gave a brief summary for the recommended updated financial literacy standards. The data shown throughout their presentation focused on grades K-8. The 2021 standards replace previous separate standards from both organizations, including National Standards in K-12 Personal Finance Education which were adopted by the Kansas State Department of Education. A group of Kansas teachers, higher education specialists, and professional organizations from across the state came together to create a new crosswalk document, teacher resources and plan for future professional development opportunities. Grade band crosswalk and teacher resource guide will be shared.

Chair Porter recessed the meeting for lunch at 12:03 a.m.

LUNCH

P.M. SESSION
(03:39:17)

DISCUSSION OF GRADUATION REQUIREMENTS TASK FORCE RECOMMENDATIONS

Mr. McNiece provided a brief overview of the recommendations from the Graduation Requirements Task Force received by the Board in May. Board members then had an in-depth discussion regarding the recommendations. Their discussions focused on the individual plans of study (IPS), math requirements, the arts and financial literacy. Commissioner Watson noted the next steps for the task force recommendations to the board, which will include a formal recommendation from the task force, review and adopt language for regulations.

(04:41:59)

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

During the State Board meeting in May, Jay Scott presented information on twenty-two (2) systems that were ready for review of an accredited status recommendation. The twenty-two systems presented to the Board for accredited status were USD 108 Washington County, USD 207 Ft. Leavenworth, USD 212 Northern Valley, USD 227 Hodgeman County Schools, USD 268 Cheney, USD 272 Waconda, USD 320 Wamego, USD 348 Baldwin City, USD 380 Vermillion, USD 395 La-Crosse, USD 417 Morris County, USD 430 South Brown County, USD 434 Santa Fe Trail, USD 440 Halstead, USD 452 Stanton County, USD 457 Garden City, USD 458 Basehor-Linwood, USD 459 Bucklin, USD 498 Valley Heights, Z0029-9897 Resurrection Catholic School, Z0029-8999 St. James Academy and Holy Spirit Catholic School. Jay Scott brought these twenty-two systems back to the Board for action. Mr. Jones made a motion to accept the recommendations of the Accreditation Review Council and award the status of accredited to the twenty-two systems as presented. Dr. Horst seconded. Motion carried 10-0.

MOTION
(04:47:53)

Z0029-8999 St. James Academy was included in the original motion made by Mr. Jones, but was later found to be a clerical error. Mr. Jones made a motion to modify the previous motion, to remove Z0029-8999 St. James Academy from his original motion due to a clerical error. Dr. Horst seconded. Motion carried 10-0.

MOTION
(05:34:08)

(04:49:46)

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

The Accreditation Review Council (ARC) has recommended an accreditation status for the next twenty-nine systems awaiting recommendation. Executive summaries, accountability reports and other narratives were provided to Board members for the twenty-eight public systems and two private 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 July. The systems that were received by the Board in June were USD 217 Rolla, USD 218 Elkhart, USD 225 Fowler, USD 251 North Lyon County, USD 254 Barber County North, USD 257 Iola, USD 281 Graham County, USD 285 Cedar Vale, USD 286 Chautauqua County Community, USD 321 Kaw Valley, USD 325 Phillipsburg, USD 352 Goodland, USD 357 Belle Plaine, USD 371 Montezuma, USD 372 Silver Lake, USD 374 Sublette, USD 384 Blue Valley, USD 394 Rose Hill, USD 404 Riverton, USD 405 Lyons, USD 411 Goessel, USD 415 Hiawatha, USD 421 Lyndon, USD 426 Pike Valley, USD 429 Troy, USD 461 Neodesha, USD 493 Columbus, Hayden Z0029-8572 and Wichita Diocese Z0031.

The Board may also receive two systems that are recommended for conditional accreditation.

(04:52:27)

CYBERSECURITY UPDATE

As requested by the State Board, Kathi Grossenbacher, Director, and Kyle Lord, Assistant Director of Information Technology at the Kansas State Department of Education provided a cybersecurity

update. The information consisted of providing the results of a recent K-12 District Technology Survey of USDs that was collected in May 2022 to identify their most critical information technology needs. Survey data assists IT staff in determining current activities and the next steps to prioritize professional development opportunities as the launch for the Kansas K-12 Technology Council begins. Immediately following the presentation on cybersecurity, Board members asked a series of questions. An in-depth discussion took place.

Members took a 10-minute break until 3:25 p.m.

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION (05:35:35)

Professional Practices Commission Chair Jennifer Holt attended the meeting virtually to review current cases presented for action. She summarized the situations and answered questions. Dr. Horst moved to adopt the findings of fact and conclusions of law of the Professional Practices Commission and follow all recommendations in the issuance of the license in case 22-PPC-05. Mrs. Haas seconded. Motion carried 10-0. **MOTION** (05:36:20)

Next, Chairman Porter moved to deny the licensure application in case 22-PPC-01. Mrs. Haas seconded. Motion carried 10-0. **MOTION** (05:37:50)

RECEIVE PROPOSED AMENDMENTS TO EMERGENCY SAFETY INTERVENTION REGULATIONS (05:38:24)

Scott Gordon, General Counsel of the Kansas State Department of Education, In November, 2018, the Special Education Advisory Counsel (SEAC) requested that the Kansas State Board of Education clarify and, if necessary, amend the definition of "seclusion" within the current ESI regulations. A group of stakeholders agreed upon proposed changes to the definition of seclusion, and SEAC approved those changes at its January, 2019 meeting. Kansas State Department of Education presented proposed changes to the listed regulations in 2019 and the State Board approved the submission of those amendments to the Department of Administration and the Office of the Attorney General for review.

During the formal review process, enough significant changes to those proposed amendments have been made to warrant additional approval by the State Board to continue the regulatory adoption process with the revised language. Department staff believe the revised language better accomplishes the goals of the original amendments. KSDE's General Counsel has been involved with the amendment process since 2019 and will be available to explain the proposed language as well as answer any questions. Information regarding specific proposed amendments can be found in this month’s meeting materials found on the KSDE website.

ACTION ON CONSENT AGENDA **MOTION** (05:48:14)

Mr. Jones moved to approve Consent Agenda items 19 a, b, h, l, m, n, o, p, q and with the addition of naming Barbara Hughes as the Board Secretary. Dr. Horst seconded. Motion carried 10-0. In this action, the Board:

- received the monthly Personnel Report for May.

- confirmed the unclassified personnel appointments of Tristen Cook to the position of Technology Support Consultant on the Information Technology team, effective May 1, 2022, at an annual salary of $41,475.20; Meg Gammage to the position of Accountant on the Fiscal Services and Operations team, effective May 1, 2022, at an annual salary of $46,636.20; Kristy Cotton to the position of Education Program Consultant on the Early Childhood team, effective May 1, 2022, at an annual salary of $56,118.40; Andy Ewing to the position of Education Program Consultant on the Career, Standards and Assessment Services team, effective May 18, 2022, at an annual salary of $56,118.40; Peggy Hill to the position of Administrative Spe-

cialist on the Fiscal Auditing team, effective May 29, 2022, at an annual salary of $36,504.00.

- approved the educator licensure fees for 2022-23.

- authorized USD 394 Rose Hill to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

- authorized USD 394 Rose Hill to receive capital improvement (bond and interest) state aid as authorized by law.

- authorized USD 368 Paola to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

- authorized USD 368 Paola to receive capital improvement (bond and interest) state aid as authorized by law.

- authorized USD 293 Quinter to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

- authorized USD 293 Quinter to receive capital improvement (bond and interest) state aid as authorized by law.

- appointed Barbara Hughes as Board Secretary.

SEPARATE ACTION ON CONSENT AGENDA

MOTION
(05:49:40)

At the beginning of the meeting, Chairman Porter asked to vote consent items 19 c, d, e, f, g, i, j, k, r and s as one group, but separate from the other submissions. As Makayla Auldridge was listing off the items to be voted on in this motion, it was stated that h was included into this motion. Consent agenda item h was included in the last motion, and was a clerical error. Dr. Horst moved to approve consent agenda items 19 c, d, e, f, g, i, j, k, r and s. Mrs. Haas seconded. Motion carried 9-1 with Mrs. Dombrosky in opposition. In this action, the Board:

- authorized the Commissioner of Education to enter into a contract amendment with the Achievement and Assessment Institute at the University of Kansas to administer, score, and report a voluntary reading assessment for grade 2 students. The contract amendment will be effective from July 1, 2022 through June 30, 2025. The amount of the contract amendment shall not exceed $500,000.

- authorize the Commissioner of Education to enter into a contract with the recommended vendor resulting from the bidding process required by the Department of Administration and Division of Purchasing for the purpose of providing a proposal to develop focused interim assessment blocks that will measure mastery of specific content immediately following instruction in grades 3 – 8 in math and English language arts. The contract amount shall not to exceed two million dollars through June 30, 2025.

- approved USD 106 Western Plains and USD 297 St. Francis to operate Preschool-Aged At-Risk programs for 2022-2023. In districts operating approved programs, 3 and 4-year-old students who meet an at-risk criterion for the Preschool Aged At-Risk program and who are enrolled and attending a program that meets all of the Preschool-Aged At-Risk program requirements on Count Day will automatically count as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.

- approved the change of the fiscal agent for the 2022-2023 USD 352 Goodland Kansas Preschool Pilot grant to D0602 Northwest Kansas Educational Service Center.

- authorized the Commissioner of Education to enter into a contract with the Kansas Association of Independent and Religious Schools for the reimbursement of funds for professional development of non-public school teachers and leaders, in an amount not to exceed $50,000.00.

- approved the recommendations for continued funding of Kansas 21st Century Community Learning Centers Grants for 2022-2023.

- approved the recommendations for funding New Kansas 21st Century Community Learning Centers Grants for 2022-2023.

- authorized the Commissioner of Education to enter into a contract with the recommended vendor resulting from the bidding process required by the Department of Administration and Division of Purchasing for the purpose of providing a math program required in HB 2567.

- authorize the Commissioner of Education to publish a Request for Proposal and enter into a contract with chosen vendor (s) for the purpose of upgrading KSDE student data collection, database and reporting infrastructure, and processes. The contract would be from date of award through December 31, 2027, in an amount not to exceed $5,575,000.

- approve the proposed IDEA Title VI-B Special Education Targeted Improvement Plan grants.

After this motion was made and approved by the Board (9-1), further discussion took place regarding consent agenda item k.

REVIEW OF THE KANSAS SAFE AND SECURE SCHOOLS PROGRAM (06:00:17)

John Calvert, Director and Jim Green, School Safety Specialist of the Safe and Secure Schools Unit at KSDE provided a brief overview of how their unit assists school districts to ensure the safety of students and staff. The legislature recently passed HB 2567 to provide a total of $5 million to school districts for School Safety and Security grants in FY2023 [$4 million (state funds) plus $1 million (Federal COVID Relief Funds)]. These grant funds are a $1 to $1 match and project oriented. It will allow school districts to use these grant funds for wages and salaries for newly created school resource officer positions, in addition to existing allowable purposes. As of June 14, 2022, 139 school districts have applied for this grant with over $10 million requested.
Board members asked questions during this time.

DISCUSSION OF BUDGET RECOMMENDATIONS TO THE GOVERNOR (06:23:08)

Dr. Neuenswander reviewed the process for the Board to consider possible options for education state aid programs. He provided historical timelines of money budgeted in various categories, including past changes in the BASE (Base Aid for Student Excellence). The current discussions would affect Fiscal Year 2024. Some categories are addressed in Kansas Statute, such as capital outlay state aid and special education state aid. He answered questions throughout the presentation. Dr. Neuenswander continued to give specifics on each category and various budget options. Board action on final budget recommendations is anticipated at the July meeting. This will allow KSDE staff adequate time to prepare the FY 2024 agency budget for submission to the Division of the Budget in September.

CHAIRMAN'S REPORT

(06:59:30)

Action on Board Travel —
Mrs. Clifford, Dr. Horst and Mrs. Haas had additional travel requests to submit during this time. Mrs. Clifford moved to approve the travel requests and updates. Mr. Jones seconded. Motion carried 10-0.

Committee Reports —
Updates were given on the following:

- Policy Committee (Mrs. Clifford) — The Board's Policy Committee met during the lunch break at the June meeting to confirm the changes from the April meeting and review the next section.

- Student Voice Committee (Mrs. Mah) - Barbara Hughes sent out a list of upcoming students events to the Board and Ann Mah encouraged Board members to attend if they are available.

- Kansas Advisory Council for Indigenous Education Working Group (KACIE-WG) (Mrs. Mah) - The working group is scheduled to have their first meeting on Wednesday, June 29. Most of the members have been selected and have accepted their appointments to the group. Mrs. Mah will have additional information to share during the July Board meeting.

Board Attorney's Report —
Board Attorney Mark Ferguson indicated that he has been approached to discuss a particular bill and Mark Ferguson recommended an executive session for the Board in the near future to discuss pending litigation.

Requests for Future Agenda Items —

- Mr. Porter would like to hear more information on a recent study of the postsecondary success of students (referenced the Shawnee Mission School District, USD 512) who scored a level 2 on the state assessments; potentially reevaluating where cut scores are.

REVIEW AND APPROVE THE NEGOTIATED AGREEMENT FOR THE KANSAS SCHOOL FOR THE DEAF

(07:10:14)

Mark Ferguson, Board Attorney for the Kansas State Board of Education asked the State Board to review and approve the Negotiated Agreement for the Kansas School for the Deaf. The professional agreement will be from August 1, 2022 through July 31, 2024. Mrs. Haas made a motion to suspend board policy (Section Governance Policy, 1003; page 3 of Board Policy booklet). Mrs. Dombrosky seconded. Motion carried 10-0.

MOTION

(07:12:19)

Mrs. Dombrosky then made a motion to approve the Negotiated Agreement for the Kansas School for the Deaf. Motion carried 10-0.

MOTION
(07:12:40)

RECESS
The meeting recessed at 5:15 p.m. until 9 a.m. Wednesday.

_____
Jim Porter, Chair

_____
Barbara Hughes, Secretary

MINUTES

Kansas State Board of Education

Wednesday, June 15, 2022

CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on June 15, 2022. (00:09:59)

ROLL CALL

All Board members were present:

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

APPROVAL OF AGENDA

Mrs. Haas moved to approve the day's agenda as presented. Mrs. Clifford seconded. Motion carried 10-0. **MOTION** (00:10:22)

PRESENTATION FROM THE KANSAS MUSIC EDUCATORS ASSOCIATION (KMEA) (00:10:55)

KMEA members Kelly Knedler, Gae Phllips, John Taylor and Mark Gard educated Board members about who the group is and why they exist as well as their 2021-2023 Strategic Plan. The Strategic Plan includes ensuring access to music education, student involvement opportunities, professional development, and advocacy. They also shared the importance of the providing All-State ensembles and provided examples of their organization's work over the past year. As part of their advocacy efforts, they stressed their opinion that Arts/Music Education requirements should not be reduced or changed and that school redesign efforts are negatively impacting their ability to form large ensembles within the schools.

After the presentation, Chairman Porter and Mr. Jones both expressed their appreciation for the All-State ensembles. Mrs. Dombrosky and Mrs. Haas thanked the KMEA members for their insightful presentation. Mrs. Clifford expressed her support of music education and the lifelong skills she believes it teaches.

ACT ON EDUCATOR SHORTAGE INFORMATION AND TEACHER LICENSURE DISCUSSION ITEMS (00:51:54)

During the April and May State Board of Education meetings, licensure discussed substitute teacher shortage issues and made a recommendations to waive the number of days a substitute teacher may serve in a substitute position. The Kansas State Board of Education waived the number of days a substitute could serve in a substitute position during the 2020-2021 school year and the 2021-2022 school year.

It was recommended by the Teacher Licensure and Accreditation team that the Kansas State Board of Education, pursuant to K.A.R. 91-31-34(b)(5)(B), declare a time of emergency whereby any person holding a five-year substitute teaching license OR an emergency substitute teaching license or certifi- **MOTION** (02:15:13)

cate with a baccalaureate degree may teach through June 30, 2023. After being moved by Dr. Horst and seconded by Mrs. Haas, the motion on the table was discussed and clarifications made before the vote. Motion carried 8-2.

Additionally, During the January State Board of Education meeting, the Temporary Emergency Authorized License (TEAL) was approved to allow school district more flexibility to hire substitute teachers. The TEAL license expires on June 1, 2022 and will not be available for use again. The licensure team led discussions during the April and May State Board of Education meetings, which focused on expanding the requirements to qualify for the emergency substitute license. The licensure team recommended the expansion of requirements to include completion of an online substitute training component and verification of hire with a state accredited local education agency.

Mrs. Mah moved that the Kansas State Board of Education modify the qualifications of the emergency substitute license to include high school diploma, completion of an online substitute training component, and verification of hire in a state accredited local education agency and be limited to no more than 15 consecutive days in the same assignment. This provision expires, December 31, 2022. Mrs. Arnold seconded. Motion passed 7-3.

MOTION
(02:21:36)

Mrs. Mah brought forth a third motion to require the Professional Standards Board and Teacher Vacancy and Supply Committee present recommendations for permanent solutions to the substitute supply issues to the October board meeting. Mrs. Haas seconded the motion and the motion carried 9-1.

MOTION
(02:36:01)

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

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

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

_____ _____

Jim Porter, Chair Barbara Hughes, Secretary

MINUTES

Kansas State Board of Education

Tuesday, May 10, 2022

CALL TO ORDER (00:10:33)

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

ROLL CALL

All Board members were present:

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

Betty Arnold attended the May 10 meeting virtually.

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

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

APPROVAL OF AGENDA

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

Dr. Horst moved to approve the May 10 agenda as amended. Mr. Jones seconded. Motion carried 10-0. **MOTION** (00:12:45)

APPROVAL OF THE APRIL MEETING MINUTES

Mr. McNiece moved to approve the minutes of the April 12 and 13 Board meeting. Dr. Horst seconded. Motion carried 10-0. **MOTION** (00:13:25)

COMMISSIONER'S REPORT (00:13:53)

Dr. Randy Watson started his monthly presentation by informing Board members that the 2022 Sunflower Summer Program will launch at the end of May. As of May 10th, 87 educational sites have signed up to be involved in the 2022 Sunflower Summer program. That is an additional16 compared to last year, and every site from last year's program has signed up to participate in the 2022 program excluding one. The Sunflower Summer mobile app will be available to download after Memorial Day weekend, and this opportunity is available to children and families across the state of Kansas until early August, or until the allowed amount of funds have been spent. During the 2021 Sunflower Summer program, 43,120 students were able to participate.

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

CITIZENS' OPEN FORUM (00:46:13)

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

ACTION ON ESSER EXPENDITURE PLANS FOR USE OF FEDERAL COVID-19 RELIEF FUNDS (00:53:19)

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

MOTION (01:02:21)

RECEIVE RECOMMENDATIONS FROM COMMISSION FOR RACIAL EQUITY AND JUSTICE (01:04:30)

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

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

BREAK

REPORT FROM KANSAS FOUNDATION FOR AGRICULTURE IN THE CLASSROOM (01:57:38)

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

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

P.M. SESSION

RECOGNITION OF 2022 US SENATE YOUTH RECIPIENTS (03:40:02)

The State Board of Education had the opportunity to hear from the 2022 US Senate Youth program delegates from Kansas. The delegates and alternates received certificates of recognition. The 2022 Kansas Delegates were Gerrit Dangermond from Oskaloosa High School, USD 341 and Will Rues from La Crosse High School, USD 395. The 2022 Kansas Alternates were Kevinh Nguyen from Seaman High School, USD 345 and Andrew Phalen from Lawrence High School, USD 497. The US Senate Youth program for high school juniors and seniors was established in 1962 by the William Randolph Hearst Foundation. To qualify, students need to demonstrate a desire to serve others in a leadership role and have high academic achievements, high aspirations for college and their future career and be self-motivated. They also must demonstrate an interest in government, history, and politics. Two delegates and two alternates are selected from each state every year. The Hearst Foundation provides each delegate with a $10,000 undergraduate college scholarship and a week-long trip to Washington D.C. This year the event was held virtually.

UPDATE ON THE UPCOMING 2022 SUMMER ACADEMIES (04:05:19)

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

ACT ON RECOMMENDATIONS TO ESTABLISH NATIVE AMERICAN ADVISORY COUNCIL (04:14:21)

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

MOTION (04:24:45)

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

EDUCATOR SHORTAGE INFORMATION AND TEACHER LICENSURE DISCUSSION (04:26:02)

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

ACT ON ACCREDITATION REVIEW COUNCIL'S KANSAS EDUCATION SYSTEM ACCREDITATION (KESA) RECOMMENDATIONS (05:06:27)

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

MOTION (05:11:52)

Dr. Horst made a motion to accept the recommendations of the Accreditation Review Council and award the status of accredited to USD 232 DeSoto and USD 446 Independence. Mrs. Mah seconded. Motion carried 10-0.

RECEIVE ACCREDITATION REVIEW COUNCIL RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEM ACCREDITATION (KESA) (05:14:18)

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

- USD 108 Washington County
- USD 207 Ft. Leavenworth

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

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

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

BREAK

(05:36:23)

GRADUATION TASK FORCE REPORT AND RECOMMENDATIONS

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

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

(06:37:51)

LEGISLATIVE MATTERS AND LEGISLATIVE LIAISONS' REPORT

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

ACTION ON CONSENT AGENDA

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

MOTION
(07:17:13)

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

SEPARATE ACTION ON CONSENT AGENDA

MOTION
(07:17:33)

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

- approved the grant awards for the parent education program (Kansas Parents as Teachers) for 2022-2023, subject to legislative approval of funding. If a program is unable to spend funds awarded, the Kansas State Department of Education is authorized to reallocate funding among programs.
- approved districts to operate Preschool-Aged At-Risk programs for 2022-2023. In districts operating approved programs, 3 and 4-year-old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending a program that meets all of the Preschool-Aged At-Risk program requirements on Count Day will automatically count as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.
- authorized the Commissioner of Education to initiate the contract bid process for Kansas Center of CTE (KCCTE) in an amount not to exceed $20,000.00 to provide facilitation and web-housing of middle school CTE curriculum for the period July 1, 2022 through August 15, 2022.
- approved the additional grant awards for the Kansas Preschool Pilot for 2022-2023. If a program is unable to spend funds awarded, the Kansas State Department of Education is authorized to reallocate funding among programs.
- authorized the Commissioner of Education to purchase services from GIZMO Pictures under a Prior Authorization in an amount not to exceed $20,000 for the period June 13, 2022 through July 15, 2022
- authorized the Commissioner of Education to enter into a contract with the Kansas Association of Broadcasters in an amount not to exceed $30,000 for the purpose of disseminating public service announcements to inform the public that households will need to complete

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

CHAIRMAN'S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS

Action on Board Travel: Additional travel requests were made during this time. Mrs. Clifford moved to approve the travel requests as amended. Mr. Jones seconded. Motion carried (10-0). **MOTION** (07:20:24)

Committee Reports: Updates were given on the following -

- Mrs. Mah stated that the Redesign Advisory Committee met for their last meeting on May 6, 2022.

- Dr. Horst mentioned that KSHSAA Executive Board and the Board of Directors recently met. The State Board of Education will be provided with the results of their meeting within a few months.

Board Attorney's Report: Board Attorney Mark Ferguson provided the Board with a monthly written report on recent activity. He stated that the pending litigation with the Thad Snider case has been completely resolved with all parties. Mark Ferguson also mentioned that the Professional Agreement between the Kansas School for the Deaf NEA and the Kansas State Board of Education has been circulated, and may be presented to the Board in June for action/approval. (07:24:56)

Requests for Future Agenda Items:

- Mr. Porter mentioned that he would like to continue hearing the story of Jackie Ortega (student from Highland Park, USD 501 Topeka) as she continues her education at the University of Kansas.

- Mr. Porter would like to hear more information on student teaching being seen as a barrier for individuals who need to have a consistent pay for living expenses.

- Mrs. Mah requested a report be given to the State Board by KSDE staff on the Racial Equity and Justice report presented by Shannon Portillo in March and Dr. Tiffany Anderson in May.

- Mrs. Mah requested a follow-up report from the Children's Cabinet on the current progress with the early childhood state-wide plan (All In for Kansas).

- Mrs. Arnold requested that more information on the Individual Plans of Study (IPS) be provided to the Board.

Chair's Report: (07:31:05)
Chair Porter reminded members that their meeting tomorrow, May 11 will take place at the Kansas School for the Deaf at 9:00 a.m., with an optional tour of Olathe West High School afterwards.

RECESS (07:32:28)
The meeting recessed at 5:15 p.m. until 9:00 a.m. Wednesday at the Kansas School for the Deaf.

Jim Porter, Chair

Makayla Auldridge, Board Secretary

MINUTES

Kansas State Board of Education

Wednesday, May 11, 2022

SCHOOL VISITS

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

(No recording)

The following Board members were present:

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

KANSAS SCHOOL FOR THE DEAF

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

TOUR OF OLATHE WEST HIGH SCHOOL

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

ADJOURNMENT

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

_____ _____

Jim Porter, Chair Makayla Auldridge, Secretary

KANSAS STATE BOARD OF EDUCATION

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

OUTCOMES FOR MEASURING PROGRESS

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

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

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

Item Title: Citizens' Open Forum

During the Citizens' Open Forum, the State Board of Education provides an opportunity for citizens to share views about topics of interest or issues currently being considered by the State Board.

Each speaker shall be allowed to speak for three minutes. Any person wishing to speak shall complete a presenter's card, giving his or her name and address, and the name of any group he or she is representing. (Ref. Board Policy 1012) The speaker's card should be completed prior to 10:30 a.m.

If written material is submitted, 13 copies should be provided.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/12/2022**
Tate Toedman	Bert Moore	Randy Watson		

Item Title:

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

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/12/2022**
Tierney Kirtdoll		Randy Watson		

Item Title:

Act on Recommendations for Financial Literacy Standards

Recommended Motion:

It is moved that the Kansas State Board of Education act to approve the Financial Literacy Standards as presented at the June meeting.

Explanation of Situation Requiring Action:

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

Staff will be available to respond to questions.

Agenda Number: 10

Meeting Date: 7/12/2022

KANSAS STATE DEPARTMENT OF EDUCATION

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

Item Title: Presentation on All in for Kansas

From:

Melissa Rooker, the Executive Director of the Kansas Children's Cabinet and Trust Fund will provide an update to the State Board of Education on the "All in for Kansas Kids" work; which is funded by the three-year renewal of the federal Pre-School Development Grant B-5). Melissa Rooker will also give a brief overview of the Kindergarten Readiness subgrants, the ASQ, Dolly Parton's Imagination Library and other projects of interest related to PDG.

Agenda Number: **11**

Meeting Date: **7/12/2022**

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

Item Title: Recognition of the 2022 Kansas Principal of the Year

From: Denise Kahler

The Kansas State Board of Education will have the pleasure of hearing from Caleb Smith, Principal of Newton High School, Newton USD 373, who was named the 2022 Kansas Principal of the Year by the Kansas Principals Association.

Caleb will briefly share some of the things being done in his school to meet the State Board of Education's outcomes for measuring progress toward achieving the board's vision of "Kansas leads the world in the success of each student." He also will be available to respond to questions from Board members.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 12

Staff Initiating:	Director:	Commissioner:	Meeting Date:	7/12/2022
Jay Scott		Randy Watson		

Item Title:

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

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council and award the status of accredited to USD 217 Rolla, USD 218 Elkhart, USD 225 Fowler, USD 251 North Lyon County, USD 254 Barber County North, USD 257 Iola, USD 281 Graham County, USD 285 Cedar Vale, USD 286 Chautauqua County Community, USD 321 Kaw Valley, USD 325 Phillipsburg, USD 352 Goodland, USD 357 Belle Plaine, USD 371 Montezuma, USD 372 Silver Lake, USD 374 Sublette, USD 384 Blue Valley, USD 394 Rose Hill, USD 404 Riverton, USD 405 Lyons, USD 411 Goessel, USD 415 Hiawatha, USD 421 Lyndon, USD 426 Pike Valley, USD 429 Troy, USD 461 Neodesha, USD 493 Columbus, Z0029-8572Hayden, and Z0031 Wichita Diocese.

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.

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

USD 217 Rolla

USD 218 Elkhart

USD 225 Fowler

USD 251 North Lyon County

USD 254 Barber County North

USD 257 Iola

USD 281 Graham County

USD 285 Cedar Vale

USD 286 Chautauqua County Community

USD 321 Kaw Valley

USD 325 Phillipsburg

USD 352 Goodland

USD 357 Belle Plaine

USD 371 Montezuma

USD 372 Silver Lake

YSD 374 Sublette

USD 384 Blue Valley

USD 394 Rose Hill

USD 404 Riverton

USD 405 Lyons

USD 411 Goessel

USD 415 Hiawatha

USD 421 Lyndon

USD 426 Pike Valley

USD 429 Troy

USD 461 Neodesha

USD 493 Columbus

Z0029-8572Hayden

Z0031 Wichita Diocese

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

Agenda Number: 13

Meeting Date: 7/12/2022

KANSAS STATE DEPARTMENT OF EDUCATION

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

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

From: Jay Scott

This school year, 2021-2022, ninety-two (92) systems (80 public, 1 state, and 11 private) are scheduled for accreditation. Of these 92 systems, 37 entered the KESA process as year one. Thirty-five did not take a pause year, while two systems paused and then requested to be accredited with its cohort. All remaining systems, entered as year two systems; meaning if the pause would not have been available, they would have been scheduled for accreditation in 2020-2021. It is expected that the State Board will receive the Accreditation Review Council's (ARC) accreditation recommendation for all 92 systems. The State Board will have the opportunity to receive the ARC's recommendation (Executive Summary) a month prior to acting on the accreditation recommendation.

In June the ARC met and took its action on the accreditation recommendation for thirty-four (34) public systems. These systems are recommended for accredited status:

USD 103 Cheylin

USD 215 Lakin

USD 246 Northeast

USD 247 Cherokee

USD 248 Girard

USD 255 South Barber

USD 264 Clearwater

USD 265 Goddard

USD 266 Maize

USD 271 Stockton

USD 283 Elk Valley

USD 305 Salina

USD 310 Fairfield

USD 315 Colby

USD 316 Golden Plains

USD 326 Logan

USD 344 Pleasanton

USD 373 Newton

USD 400 Smoky Valley

USD 436 Caney Valley

USD 438 Skyline

USD 447 Cherryvale

USD 467 Leoti

USD 476 Copeland

USD 487 Herington

USD 501 Topeka

USD 511 Attica

Z0006-9001 Brookridge Day School

Z0029-8434 Bishop Ward High School

Z0029-8999 St James Academy

Z0029-9892 Corpus Christi Catholic School

Z0030-0000 Salina Diocese

These two systems are recommended for Conditional Accreditation:

USD 209 Moscow

USD 480 Liberal

Kansas leads the world in the success of each student.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Cheylin USD 103

605 Bird Ave., Bird City, KS 67731-0028
(785) 734-2341
https://www.cheylin.com/

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12**
Superintendent: **Sherri Edmundson**

Demographics

145 Students

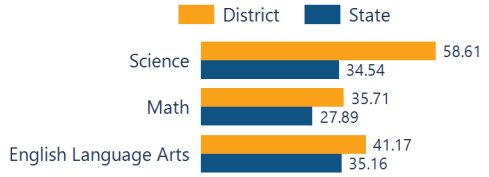
- African American 0.00%
- Hispanic 32.41%
- Other 0.69%
- White 66.90%

District Kansans Can Star Recognition

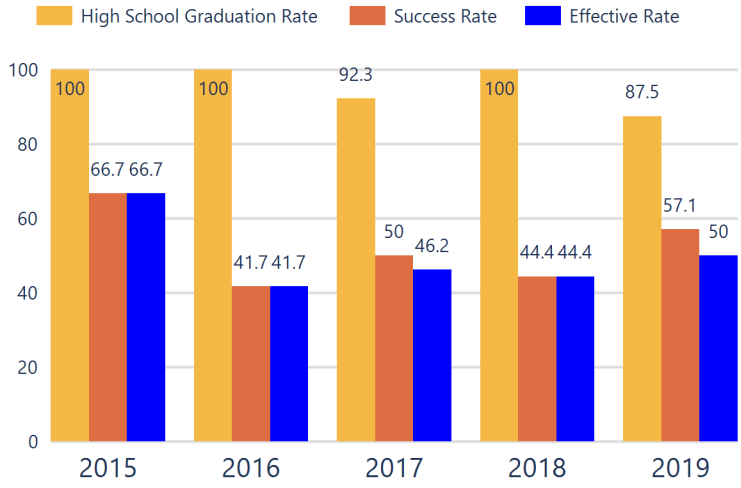
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
96.1%

Five-Year Success Avg
51.0%

Five-Year Effective Avg
49.0%

95% Confidence Interval for the Predicted Effectiveness Rate
35.4 - 40.6%

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

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

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

80.0% State: 88.1

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

95.0% State: 93.8

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

11.6% State: 17.5

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

1.8% State: 1.7

District ESSA Expenditures Per Pupil

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

$12,403
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Cheylin USD 103

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	16.45	20.83	22.22	N/A	N/A	N/A	17.14	17.64	17.24
Level 2	40.50	26.38	29.62	N/A	N/A	N/A	47.14	41.17	24.13
Level 3	34.17	45.83	40.74	N/A	N/A	N/A	27.14	32.35	51.72
Level 4	8.86	6.94	7.40	N/A	N/A	N/A	8.57	8.82	6.89

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.66	28.94	31.25	N/A	N/A	N/A	16.66	17.14	30.76
Level 2	44.44	26.31	31.25	N/A	N/A	N/A	63.88	45.71	15.38
Level 3	26.66	42.10	37.50	N/A	N/A	N/A	16.66	34.28	53.84
Level 4	2.22	2.63	0.00	N/A	N/A	N/A	2.77	2.85	0.00

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

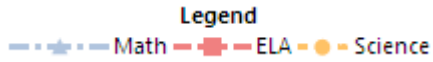
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

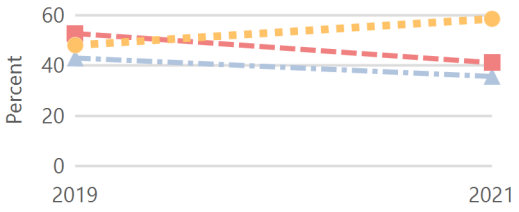
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	32.14	38.09	N/A	N/A	N/A	N/A	25.00	29.16	N/A
Level 2	46.42	23.80	N/A	N/A	N/A	N/A	58.33	37.50	N/A
Level 3	17.85	38.09	N/A	N/A	N/A	N/A	16.66	33.33	N/A
Level 4	3.57	0.00	N/A	N/A	N/A	N/A	0.00	0.00	N/A

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

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4



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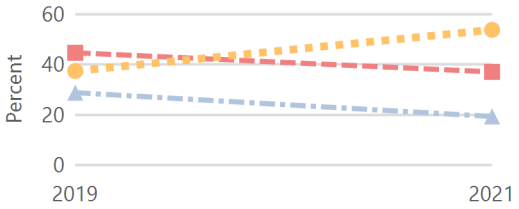

Percent at Levels 3 and 4

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Percent at Levels 3 and 4

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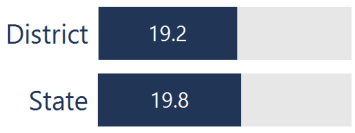
Percent at Levels 3 and 4

ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/07/2022

System: D0103 Cheylin (0000)

City: Bird City

Superintendent: Sherri Edmundson

OVT Chair: Shelly Angelos

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.
Tiered Framework of Support- The system has a tiered framework of supports in place for all students and use data to determine students' tiers. The system's tiered framework of supports structure and process addresses diversity in student needs and abilities. The system's size of approximately 7:1 instructor to student ratio affords them the ability to provide prescriptive instruction and supports. The system has local screening processes in place to ascertain and address deficiencies. Due to the system's changing population additional ELL and Migrant services have also been added.
Family, Business, and Community Partnerships- There is a system-wide practice in place of engaging all stakeholders occurs on a regular basis and is embedded in the overall culture. The system reports that in a small community the community is invaluable to a small school system. The system reports an extensive list of collaborations with community groups, business partnerships and have processes in place to communicate with building leaders, staff, families, and their community.
Diversity, Equity, and Access – With the addition of a large local dairy the system has experienced a noticeable shift in cultural demographics. Since 2017 they have maintained an average ELL population of 25%. In response to the shift the system has responded through intentional teacher education and monetary incentives to obtain ELL certification. The system has incorporated all student group needs are represented in the improvement process. The system has embedded cultural diversity within the instruction and supports for students and families.
Communication and Basic Skills- During this improvement cycle the system has focused on improving the curriculum for teaching student communication and basic skills. For example, the system has adopted, provided professional development for staff and implemented new ELA curriculum that incorporates the Kansas speaking and listening standards into each lesson. The system has curricula in place that support the structures in communication and basic skills are evident.
Civic and Social Engagement- The system has relevant and embedded structures in place for civic and social engagement. Multiple examples of student engagement within the community were reported. One example is annually students host a senior citizen Christmas dinner where all grade levels are involved. Students sing, escort visitors, serve, and provide valet parking.
Physical and Mental Health- The system has curricula in place that support the structures in Physical and Mental Health are evident. The system has demonstrated a commitment to supporting the mental and physical well-being of students and staff. Examples include, but are not limited to implementing an SEL curriculum K-12, providing a school counselor to work with individuals and groups,

Kindergarten Readiness	Evidence indicates that the system has demonstrated growth in kindergarten Readiness. The system has also implemented and continues to monitor ASQ completion data in order to personalize student learning and supports. The system has also implemented the Spanish version of the ASQ and family supports to be responsive to their ELL population. The system provides all 4–5-year-old children in the district an opportunity to attend an early childhood program prior to kindergarten. The pre-school is on the school campus located next to the kindergarten class in order to provide access for staff and student collaboration.
Individual Plans of Study	Through this improvement cycle the system committed to full implementation of the IPS process and all graduates having an electronic portfolio. One of the system's goals was to implement Individual Plans of Study (IPS) process, structures, documentation system, and supports that allow students to develop and IPS that truly prepares them for their future. At the beginning of this improvement cycle the system did not have an IPS process, structures, documentation system, or supports in place. During year 1 of the cycle the system concentrated on providing a strong foundation for implementation through extensive training. Throughout years 2-5 the system continued to build upon the previous years. At the end of this cycle the system is excited to report that they have been able to fully implement the process, structures, documentation system, and supports that allow students grades 6-12. Evidence was documented that goal was identified based on the needs analysis, contain strategies and activities were implemented, and produced reasonable results. The 2020-21 KSDE accountability report indicates a 49.0% 5-year effective average which exceeds the KSDE predictive effectiveness rate of 35.4-40.6%.
High School Graduation Rate	The KSDE graduation reports indicate that the system has outperformed the state in graduation rate all years except one. The system has less that 150 students enrolled PK-12 and frequently has a graduating class below 10 students. Even 1 student can have significantly affected the system's graduation rate. Throughout this improvement cycle the system has monitored, analyzed, and documented their growth efforts in supporting all students in graduating.
Postsecondary Success	The 2020-21 KSDE accountability report indicates a 49.0% 5-year effective average which exceeds the KSDE predictive effectiveness rate of 35.4-40.6%. The system reports and provides evidence of their intentional efforts in postsecondary and career preparation.

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

ARC Comment

There is a system-wide practice in place of engaging all stakeholders occurs on a regular basis and is embedded in the overall culture. The system demonstrated consistent gathering, analyzing, and making adjustments based on stakeholder feedback. The system reports that in a small community the community is invaluable to a small school system. The system reports an extensive list of

implementing the Communities that Care Survey data collection and monitoring, and physical education opportunities K-12. The system also pursued a BCBS grant to provide healthier food options and a coordinator for their concession stands.
Arts and Cultural Appreciation – The system has curricula in place that support the structures in Arts and Cultural Appreciation are evident. The system appreciates and supports fine arts and world languages. The system reports being privileged to be able to offer students the same amazing band and vocal music director for over 20 years until 2015. When the director moved, they struggled to replace her, but have remained committed to maintaining the high level of programming their students deserve. Fortunately, they have been able to hire another full-time music teacher to provide band and vocal classes K-12. They also support students in participating in regional clinics and regional/state competitions. The system has also been able to expand their offerings for art from holding K-6 clinics to providing students with art offerings K-12.
Postsecondary and Career Preparation- The system had curricula in place that support the structures in Postsecondary and Career Preparation are evident. The 2020-21 KSDE accountability report indicates a 49.0% 5-year effective average which exceeds the KSDE predictive effectiveness rate of 35.4-40.6%. During this improvement the system has made intentional efforts in postsecondary and career preparation. Efforts include implementation of an IPS process, postsecondary planning, college visits, scholarship assistance, career fair days, involvement in an annual youth entrepreneurship challenge with Network Kansas, and CTE course opportunities for both middle and high school students.

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

ARC Comment

Goal Area 1: Relationships
Goal 1: The system will implement Professional Learning Communities (PLCs) for the staff.
At the beginning of this improvement cycle the system did not have a Professional Learning Communities (PLCs) process and structure in place. They system recognized that with the changing student demographics instructional processes, curriculum, social emotional supports, and tiered systems of support would need to change in order to build relationships and respond to shifting student, community, and staff needs. During year 1 of the cycle the system concentrated on providing a strong foundation for implementation through extensive training. Throughout years 2-5 the system continued to build upon the previous years. The system identified this goal based on the needs analysis, contain strategies and activities were implemented, and produced reasonable results. This system goal was measurable and is complex enough to challenge the system throughout their continuous improvement process/cycle. At the end of this improvement cycle the system has fully implemented a structure and process for PLCs. As a result the system has provided staff with the training and support to be able to implement new curricula, new program, and new supports that have allowed them to meet the shifting student needs. The system's KSDE accountability report demonstrates evidence that connections were made between the goal and improving the State Board Outcomes and ultimately having successful high school graduates.

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

ARC Comment

Goal Area 2: Relevance
Goal 2: The system will implement Individual Plans of Study (IPS) process, structures, documentation system, and supports that allow students to develop and IPS that truly prepares them for their future.

At the beginning of this improvement cycle the system did not have an IPS process, structures, documentation system, or supports in place. During year 1 of the cycle the system concentrated on providing a strong foundation for implementation through extensive training. Throughout years 2-5 the system continued to build upon the previous years. At the end of this cycle the system is excited to

report that they have been able to fully implement the process, structures, documentation system, and supports that allow students grades 6-12. Evidence was documented that goal was identified based on the needs analysis, contain strategies and activities were implemented, and produced reasonable results. This goal was also measurable and complex enough to challenge the system throughout their continuous improvement process/cycle. The system has provided evidence supported by data that demonstrates results, demonstrates that an improvement plan with evidence-based strategies was implemented, professional development and supports were provided, and that connections were made between the goal and improving the State Board Outcomes and ultimately having successful high school graduates. The 2020-21 KSDE accountability report indicates a 49.0% 5-year effective average which exceeds the KSDE predictive effectiveness rate of 35.4-40.6%.

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

ARC Comment

The system has demonstrated that they work effectively with their local board to ensure all needed procedures and policies to support its improvement efforts are instituted and the necessary financial and human resources needed to support effective implementation of its continuous improvement plan. The system's Board of education has supported the system in implementing multiple structures/supports to sustain continuous improvement. Structures/supports include but are not limited to resources allocated to purchase new curricula, supports to implement PLC sessions, purchase of IPS programming, Purchase of CTE consultant services, support in the addition of staff for SEL, ART, and CTE additions.

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

ARC Comment

The system's data indicates that they are at or above expectations or showing a positive incline in all State Board Outcomes. The system demonstrated understanding and can explain its data results. The system has also demonstrated evidence for all State Board outcomes and have a plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth	At the beginning of the 5-year cycle, the system determined the need for a comprehensive approach to social-emotional support for students and staff. During this cycle the system adopted and implemented the Kansas Social, Emotional, and Character Development Standards to help students develop self-awareness and self-management skills to achieve school and life skills. The system has demonstrated a commitment to supporting the mental well-being of students and staff. Examples include, but are not limited to implementing an SEL curriculum K-12, providing a school counselor to work with individuals and groups, implementing the Communities that Care Survey data collection and monitoring.

collaborations with community groups, business partnerships and have processes in place to communicate with building leaders, staff, families, and their community.

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

ARC Comment

During the entire KESA process, the OVT reports that the system was very responsive to suggestions and questions. There were many minor changes that were brought up during the KESA process, and the system responded positively and embraced the suggestions in order to improve their district. The OVT and system worked well together. Throughout this KESA improvement cycle, the OVT reported that the system was very open to feedback. Thirr team asked questions and wanted outside views and opinions on how to make their system better.

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

ARC Comment

Finally, OVT visits were conducted and adjustments were made throughout the cycle based on data, OVT recommendations, and system stakeholder feedback.

ARC Recommendation

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

Justification

The rationale for the recommendation is based on growth/improvement data and process information provided by the system, the OVT, and the KSDE accountability report. During this improvement cycle, the system has outperformed the state in graduation rate all years except one, has performed above its confidence interval for predicted postsecondary effectiveness rate, outperformed the state in all assessment areas for all years, outperformed the state in attendance rates, chronic absenteeism, dropout rates and has earned a KSDE Kansans Can Star Recognition awards for academically prepared for postsecondary.

Strengths

During this improvement cycle, the system has outperformed the state in graduation rate all years except one, has performed above its confidence interval for predicted postsecondary effectiveness rate, outperformed the state in all assessment areas for all years, outperformed the state in attendance rates, chronic absenteeism, dropout rates and has earned a KSDE Kansans Can Star Recognition awards for academically prepared for postsecondary.

Challenges

The system identified areas for growth during the next improvement cycle. Next steps include conducting a needs assessment, focusing on the State Board Outcome areas to determine system goals, and implementing intentional efforts for increasing the district's ACT average.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Moscow Public Schools USD 209

301 High Road, Moscow, KS 67952-0158
(620) 598-2205
http://usd209.weebly.com/

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12**
Superintendent: **Cheryl Cook**

Demographics

134 Students

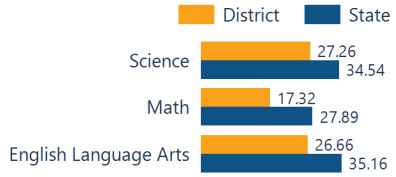
- African American 0.75%
- Hispanic 37.31%
- Other 0.75%
- White 61.19%

District Kansans Can Star Recognition

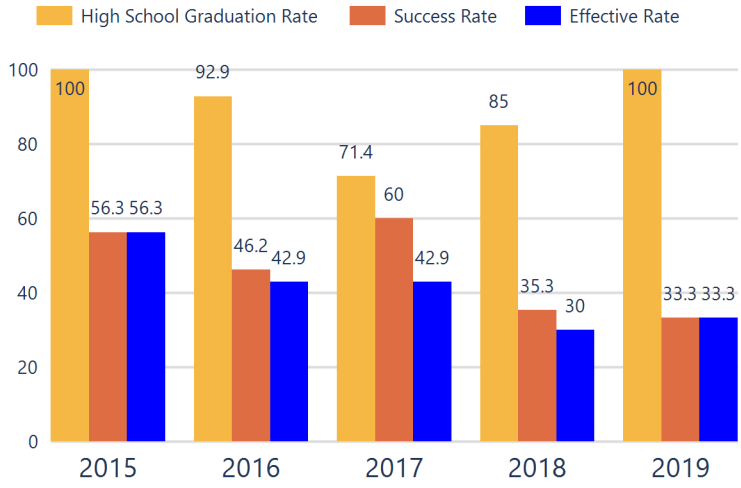
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **91.3%**

Five-Year Success Avg **44.4%**

Five-Year Effective Avg **40.6%**

95% Confidence Interval for the Predicted Effectiveness Rate **44.0 - 49.3%**

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

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

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

90.9% State: 88.1

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

94.9% State: 93.8

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

8.8% State: 17.5

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

N/A State: 1.7

District ESSA Expenditures Per Pupil

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

$22,617
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Moscow Public Schools USD 209

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	39.50	35.80	52.50	N/A	N/A	N/A	29.33	44.00	45.45
Level 2	38.27	33.33	25.00	N/A	N/A	N/A	53.33	29.33	27.27
Level 3	18.51	24.69	20.00	N/A	N/A	N/A	14.66	21.33	22.72
Level 4	3.70	6.17	2.50	N/A	N/A	N/A	2.66	5.33	4.54

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.73	38.77	55.55	N/A	N/A	N/A	32.50	50.00	45.45
Level 2	40.81	36.73	22.22	N/A	N/A	N/A	50.00	32.50	18.18
Level 3	18.36	20.40	22.22	N/A	N/A	N/A	17.50	17.50	36.36
Level 4	4.08	4.08	0.00	N/A	N/A	N/A	0.00	0.00	0.00

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	56.52	45.45	61.53	N/A	N/A	N/A	44.82	58.62	N/A
Level 2	39.13	45.45	30.76	N/A	N/A	N/A	44.82	37.93	N/A
Level 3	4.34	9.09	7.69	N/A	N/A	N/A	10.34	3.44	N/A
Level 4	0.00	0.00	0.00	N/A	N/A	N/A	0.00	0.00	N/A

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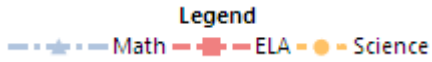
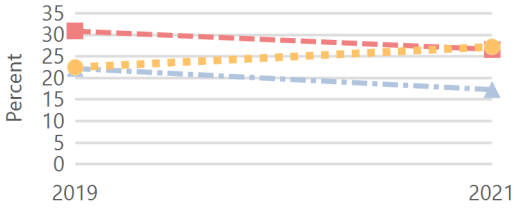
Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4



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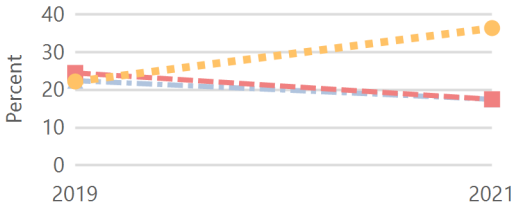

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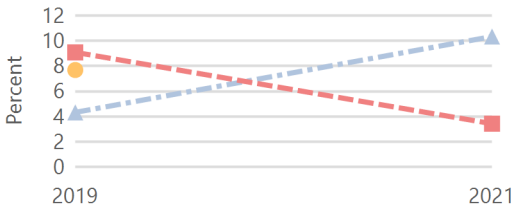

ACT Performance (2021 School Year)

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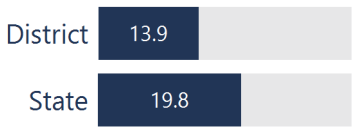
Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/06/2022

System: D0209 Moscow Public Schools (0000)

City: Moscow

Superintendent: Cheryl Cook

OVT Chair: Tyson Eslinger

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Foundational Structures are evident in the system and there are pockets of implementation and sustained efforts. There is evidence that work is being done and plans are being actively put into action.

Tiered Framework
Evidence was provided indicating a tiered framework of support is in place for students. The system has used Aimsweb testing and is now in its second consecutive year of Fastbridge testing in reading and their first year for math in 6-12 JH/HS and some of the elementary teachers have also tested in math this year. The system has started implementing two days of math for tiered 2 interventions and tiered 1 intervention. Tiered 3 students are doing Read Naturally in 6-12th grade for 4 days a week. The system has seen a 10% increase in Tier 1 and a 10% decrease in students in Tier 3 from Fall to Winter. At the elementary level, they have seen a decrease in the number of high-risk students. Lexile scores improved over 5 years.

Family, Business, and Community Partnerships
The system started a newsletter in year 1 with 95% of the staff contributing to the newsletter, which has continued throughout the cycle. The system uses a community stakeholder survey to improve their relationship with the community. From their surveys, there was a 94% response rate that the community believes that the newsletter is beneficial. A daily bulletin has been added to the system's website to help with increased communication and participation from the community and parents. Another community partnership is facilitated through the REAL Family nights where parents and students come in and do different math games, reading games, and activities. The system has partnered with a local store to be able to provide a meal after whatever activity the students are participating in for that night. The system also partners with the retirement home in Hugoton for students to visit with residents of the retirement home. They play games and do activities as well and put on a concert for them.

Diversity, Equity, and Access
According to the OVT, the system works to meet all students where they are at as well as employee adults who are diverse and can relate to the students they serve. Students in the system celebrate holidays around the cultures that bring awareness to diversity and equity. The curriculum that they use also focuses on diversity and monthly equity to help expand and support students' understanding of

the different cultures. Field trips include opportunities for students to experience diversity and equity. The system encourages all staff to acquire ESOL certification.

Communication and Basic Skills
Curricula is in place that supports the structures in communication and basic skills including Financial Literacy and yearbook class. Elementary students compete in a Science Fair which provides them an opportunity to enhance their communication skills. The students were also allowed to write persuasive speeches and learn about the legislative processes. Students are also learning communication skills through technology with video presentations as well as blogging. The 4 - 8 grade students participate in the spelling bee for school, county, and State.

Civic and Social Engagement
Examples of Curricula that support the structures in civic and social includes students having two days out of the year in which they are involved with community service projects, helping park vehicles, and serving meals to help with the Pheasant Heaven Charity. Elementary students have worked with the legislature around having a state fruit.

Physical and Mental Health
ARC Comment: The OVT provided examples of curricula that support the structures in Physical and Mental Health. Each teacher works with students on social/emotional health throughout the system. In the 6-12th grade, each grade level stays with the same teacher to continue to build relationships and stronger connections. Social/Emotional lessons are taught at least twice a month in the system. The district is using multiple curriculums from Second Step, and Jocko Wilink Warrior Kid, and throughout the curriculums they use, they have embedded the SEL curriculum. Grades 6-12th students have started using the SAEBRS testing. The counselor is looking at the data and has pulled students based on scores to support them. The counselor will continue comparing the data. The school SRO has come to speak to the elementary students in a monthly assembly to talk about drugs. The JH/HS students have had vaping, suicide prevention, Think Before You Post, Mauk Talks (which is the SRO for the school), focusing on Social Media, Drugs, and Alcohol. Students in the high school went through Uncommon Leaders training with Joe Coles. Students and staff have gone through the Yellow Ribbon Suicide Prevention training. Students get a healthy fruit and vegetable snack over the last few years. The P.E. teacher has started a program for the elementary students, JH/HS level now has an Intro to weights and sports management.

Arts and Cultural Appreciation
The system provides students with curricula that support the structures in Arts and Cultural Appreciation. A high school art class has been added to the schedule this year. Students have been able to take music in K-12 and music appreciation was added to the high school schedule. Students can take Spanish or French and another level of Spanish or French is offered depending on interest in the program. An all-school play and forensics are offered to high school students. Elementary school students also perform different plays for the community and the 6th grade writes their plays and performs them to different audiences. At the end of the year, they have an awards ceremony where the elementary school performs a musical.

Postsecondary and Career Preparation
The system provides students with curricula that support the structures in Postsecondary and Career Preparation. IPS for the 6-12th grade was started in year one and has been worked on over the years. There is a set schedule of items to be completed each year. Students have opportunities to attend different career fairs to be exposed to different careers. HS students can take dual credit classes and career and technical education classes through Seward County. Different colleges are invited to come and share information about their colleges and universities. Learning styles are completed every year. ASVAB and ACT tests are given every year.

3. Evidence is **not** documented that **Goal 1 (N/A)** activities and strategies were identified,

implemented and produced reasonable results.

ARC Comment

Goal 1 - Responsive Culture: Teachers were to track all the standards being taught in one academic class for an academic year.

The system was able to see a limited impact of the goal regarding tracking a new class or set of standards. This can be measured by seeing the addition of classes as well as many more standards being reached in some classes. The system's growth measures from aligning standards are found in their FastBridge system including data for all elementary students, state assessments for 3rd, 4th, and 5th grades, and the vertical alignment. The system reported that students come to the next grade level with the knowledge needed to proceed with the learning. Tracking standards has provided more insight as to how much material is covered and what needs to be added to teach all of the standards.

Areas For Improvement

Comment	The system did not provide sufficient evidence of having two fully developed measurable goal statements based on a needs assessment.
Rationale	The two goals are not fully developed or provide a measurable impact on P-12 student learning. Evidence of a needs assessment being used to determine goal areas were not provided. There was limited evidence of the goals having an impact on P-12 student learning or moving the State Board Outcomes. The system did not provide an action/implementation plan including evidence-based strategies/interventions or data. Goal 1 needs to be expanded to track and measure how all students are impacted by the development and use of all standards across the P-12 curriculum. Goal 2 does not address P-12 student learning or moving the State Board Outcomes nor is it measurable.
Tasks	1. Administer a needs assessment survey to determine what goal areas need to be addressed. 2. Create two fully developed goal statements based on the results of analyzed needs assessment results. 3. Goals are measurable and complex enough to challenge systems throughout their continuous improvement process/cycle. 4. Develop a plan of action to collect and analyze data, determine who is responsible for data collection and analysis, and establish tasks/ steps that need to be carried out to reach the goal. 5. Determine how and if student learning will be impacted by the goals. 6. Develop activities and strategies to accomplish goals.
Timeline	03-01-2023
System Response	

4. Evidence is **not** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Relationships: Creating the newsletter every quarter as requested and thought of as our action plan

According to the system, the impact the newsletter has had was creating open doors for communication between the community and the school. Gives many patrons an inside look at what

goes on in classrooms and an opportunity to engage in conversations with teachers, students, parents, and administrators. Additionally, the goal has created a bridge between buildings so that all faculty and staff are more connected. Staff members are able to have insight into classrooms they might not even know about.

Areas For Improvement

Comment	The system did not provide sufficient evidence of having two fully developed measurable goal statements based on a needs assessment.
Rationale	The two goals are not fully developed or provide measurable impact on P-12 student learning. Evidence of a needs assessment being used to determine goal areas were not provided. There was limited evidence of the goals having an impact on P-12 student learning or moving the State Board Outcomes. The system did not provide an action/implementation plan including evidence-based strategies/interventions or data. Goal 1 needs to be expanded to track and measure how all students are impacted by the development and use of all standards across the P-12 curriculum. Goal 2 does not address P-12 student learning or moving the State Board Outcomes nor is it measurable.
Tasks	1. Administer a needs assessment survey to determine what goal areas need to be addressed. 2. Create two fully developed goal statements based on the analyzed results of a needs assessment survey. 3. Goals are measurable and complex enough to challenge systems throughout their continuous improvement process/cycle. 4. Develop a plan of action to collect and analyzed data, determine who is responsible for data collection and analysis, and establish tasks/ steps that need to be carried out to reach the goal. 5. Determine how and if student learning will be impacted by the goals. 6. Develop activities and strategies to accomplish goals.
Timeline	03-01-2023
System Response	

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

ARC Comment

According to the OVT, the system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan.
Over the 5-year cycle, the system has stayed focused on the two-goal areas that they selected as well as working towards supporting the SBOE goals. Evidence for sustainability includes the numerous changes in personnel that have taken place during this time, the system has been able to continue moving forward. Some data have been collected through different resources to help with understanding past efforts and what they need to do. The system has maintained support for the process from stakeholders as they moved through the cycle. The system policies are in place and will benefit the system moving forward. The system has done a good job of utilizing financial and human resources to provide students with learning opportunities throughout the system.

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

ARC Comment

Data for some State Board outcomes are at or above expectations while other outcomes fall below state averages. The system can explain its data results for some State Board outcomes and has attempted to make changes to improve outcomes. There does not appear to be a plan for addressing all outcomes.

Board Outcomes

Social-Emotional Growth	The system has a curriculum that is being taught and they have seen growth within the student body in all grade levels by the way they are acting in the hallways, at recess, and in general. The OVT noted there have been fewer office referrals to the principals over the years as they have focused on the social/emotional health of the students. By empowering the teachers with tools to support classroom management as well as tools for students to self-regulate behaviors. Teachers are strategically taking time to talk with students about their health and how important it is for them to be healthy inside and out. Students took a SAEBRS test to better understand how they feel about their emotional and mental health. Teachers were also asked to take this test in reference to students from their perspectives. This data will be used to help students by comparing how students respond in the spring of the same year and again the following fall and spring along with teachers' perspectives as well. With SAEBRS, the counselor has been able to make one-on-one contact with students who tested within the needs area. This data can help the counselor with possible needs that need to be addressed with students as well as see whether their S&E curriculum needs to be changed or altered to meet the needs of the students. The counselor will be able to analyze the data from this year and compare it to next year, which will help them decide if they are making progress towards the betterment of their students' social-emotional well-being.
Kindergarten Readiness	The system has a jumpstart program for all students which starts two weeks before KG. A high percentage of KG students attend the jumpstart program. The system has an active 4- year-old preschool program. The AQ2/3 data is used to place students based on need. Data results from the ASQ indicated over half of the students entering KG are showing no concerns about where they are at. A checklist from the Kansas Early Childhood Standards is also used along with the PALS (Phonological Awareness Literacy Screening) to evaluate aside from Kindergarten Readiness.

Individual Plans of Study	All students in grades 6-12 have a grasp of the IPS as well as participating in Student Led Conferences. Each grade level has specific concepts of the IPS that are required to be completed by the end of January. A student's IPS contains personal information, career inventory survey, learning styles, as well as the student's SMART goals. With the focus and organization around the IPS in the system, more students are writing better smart goals and have a better understanding of their learning styles and career interest. The IPS document that is used is separated into sections. Sections VIII, AA, and X all deal with career exploration/ college/vocational training. Students are given the opportunity to go to different college and job fairs throughout the course of 8th grade through senior year.
High School Graduation Rate	The graduation rate has moved up and down over this five-year cycle and part of the reason for this is small graduating class sizes result in a drop if one student moves out or does not graduate on time. Overall the 5-year graduation rate is at 91% which is approaching the state goal of 95%.
Postsecondary Success	The system has seen a steady decline over the five years however, a slight 3% increase between 2018-2019 data. The system has had a 44.4% five-year average success rate and a 41% five-year effectiveness average falling below the state average. According to the system and OVT, classes have been getting bigger and more students are taking college classes while attending Moscow. Through changing guidelines of the system, they have been able to offer and allow more students the opportunity to take college classes

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

ARC Comment

It appears that some stakeholders' feedback is gathered and progress is shared randomly on improvement in some goal areas. The site council met to discuss the KESA process, faculty meetings, DLT, students have attended KESA team meetings, and shared on district activities. The whole staff worked together to come up with goals at the start of the KESA cycle.
According to the system, the community is extremely supportive of the students and staff. The City of Moscow and the business community provide support and funding in a variety of ways. Examples include funds for teams that advance to state tournaments, snow removal from the parking, providing meals at a low cost to students and staff traveling to events, distribution of system newsletters, a staff appreciation dinner, sharing community facilities, and adding information to the Daily Bulletin.

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

ARC Comment

Reports indicate that the system was responsive to the OVT throughout the accreditation cycle. The team appears to have met with the system annually and reports were completed.

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

ARC Comment

The system, despite changes in personnel during the KESA process, has continued to make improvements. The system has taken recommendations and suggestions from the OVT during the KESA cycle and tried to implement them. They have worked to communicate with each other and new members of the team what their goals and processes are to keep moving forward.

ARC Recommendation

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

Justification

The system lacked sufficient evidence of having two fully developed measurable goal statements based on a needs assessment resulting in AFIs for goal areas. Data were unorganized or not reported in many areas to show growth. A plan of action was not provided in areas the system has seen a decline in student success.

Strengths

? All of their staff to buy into the KESA process and help continue with the improvement process over time.
? Adapted and worked through the changes in personnel but have kept the process moving forward.
? Using one testing system district-wide to provide consistency from year to year and grade to grade.
? Following the KESA process.

Challenges

? Conduct a needs assessment to develop system goals that have an impact on student learning.
? Meet more often with the KESA team throughout the year.
? Document Formal Feedback from stakeholders
? Organize data to help support the continuous improvement from year to year
? Write system SMART goals for goal areas

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Lakin USD 215

1003 W Kingman, Lakin, KS 67860
(620) 355-6761
www.usd215.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Martin Stessman**

Demographics

637 Students

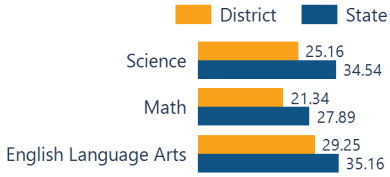
- African American 1.41%
- Hispanic 43.64%
- Other 3.77%
- White 51.18%

District Kansans Can Star Recognition

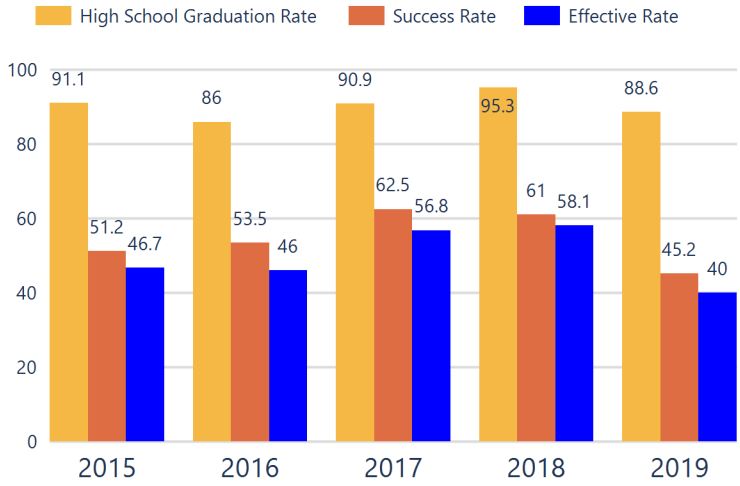
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation			✸	
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
90.3%

Five-Year Success Avg
55.1%

Five-Year Effective Avg
49.8%

95% Confidence Interval for the Predicted Effectiveness Rate
45.6 - 49.1%

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

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

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

82.7% State: 88.1

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

94.2% State: 93.8

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

17.1% State: 17.5

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

0.4% State: 1.7

District ESSA Expenditures Per Pupil

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

$13,980
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Lakin USD 215

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	38.06	42.19	43.57	N/A	N/A	N/A	33.14	33.23	48.29
Level 2	42.89	34.39	24.28	N/A	N/A	N/A	45.50	37.50	26.53
Level 3	15.62	19.07	25.00	N/A	N/A	N/A	17.13	23.57	20.40
Level 4	3.40	4.33	7.14	N/A	N/A	N/A	4.21	5.68	4.76

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	41.82	47.31	56.57	N/A	N/A	N/A	39.48	40.41	54.66
Level 2	45.19	37.56	19.73	N/A	N/A	N/A	45.12	36.26	26.66
Level 3	12.01	15.12	15.78	N/A	N/A	N/A	13.33	20.20	17.33
Level 4	0.96	0.00	7.89	N/A	N/A	N/A	2.05	3.10	1.33

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	74.07	84.61	72.72	N/A	N/A	N/A	61.29	74.19	N/A
Level 2	22.22	3.84	18.18	N/A	N/A	N/A	22.58	22.58	N/A
Level 3	3.70	11.53	9.09	N/A	N/A	N/A	12.90	3.22	N/A
Level 4	0.00	0.00	0.00	N/A	N/A	N/A	3.22	0.00	N/A

AFRICAN-AMERICAN STUDENTS

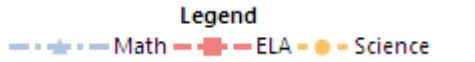
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

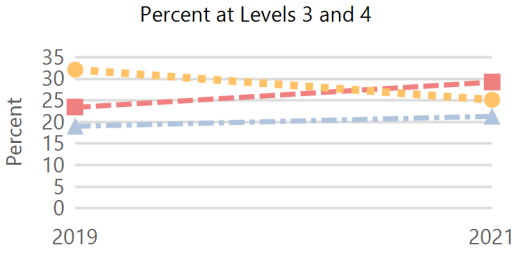
HISPANIC STUDENTS

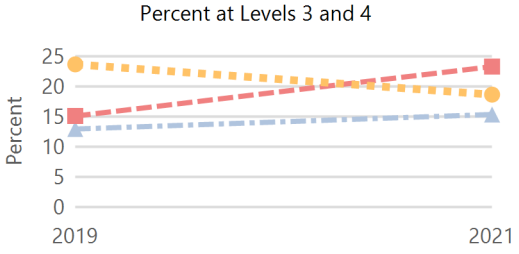
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	44.65	49.35	58.06	N/A	N/A	N/A	44.23	40.78	58.57
Level 2	44.65	35.89	20.96	N/A	N/A	N/A	40.38	39.47	25.71
Level 3	10.06	13.46	16.12	N/A	N/A	N/A	13.46	16.44	15.71
Level 4	0.62	1.28	4.83	N/A	N/A	N/A	1.92	3.28	0.00

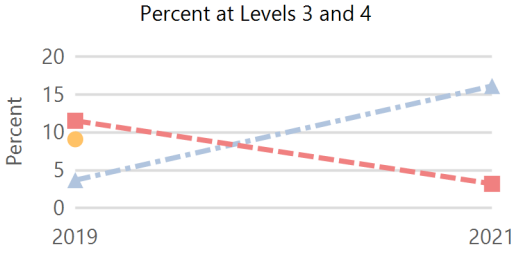
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



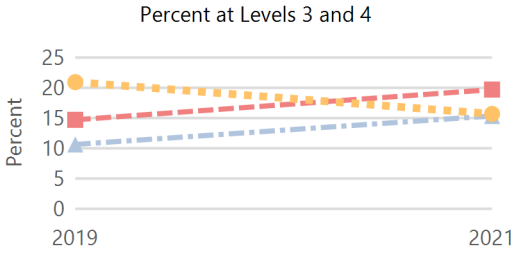






Percent at Levels 3 and 4

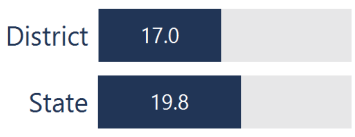
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 06/14/2022

System: D0215 Lakin (0000)

City: Lakin

Superintendent: Martin Stessman

OVT Chair: Shelly Swayne

Executive Summary/AFI

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

ARC Comment

ARC Comment: Fulfilled official applicable requirements and deadlines and/or timelines or, actively working with State BOE to achieve compliance

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

ARC Comment

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

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

ARC Comment

Relationships: High School (Needs to be a smart goal or goal that can provide trend data)
_• LHS has advisory time to build relationships between staff and students. Students stay with the same advisory teacher throughout high school.
• Relationship mapping to identify at-risk students in need of positive interaction
• 9-12 full-time counselors
• STUCO hosts various events throughout the year to improve school culture
• Students have input on certain handbook policies to promote buy-in within buildings
• Kagan instructional strategies used to increase communication and social skills
• Club Days to help students and staff with common interests develop understanding
• Sabers testing to identify at-risk students.
* Letters sent home to parents informing parents Relationships: Middle School
• Homebased time each morning for students to connect with a specific teacher.
• Teachers work on SECD, organization, and responsibilities with students during the home-based time.
• Teachers have implemented Bal-A-Visx, and each student participates in a book study of "Pound the Stone" focusing on student resilience.
• Teachers are implementing Kagan Cooperative Learning structures and class-building activities into daily instruction.

Relationships: Grade School
For Relationships teachers are implementing Conscious Discipline as a part of their focus on social-emotional learning. They were able to get five staff members trained in Conscious Discipline. Four more teachers will be trained in Summer 2022. Teachers have developed a social-emotional survey to go along with the foundations of Conscious Discipline. Every classroom has morning meetings. Students have access to a full-time social worker. As a way to involve students in decision-making, staff

implemented a STUCO. In addition, a family therapist works with individual students and families who have experienced or are experiencing trauma.

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

ARC Comment

Responsive Culture (Needs to be a smart goal or goal that can provide trend data)
LHS:

- ELA curriculum and Math curriculum-aligned K-12
- Fastbridge testing used to drive tier 1 and tier 2 interventions
- Flex mod scheduling is being developed to meet the needs of students
- Kagan instructional strategies used to increase communication and social skills
- In general course offerings have increased to allow students more interest-based options
- 7 total CTE pathways
- Addition of trainer trainee and job shadowing opportunities
- GCCC CTE classes are offered during the school day

LGS: To strengthen Tier 1 instruction all teachers have been trained in Kagan Cooperative Learning. They have a solid intervention plan in place that includes progress monitoring. LGS created a schedule that was focused on making time for interventions. They began implementing a more rigorous math curriculum during the 2021-2022 school year. During the 2021-2022 school year the district is in the process of aligning the ELA curriculum and adopting resources that more align with the Science of Reading. Because there are many students in need of Tier 3 interventions and there is not enough time during the regular school day, they have implemented an after-school intervention program. During the 2021-2022 school year, they created a Big Days Google Doc so that all grade levels can indicate what activities they are doing for things like Halloween, Kansas Day, etc. so that activities are not repeated from year to year. Students are getting exposed to new and different activities each year.

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

ARC Comment

ARC Comment: The Board of Education has provided the personnel and resources for improvement. In addition, the Board has been supportive of a culture of change and improvement. They provide Lakin with generous classroom space and are supportive of low student: teacher ratios. Through negotiations, they provide a competitive financial structure with health insurance benefits that exceed neighboring districts and have invested capital and operating funds for a staff daycare. Recent changes to outsourcing food services have resulted in reduced costs and improved quality. The board has approved a new copier contract resulting in better service to teachers, has joined a health insurance pool to stabilize health insurance costs and has funded new resource adoptions in math, and will fund ELA resource adoption. They have recently made improvements to the physical plant to improve the environment by replacing roofs and HVAC units.
Due to the KESA process, all teachers have become more relationship-focused and trauma-informed. The district is taking steps toward personalized learning and using data to drive instruction at all levels K-12. BLT and DLT meetings now focus on the mission, vision, and values to drive decisions for the building and district. Teachers have become focused on continuous, steady improvement throughout the 5-year cycle. The district tried to involve all stakeholders in this process so that all levels are supported. The district is more consistent with its values, mission, and vision throughout the cycle.

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

ARC Comment

ARC Comment: _ARC Comment: _The system is showing progress in these areas. Data for all State Board Outcomes are at or above expectations or showing a positive incline. The system understands and can explain its data results. The system demonstrated evidence, data reflecting all five (5) State Board outcomes, and a plan to improve or sustain growth. The system is showing progress in these areas.

Board Outcomes

Social-Emotional Growth	ARC Comment: The district placed counselors in all three buildings, provide onsite professional counseling services, work hand in hand with surrounding agencies such as TFI, St. Francis, Russel Childhood Development and Western Kansas Child Advocacy to help better serve kids. They have also made this an issue with the community, having several community meetings with stakeholders surrounding the idea of a lack of resources for the community with respect to emotional health. As a result of the pandemic, the staff is more aware of students' personal lives and how that affects their learning and academic progress. The implementation of Conscious Discipline at the grade school has improved the teacher's response to students' needs. The development of a social emotional survey that aligns with Conscious Discipline has been helpful in identifying the success of the district's Conscious Discipline implementation. At the high school absences and tardies declined throughout the 5-year KESA cycle. Weekly SEL lessons planned by the counselor have improved. Advisory teachers are selected based on student needs and the advisory teacher stays with the same group throughout high school. Additionally, the district monitors social emotional growth through SABERS testing twice yearly. The district needs to continue to train new staff in Kagan and send one staff member to become a Kagan trainer to train staff and help monitor for fidelity of implementation. In addition, they need to improve interventions with a specific emphasis on tier 2 and tier 3 reading, continue to develop rigorous activities for academic growth and student engagement, and continue to develop ways to improve school and parent relationships.
Kindergarten Readiness	ARC Comment: _All preschool and kindergarten students are screened with the ASQ-3 and ASQ:SE-2 at the beginning of every year. During the 2021-2022 school year the district implemented an all-day preschool option. The district needs to strengthen relationships with daycare providers in order to improve the readiness of children who come to us as preschoolers.

Individual Plans of Study	ARC Comment: _ All students in grades 5-12 have an IPS that the counselors implement and review with them each year. They use the data from the career interest surveys to inform decisions based on work studies, bringing presenters in and helping students make decisions around their future education plans. All high school students have an updated IPS that is presented annually to parents during the spring parent-teacher conferences.
High School Graduation Rate	ARC Comment: _ USD 325's graduation rate remains solid. With a focus on student success skills they continue to maintain their graduation rate at or above the 95% goal. The rate continues to be solidly at 95% with a range of 92% to 100%. They are not content with the percentages and are keenly aware they have had students leave the school setting to get their GED or receive online instruction. Relationships built in community time, time with the principal and counselor, and in various extracurricular activities will continue to be strong evidence-based practices for them. Throughout the KESA cycle, LHS has implemented several opportunities for students to job shadow and get experience in an area of their interest. These opportunities include: • job shadowing in anatomy and agriculture classes • implementation of a career exploration class with opportunities to job shadow and exposure to a variety of guest speakers and field trips • addition of early childhood pathway which includes many hours of observation and shadowing • implementation of a trainer/trainee program that allows seniors to work during the second half of the school day • Opportunity for LHS seniors to go to GCCC during the school day and participate in CTE college courses including carpentry, automotive, EMT, and manicuring classes • Juniors and seniors are allowed opportunities to attend various college and careers fairs throughout the year • College, military, and career fairs held during parent-teacher conferences in the fall. Middle school students develop an individual plan of student using the Xello career exploration software. Those plans are reviewed and updated yearly with the counselor. LHS students monitor their academic growth with the help of their advisory teacher during advisory time. Students present a Student-Led Conference to their parents in the spring. During this time parents are updated on current grades, testing results, graduation credit checks, and student future plans.

Postsecondary Success	ARC Comment: The 5-year graduation average is 90%. The 5-year success average is 55%. The district's effectiveness average is 50%. The predicted effectiveness rate is 45.6-49.1%. While they exceed the predicted rate on the average, the district will need to continue to make post-graduation success the focus of the high school mission.

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

ARC Comment

ARC Comment: _ Meaningful stakeholder engagement will be considered one of the goals of the district for the next cycle. While administering surveys and involving parents as volunteers, they need to engage parents and families in a meaningful way. They have administered needs assessments with all stakeholders and will survey parents again prior to the next cycle using the districttools.org surveys. They plan to continue to work on strengthening Site Councils and providing information and opportunities for community engagement through the use of the newspaper and social media.

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

ARC Comment

Responsiveness was good. The truth is that feedback has been a difficult detail to give and get from their OVT according to the district comments. Evidence of system reporting to their local board reports completed in a timely manner, a system plan with action steps, and goals that drive academic improvement priorities are evident.

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

ARC Comment

ARC Comment: The district focused on returning to the practices outlined in their pre-covid improvement plans and processes. The district engaged students in more social-emotional activities and increased the level of rigor. They continue to develop tiered systems of support for students to increase student success.

ARC Recommendation

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

Justification

USD 215 Responsiveness is good. The current administration is providing oversite that leadership is needed moving forward to ensure growth.
ARC Notes: Lakin USD 215 has experienced turnover by the administration that made a significant impact on not only the culture and climate but the outcomes within the district. It will be important that the administration watch all academic areas as many are flat or slightly decreasing. Postsecondary Success is an area that will need to be addressed in the next round of KESA.
Academic Success: All students tested in ELA did show a slight increase with students moving from Level 1 to 2 and 2 to 3 from prior years. The group of students that demonstrated the largest increase was the Free and Reduced Lunch Students. The students with the largest decrease were the Students with Disabilities. This group has only 3.44 percent of students in Level 3. Math was flat along with science showing a slight decrease. The ATC scores are below the state average with the district being 17.0 and the state being 19.8.
The graduation rate of the district is at 88.5% from the prior years ranging in the 90%. The district still earned a bronze award for High School Graduation.

Strengths

Social-emotional growth, data, and focus. Efforts to connect with underserved populations. Consistency and focus on professional development of engagement. Creativity to find ways in connecting to interventions at the high school level.
The summary is full of examples that have been successfully implemented and provided to both students, staff, and the community.

Challenges

Consistency and sustainability of the iReady work and how it can impact interventions and learning. Find best practices and keep working on real high school interventions. Need for consistent leadership at Lakin High School.

Data was provided up to the point of 2018 current data will need to be incorporated into the next cycle. Concerns for the next cycle will be the drop not only in District Postsecondary Effectiveness but Graduation Rate. District Academics Success areas of concern and focus should be on the numbers that have moved between levels from Level 3 and 4 to Level 1 and 2. A significant drop in Students with Disabilities is a concern in ELA.

Other areas of improvement would be to have the district summary reports of each year and the OVT Summary parallel the information to share what programs, trends, and improvements are noted by the district to truly reflect the district's programming and results

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Northeast USD 246

1001 E South Street, Arma, KS 66712-0669
(620) 347-4116
http://www.usd246.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Greg Gorman**

Demographics

454 Students

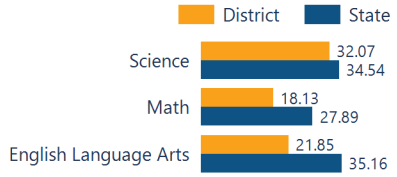
- African American 1.32%
- Hispanic 8.15%
- Other 5.95%
- White 84.58%

District Kansans Can Star Recognition

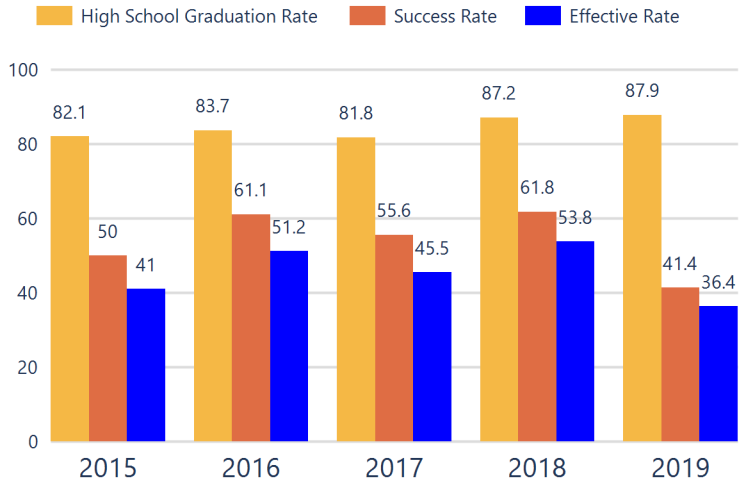
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
84.3%

Five-Year Success Avg
54.5%

Five-Year Effective Avg
46.0%

95% Confidence Interval for the Predicted Effectiveness Rate
44.0 - 48.4%

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

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

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

77.5% State: 88.1

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

93.7% State: 93.8

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

20.8% State: 17.5

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

3.1% State: 1.7

District ESSA Expenditures Per Pupil

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

$15,521
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Northeast USD 246

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.70	37.82	44.66	N/A	N/A	N/A	41.53	39.67	35.84
Level 2	41.22	37.82	31.06	N/A	N/A	N/A	40.32	38.46	32.07
Level 3	24.12	20.43	17.47	N/A	N/A	N/A	14.51	17.40	22.64
Level 4	3.94	3.91	6.79	N/A	N/A	N/A	3.62	4.45	9.43

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.54	38.65	50.79	N/A	N/A	N/A	42.69	43.27	35.21
Level 2	38.50	36.19	30.15	N/A	N/A	N/A	39.76	36.84	36.61
Level 3	24.22	20.85	14.28	N/A	N/A	N/A	15.78	15.78	18.30
Level 4	3.72	4.29	4.76	N/A	N/A	N/A	1.75	4.09	9.85

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	56.52	73.91	57.14	N/A	N/A	N/A	75.00	74.60	52.00
Level 2	39.13	17.39	28.57	N/A	N/A	N/A	18.75	23.80	36.00
Level 3	4.34	6.52	14.28	N/A	N/A	N/A	6.25	1.58	8.00
Level 4	0.00	2.17	0.00	N/A	N/A	N/A	0.00	0.00	4.00

AFRICAN-AMERICAN STUDENTS

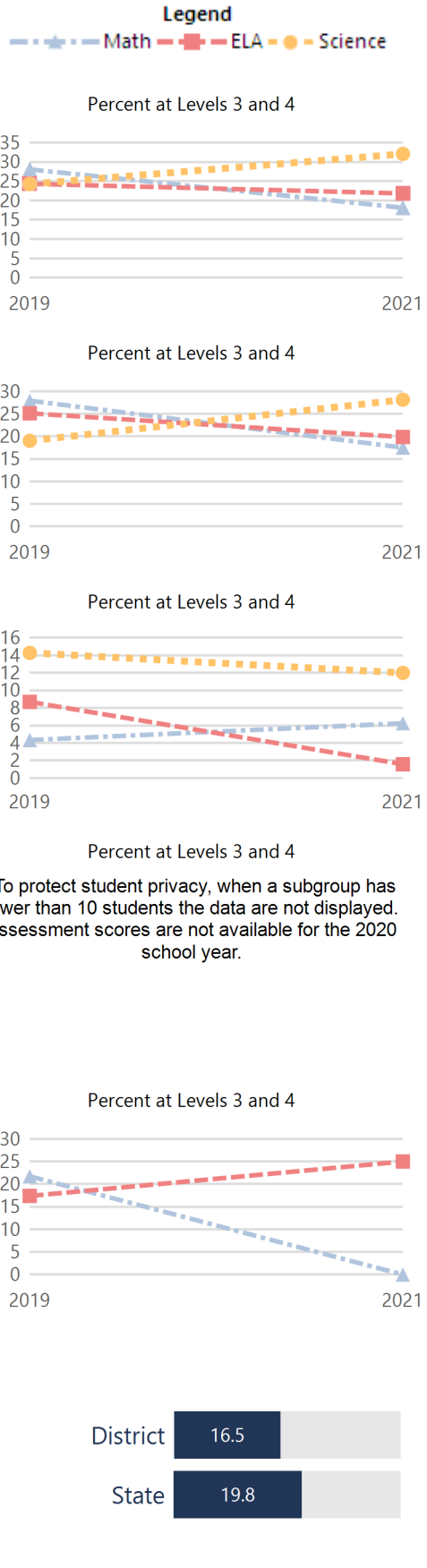
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.08	43.47	N/A	N/A	N/A	N/A	45.00	45.00	N/A
Level 2	52.17	39.13	N/A	N/A	N/A	N/A	55.00	30.00	N/A
Level 3	21.73	17.39	N/A	N/A	N/A	N/A	0.00	20.00	N/A
Level 4	0.00	0.00	N/A	N/A	N/A	N/A	0.00	5.00	N/A

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

Academically Prepared for Postsecondary Success



ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Accreditation Summary

Date: 06/10/2022

System: D0246 Northeast (0000)

City: Arma

Superintendent: Greg Gorman

OVT Chair: Brad Miner

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

The system has used the last five years to improve what they offer in terms of pre-K services, testing, IPS, Graduation expectations, and post-secondary offering to increase its staff, students, and other stakeholders' awareness of what they offer.

• Tiered Framework of Support
ARC Comment: According to the OVT, the Implementation of tiered supports continues to be an area of strength for the system. It was a bit of a slow process to get started at the secondary level but at this point, all three buildings are operating a system of tiered supports. Tiered supports have always been a part of the elementary day but the system has shown significant growth at both the middle school and secondary levels. Fastbridge has recently been introduced with assessments taking place three times a year. Through these results, intervention groups have been put into place, based on need, with students being progress monitored monthly to ensure students are staying on track. At the elementary level, staff continues to "crunch data" to help identify students who may need changing groups. Common core reading blocks have also been implemented that allow students to be grouped by ability with the support of Title 1 and Special Education services. At the secondary level, the system continues to focus on a redesign with the implementation of a flex model schedule that helps increase "Viking Time" that helps identify students who need support. Tiered frameworks have shown to be a strength for the district throughout the accreditation cycle and have played a major part in their success.
• Family, Business, and Community Partnerships
The system to engage families, businesses, and community partners, at the beginning of this accreditation cycle, was another area of strength for the system. However, because of COVID many of the partnerships that had been in place have somewhat been limited. Partnerships continue to be in place but just not to the same degree. To stay in contact with community partners, students have written letters to nursing homes and held different drives (sock drive, food drive) in which items could be delivered to different places of business including Arma Health and Rehab. As the district works to get partnerships back to a pre-COVID status much of its attention has focused on family engagement. Family nights have always been a part of this accreditation process but early on, numbers were low. Most of the system's focus was just on getting parents in the building and not engagement. Through the implementation of STEM nights, family game nights and literacy nights attendance has grown to over 200 people per scheduled event. Community partners such as Crawford County Mental Health continue to work with the district in creative ways to help provide needed services to students and families. The system has a small, but supportive, rural community that is reflected in the community

engagement efforts of all three buildings.

• Diversity, Equity, and Access
Due to such a small rural community, diversity is somewhat limited. The system does work to provide equity and access to all students through safe schools and classrooms along with inclusive environments throughout the district's buildings. USD 246 continues to purchase all needed classroom supplies for elementary students as well as provide ALL staff with professional development that focuses on being trauma-informed. Because of this training, the system believes they have become more educated and now have a better understanding of how to serve these students. This training has also led to “Social / Emotional Fridays" that have allowed staff to focus on small support groups for students.

• Communication and Basic Skills
Communication and basic skills have been a constant for the system throughout this process. Throughout the school years, all three buildings have shown to provide multiple opportunities to grow and improve in both areas. At the elementary level students and staff utilize the Wonders Reading Program to help build skills in reading, writing, and communication. Oral presentations such as show and tell and grade-level projects are also being implemented within the school day. STEM Fridays have been introduced in the lower grades to help reinforce many of these communication and basic skills as well. Across the board, ClassDojo is used to communicate with families at the elementary level while many of the upper grades utilize newsletters for daily, weekly, and monthly announcements. At the secondary level, students and staff have implemented student-led conferences that continue to help build communication and what has become known as “soft skills.” The system has continued to expect all students to engage with the community, staff, and parents in authentic ways utilizing the skills learned through their educational experiences.

• Civic and Social Engagement
Over the five-year cycle, the system provides ample opportunities and activities to help students and staff engage in civic and social engagement. At the elementary and Junior High students and staff participate in yearly food drives that help provide Christmas baskets for families in need. Overflow from these events is used in a local food pantry that provides support throughout the year. High school construction classes have worked to build “book boxes” that have been placed throughout the community that has allowed community members to read, and return, books year around. Community members also can place unwanted books in these boxes for continued use among others. All students, district-wide, participate in local Veteran Days events to help further students' understanding and appreciation of their contributions to society. KAY club, as well as FCCLA, continue to be offered to high school students where students and staff can work with community members in planning and fulfilling service projects throughout the year

• Physical and Mental Health
The system has grown the supports the mental health needs of students and staff through the use of a full-time mental health case worker. This partnership has been established through Crawford County Community Health. While in the building, the case worker helps in assisting mental health plans for those in need, meets with parents, and helps with new student referrals. The system has also been able to hire a full-time School-Based Therapist that currently works with the case worker and sees around 63 students. The system recently replaced its nurse’s aide with a full-time nurse that has allowed the buildings to further their health screenings as well as improve their test and stay COVID program. At the elementary level, the system has purchased second steps to help address social/emotional standards during the day and in classrooms. Added “health nights” at the elementary level that involve bringing in local college students and professors that help students and families with additional health screenings. At the secondary level, partnerships with Crawford County Mental Health have allowed for volunteers to come into the building, twice a month, and provide mental health and first aid training to different groups of students. Although much of the growth in this area has been on the mental health side, physical health continues to be an area of strength for the system.

• Arts and Cultural Appreciation
As stated in the OVT report, the system continues to grow and show improvement in art and cultural appreciation. Throughout this process, the junior high has added art classes to their schedule and the elementary has extended the amount of time elementary students spend in art class. Art shows, as well as art displays, are available for viewing numerous times throughout the school year. At the secondary level, classes continue to compete in art competitions as well as participate.

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

ARC Comment

• Goal 1 - Relationships Goal – The system will hold a family engagement evening each semester.

According to the OVT, the system has provided evidence that demonstrates improvement in their relationship goal over the course of the accreditation cycle. When the system began the accreditation process, it had a limited number of events in which to engage families and the community and the same participants were coming to those events. Efforts were taken to create more events to appeal to more parents and involve the community. The system efforts have resulted in a greater variety of activities for engagement with more and different parents attending events and an increase in community involvement. Examples of family engagement and improvement data include the following:
• The system held a STEM night and had 60 people attend. The next year attendance improved to 127• The system added a health and fitness night on 1/17/20. Volunteers from Pittsburg State University athletics collaborated with the school to help run events.
. • On 3/14/20 a community 5K Color Run was held and a hot dog feed. • On 1/14/22, Northeast High School brought in Reality U to meet with Junior and Seniors about preparing for life finance. Community members were brought in to run different stations. This program gives students a salary based on GPA. They must make life decisions at each station to make their monthly salary work. The district solicited local business owners and community people to run stations.

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

ARC Comment

• Goal 2 - Relevance Goal - Elem/JH- Develop a technology team, the team will create up-to-date technology outcomes, lessons will support 21st-century learners, and outcomes will include digital citizenship with PD for staff.

According to the OVT, this system Relevance is a large piece of the Redesign Process that the system is going through. The reason for the redesign was to help their students achieve a stronger sense of purpose and an increased drive to succeed. Their goal was to create a relevant education plan that includes real-world experiences and expectations aimed toward increasing student initiative and helping students find their passions through personal growth and meaningful experiences. The vision for redesigning their schools was to discover what is best for kids and implement solutions to get there. With their goals in mind, they instituted a plan to: • Build Relationships • Provide Relevant Opportunities for Exploration • Arrange Meaningful, Real-World Experiences • Create a Drive to Succeed • Inspire Lifelong Learning
Based on their data, they encourage their students into exploring at least 1 of the 11 Career and Technical pathway options that are built into their schedule. Job shadowing and internship scenarios are then offered to students based on what pathway they have chosen. The Xello program was also implemented in grades 6 through 8 and incorporated into health classes. The district has demonstrated a commitment to the IPS process and its sustainability. In the last five years, the district went from 0% of their students having an individual plan of study to 100%.

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

ARC Comment

The OVT stated that a discussion with the system showed the impact on the district throughout the process has been significant. Clear goals were established and supported by the board of education throughout the accreditation process. The work at the individual buildings is aligned with the system. Impact throughout the district includes: • Throughout the cycle the district has made great improvements in its system of tiered support for students. This was well established at the elementary level and now both the middle and high schools have a system in place. • The efforts of the system to engage families throughout the system have been significant. The impact of these efforts began with the board of education passing a family engagement policy. Multiple opportunities were created through the accreditation cycle impacting the ability of the system to connect with families in a non-threatening way and have opened up new lines of communication and have helped the district to create stronger relationships • The system created a technology team and this team led a system initiative to develop up-to-date technology outcomes and lessons to support 21st-century learners, promote digital citizenship, and provide professional development for staff. Discipline suspensions are down as well as the number of students earning grades of "D" or "F".

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

ARC Comment

The OVT stated that a discussion with the system showed the impact on the district throughout the process has been significant. Clear goals were established and supported by the board of education throughout the accreditation process. The work at the individual buildings is aligned with the system. Impact throughout the district includes: • Throughout the cycle the district has made great improvements in its system of tiered support for students. This was well established at the elementary level and now both the middle and high schools have a system in place. • The efforts of the system to engage families throughout the system have been significant. The impact of these efforts began with the board of education passing a family engagement policy. Multiple opportunities were created through the accreditation cycle impacting the ability of the system to connect with families in a non-threatening way and have opened up new lines of communication and have helped the district to create stronger relationships • The system created a technology team and this team led a system initiative to develop up-to-date technology outcomes and lessons to support 21st-century learners, promote digital citizenship, and provide professional development for staff. Discipline suspensions are down as well as the number of students earning grades of "D" or "F".

Board Outcomes

Social-Emotional Growth	The System worked to improve social emotional wellbeing of their staff and students. It has been impactful. High school students were trained in mental health first aid to help students deal with mental health issues themselves and has taught them how to seek assistance if needed. The system has also added a school-based therapist who is currently seeing 65 students that previously would not have had this resource available to them.

Kindergarten Readiness	The systems use -ASQ-3 and ASQ-SE at both preschool and kindergarten students each year. They can use this data to place students in their classrooms with the appropriate support. Preschool has begun using the district SIT process to identify students for special education. This has given them the opportunity to align their processes and give early intervention to preschoolers which is tracked using the myigdi assessment platform. Students who have been identified as special education are being split into both the AR preschool with the support of the special education teacher along with the ECSE classroom. Progress has been made in both rooms and they are seeing fewer evaluations coming out of our early years. Kindergarten and preschool roundup is held together in the spring of each year. Parents come in and fill out the ASQ-3 and ASQ-SE. Teachers administer a quick screener to evaluate known academic skills. Preschool numbers fluctuate each year. Currently there are 40 preschool students split between two teachers. They are in class for 3 hours each day. This is funded through both district funds and AR4/KPP funding. These classes are taught by two certified teachers. Both teachers have ECSE endorsements.
Individual Plans of Study	According to the OVT report the system moved, over the years, to Grades 6-12 using Xello to plan on individual plans of study. Students are given monthly assignments during advisory that help them gain a perspective on the career they want to pursue. • In the last five years the district went from 0% of their students having an individual plan of study to 100%. • In the last five years the high school has added 11 CTE pathways that serve as IPS for students.
High School Graduation Rate	The OVT noted that as a small school noticed their graduation rates were 10% less than the state. One or two students who do not graduate will have a big impact. When analyzing this data, they did notice some positives. The 4-year cohort rate has gone down from 2019-to 2021; however, the 5-year cohort rate is still over 87%. There were 12 students who did not graduate from the class of 2020, 4 of these students returned in the fall to attempt completion. Only 1 of those students ended up completing their credits and graduating. This caused an increase in their 20/21 dropout numbers and due to having a smaller class drastically decreased their graduation rate. There was 1 student from 19/20 who did end up enrolling in school in another state but was after the cutoff date. They also had 1 student from the 20/21 dropout report who re-enrolled in the Fall of 2021. • They have found that they have a lot of students who transfer into the school with little to no credits. They attempt to get these students to graduate as quickly as possible but reaching that 4-year mark can sometimes be difficult. They have met the requirements to have their own virtual school to help students meet this goal. Some of them do not meet the 4- or 5-year cohort, but they will allow them to come work on credits if necessary.

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Postsecondary Success	This system recognized that post-secondary success is getting kids on the right path that is best for them to be successful. Many of their students have chosen paths outside of postsecondary schools. This continues to play a role in their state percentages, but these students continue to be successful adults. State assessment scores, especially in science, are trending up. The district believes that the trend is caused by adding STEM Fridays. These days are used by elementary staff to incorporate more science activities into the week. Most of these activities are PBL. While they have room for improvement in their Postsecondary success rate, they have noticed that there are a few errors in terms of what is deemed successful for some of their students. In their community, having students in a working post-secondary situation is considered successful within their demographics. They have noted there are several students that are marked as non-successful due to not participating in at least a two-year post-secondary institution, but their research has indicated that they are successful in their family business or the military.

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

ARC Comment

As noted by the OVT report, the system from the start of this accreditation cycle has made stakeholder engagement a priority. At both, the elementary and secondary levels stakeholders have been a part of in-person meetings and provided feedback through site council and PTO meetings. The system obtained additional input and feedback from staff and other stakeholders throughout the process by collecting data on google surveys and other forms shared through social media platforms. Open communication from those volunteering within the district has also played a part in the district's data collection. During this process, Building Leadership Teams (BLT), at all buildings, have involved parents and guardians, community members, local business owners, city and county government officials, city and county law enforcement, school board members, alumni, and local area educational agencies (Greenbush) as part of their continuous feedback and stakeholder engagement.

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

ARC Comment

The system was open to discussion and feedback, according to the OVT report, from the first meeting and talking about setting a goal that had a better ability to gather data and show improvement. To the final discussion on how successful their journey of school improvement was for the community. Their close-knit community and their desire to provide a quality of education for their students are positive. The BLT/DLT worked hard to implement and provide whatever the team needed.

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

ARC Comment

The OVT stated that the system demonstrated a strong commitment to the KESA process and worked throughout the accreditation cycle to improve systems that supported its goals. Strengths of the system include • Stakeholder engagement in the accreditation process • Willingness and steps to redesign their district • Connection and engagement with families and the community.

ARC Recommendation

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

Justification

The system knows what they want and is eager to put plans in place. Invested BOE/staff/community will continue the process, policies, and plans they have in place now. The system is working with more stakeholders than ever before. They have developed a strategic plan tied in conjunction with the KESA goals for the next cycle. The system followed the process and will continue improvement in most aspects of the Vision for Kansas students.

Strengths

• Student attendance rate of 93.7.
• Growth in family and community engagement. The district has experienced more success getting parents in school buildings to support their child's learning and develop close relations with staff and build trust within the system. Having this trust has helped parents reach out for support.
• Community relationships have been formed to support the physical and mental health of students. Crawford County Mental Health and Community Health have played a large role in helping support student success.
• The education processes at the high school have been changed through the Redesign Process. This has helped streamline education for students on an individual basis. Students are more engaged in their own personal learning.
• The desire of the high school staff to change the system to make education relevant and enjoyable for students is a great strength. The "kids first" mentality and the willingness to put in extra work to change is impressive.
• K-5 common core reading block that allows students to be grouped by ability and need
• Monthly K-5 "data crunches" that help staff identify students' strengths and weaknesses

Challenges

• Continuing efforts to move students to higher levels on the state assessments.
• Sustainability of all programs and improvement efforts can be a challenge due to funding and/or staffing.
• Continuous improvement of communication platforms to help keep stakeholders and community groups informed and updated in such a rural district.
• Set SMART goals around their area of emphasis

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Cherokee USD 247

506 South Smelter, Cherokee, KS 66724-5015
(620) 457-8350
www.usd247.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12**
Superintendent: **Brad Miner**

Demographics

456 Students

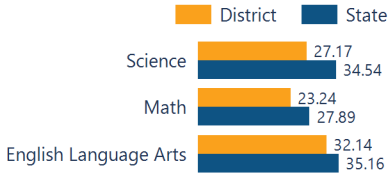
- African American 0.44%
- Hispanic 2.41%
- Other 3.95%
- White 93.20%

District Kansans Can Star Recognition

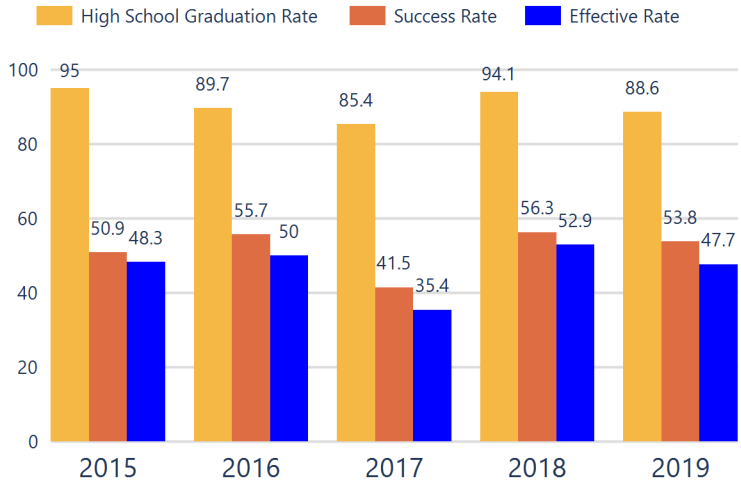
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation			✶	
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
90.8%

Five-Year Success Avg
52.0%

Five-Year Effective Avg
47.2%

95% Confidence Interval for the Predicted Effectiveness Rate
48.6 - 51.5%

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

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

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

94.4% State: 88.1

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

95.6% State: 93.8

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

10.5% State: 17.5

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

2.2% State: 1.7

District ESSA Expenditures Per Pupil

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

$15,691
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Cherokee USD 247

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	25.72	22.59	38.65	N/A	N/A	N/A	27.19	26.43	48.54
Level 2	48.13	40.16	33.61	N/A	N/A	N/A	49.56	41.40	24.27
Level 3	19.91	28.45	21.00	N/A	N/A	N/A	20.17	24.66	17.47
Level 4	6.22	8.78	6.72	N/A	N/A	N/A	3.07	7.48	9.70

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	32.70	28.48	43.24	N/A	N/A	N/A	30.55	30.06	55.22
Level 2	46.54	41.77	27.02	N/A	N/A	N/A	52.08	43.35	25.37
Level 3	16.35	24.05	22.97	N/A	N/A	N/A	16.66	23.07	14.92
Level 4	4.40	5.69	6.75	N/A	N/A	N/A	0.69	3.49	4.47

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.00	69.69	92.85	N/A	N/A	N/A	48.38	73.33	86.95
Level 2	41.17	21.21	7.14	N/A	N/A	N/A	51.61	16.66	0.00
Level 3	5.88	6.06	0.00	N/A	N/A	N/A	0.00	10.00	13.04
Level 4	2.94	3.03	0.00	N/A	N/A	N/A	0.00	0.00	0.00

AFRICAN-AMERICAN STUDENTS

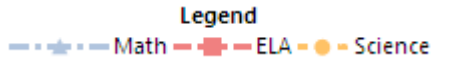
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

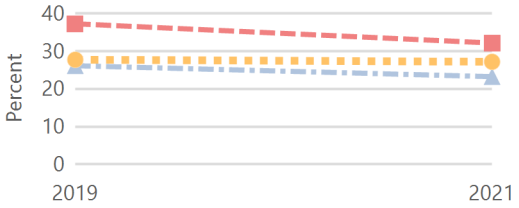
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4



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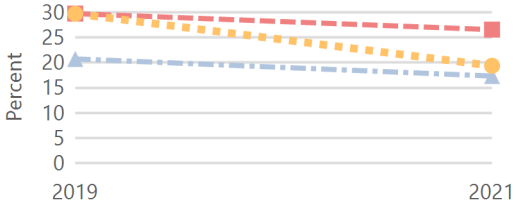

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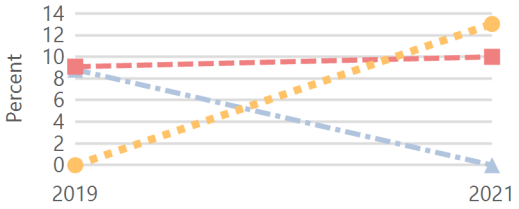

Percent at Levels 3 and 4

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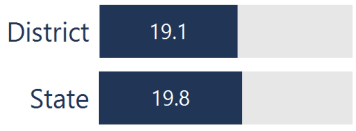
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 06/15/2022

System: D0247 Cherokee (0000)

City: Cherokee

Superintendent: Brad Miner

OVT Chair: Brian Smith

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

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

ARC Comment

Goal 1 - Rigor: We will increase our student college and career readiness by focusing on professional development to ensure staff are trained and engaged in a framework of continuous improvement (PLC), teacher effectiveness, and student achievement.

Summarize the system's efforts and improvement in this goal during the cycle.
ARC Comment: _
Professional Development: A commitment was made by teachers and administration to address this goal in part by using the research-based Professional Learning Community (PLC) framework in conjunction with the multi-tiered system of supports (MTSS) currently being used in the district. Resources were allocated to provide all teachers and administration with PLC training at national conferences, reference materials, and further on-demand professional development. Currently, 67% of elementary teachers, 64% of middle school teachers, 53% of high school teachers, and 100% of administration have attended a national conference for training. When the accreditation cycle began, no staff members were trained.

PLC Implementation: Some examples of how the implementation of PLCs has improved practices in the district include the following:
1. Dedicated collaboration time was added to each building.
2. Creation of Essential Learning Standards was developed for all subjects and grade levels. These standards were not in place when the accreditation cycle began and now 80% of grade levels and subjects are completed.
3. Additional opportunities were created to support struggling students. Each

building has in place a multi-tiered process to provide interventions and address the needs of each student during the school day. This time allows teachers and students to address any missing work or for students to get individualized assistance with essential standards. If students are still struggling, after-school programs were added at all schools and a summer program was implemented at the elementary school and a credit recovery program was added in the summer at the high school.

Individual Plans of Study: The middle school and high school implemented Xello to perform interest inventories, career research, and post-secondary plans by creating individual plans of study for all students in grades 6-12. Over the cycle, the middle and high school have gone from no online program to students completing four tasks a year at a completion rate of over 90% last year. The high school has also gone from not having an online program to a 100% growth in the completion of the lessons.

Industry Recognized Certificates: At the beginning of the accreditation cycle, the high school had two seniors enrolled in an off-campus vocational technology program. These two students earned three industry-recognized certificates. For the 21-22 school year, 7 seniors and 3 juniors attended vo-tech, and one additional senior attended evening classes to obtain her nurse's aide certification. Collectively these 8 seniors have earned 10 industry-level certificates to date. Since 2018, Southeast has experienced growth with 21 students earning 31 industry-recognized certificates before their graduation day.
Summary: The impact on college and career readiness is beginning to be reflected in Postsecondary success data with small gains in the success and effectiveness averages. Changes in rigor at the lower level can be attributed to success on state assessments in 2021 where the elementary and middle schools were recognized with the Challenge Awards for performing at a level higher than what was expected. The district realizes that although students choosing a path in the armed forces are not reflected in their postsecondary data; they strongly believe that these students are a good reflection of the kind of individual they are striving to prepare for success post-high school. Over this accreditation cycle, the district had nine students choose a career in the armed forces. In the class of 2021, the choice to follow a military service pathway made up 12% of that graduation class.

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

ARC Comment

Goal 2 -_Relationships: We will increase the connection of teachers, students, and families to our district with ongoing teacher mentoring support, increased family engagement opportunities and communication, and intentional student involvement and empowerment.

Summarize the system's efforts and improvement in this goal during the cycle.
ARC Comment: The district selected three areas impacting staff, students and families.
Mentoring Support: A new teacher orientation was implemented to familiarize each teacher with the layout of the district, policies, and procedures. In addition, new teachers are assigned a veteran teacher to serve as a mentor. Each new teacher and mentor meet regularly throughout the two-year program during time that has been embedded into the school schedule. Over the course of the cycle, the frequency of connection between new teachers and a mentor has increased from meeting just a few times to meeting anywhere from 24 to 34 times over the course of the school year. Specific agenda items are addressed at each meeting

aimed at connecting the new teachers to the district and ensuring their success.

Family Engagement and Communication: The following are areas of emphasis with evidence of growth:
1. The district had the Swift Reach communication tool available to them at the beginning of the accreditation cycle but did not use it. Now, they are averaging 358 messages over the course of the school year. The district increased its frequency of use of the district website and social media platforms to communicate with families. At the beginning of the accreditation cycle, the district made 128 posts using this media but now they are averaging 238 posts per year, approximately a 30% increase. In addition, the middle school provided parents with a monthly newsletter.
2. To engage families more at the middle school and the high school, efforts were taken by the staff that focused on improving attendance at parent-teacher conferences. Due to the increased communication and by involving students through incentives, the middle school saw an increase in attendance at conferences from 60% to 68%. At the high school, the implementation of student-led conferences have increased attendance from an average of 44% to 83%.
3. At the elementary, the staff held family literacy events after normal school hours. The first event was held on January 23, 2018, with 40 attendees. The following year, the event was held on February 26 with 90 attendees. This was an increase of 125% in family engagement.

Student Involvement and Empowerment: To increase student involvement and empowerment, one area of need was to improve student participation and voice in school decisions at the middle school. The first steps for the district included the creation of a Student Council supplemental position (approved by the BOE) and creating and holding elections for student council class officers. The program began as a 7th and 8th-grade group with 6 members and has now grown to be representative of grades 5-8. By year four of the accreditation cycle, the middle school had 12 representatives and over 9% of their student body that ran for election demonstrating good improvement in this goal. Deliberate efforts were also taken to improve the participation numbers of students involved in extracurricular activities. Staff worked to recruit students and emphasized to families that the district provides an "after-practice shuttle" to seven locations in five towns within and outside of the district. This allows more students to participate that may not have been able to before due to the lack of finances or a means of transportation available to families. Since these efforts have been made, the middle school has seen increased student participation in athletics from 42% of students to 56% of students. At the district level, a Superintendent's Student Advisory Group was created to gain input from students and for the students to become more empowered to have an impact on happenings in the district. This group has provided input into the district's use of Federal ESSER funds, raised money for a new digital sign, and helped the district to identify other areas for discussion and improvement. This group was not in place when the accreditation cycle began which means this represents another area of growth in student empowerment and involvement for the district.

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

ARC Comment

ARC Comment: Throughout the accreditation cycle, the district has learned to be more deliberate in including staff in the process and has made a high level of commitment toward sustaining this involvement moving forward to achieve district goals. The district has learned that with strong involvement from staff and other stakeholders that they can discover new ideas to help move the district forward by allowing them to engage in continuous improvement.
The district's mission and vision are rooted in the success and empowerment of all learners. Through KESA, improving Individual Plans of Study and the MTSS programs which target the individual learning needs of all students have been a focus. When the accreditation process began, the district had a strong mission and vision statement but the KESA process guided them toward sustainable action plans and kept the district working toward its goals of achieving success for every student.
The local BOE has been very supportive and involved throughout the KESA process. Over the 5 years, the staff worked with the school board to align board goals and KESA goals and created action plans. The board reviews progress on the goals throughout each school year as a piece of accountability for both the board and district staff.
There is significant evidence of financial commitment to achieving accreditation goals. Examples include adding additional certified teaching positions at both the middle and elementary schools to support struggling students. The district has expanded greatly upon its commitment to using technology as both a teaching and learning tool to support goals. An example of this is the addition of one-to-one devices for all students which was not in place at the beginning of the accreditation cycle. The district has committed a significant financial investment in the professional development of their teachers and they have made a commitment to training all teachers in the Professional Learning Community framework as well as providing on-demand virtual support.

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

ARC Comment

ARC Comment: _The system is showing progress in these areas.

Board Outcomes

Social-Emotional Growth	ARC Comment: _ The district entered the KESA process reviewing initial data from the Kansas Communities that Care Survey to provide direction regarding student social emotional needs. Two areas in particular were indicated as presenting higher levels of risk for their students; “Low commitment to school” and “approval of antisocial behavior”. The district recognized both are largely impacted by the supportive relationships in the lives of those students. For this reason, their intervention strategies and data collection was centered on understanding and nurturing student relationships. The district gathered additional data from ASQ SE-2 and

Fastbridge-SAEBRS.
Data from the extended period of remote learning supported the assumption the
district had in regard to the importance of relationships on student social
emotional wellbeing. The ability of the district to collect data through the remote
learning period was also reduced making it difficult to draw conclusions with a
high level of confidence. However, the data collected shows steady growth in
many indicators while others show stagnation or some regression followed by
recovery. For example, in the fall of 2019, data from the ASQ-SE-2 showed 80%
of Pre-K students demonstrating no social-emotional concerns. The following fall,
as Kindergarteners, this figure increased to 87%. This indicates that district efforts
had been broadly effective in addressing the social-emotional needs of students
in this timeframe. Interestingly, the students one class below these, who were
beginning preschool in the fall of 2020, demonstrated the same 80% figure of no
social-emotional concern, but in the Fall of 2021 as Kindergarteners, this rate had
stagnated. Additionally, of the remaining 20%, 7% had now moved from the
district's "monitoring" category to "concern". Trends over time were also looked
at by the district. From Fall of 2019 through Fall of 2021, students entering Pre-K
demonstrated levels of "no concern" were 80%, 80%, and 79% respectively. Over
the same timeframe, students entering Kindergarten showed "no concern" rates of
84%, 87%, and 80%. Ultimately the district had hoped for a larger increase in
some of these areas at this point, but considering the circumstances for students
and the related inconsistency in data collecting through that period, the district
remains confident that their evolving array of interventions and understanding of
the data, while perhaps incomplete, is on the proper course for continued growth.

The district used SAEBRS (Social, Academic, and Emotional Behavior Risk Screener)
available through Fastbridge for grades 2nd - 12th to gain insight on the students'
emotional needs. The teachers also filled out SAEBRS for each of their students.

The comparison between the two helped identify which students were at risk. The prek-1st grade students were given an emotional behavior survey to fill out that honed in on their emotional needs as well. With those students being such a young age, they could select from various emoji to help capture their feelings.
For the fall of 2021, 66% of students in the district rated themselves as being "low risk", so 34% rated themselves as a higher risk. In the winter, the percentage of students rated as "low risk" dropped to 55% which meant an increase in the number of students that rated themselves at a higher risk level. Data for the spring of 2022 was not available for this report. The district plans to continue gathering this data and reviewing the effectiveness of interventions moving forward once interventions have had time to create an impact.

The need to attend to the social and emotional growth and wellbeing of both students and staff became exacerbated over the accreditation cycle by the pandemic, requiring the district to prioritize attention to this area. To address this the district invested in a full time school based therapist in the 2020-2021 school year to provide support to students and their families as well as staff. During the first year, the therapist was able to work directly with approximately 22 students and their families. During her second year, the number has increased to approximately 58 students and their families. This is good growth in meeting the needs of district students and the district is committed to sustaining these services.

To better support the social emotional needs of staff, the district invested in an Employee Assistance Program that was not in place before the accreditation cycle began. This program gave all staff a confidential avenue for seeking social emotional support, among other things such as legal advice. The district also conducted surveys to gauge how staff members were feeling and gave them an opportunity to identify any needs that were being unmet.

The district has demonstrated a commitment throughout the

KESA cycle to take
deliberate, sustainable steps to provide the necessary support for social-emotional
wellbeing of students and staff.

Kindergarten Readiness

ARC Comment: _The district has demonstrated over the course of the accreditation cycle that early identification of students is a priority to ensure students are kindergarten ready.
They have many things in place to support kindergarten readiness. Some of which
include the following:

Parents as Teachers
Strong collaboration exists between the district and the Parents as Teachers (PAT)
organization. This organization provides many resources and supports for ALL
families including single, first-time and expectant parents. Working together with
the school, PAT provides services such as home visits to share developmental
information, provide group connections about parenting issues and child
development, and provide screenings such as developmental, hearing, vision, etc.
This strong working relationship between the district and Parents as Teachers has
had a positive impact on ensuring children are kindergarten ready.

4-Year-Old At-Risk Program
The district also provides two sections of half day Preschool with a Preschool
round up in the spring. This program is strong in academics and meets the
students' needs in other areas such as speech and special educational services.
The district also applied for the 3-year-old Pilot Preschool Grant which will support
their program.

Jump Start
Through a grant, the district provides a month-long summer program for
students that will attend kindergarten in the fall. This program supports academic
growth and social interaction with peers.

Head Start
USD 247I has a relationship with a local Headstart in order to collaborate and
connect with each other to support children in the early years.

Family Resource Center
USD 247 works closely with The Family Resource Center to ensure very young children and their families are getting resources to support their needs, including early identification and special education services.

Community Health of Southeast Kansas
Community health plays a very important role in the lives of the young student's in the district. This agency supplies everything from immunizations, to doctors appointments, and mental health support. The district collaborates with this organization to ensure families have access to these services.

Daycares
The district has connected and collaborates with several local daycares working together to help families looking for daycare services. These daycares provide a safe and educational place for students to go before and after school and the district provides transportation both to and from area daycares.

Birth to Three
The district collaborates with this program and reaches out to families to help identify developmental delays in their child. This program has the resources to bring in many support systems if the child needs them.
Kansas Food Bank

The district has access to resources from the Kansas Food Bank and if a child is deemed chronically hungry the district supplies a weekend backpack of food to that child to supplement their nutritional needs.

Summer Food Program
The district participates in the summer food program which makes breakfast and lunch available for students.

Social Emotional Supports
To meet student social and emotional needs the district has a school counselor and a school-based therapist on staff.

Early Childhood Screeners
The district was selected as a pilot school implementing the ASQ-3 and ASQ SE-2 in 2016 anticipating that the instruments would provide insight and data as to the

needs and effectiveness of Early Childhood and Kindergarten level programming.
The district uses this data to support the needs of their students and is reflected in
other areas of this report.

Individual Plans of Study

ARC Comment: The district utilizes XELLO as their platform for IPS which allows their students to gain post-secondary information, explore career options, and initiate postsecondary planning. Students are able to utilize a variety of lessons as well as
career interest inventories and assessments. Collectively these have assisted
district students in applying skills that encourage deeper thinking regarding their
career research. At the high school the counselor has prepared "how to videos"
to help students and their mentors navigate XELLO and mentor groups meet
weekly with XELLO being the primary focus. This is a good improvement, as
mentor sessions were quarterly at the beginning of the accreditation cycle.

Over the accreditation cycle, the district added workplace experiences including
HVAC, masonry, construction, welding, culinary and CNA courses for juniors and
seniors. Students attend college visits and the district hosts military and college
recruiters and provides a career fair during student-led conferences. Student-led
conferences promote student independence and accountability and students
share their Xello learning, career, and class scheduling plans with their parents.
These conferences were not in place at the beginning of the accreditation cycle.

The middle school and high school implemented Xello to create individual plans
of study for all students at grades 6-12. Students are given time to work on career
lessons with the counselor or a mentor teacher. Over the cycle, the middle and
high school have gone from no online program to students completing four tasks
a year at a completion rate of over 90% last year. The high school has also gone
from not having an online program to a 100% growth in completion of the
lessons. More information can be found in the Postsecondary and Career
Preparation section of this report.

High School Graduation Rate	ARC Comment: In reviewing the district's State Accountability Report over the course of the accreditation cycle, the graduation rate has been very consistent with an overall positive trend beginning in 2017 at 85.4% and now in 2021 at 94.4% which is higher than the state average of 88.1%. The district has maintained a 5 year average over 90% and on more than one occasion received the bronze certification in this category as recognized by KSDE through the Kansans Can Star Recognition program. As a small district, their percentage is impacted greatly when any one student does not graduate. As a result of this, measures are taken to closely monitor each student's progress to ensure each student will graduate. Efforts include one to one conversations with students and parents to address family concerns and/or needs and the implementation of a summer academic academy for juniors and sophomores identified at-risk of on time graduation. Additionally, the district has crafted scheduling options for seniors to accommodate work schedules as well as providing teen mothers with much needed flexibility in their class schedule. An early graduation option for seniors demonstrating an extraordinary need, as well as for those who wish to enter the military under an early entry program are also options. Lastly, as a small school one of the most important steps they have taken is to listen to students/parents and help coach them on the importance of their graduation and post-secondary success. Working together with community partners and families the district has been able to achieve graduation rates consistently above the state average. The district accountability report indicates a 4 year adjusted graduation cohort rate to be 94.4% which is considerably higher than the state average of 88.1%. A consistent high graduation rate is something for USD 247 to be proud of and is a significant step to ensuring post-secondary success for each student.

Postsecondary Success	ARC Comment: Data from district Accountability Reports show district trends for postsecondary success as slight growth or maintaining throughout the 5 years with an overall 5 year average of 52%. As mentioned above, small class sizes can cause noticeable swings in data when a single student does not graduate. This was the case in 2017 resulting in a significant impact to the overall number. The district effectiveness rate is just below the confidence interval, but again by removing the low year in 2017, a rise to the upper end of a confidence interval would be seen. The system falls in between (or equal to) a -1 and +1 standard deviation from their predicted rate. This would categorize USD 247 as average in comparison to other similar districts.

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

ARC Comment

ARC Comment: _ As previously mentioned, the district began with a needs assessment that involved staff and community stakeholders. This opened up a dialogue focused on continuous improvement throughout the five-year cycle which led to additional stakeholder groups being formed that would drive the improvement process and provide multiple levels of accountability. There is evidence presented that the the district obtained feedback from stakeholder groups by meeting in-person and through surveys.

Stakeholder groups include the following:
A district accreditation leadership team is made up of administration, teachers, and counselors. This team oversees and approves building-level KESA work, leads/facilitates the system-wide needs assessment, establishes the district's goal areas with input from all stakeholders, develops, implements, and oversees action plans, and analyzes the effectiveness of action plans.
Building leadership teams were established at each school site to implement and oversee action plans at the building level. For a small district, this meant all teachers and counselors were on these teams.
A District Accreditation Site Council was established that consists of school staff, parents, and community members. This group provided input into goals and action plans and was regularly updated on the progress of the district in achieving accreditation goals.
The district administration team met weekly to review feedback on the accreditation process in each building and at the district level.
School Site Councils were regularly involved in the accreditation process and provided input and feedback throughout.

The Board of Education played a strong accountability piece throughout the accreditation cycle. Regular reports were provided to them each year that allowed them to ask questions and ensure that progress on goals was being made.
Throughout the cycle and especially during the pandemic, the district learned how

important it is to be very deliberate in seeking out underserved stakeholders and involving them in the process and they see this as something they can do better in their next accreditation cycle. Stakeholders the district wishes to involve more include those representing students with disabilities, foster students, and other minority groups within the school system.
Communication back was generally done via in-person meetings such as district accreditation leadership team meetings, building accreditation site council meetings, district leadership team meetings, school site council meetings, school board meetings, etc.
Updates were also via email and through social media outlets.

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

ARC Comment

ARC Comment: The system showed a strong commitment to the KESA process and worked throughout the accreditation, cycle to improve systems that supported their goals.
Strengths of the system include:
The district identified board goals that also aligned with KESA goals.
District dedicated resources to improving the MTSS process
District held community conversations to improve stakeholder involvement
USD 247 and the system team are very open and aware of the needs and successes of their system. The team very clearly had prepared well for the visit and all of their work toward their goals was documented and well designed.
The district has shown very good growth and has been recognized for such with respect to student achievement data. This shows that their goals were well selected and the steps and action plans designed to be implemented have been done so with fidelity sufficient to leverage strategies to enhance student growth.

Concerns or suggestions for the district include:
Increase opportunities for stakeholders to collaborate on data for each goal area to keep them involved in the improvement process.
With respect to the implementation of tiered systems of support, the secondary level team expressed some concern over how to best meet student needs. This is an area that has been dynamic and seen changes to move toward their ideal implementation. This concern is being addressed and great signs of improvement are evident as the upper levels find an effective way to fit this element into their scheduling and their day. USD 247 feels that this is a vital step in continuing to implement school improvement measures USD 247 was very responsive and prepared for the OVT visit.

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

ARC Comment

The district has shown very good growth and has been recognized for such with respect to student achievement data. This shows that their goals were well selected and the steps and action plans designed to be implemented have been done so with fidelity sufficient to leverage strategies to enhance student growth.

ARC Recommendation

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

collectively spent a significant amount of time and resources collaborating, and focusing resources for staff and students throughout this process.
The District promoted summer and after-school programs to help better prepare students to be successful outside the school day while focusing resources for staff and students throughout this process.
USD 247 set clear expectations for graduates-formulate problems; conduct research; interpret and communicate information with precision and accuracy and make connections of new learning to previous learning using memory, thinking, imagination, and thinking about thinking.
The District has provided multiple opportunities at each level for students to become civically engaged through-Field Trips; Classes; Community Opportunities
The District has continued to work on soft skills much needed for employment. They currently have a successful job shadow program going on at the High School level.

Challenges

Areas for Growth:
To increase the district's effectiveness rating
To improve the IPS process and make each students learning journey more individualized
Consistent and timely data analysis
Tiered systems of support at the secondary level
Continue to focus on the creation of essential standards and common assessments.
CTE Standards/Employability measures can be more aligned and streamlined with the use of rubrics and
To have conversations about State Assessment scores, and what steps/plans are there moving forward?

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Girard USD 248

415 North Summit, Girard, KS 66743-1128
(620) 724-4325
www.girard248.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12**
Superintendent: **Blaise Bauer**

Demographics

997 Students

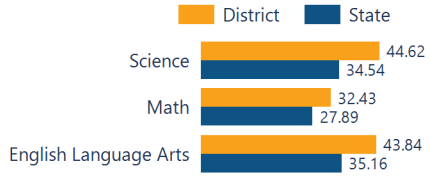
- African American 1.30%
- Hispanic 6.12%
- Other 5.62%
- White 86.96%

District Kansans Can Star Recognition

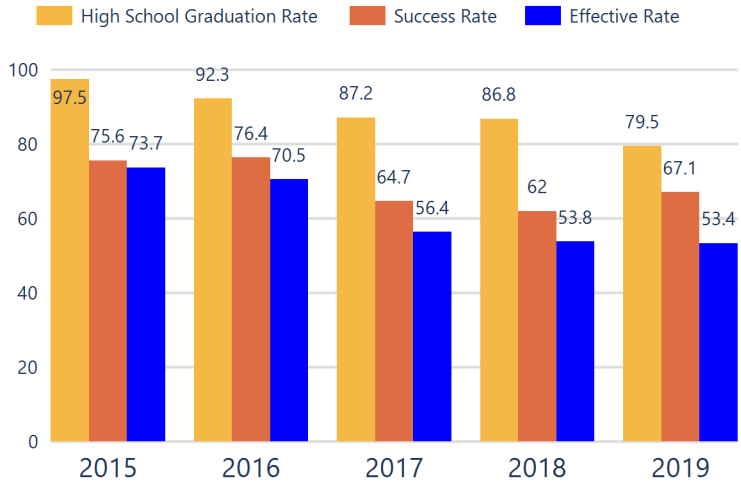
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation	✶			
Postsecondary Success		✶		

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **88.4%**

Five-Year Success Avg **69.2%**

Five-Year Effective Avg **61.2%**

95% Confidence Interval for the Predicted Effectiveness Rate **52.8 - 56.6%**

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

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

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

93.2% State: 88.1

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

94.8% State: 93.8

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

12.0% State: 17.5

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

0.6% State: 1.7

District ESSA Expenditures Per Pupil

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

$12,808
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Girard USD 248

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	28.35	25.41	22.56	N/A	N/A	N/A	21.04	19.84	23.60
Level 2	41.41	35.06	30.08	N/A	N/A	N/A	46.52	36.30	31.75
Level 3	22.20	30.24	28.31	N/A	N/A	N/A	23.55	33.92	27.89
Level 4	8.02	9.27	19.02	N/A	N/A	N/A	8.88	9.92	16.73

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	37.94	33.72	26.60	N/A	N/A	N/A	31.05	28.22	32.89
Level 2	44.66	35.68	32.11	N/A	N/A	N/A	48.40	39.23	40.78
Level 3	13.43	26.27	26.60	N/A	N/A	N/A	17.35	25.35	14.47
Level 4	3.95	4.31	14.67	N/A	N/A	N/A	3.19	7.17	11.84

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	59.61	60.37	50.00	N/A	N/A	N/A	51.85	50.00	50.00
Level 2	30.76	24.52	15.38	N/A	N/A	N/A	38.88	31.81	26.92
Level 3	3.84	9.43	26.92	N/A	N/A	N/A	7.40	15.90	23.07
Level 4	5.76	5.66	7.69	N/A	N/A	N/A	1.85	2.27	0.00

AFRICAN-AMERICAN STUDENTS

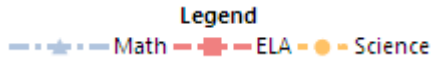
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

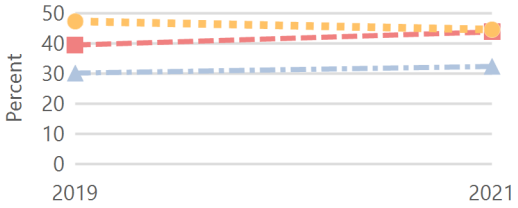
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	43.75	34.37	35.00	N/A	N/A	N/A	34.28	36.36	29.41
Level 2	37.50	34.37	40.00	N/A	N/A	N/A	57.14	33.33	41.17
Level 3	15.62	31.25	25.00	N/A	N/A	N/A	8.57	24.24	29.41
Level 4	3.12	0.00	0.00	N/A	N/A	N/A	0.00	6.06	0.00

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

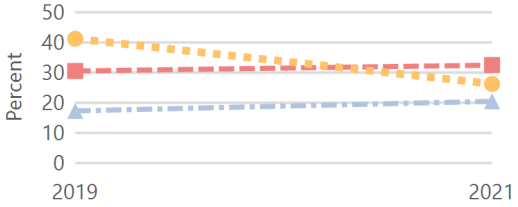
Academically Prepared for Postsecondary Success



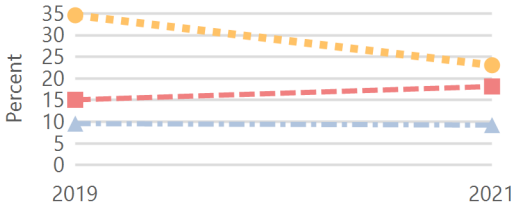
Percent at Levels 3 and 4



Percent at Levels 3 and 4



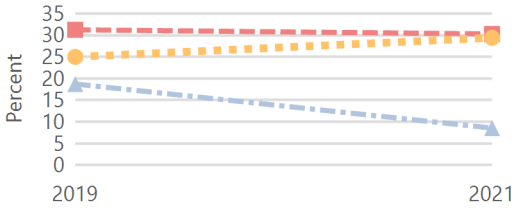
Percent at Levels 3 and 4



Percent at Levels 3 and 4

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

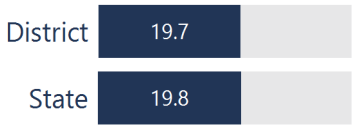
Percent at Levels 3 and 4



ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 02/11/2022

System: D0248 Girard (0000)

City: Girard

Superintendent: Blaise Bauer

OVT Chair: Sara Jackman

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

The system has a well-lined out plan for these last five years. They have structures in place at all three of their buildings. Robert V. Haderlein Elementary (RVH), Girard Middle School (GMS), and Girard High School (GHS). The system has worked with fidelity to improve through this process.

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

ARC Comment

Relationship: The system's goal was to build strong relationships with all stakeholders.
Facilities are better because of community donations. Football and softball and baseball. People are willing to invest in the schools because of the relationships they have built. There is overwhelming positivity on social media. Students are more involved in the community. Students viewed things differently in their reflection papers. Students are thinking differently about giving back. Community feedback: they like to see kids out in the community. Communication is needed to improve between the community and the school system. More communication out and in. Website redesign. Breakdown in communication community needed to know all the things the school was doing. Staff; all buildings have leadership teams, and surveys about building morale and support. Communication with the staff has been improved. A failed bond issue led to a more personal community relationship with an outside firm. They had the data that told them to improve communication. The bond passed with an 80% approval. The school realized they needed to control the narrative. ESSER stuff required them to gather lots of data. This gave the system stronger relationships with the community. Increased the following from 800 to 3500 followers on Facebook. Social-emotional growth has become key. A therapist and at-risk teacher will/were added.

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

ARC Comment

- Relevance: How do we address high-risk students based on the SABERS data? Social emotional skill development will be key. Crawford County Mental Health also helps with therapy and a case worker. Getting resources coordinated for the large numbers of kids who need the services. At-risk and focus rooms, declining enrollment will be an issue.

ARC Comment: The system used a whole system approach: GHS: prepping kids for college and for the workforce. Senior mock interviews are the culmination. HS can show with 2 new pathways, certifications are up, and graduation rate is high recently. JDC counts skewed the data. The data from 2019 should be where they are. Students are grade graphing every Tuesday to get kids involved. Seminars have changed and that data is in the year five artifacts. GMS: IPS and career cruising, beginning conversations start in 6-8th grade now. Student-led conferences have led to student and parent buy-in. Grades and goals are made clear. RVH: Each student has a data form that travels with the students to know where they are at between grades. SIT processes help continue the process of student improvement as well. Documentation of skills and progress monitoring using FastBridge. Help build goals for students

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

ARC Comment

To ensure staff support, it was essential to provide them opportunities to have a voice in the KESA process. Staff surveys were given to collect data from each building in the district. Using this information, the Administration was able to better address KESA goals continuously throughout the improvement process. District meetings were held to address the staff as a whole. In these meetings, staff was given the opportunity to talk with their peers at different grade levels, allowing them the chance to discuss how the buildings looked across the district. Building meetings were also held to target areas more specific to each level. Building and District leadership teams, consisting of administration, counselors, classroom teachers, Title 1, technology, and STEM, were formed to assist in the KESA accreditation process. Continued staff meetings, surveys, and building and district leadership teams will be used to address the most effective practices in reaching future KESA goals. USD 248 gives yearly climate and support surveys that the staff can fill out anonymously. This data is used to ensure that all staff members have a voice in the overall process.

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

ARC Comment

The System has followed its KESA plan with great outcomes. They have developed a robust PreK - 12 programs and have followed it with fidelity. The system gives a yearly climate and support surveys that the staff can fill out anonymously. This data is used to ensure that all staff members have a voice in the overall process.

Board Outcomes

Social-Emotional Growth	Many components have been implemented to address the area of social emotional growth. USD 248 added a full-time district therapist from Southeast Kansas-Community Health Center. Our district receives continued support from Crawford County Mental Health, providing case management and therapy to our students and their families.

Kindergarten Readiness	Many improvements have been made to prepare students for Kindergarten. Preschool classrooms have implemented the Comprehensive Literacy program, the school-wide reading program used by other grades. An additional PreK Para position was added to ensure preschool academic and social skills are mastered and students are ready for Kindergarten. RVH hosts a Pre-K round-up and works with area preschools to discuss expectations for incoming kindergarten students. A goal is to build up the relationship between the district and the private preschools. RVH is looking to build rigor in math for preschoolers as well as play-based learning. There are more preschoolers in the building than at the beginning of the cycle and they are now transported to school, instead of parents bringing them in. The ultimate goal is to get as many Pre-K students in the building as possible. The Pre-K has at-risk/sped students as well as model students. There is also a preschool summer school as well. Fastbridge assessments are used Pre K through 12.
Individual Plans of Study	GMS - Prior to the 20-21 school year, GMS had traditional parent/teacher conferences. These conferences rarely included input from the student. Teachers presented grades, attendance, and behavior information to parents with little to no input as to why a student was doing well or poorly or doing well. Starting in 20 -21 GMS implemented student-led conferences. Students used data from career cruising, as well as grades, attendance, and IXL (tracks how many questions kids complete and mastery progress monitoring math, English, and science) data to share their personal strengths, weaknesses, and goals with their parents. GHS-Over the past five-year window this process has gone from non-existent to a primary focus within their school. Starting in 18-19 all students were required to start an IPS process. This process includes a strengths/weakness evaluation, job interest profile, weekly grade tracking, and student-led conferences once a year. The overall goal initially was to expand the students' knowledge of potential job opportunities and to help students start making educated decisions about classes and pathways that could help lead them to a successful occupation. Career cruising was utilized. IPS Team reviews yearly. Two job shadow experiences, mock interviews, research, jobs, take field trips, and student-led conferences also allow students to show their achievements and goals. Strengths and weaknesses. RVH 2nd Graders visit the hospital to learn about careers in the medical field K-5 participates in Career on Wheel.

High School Graduation Rate	During the five-year cycle, USD 248 graduation rates have improved dramatically. This data, while showing a positive trend over the five-year window is somewhat misleading. From the years 2017-to 2019 students that were placed at Juvenile Correctional Facility, regardless of what district they were from, counted against the district. After petitioning KSDE for a few years, the policies were eventually changed, and Juvenile Detention Center (JDC) students did not count against GHS's graduation rate. They are looking at adding attendance incentives, and other social expectations. The goals are to keep students in classrooms and avoid putting kids in virtual education situations. GHS is using social-emotional supports such as therapists onsite to keep kids in school. They are also hiring a success coach/at-risk teacher to help more struggling kids for the next school year.
Postsecondary Success	The downward trend in this data from 2017-to 2019 can be primarily attributed to the students that were added to the system students from the Juvenile Detention Center. Both Graduation Rate and Effectiveness Rate were significantly impacted by the JDC students. The data shows that in 2019 both student success rate and effectiveness did increase. This increase was caused by the focus on credentialing for graduating students. With the new data from the 2020 cohort where JDC students do not count against USD 248, there is a significant increase anticipated. Some ways that Girard is working to improve postsecondary success include encouraging students to earn industry-wide certifications, continue ACT preparations, add a new CTE pathway, and maintain the rigor of the core classes.

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

ARC Comment

The system uses a wide variety of resources to communicate with all stakeholders. The System has sent out multiple community surveys to gather feedback from community stakeholders and businesses. SITE and Building Leadership Team meetings occurred at all buildings within the district. Technology Committee including people from all areas, Wellness committee, and others convened multiple times a year. Focus groups will be convened for the next five-year strategic plan as well. The district has also increased its involvement with mental health community groups for input. This was a lesson learned from the Covid experience that is being used to increase participation and involvement with the community, the board, parents, and students. At the beginning of this cycle, the system started a Strategic planning process. This process involved stakeholders from the district of different backgrounds, age groups, and careers. This group of people helped shape and impact the skills and expectations for our school district this past cycle. Gaining their insight into college and career readiness was crucial in their KESA success. The process was shared with the staff during year one. A presentation was given to the BOE on the process as well.

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

ARC Comment

There was no year 4 OVT review due to Covid. However, the system kept in communication with the

OVT and completed their documents as directed. We have reviewed all information and they are compliant in all areas of the KESA process. Their documentation was well-curated, and they have worked hard to gather evidence and make decisions based on the data they collected. Everyone in the district has a clear vision and understanding of the process and they are all on the same page. Communication between all stakeholders in the district is clearly collaborative. They have improved on both of their goals of relationships and relevance.

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

ARC Comment

The system kept in communication with the OVT and completed their documents with fidelity. The OVT has reviewed all information and they are compliant in all areas of the KESA process. Their documentation was impressive, the system has worked hard to gather evidence and make decisions based on the data they collected. Everyone in the district has a clear vision and understanding of the process and they are all on the same page. Communication between all stakeholders in the district is clearly collaborative. They have improved on both of their goals of relationships and relevance.

ARC Recommendation

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

Justification

The system maintained all information and was compliant in all areas of the KESA process. Their documentation was well-curated, and they have worked hard to gather evidence and make decisions based on the data they collected. The system has a plan in place, working to continually improve its processes, and strives to help all students where they are.

Strengths

- Well-developed plan and implementation with vigor and rigor.
- Success rates for graduation, post-secondary success, and being ready for post-secondary classes.

Challenges

- Continue the plan to work on assessment scores.
- Maintain a strong system.
- Continue to develop a strong PreK program.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

South Barber USD 255

512 Main, Kiowa, KS 67070
(833) 722-7237
www.southbarber.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12**
Superintendent: **Mylo Miller**

Demographics

209 Students

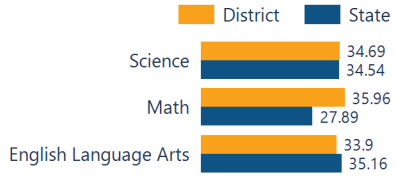
- African American 1.44%
- Hispanic 7.18%
- Other 4.31%
- White 87.08%

District Kansans Can Star Recognition

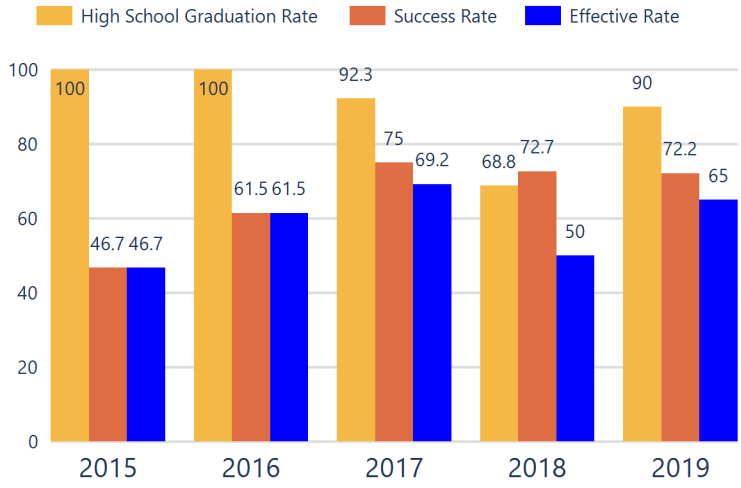
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				✶
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement			✶	
High School Graduation			✶	
Postsecondary Success			✶	

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
89.6%

Five-Year Success Avg
65.2%

Five-Year Effective Avg
58.4%

95% Confidence Interval for the Predicted Effectiveness Rate
50.0 - 53.1%

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

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

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

71.4% State: 88.1

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

93.0% State: 93.8

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

24.7% State: 17.5

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

1.2% State: 1.7

District ESSA Expenditures Per Pupil

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

$18,491
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

South Barber USD 255

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	11.11	21.36	20.45	N/A	N/A	N/A	20.17	27.82	38.77
Level 2	45.29	33.33	40.90	N/A	N/A	N/A	43.85	38.26	26.53
Level 3	32.47	36.75	27.27	N/A	N/A	N/A	21.05	29.56	26.53
Level 4	11.11	8.54	11.36	N/A	N/A	N/A	14.91	4.34	8.16

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	16.90	26.76	26.92	N/A	N/A	N/A	26.31	37.93	43.47
Level 2	47.88	36.61	42.30	N/A	N/A	N/A	45.61	34.48	26.08
Level 3	25.35	32.39	19.23	N/A	N/A	N/A	19.29	24.13	26.08
Level 4	9.85	4.22	11.53	N/A	N/A	N/A	8.77	3.44	4.34

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.85	53.57	N/A	N/A	N/A	N/A	53.84	55.55	N/A
Level 2	39.28	28.57	N/A	N/A	N/A	N/A	30.76	37.03	N/A
Level 3	14.28	7.14	N/A	N/A	N/A	N/A	11.53	7.40	N/A
Level 4	3.57	10.71	N/A	N/A	N/A	N/A	3.84	0.00	N/A

AFRICAN-AMERICAN STUDENTS

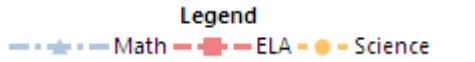
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

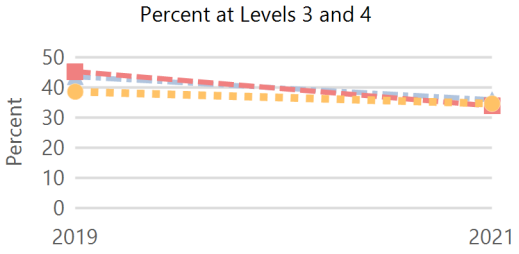
HISPANIC STUDENTS

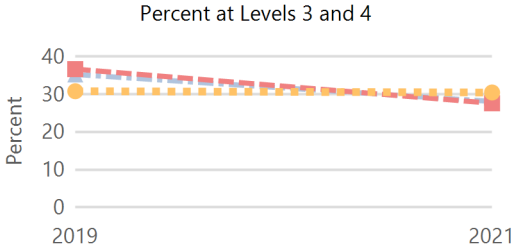
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	27.27	36.36	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	18.18	18.18	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	18.18	45.45	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	36.36	0.00	N/A

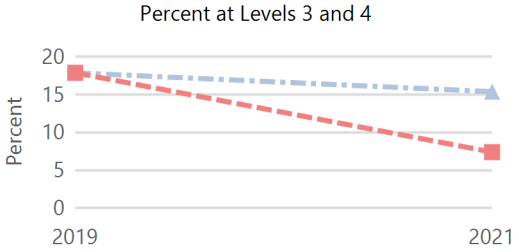
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

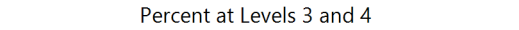
Academically Prepared for Postsecondary Success



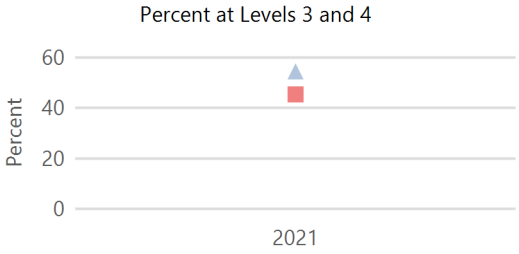








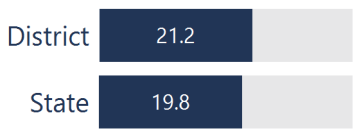
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/02/2022

System: D0255 South Barber (0000)

City: Kiowa

Superintendent: Mylo Miller

OVT Chair: Josh Swartz

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Foundational Structures are evident in the system and there are pockets of implementation and sustained efforts. There is evidence that work is being done and plans are being actively put into action.

Engaging/ Stakeholders
The system-wide practice of engaging stakeholders occurs irregularly; the evidence is shown and is embedded in the overall culture. The system has developed several families, businesses, and community partnerships during the 5-year cycle. A Student Service Program requires students to earn 80 hours of community service over four years to graduate high school. The system partners with several local businesses as seniors are required to job shadow during the spring semester. It is unclear if engaging stakeholders occurs regularly.

Diversity, Equity, and Access
Evidence is shown throughout all Rs. All student group needs are represented in the improvement process. Systems' and schools' cultures are reflected in the vision and improvement process. Curricula that support the structures in communication and basic skills are evident. District and school programs are open and available to all students in all areas. Every student has access to district-owned chrome books.

Communication and Basic Skills
The system offers all general-level communications and basic skills. During the 5-year cycle successful progression has been implemented to successfully advance students by utilizing Advancement Via Individual Determination (AVID) WICOR strategies in classrooms. The system is a small school pilot with AVID in a partnership to implement Writing, Inquiry, Organization, and Reading Best Practice Strategies, district-wide, to enhance communication and basic skills for students.

Civic and Social Engagement
Social Studies courses require civic engagement projects, attending board meetings, city council meetings, veteran's affairs meetings, and speaking engagements. STUCO has a non-voting position on the School Board and attends meetings. SBHS earned the Civic Advocacy Network Award for the 2019-21 school years.

Physical and Mental Health
The system addresses physical and mental health in the curriculum with character education, family time, and counseling support. They have hired a Mental Health Liaison to provide student support in a partnership with Horizons Mental Health.

Arts and Cultural Appreciation
The system continues to offer courses in Speech, Drama (Forensics), Art, and Spanish. Vocal and Band classes have the opportunity to perform in school concerts as well as league competitions. All programs enjoy cross-curricular collaboration and support the core curriculum.

Postsecondary and Career Preparation
All seniors and some juniors, depending on the Pathway, have the opportunity to be involved in Work-Based Learning through the Work Experience class. Teachers and students work together with the community stakeholders to establish the partnership, explore the career interest, and learn valuable soft skills required for success in that field. The high school had a 70% attendance rate, and 80% of the seniors completed the FAFSA. All Juniors took the ASVAB test, participated in a review of scores, learned about available military options, or took the WorkKeys assessment. When scores became available, the counselor worked with students to interpret the results. Through the system, Xello classes taught by the counselor, both juniors and seniors spend class time at the KSDegreeStats.org link. The link and information were also emailed to parents to create awareness at home. The culminating Xello class for seniors focused on the link mycollegemoneyplan.org. The goal for the 2020-2021 school year was to begin to work toward initiating an IPS for all students. The system implemented an IPS Team to spearhead plans, set goals, establish a timeline, and move forward with the plans for both the 2020-2021 and 2021-2022 school years.

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

ARC Comment

The K-6 teachers provide supports in reading and math by analyzing MTSS data.
The system submitted Fastbridge data for the 2020-2021 school year and the 2021 -2022 school year. The data shows that the system's tiered system of support is effective. The percentage of students in Tier 1 improved in all categories from 2020 -2021 to 2021-2022. Although the system is still below the Kansas MTSS goals for Tier 1 (80% in 2020-2021 and 85% in 2021-2022, the percentage of students in Tier 1 has increased between 2020-2021 and 2021-2022 school years. During the 2021-2022 school year, the system has implemented district training for teachers in AVID (Advancement via Individual Determination). AVID focuses on writing, inquiry, organization, and reading strategies. The goal for AVID and the PLC time to support the implementation of it is to have a common language and expectations for all grade levels. The organization will be a primary focus for students. The system would like to have the fidelity of implementation within a 5-year process.

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

ARC Comment

We are strengthening the level of rigor district-wide by joining the College Board AP program. We want to offer more rigorous courses to our students and we want to provide more academic opportunities to our students.
Over the 5-year plan, several pathways were added and the enrollments in each pathway have remained stable. There are changes in enrollment in different pathways, but partly because the threads added compete with existing pathways. The IPS also connects to this goal and the system commits professional development to continually improving the IPS implementation. The focus on career opportunities for students has support from staff, community, parents, and the Board of Education.
State Board outcomes and definition of success Kansas High School Graduates include detailed CTE

curriculum mapping and opportunities. Their goal is to establish a program of study that is a comprehensive, structured approach for delivering academic and career, and technical education to prepare students for postsecondary education and career success. Career certification and college preparedness are the foundation of course development. The course and opportunities offered to reflect that ongoing goal and message.

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

Evidence was provided indicating that the effect works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. The system has received several Star Recognition awards over the past few years showing the focus on academic and non-academic success indicator work. Specific policies and procedures include the addition of a FEMA shelter that also acts as a daycare facility for district staff.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth	The system provided evidence of topics taught related to intrapersonal, interpersonal and cognitive competencies for grades 7-12. The PK-6 level uses the Core Essentials character education program. The connection for SEL growth also connects to SAEBRS (behavior screener from the Fastbridge Suite). SAEBRS is administered to K-12 and then the student feedback version of mySAEBRS for 2- 12. The system also utilizes the support of the KSDE mental health initiative with Horizons and the artifact “Kansas Mental Health.” shows the number of students impacted.

Kindergarten Readiness	The system utilizes the ASQ 3 data to assess needs for incoming Kindergarten students in the area of communication, gross motor, fine motor, problem solving, and personal/ social. The 2020-2021 and 2021-2022 data collection years demonstrated that the percentage of overall concern that parents had for their incoming Kindergarteners had declined in comparison to the two previous years for both 60 months and 72 month children. (Reference USD 255 Data Collection). The system was contacted to supply ASQ:SE-2 data to the OVT team for the completion of the OVT Summary Year 5. No data was submitted to the OVT team for the summary. Additionally, the percentage of Kindergarten students in each building who participated in the Kindergarten Readiness Snapshot was not available to the OVT team. The district has partnered with Emporia State University and the Masonic Literacy Center to track and analyze the ASQ data collection. The Masonic Literacy Center provides free books to the district as well as money for literacy programs in the district.
Individual Plans of Study	The system goal of adding CTE pathways aligns to this State Board Goal through developing additional opportunities. Xello is used as a career exploration tool along with guidance from the school counselor in supporting students in postsecondary decisions.
High School Graduation Rate	Graduation rate averages continue to be above the average especially when considering their risk factors. Specific strategies for increasing graduation rates connects to the IPS, CTE course offerings along with the AP classes being offered.
Postsecondary Success	For the 2017, 2018, and 2019 school years the postsecondary success rates are at or above 72%. The specific strategies for postsecondary success also connect to the CTE, IPS and AP classes.

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

ARC Comment

Feedback was obtained from stakeholders through the CTE Pathway Advisory Board. Many local community members participate on this board and have provided input to the system. During the 2021 -2022 school year, individuals from the community have visited buildings within the system to introduce their careers to students. A team of administrators, staff, and community members has also focused on student nutrition and physical health. Plans for next year include collaboration with the City Council, Chamber of Commerce, the General Store, and the community garden in regards to service-learning opportunities. The system also shared that they had 70% of their families engaged in student-led conferences during the school year. Regular parent-teacher conferences average 50% attendance. It is unclear if engaging stakeholders occurs on a regular basis.

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

ARC Comment

The reports indicated that the system was responsive to the OVT. Changes and growth were seen throughout the 5-year accreditation cycle. The kindergarten readiness area was the only area where the OVT indicated that they had not received requested data.

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

ARC Comment

The Star Recognition awards demonstrate competency in meeting the accreditation standards. The areas where significant growth was noted, were the goal-setting process and identifying the key action steps that are needed to show improvement. The system provided evidence that information is reported to their local board and communities, some reports are completed in a timely manner, a system plan with action steps and goals that drives academic improvement priorities in taking form; buildings have aligned their action plans to the system goals; improvement priorities and process for evaluation is evident; feedback is evident.

ARC Recommendation

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

Justification

The system implemented the KESA process with an expected level of fidelity. Positive evidence was provided in each of the required areas. Accountability report for 2020-2021 indicated the system's Five-Year Graduation was Avg 89.6%, Five-Year Success was Avg 65.2%, Five-Year Effective was Avg 58.4%, Attendance Rate was 93.0%, Chronic Absenteeism was 24.7%, and Dropout Rate was 1.2%. Math, ELA, and Science state assessment scores have consistently declined for all reported categories.

Strengths

The key strength is the Star Recognition honors. The system received 10 or more honors through both the qualitative and quantitative measures.

Challenges

The system needs to document how they engage with stakeholders on a regular basis.

The system needs to develop two fully goal statements (SMART goals) that are measurable and are complex enough to challenge systems throughout their continuous improvement process/cycle.

Goals developed need to include results that have an impact on student learning.

The system needs to continue reporting of kindergarten readiness data.

The system needs to continue to find ways for students in rural areas to gain the exposure that helps them compete with a workforce from the urban areas.

State assessment scores have declined in all areas on state assessments. The district needs to address plans for improving state assessment scores.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Clearwater USD 264

151 S. 1st Avenue, Clearwater, KS 67026
(620) 584-2091
www.usd264.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Chris Cooper**

Demographics

1,106 Students

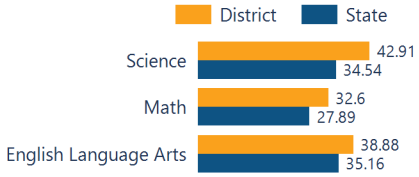
- African American 0.81%
- Hispanic 0.09%
- Other 1.63%
- White 97.47%

District Kansans Can Star Recognition

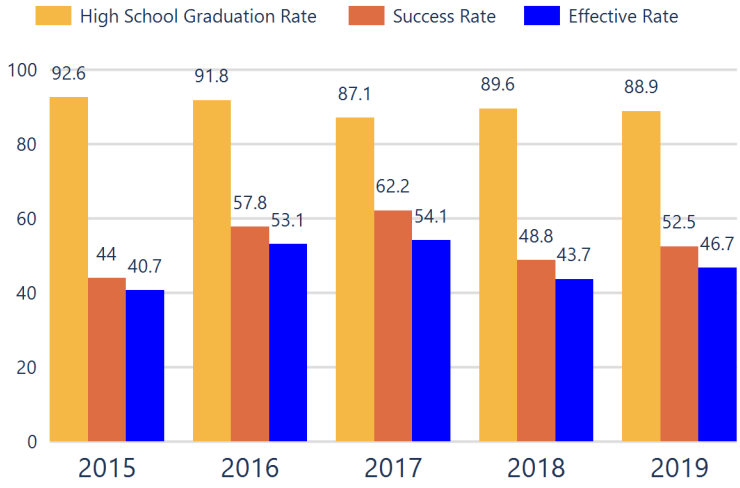
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **90.0%**

Five-Year Success Avg **53.1%**

Five-Year Effective Avg **47.8%**

95% Confidence Interval for the Predicted Effectiveness Rate **58.9 - 62.2%**

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

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

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

94.2% State: 88.1

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

93.1% State: 93.8

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

22.6% State: 17.5

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

1.0% State: 1.7

District ESSA Expenditures Per Pupil

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

$12,219
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Clearwater USD 264

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	19.82	22.00	29.73	N/A	N/A	N/A	24.74	20.70	22.50
Level 2	44.56	38.20	30.85	N/A	N/A	N/A	42.64	40.40	34.58
Level 3	27.71	31.86	25.27	N/A	N/A	N/A	25.41	30.47	30.83
Level 4	7.89	7.92	14.12	N/A	N/A	N/A	7.19	8.41	12.08

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	27.27	26.38	33.84	N/A	N/A	N/A	38.59	29.16	29.50
Level 2	48.48	45.39	32.30	N/A	N/A	N/A	43.85	45.83	47.54
Level 3	20.00	21.47	21.53	N/A	N/A	N/A	15.20	21.42	16.39
Level 4	4.24	6.74	12.30	N/A	N/A	N/A	2.33	3.57	6.55

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	48.27	48.83	51.42	N/A	N/A	N/A	53.77	50.98	46.15
Level 2	32.18	29.06	20.00	N/A	N/A	N/A	25.47	27.45	41.02
Level 3	13.79	16.27	17.14	N/A	N/A	N/A	15.09	13.72	7.69
Level 4	5.74	5.81	11.42	N/A	N/A	N/A	5.66	7.84	5.12

AFRICAN-AMERICAN STUDENTS

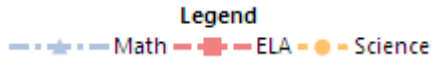
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

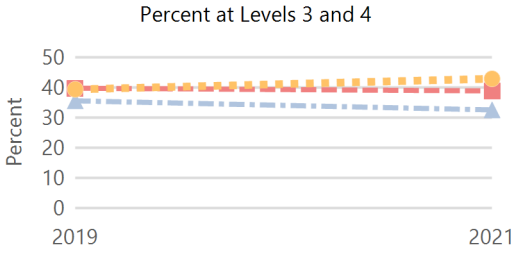
HISPANIC STUDENTS

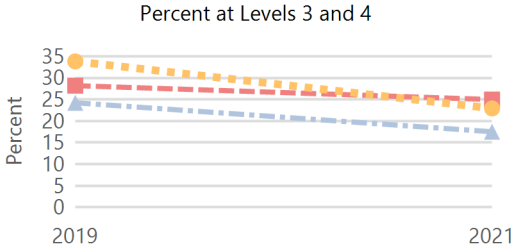
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	25.00	44.44	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	50.00	38.88	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	25.00	16.66	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	0.00	0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A

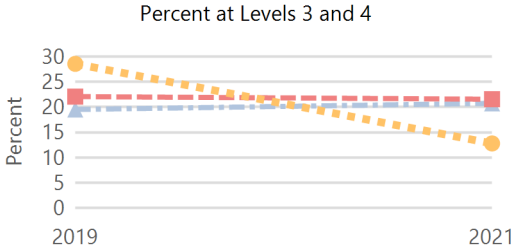
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



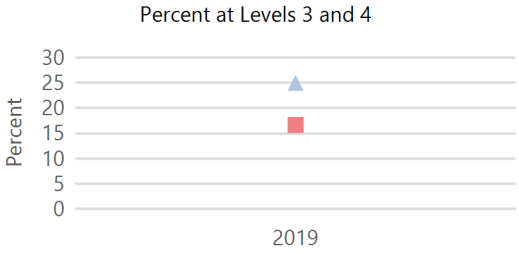






Percent at Levels 3 and 4

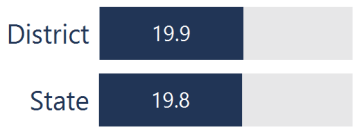
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 06/12/2022

System: D0264 Clearwater (0000)

City: Clearwater

Superintendent: Chris Cooper

OVT Chair: Monte Couchman

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

The system wanted to decrease the number of K-8 students in Tier 3 (high risk) for reading and math to less than 10%. The system switched to FastBridge Assessments in the 2021-22 school year so prior data was not relatable; however, the system was able to meet this goal for math (8.75%) while reading results were just above the goal mark (12.4%). The system indicates that Fall and Winter benchmarking results were positive for this school year and they anticipate a strong showing in the Spring benchmarking window. Further growth is evident through the middle and high school grades with whole classroom intervention practices being put in place (vocabulary and fluency) and dedicated MTSS periods being developed for the 2022-23 school year in grades 7 -12. Teacher/student relationships improved with the implementation of the Capturing Kids Hearts initiative (PreK-8). The SABERS (Social, Academic, and Emotional Behavior Risk Screener) and MySABERS (a student self-assessment screener for social, academic, and emotional behaviors) was given during the 2021-22 school year along with the Communities that Care Survey. Although the number of students with zero office referrals has improved, data indicates that approximately 10% of students continue to struggle with social-emotional and behavior issues and the number of office referrals has not been significantly reduced for all students.

• Tiered Framework of Support

ARC Comment: The system had elements of an MTSS model in place, particularly in grades K-6, at the start of this KESA cycle. Screening in reading took place and groups were created; however, intervention practices were not well supported, and students typically stayed in these groups for long periods of time with little formal progress monitoring. System focus on MTSS structures has been enhanced due to a partnership with the TASN team. This has allowed for coherent and consistent training, coaching, and support. As the system concludes this KESA cycle, there is significant evidence that MTSS is a thriving practice:
- Benchmark screening in reading, math, and BSEL
– Evidence-based intervention resources
– Flexible sorting and grouping of students – Written protocols for data-based conversation

• Family, Business, and Community Partnerships

ARC Comment: Early in the KESA cycle, the system surveyed parents/guardians with the following: "I

feel like my student's teacher is a partner with me in my student's education." In 2018, only 22% of parents marked "Almost Always" but in 2021 that had risen to 57%. The system developed several intentional practices that helped build a stronger partnership with external stakeholders, including:
– Annual parent/family survey to provide feedback and input to the district
– Functional district and school site councils
– Community input on the district strategic plan
– Development of student-led conference format
– Hired a full-time communication specialist (a component of the system's new strategic plan is dedicated to improving communications with families and the community)
– Focus is placed on developing career and work-based learning experiences for HS students in the community (job shadowing required in 11th and 12th grades)
–The Wichita Workforce Center trained multiple teachers in the Essential Skills curriculum (Keys to Employment, Workplace Etiquette, and Financial Literacy). Teachers then conducted entry-level mock interviews with all sophomores.

• Diversity, Equity, and Access

ARC Comment: During this KESA cycle, the system has invested time and resources toward determining subgroup participation and achievement in various programs. Some key findings have resulted in the following modifications to practice:
– Targeted special education students for an enhanced pre-enrollment activity to increase CTE enrollment in high school
– Revised GEI protocols to eliminate bias towards students with at-risk indicators
– Developed a transportation plan for summer school participants who lack transportation resources
-Staff training in ESOL, dyslexia and co-teaching were provided
-Restructuring of the special education Interlocal to a Cooperative to improve special education services for all students
-Addition of a full-time psychologist and social worker to better support students in the at-risk population
-Implementation of the Access and Equity CTE grant in 2021 to address barriers for special populations and engage them in intention course selection in high school to address post-secondary success

• Communication and Basic Skills

ARC Comment: The system's efforts to enhance student communication skills during this KESA cycle include:
– K-12 adoption of a core literacy curriculum
– Developed standards-based grading model for K-5th grade with speaking/listening as a component
– Speech is a required graduation credit
– HS students participate in mock interview projects
– 7-12th grade students conduct student-led conferences
The system provides all students with a comprehensive and aligned program of instruction for basic skills necessary for success as an adult.

• Civic and Social Engagement

ARC Comment: Specific system enhancements to support civic and social engagement include:
– Adjustment of the HS advisory model to include intentional experiences in civic engagement for 10th graders and community service for 12th graders
– HS students participate in mock interviews – 100% of 10th graders in 2021 and 100% of 11th graders in 2020
– HS students are required to attend a local BOE, civic, or community governance meeting

• Physical and Mental Health

ARC Comment: The system describes a wide range of responses to support students' physical and mental health. Areas that have been added or enhanced during this KESA cycle include:
– Implementation of Lions Quest and Capturing Kids Hearts programs
– Enhanced the previous seminar period and created "Tribes" as a more responsive advisory model for all students
– Implemented FastBridge SAEBRS as a BSEL risk screener
– Hired a full-time social worker for the district and an additional full-time counselor

• Arts and Cultural Appreciation

ARC Comment: Fine arts has always been a priority for the system. During this KESA cycle, the following enhancements have been made for students:
– Expansion of art courses at the 4-6th grade levels
– Development of a middle school musical theater production
– Expansion of fine arts elective courses at the HS
– Participation in community-based arts programming including the Clearwater Art Walk and field trips to galleries

• Postsecondary and Career Preparation

ARC Comment: The system invested heavily during this KESA cycle to build very responsive approaches in CTE programming, career exploration and college preparation. Some highlights include:
– Added two new CTE Pathways
– Awarded three Perkins Grants to CTE programs
– Implemented Xello as a component of the IPS program
– Added new dual credit college courses for HS students
– Offered a post-secondary "fair" for seniors to attend
– Tribe Time (seminar) enhanced to include targeted experiences at each grade level
(ie: sophomores
– community service; juniors/seniors – job shadowing)
– Enhanced testing including ASVAB for sophomores and WorkKeys for juniors.

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

ARC Comment

Relationships Goal – The system will
-decrease the number of students who receive office referrals by 5%
-reduce the number of students who are chronically absent by 2%
-increase to over 50% of students who strongly agree to "I feel welcome and included at school" on a local survey This will be accomplished by utilizing a curriculum/resource that aligns with the Kansas SECD standards, adopting a school-wide framework for developing relationships with students, and implementing the use of an IPS in grades 7-12. Our goal is to prepare students for their future through positive relationships with themselves, peers, adults, and the community.

Summarize the system's efforts and improvement in this goal during the cycle.
ARC Comment: According to the OVT, Due to the significant impact that student inclusion and welcome have on the learning of students, it will be important for the district to continue its improvement efforts within goal one. The district has implemented a strong alignment process and feedback loop to ensure that all goals and inquiries help to meet the LAG Measures. The PLCs demonstrate a highly responsive culture, and they are consistently relying on data to inform their instructional decisions. These combined initiatives along with the implementation of Tribe Time and Capturing Kids Hearts have a direct and positive impact on the climate and culture of the buildings and

should be sustained moving forward. Since beginning the KESA process for this cycle in 2017-18, the system has made huge strides toward implementing the KESA continuous improvement Growth Cycle. Leadership and staff understand the importance of setting goals for the district that include stakeholder input and that can be used as a framework for building-level goals. Data is now easily accessible and used to drive decision-making. There is an understanding of the alignment between the needs assessment, goals, implementation, analysis of data, and the evaluation of results. The district and building leadership teams are connected in a manner designed to ensure continuity.

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

ARC Comment

The system will:
-decrease the number of students who score in levels 1 and 2 on the state assessments in all areas to less than 50%
-decrease the number of K-8th grade students who score in the Tier 3 range of an at-risk screener in reading and math to less than 10%

This will be accomplished by allocating at least 45 minutes a week to professional learning communities. The goal is that the system will provide teacher opportunities for professional learning communities within our academic departments and grade levels. These opportunities will allow teachers to continually improve as teachers through feedback, professional learning, data analysis, and ongoing collaboration.

• Summarize the system's efforts and improvement in this goal during the cycle.
ARC Comment: According to the OVT, this system seeks to increase engagement between school and home which continues to be a driving factor for student success. A yearly survey is currently sent to parents. It is recommended that this practice continue regardless of the tool used and that a system for reviewing, sharing, and responding to the data be maintained. The OVT recognizes that the system's very recent retooling of the PLC model to be more systematic and intentional in using inquiry cycles is very likely to bear positive and striking results if given enough time. The system leadership is clearly committed to this model and another year of implementation and support will undoubtedly result in student gains.

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

ARC Comment

The OVT stated in general that the Clearwater leadership model is functioning well, and team members are committed to sustaining the practices and behaviors that have been collectively adopted. One key aspect of this is the Superintendent's leadership in bringing the system and community together to develop a Strategic Plan. It is clear from our visit that this plan is driving conversation and planning and that building-level actions are well aligned with the strategic plan vision. This alone is a good sign that the transition to the next KESA cycle will be smooth and effective. Having a late start for PLC collaboration as mentioned above is working well and will continue. This was a necessary modification to the master schedule and calendar to place necessary resources of time and staff energy towards the PLC model. Additionally, the system's efforts to develop inquiry cycle protocols will have a significant impact and it is clear the leadership team is committed to this model.

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 successfully implemented several high-impact strategies and programs in the five-year KESA cycle. This will ensure that the system has what it needs to implement the expectations of the State Board.

Board Outcomes

Social-Emotional Growth	The system has successfully implemented several high-impact strategies and programs to support the social and emotional growth of students over the five-year KESA cycle. These include: – Capturing Kids Hearts K-8 – Implementation of Tribe Time to provide protected time for SEL lessons – Implementation of Lions Quest – Addition of a social worker, school psychologist, and guidance counselor – Training and implementation of Zones of Regulation The system developed its own student survey to monitor the perceptions of students related to the school being a safe place, the feeling of welcome and inclusion in the school, the adults noticing how the students are feeling, and the presence of an adult at school a student feels he/she can talk to when they have a problem. The system data from this student survey trended positively in relation to all four of these areas. From 2018 to 2021, there was a 23.6% increase in the number of students who feel safe at school; a 23.7% increase in the percent of students who feel welcome and included; a 7.9% increase in adults noticing how the student is feeling; and a 6% increase with students having an adult they can talk to when they have a problem. The lowest area is adults noticing how the student is feeling.
Kindergarten Readiness	The systems use provides a 4-year-old preschool program to help better prepare children with the incoming kindergarten readiness skills needed to be successful. They use the ASQ screener for all preschool and incoming kindergarten students. 100% of their students are screened with that tool. The district has provided critical LETRS training for all teachers in grades PreK-3. This is helping teachers acquire and utilize critical foundational strategies and concepts related to teaching children to read. Their preschool program has proven to be successful. In the fall of the 2021-22 school year, 71% of in-coming kindergarten students scored in the tier 1 range in the fall, 28% in the tier 2 range, and 1% in the tier 3 range on the Early Reading FastBridge assessment. Overall, an average of 5% of students age four and up were in the 'concern' range on the ASQ-3 and ASQ-2. 77% of in-coming kindergarten students scored in the tier 1 range, 22% in the tier 2 range, and 1% in the tier 3 range on the Early Math FastBridge assessment.

Individual Plans of Study	According to the OVT the system's data demonstrate growth in IPS programming centers around the participation rates of students who complete specific IPS activities or events. The system shared a very large amount of this type of data that clearly shows middle and high school students have a wide range of IPS-related experiences. Here are some examples of the type of data the system shared with the OVT: – 100% of CHS Juniors completed the ACT WorkKeys and Sophomores completed the ASVAB – 100% of CHS Juniors completed a mock interview in a selected career area – 62% of the CHS Class of 2022 will graduate with college credit – CHS sophomores and juniors participated in a financial literacy simulation program, Future Finance
High School Graduation Rate	The OVT noted that the system has consistently maintained graduation rates in the low 90% to upper 80% range over the KESA cycle. This consistent rate indicates the system provides a well-rounded, responsive, and meaningful educational experience for their students. The system had three years of graduation rates below 90% during the cycle, but the past two years have been trending upward with 92.4% in 2020 and 94.2% in 2021.
Postsecondary Success	The system's review of their Postsecondary Success data has caused the leadership teams to establish a stronger focus on this issue. The team notes a year-over-year downward trend in Effective Rate and, in comparison to some peer school districts in the region, the system is underperforming. One key takeaway is that the team believes the KESA goals devoted to developing relationships and a responsive culture were not fine-tuned well enough to impact things like industry credential attainment in high school, "best fit" decisions about college enrollment or persistence in college (the three primary data points informing the Effective Rate). The system has confirmed this will be a strategic area of improvement during the next KESA cycle.

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

ARC Comment

As noted by the OVT report, the system has collected feedback from staff, parents, community members, and students throughout the five-year KESA process. They have gathered widespread feedback through various annual staff, student, and parent surveys, in-person meetings, committee meetings, and PLC reporting. In the fall of the 2021-22 school year, the district began a formal strategic planning process in which they have approximately 50 members of the community involved at various levels. They have also received input from all staff, students, parents, and the Board of Education. This new strategic plan will carry them through their new five-year accreditation process.

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

ARC Comment

The system was open to discussion and feedback, the OVT commends the system leadership team in its efforts to meet the expectations for system improvement outlined in the KESA model. The system has responded consistently and with diligence. Resources of time, money, and effort are clear. Most

impressive has been the ability to maintain a singular focus on the things the system deemed "most important" during the cycle (developing relationships and building a collaborative PLC culture) while adjusting to the modifications in expectations and reporting pushed out by KSDE and the chaos experienced from a prolonged pandemic period. The system has experienced staff changes in key leadership roles at the district and building levels that could easily have caused major disruptions to the improvement process.

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

ARC Comment

To their credit, the system has reached Year 5 and can clearly articulate areas of growth and strength while acknowledging challenge issues that will drive the next KESA cycle. Positive and constructive dialogue has always been a part of the site visits and related conversations with the team. The OVT often commented how they usually bring at least one new idea back to their home districts after spending a day with the system. The OVT has been very impressed with the growth of the district and, in particular, the intentionality and commitment exhibited by system staff to confront their reality, identify ways to improve and put those plans into place.

ARC Recommendation

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

Justification

• The system recognizes what they need and are enthusiastic to put plans in place. Invested BOE/staff/community will continue the process, policies, and plans they have in place now. The OVT was very impressed with the growth of the district and, in particular, the intentionality and commitment exhibited by system staff to confront their reality, identify ways to improve and put those plans into place. The system followed the process and will continue improvement in most aspects of the Vision for Kansas students.

Strengths

• Strong leadership from key system staff members, including district level, but most importantly at the building and even classroom levels
• BOE support for the leadership team's vision and plans for system improvement
• Development of a system strategic plan supported by BOE and leadership team
• Willingness to seek external experts and consultants to provide guidance, support, and coaching
• Strong sense of collective efficacy among the staff to reach common goals

Challenges

• Sustainability of all programs' ability to maintain some enhancements that have been funded through ESSER funds, particularly new positions in areas that are providing enhanced coaching, instructional support, and technical assistance.
• Building up the collective wisdom, knowledge, and expertise of all staff to support goals
• Identifying the most important data to collect and monitor and determining ways to make this information public and accessible to all
• General indicators of student achievement include more students able to perform at higher levels of reading and mathematics and stronger post-secondary success indicators

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Goddard USD 265

201 South Main, Goddard, KS 67052
(316) 794-4000
http://www.goddardusd.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Justin B Henry**

Demographics

6,172 Students

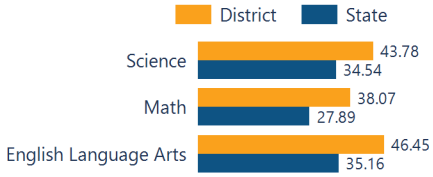
- African American 1.46%
- Hispanic 10.66%
- Other 7.71%
- White 80.17%

District Kansans Can Star Recognition

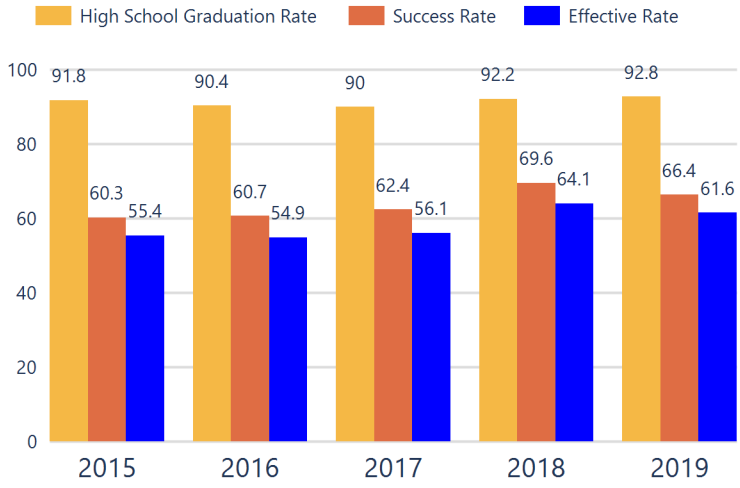
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness			✶	
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation		✶		
Postsecondary Success			✶	

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
91.5%

Five-Year Success Avg
64.0%

Five-Year Effective Avg
58.5%

95% Confidence Interval for the Predicted Effectiveness Rate
57.7 - 61.1%

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

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

91.9% State: 88.1

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

94.3% State: 93.8

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

15.7% State: 17.5

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

0.9% State: 1.7

District ESSA Expenditures Per Pupil

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

$10,842
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Goddard USD 265

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	17.38	16.87	27.18	N/A	N/A	N/A	22.58	20.33	26.85
Level 2	40.33	34.75	30.29	N/A	N/A	N/A	39.33	33.20	29.35
Level 3	30.53	36.44	28.96	N/A	N/A	N/A	27.69	35.11	28.52
Level 4	11.74	11.92	13.55	N/A	N/A	N/A	10.38	11.34	15.26

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	27.71	28.22	44.07	N/A	N/A	N/A	32.76	31.47	39.84
Level 2	47.79	41.26	32.23	N/A	N/A	N/A	43.06	37.62	30.07
Level 3	20.88	25.67	18.42	N/A	N/A	N/A	19.45	25.17	20.31
Level 4	3.61	4.83	5.26	N/A	N/A	N/A	4.72	5.72	9.76

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.41	48.44	54.02	N/A	N/A	N/A	52.69	53.20	65.78
Level 2	37.91	33.47	31.03	N/A	N/A	N/A	32.15	28.15	20.39
Level 3	6.87	13.92	11.49	N/A	N/A	N/A	10.37	14.69	9.21
Level 4	4.79	4.15	3.44	N/A	N/A	N/A	4.77	3.93	4.60

AFRICAN-AMERICAN STUDENTS

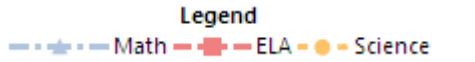
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	29.78	26.08	56.00	N/A	N/A	N/A	51.42	37.14	53.33
Level 2	44.68	26.08	20.00	N/A	N/A	N/A	42.85	37.14	26.66
Level 3	14.89	34.78	20.00	N/A	N/A	N/A	0.00	25.71	13.33
Level 4	10.63	13.04	4.00	N/A	N/A	N/A	5.71	0.00	6.66

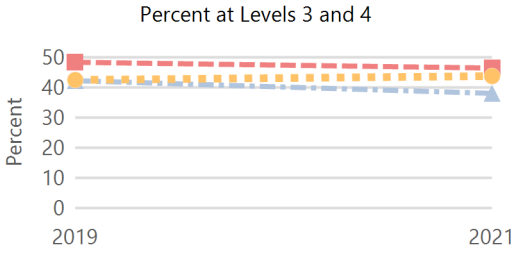
HISPANIC STUDENTS

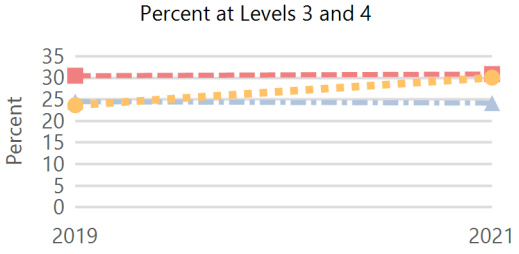
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.29	24.34	39.06	N/A	N/A	N/A	31.06	30.49	39.68
Level 2	42.53	39.80	32.03	N/A	N/A	N/A	42.07	38.03	29.36
Level 3	22.72	26.97	19.53	N/A	N/A	N/A	21.03	24.26	19.84
Level 4	8.44	8.88	9.37	N/A	N/A	N/A	5.82	7.21	11.11

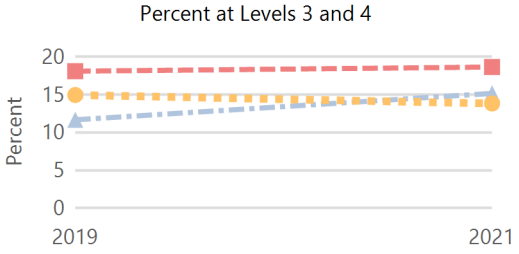
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

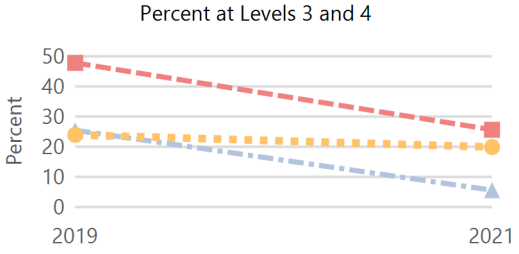
Academically Prepared for Postsecondary Success

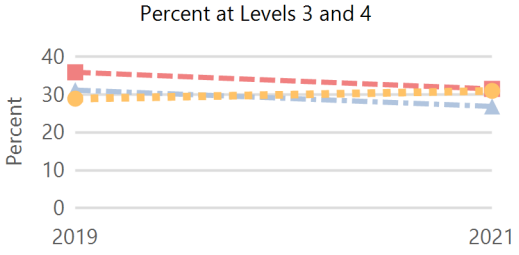








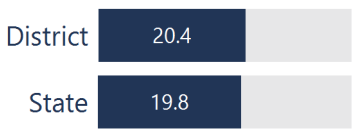




ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 06/14/2022

System: D0265 Goddard (0000)

City: Goddard

Superintendent: Justin B Henry

OVT Chair: Nancy Bolz

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Foundational areas have been addressed with fidelity.

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 Impacting in this foundational area. Improving means that within the system there are quality practices that are improving and meet the expected standards. The school is encouraged to create formal processes for reviewing formative and summative assessments through professional learning communities on an ongoing basis.

Family, Communities, and Business Partnerships
Goddard received Impacting levels in governance and leadership and is committed to establishing and adhering to policies designed to support the school's effectiveness, including following a strict code of ethics. Interviews with Goddard school district administrators, parents, students, teachers, staff, and board members showed commitment to the sustainability and growth of the school. The community, led by a valued leadership team, provides a student-centered education, allowing all students to experience success.

Teachers respect each other, collaborate willingly, and enjoy spending time together. They work as a team to support and invest in all students they encounter, not just those in their classes. The team also reviewed the survey data and analysis provided by the school regarding school culture. It determined that the entire process showed that fidelity was both a useful reinforcement of the school's efforts and a clear indication that the leadership was listening to the community. Parents provided examples of how the school leadership was committed to using their feedback to the community.

Diversity, Equity, and Inclusion
The district is improving with learners who have equitable opportunities to develop skills and achieve the content and learning opportunities established by the system. The system has a formal structure to ensure learners develop positive relationships and have adults/peers that support their educational experiences.

Communication and Basic Skills
Observation from Eleot finds the system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences. Learners demonstrate and/or are able to describe high-quality work Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher-order thinking (e.g., analyzing, applying, evaluating, synthesizing)

Civic and Social Engagement
The district provides numerous clubs, organizations, activities, and athletics to help keep students engaged and connected to the school. For example, over 30 different types of athletics and activities are offered and there are over 50 different clubs and organizations for students in Grades 7-12. Approximately 85% of the middle school students are involved in at least one club, organization, activity, or athletic team, and approximately 90% of all high school students are involved in at least one club, organization, activity, or athletic team with many of the students involved in multiple of these programs.

Physical and Mental Health
The system provides access to information, resources, and materials to support the curriculum, programs, and needs of students, staff, and the system.

Arts and Cultural Appreciation
Educators implement a curriculum that is based on high expectations and prepares learners for their next levels. This includes wide opportunities for students to explore the arts and culture of the community.

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

ARC Comment

Goddard USD 265 2020-2025 Strategic Plan Goal: Learning is beyond a test score. Supporting the social, emotional, and physical well-being of students must be a primary focus.

KESA Measurable Goal: All school staff will be trained in Capturing Kids' Hearts and will implement the components of Capturing Kids' Hearts by the end of the 2023-2024 school year.

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

ARC Comment

Goddard USD 265 2020-2025 Strategic Plan Goal: Educate students in digital citizenship by providing opportunities to embrace, practice, and balance technology usage in academic and social settings.
KESA Measurable Goal: All students will be exposed to digital citizenship lessons and activities and provided opportunities to utilize technology in a collaborative learning environment.
Outcomes: climate culture surveys were used to analyze students' perceptions.

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 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.

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

Stakeholders feel that Goddard 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.

Board Outcomes

Social-Emotional Growth	To better serve students receiving special education services, district leaders worked to reorganize the interlocal cooperative that served a number of districts into smaller, more impactful cooperatives to meet local needs. Additionally, district leaders recently implemented two programs district-wide to support students' academic needs and their social and emotional needs. These programs include Project Lead The Way (PLTW) and Capturing Kids' Hearts. Project Lead The Way is a way to introduce science, technology, engineering, mathematics (STEM), and other science-associated curricula into the overall district written curriculum. The district has received national recognition for the work done with PLTW.
Kindergarten Readiness	The district's Kindergarten absenteeism rate increased slightly in 2019-2020 and then again in 2020-2021. This increase is likely due to the Covid pandemic. Absenteeism is defined as having been reported absent 10% or more of the days a student was attending a school/district. All absences are included in the absentee rate regardless of whether the absence was excused or not. During the pandemic, there were county quarantine guidelines that the district supported which required students to remain at home if they were considered a close contact. These guidelines certainly impacted the Kindergarten absentee rate. The district will continue to monitor this rate and expect it to decrease due to expired quarantine guidelines and vaccines now being more readily available. The district utilizes data provided by AS2 to guide Kindergarten readiness.

Individual Plans of Study	Strength Finders/Career Interest Inventories - All students in Grades 7-12 utilize Xello for career exploration through activities, including lessons and inventories related to careers and interests, personality styles, decision making, learning styles, time management, entrepreneur skills, career and lifestyle costs, workplace skills and attitudes, study skills and habits, self-advocacy, job interviews, professional networks, career demand, choosing a college, career backup plans, etc. Each lesson and inventory utilized in Xello is outlined by grade level in the IPS curriculum map which brings consistency to this process across the district. Utilizing the Xello lessons and inventories allows students to be the center of their own career planning experience as they gain self-knowledge, explore post-secondary options, and create plans for their future. As students gain new knowledge, skills, and experiences, they continually reevaluate their careers and future plans. Course Selections Based on Career Interests –The results of the interest and career inventories are constantly evaluated through Xello, as well as the student enrollment in our CTE pathways to determine the career interests of the students, as well as the workforce needs in the region as outlined in the Wichita Regional CTE Comprehensive Needs Assessment. These data points help ensure that offering CTE pathways meet the needs and interests of both students and stakeholders. Additional pathways and/or classes are added to enhance the overall learning experiences and opportunities for students when a need is identified. CTE class offerings are expanded, as well as pathway offerings, to meet the ever-changing needs and interests of students and stakeholders. Goddard Public Schools
High School Graduation Rate	According to KDSE graduation rates have been consistent, as well as the postsecondary success rate.
Postsecondary Success	According to KSDE graduation rates have been consistent, as well as the postsecondary success rate.

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

ARC Comment

Parents and focus groups expressed great satisfaction with how student progress was communicated and with staff availability. Surveys indicated that parents were satisfied with the progress of the school. Students interviewed noted how much they appreciated the opportunity to talk to teachers about their progress and to set learning goals.

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

ARC Comment

The team was welcomed in a professional and respective way. The district was cooperative in providing data and arranging interviews with stakeholders.

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

Generally, as a school using the Cognia improvement process, the system has shown that they have followed the process with the expected level of fidelity. The school board had been informed of the accreditation process through Cognia. Surveys, reports, and data were reported to the school board

ARC Recommendation

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

Justification

In the Cognia report, multiple sources of evidence supported both significant Impact and Improving areas in the accreditation process which will carry in the next cycle.

Strengths

The system establishes policies and supports practices that ensure effective administration of the school. Well-respected and trusted administrators have developed a climate of mutual respect with internal and external stakeholders, creating a climate of trust with the school administration. Interviews from students, faculty, parents and board members provided a positive view and impact of the current school leadership. Stakeholders feel that Goddard 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. Effective school leaders are transparent in their actions and good stewards of tax-payer dollars. This transparency often provides numerous two-way communication opportunities for internal and external stakeholders to communicate with district personnel. There are also often numerous opportunities for internal and external stakeholders to be involved in decision-making processes. Through interviews with all stakeholders, the team learned there are several opportunities for stakeholders to contribute to decision-making and work with strategic planning. District leaders utilize several social media outlets to communicate about the district and building events. Leaders also send out frequent emails and newsletters. These communication efforts have helped establish the “family” atmosphere all stakeholders referenced.

Challenges

There should be further development of a written curriculum for all core courses and a majority of non-core courses and the use of the Google Data Studio to better analyze data. Through data analysis, it will help guide decisions such as resource allocation (human and material), program implementation, planning of professional development opportunities, and support of learning for all levels of learners.

Finally, the team encourages the development of a walk-through protocol (Eleot) and the establishment of expectations for the use of such a protocol for administrators to monitor instruction and inform several decisions that have the potential to impact student achievement.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Maize USD 266

905 W Academy Ave, Maize, KS 67101-9405
(316) 722-0614
http://www.usd266.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Chad Higgins**

Demographics

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- African American 2.43%
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Kindergarten Readiness				
Individual Plan of Study				
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High School Graduation		✶		
Postsecondary Success		✶		

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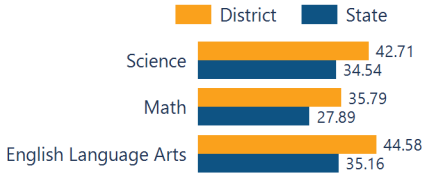
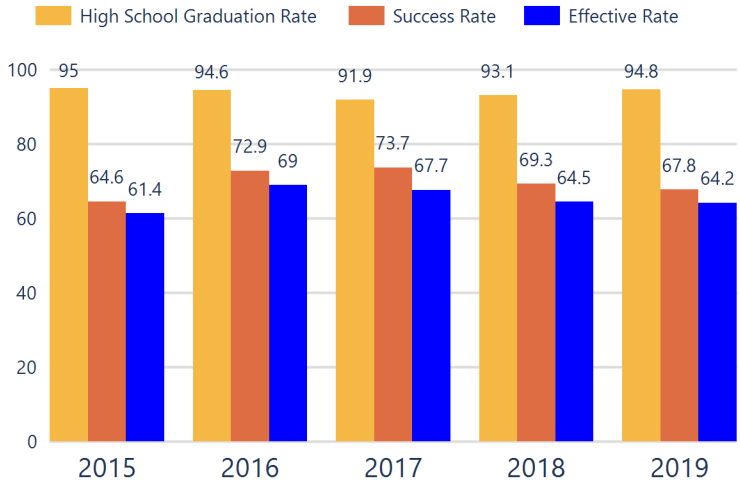


District Postsecondary Effectiveness



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KANSAS STATE DEPARTMENT OF EDUCATION

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Maize USD 266

K.S.A. 72-5178 Accountability Report 2020-2021

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Level 2	38.87	30.18	29.26	N/A	N/A	N/A	40.96	34.13	29.01
Level 3	29.62	36.62	29.32	N/A	N/A	N/A	25.80	34.24	29.58
Level 4	11.99	11.99	15.04	N/A	N/A	N/A	9.99	10.34	13.13

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	32.90	35.84	40.80	N/A	N/A	N/A	39.24	37.13	46.54
Level 2	41.95	33.37	30.84	N/A	N/A	N/A	40.64	36.16	29.45
Level 3	20.79	25.94	20.56	N/A	N/A	N/A	16.34	23.08	18.90
Level 4	4.34	4.83	7.78	N/A	N/A	N/A	3.77	3.61	5.09

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	53.98	57.40	58.42	N/A	N/A	N/A	61.67	59.68	70.05
Level 2	28.94	23.51	22.63	N/A	N/A	N/A	26.84	27.13	19.25
Level 3	12.05	15.74	13.15	N/A	N/A	N/A	8.17	12.01	4.81
Level 4	5.00	3.33	5.78	N/A	N/A	N/A	3.30	1.16	5.88

AFRICAN-AMERICAN STUDENTS

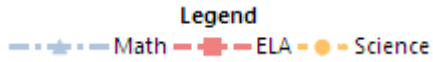
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	32.65	34.02	47.05	N/A	N/A	N/A	41.93	35.48	53.48
Level 2	47.95	34.02	21.56	N/A	N/A	N/A	44.08	37.63	37.20
Level 3	16.32	27.83	29.41	N/A	N/A	N/A	9.67	20.43	2.32
Level 4	3.06	4.12	1.96	N/A	N/A	N/A	4.30	6.45	6.97

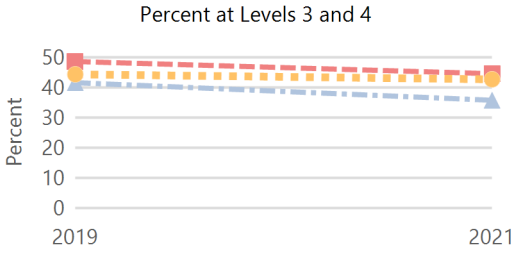
HISPANIC STUDENTS

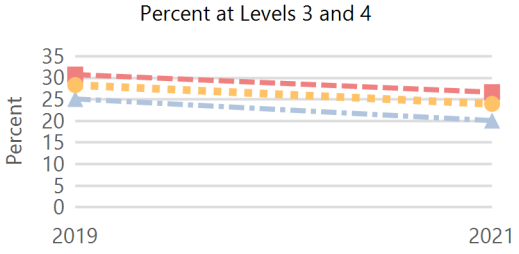
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.29	31.41	41.95	N/A	N/A	N/A	34.41	32.65	41.87
Level 2	39.77	32.34	29.75	N/A	N/A	N/A	40.73	32.65	33.00
Level 3	23.60	28.62	22.43	N/A	N/A	N/A	20.36	29.20	18.71
Level 4	6.31	7.62	5.85	N/A	N/A	N/A	4.48	5.47	6.40

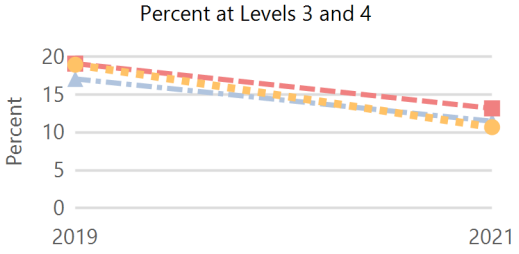
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

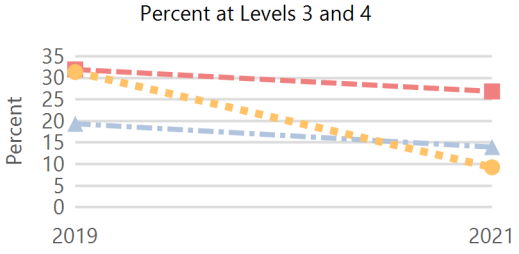
Academically Prepared for Postsecondary Success

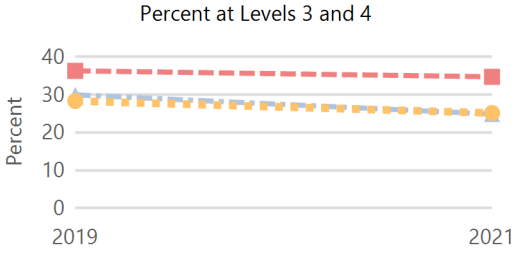








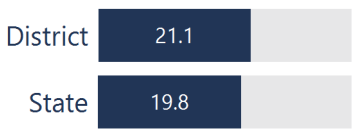




ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Kansans CAN

Accreditation Summary

Date: 06/15/2022

System: D0266 Maize (0000)

City: Maize

Superintendent: Chad Higgins

OVT Chair: Mark Whitener

Executive Summary/AFI

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

ARC Comment

Fulfilled official applicable requirements and deadlines and/or timelines or actively working with State BOE to achieve compliance

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

ARC Comment

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

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

ARC Comment

Goal 1 - Relationships. The district will select and implement a social-emotional screener for students in grades K-12. Data from the screener will guide tier 2-3 interventions.

Summarize the system's efforts and improvement in this goal during the cycle.
ARC Comment: _
During the cycle, the district adopted and implemented a new social-emotional screener. The screener is provided to all K-12 students. As a result of the data provided by the screener, the district offered significant professional development to all licensed staff. Additionally, the district has added therapists, counselors, and behavior coaches. Social-emotional learning has been embedded across the curriculum and schedules have been changed to allow for specific training in this area. Additionally, the district has developed a partnership with County Mental Health and now provides direct services to students in need during the regular school day. While the district has made significant progress implementing goal 1, data was likely skewed due to the pandemic.

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

ARC Comment

Goal 2 - __Relevance The district will improve instructional coherence by developing common understanding of the essential content all students must know, understand and be able to do.

Summarize the system's efforts and improvement in this goal during the cycle.
ARC Comment: During the cycle, the district conducted a thorough review of the ELA and math curriculum and adopted a new ELA curriculum (K-12), and new secondary math curriculum. As part of

the curriculum review, teachers identified priority standards and agreed on competencies that each student must demonstrate for mastery. Also, during the cycle, all teachers and administrators received PD on research-based instructional strategies. Concurrently, the district developed an e-walk through tool for admin aligned to the priority standards and research-based practices.
Finally, the district made significant progress regarding district-wide implementation of tiered instruction, using a universal screener for both achievement and SEL skills. Achievement data during the cycle has typically remained above the state average in all areas including the graduation rate. The district expected to make greater achievement progress during the cycle but the pandemic likely skewed the data. The OVT believes the district is on track and will see significant gains over the next few years due to efforts made around goal 2.

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

ARC Comment

ARC Comment: Concurrent to the KESA cycle, the district developed a strategic plan. The plan addresses continuous improvement through the goals and sub-goals. As part of strategic planning, financial and physical resources were addressed. During the
cycle, the district adopted universal screeners for both academics and SEL.
Achievement data over the course of the cycle (which was above the state average) indicated a need for K-12 alignment of both ELA and math curriculum. As a result, the district empowered teachers to develop curriculum alignment documents, which prioritized critical skills all students must know. In order to support the instruction of the priority skills, the district provided PD around research-based strategies and also developed an e-walk-through tool aligned to priority standards and research-based instructional practices. Additionally, data from the SEL screener guided the district to ensure SEL learning was embedded across the curriculum, teachers were
provided training, and schedules were developed to provide time for SEL instruction. Finally, the district hired additional support staff including behavioral coaches, therapists, and counselors.

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

ARC Comment

ARC Comment: _The system is showing progress in these areas.

Board Outcomes

Social-Emotional Growth	ARC Comment: _ The district provided disaggregated data from the K-12 universal SEL screener. The screener was adopted and implemented during the cycle. As the district implemented the survey, they found significant needs associated with mental health. The district provided significant training to all licensed staff around SEL and hired several behavioral specialists to better meet the needs of students. Additionally, schedules were changed to accommodate SEL instruction, and a partnership was developed with the local county mental health program. This program began providing mental health services in buildings during the regular day. While the district is not satisfied with the data during the cycle, the pandemic likely skewed the data. The OVT agrees the district is on the right track and will likely see significant gains now that students are back in school and can benefit from in-person SEL instruction and services.
Kindergarten Readiness	ARC Comment: _The district screener data for kindergarten readiness was provided for the OVT. The district scores above the state average for kindergarten readiness. However, the district did not make anticipated gains likely due to students missing a year of in-person instruction during the pandemic. The OVT agrees the district is on track to meet the state's requirements for kindergarten readiness. They continue to collaborate with the preschool that is in their community. They want to maintain this relationship with the private preschool, so at this time, they will not offer preschool to all 3 and 4-year-olds, but they will monitor kindergarten readiness closely to determine the next steps. For the 2022-2023 school year, they will also offer at-risk preschool slots.
Individual Plans of Study	ARC Comment: The district uses a state approved program for individual plans of study. All secondary students complete an interest inventory and a digital plan of study is created by the student with the guidance of teachers. The OVT reviewed data from the interest inventory and sample plans of study. Individual plans of study and the subsequent industry certificate programs are a definite area of strength for Maize. In 2021, students earned over 600 industry certificates.
High School Graduation Rate	ARC Comment: The OVT reviewed five years of graduation data. Maize is well above the state average in graduation rates but disaggregated data show efforts must continue to improve the graduation rate of certain subgroups. The OVT feels the pandemic made gains much more difficult during the cycle as students were at home for one academic year. The district is addressing graduation rates through the MTSS process with a significant emphasis on ensuring tier one instruction is aligned to priority standards and research-based practices.

Postsecondary Success	ARC Comment: __ The district provided five years of aggregate data for post-secondary success. While the district post-secondary success data was at or above the state average, the district saw the need for continued improvement. The OVT agreed the district is making adequate progress in postsecondary success.

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

ARC Comment

ARC Comment: The district began strategic planning during year one of the cycle. The district assembled a large group of stakeholders including parents, students, teachers, staff, business, industry leaders, etc. The KESA process/requirements provided an area of guidance for strategic planning. The KESA process is embedded in the strategic plan. Throughout the planning process, the district developed a number of strategic partnerships with parents, business and industry, civic groups, and local government agencies including the City of Maize and the County Mental Health Department.

Partnerships with parents and civic organizations have created many positive benefits for students in need. Such examples include providing washing machines for families, providing coats, clothing, and shoes for children, providing food for those in need, and in multiple cases medical/dental services provided free of charge.

Partnerships with business and industry have provided real-world work experiences for secondary students. The district's partnership with County Mental Health resulted in therapy services provided to students in the schools during the regular day.

The district held focus groups and used surveys to gain feedback during the cycle.

The district provided feedback to stakeholders through regular meetings, social media, and via newsletters.

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

ARC Comment

The Maize district is a premier district in the state of Kansas. The OVT Chair shared that the entire district team was professional, accommodating, and highly passionate about student well-being and achievement. 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, and all buildings have an aligned action plans to the system goals; OVT visits conducted, improvement priorities and the process is evaluated through the use of data, a feedback loop exists.

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

ARC Comment

ARC Comment: The OVT agrees Maize implemented the KESA process with fidelity. The district worked tirelessly with all stakeholders including students throughout the cycle to ensure all had a voice in the process and progress was communicated through a variety of media.

ARC Recommendation

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

Justification

Maize was an outstanding district prior to the cycle but found ways to improve and reach for greater excellence. The district has strong student achievement and strong graduation rates (data is above the state average). Through the cycle, the district adopted universal screeners, aligned curriculum, improved MTSS, and vastly improved SEL instruction while improving mental health services for children. The district also developed amazing partnerships with all stakeholder groups. The evidence provided indicates students greatly benefited from such partnerships. Maize is a district of excellence and continuous improvement.

Academic Success: Attendance has remained steady, holding at around 95% average daily attendance. Graduation rates have held steady between 93-95% for the 4-year adjusted cohorts. They have earned a Silver Star for Graduation Rate for the past two years.
Longitudinal KAP (state assessment) scores reveal that the percentage of students scoring at Level 4 is decreasing and the percentage of students scoring at Level 1 is increasing. In response to this data, they have turned their focus to Tier 1 and have completed comprehensive ELA and Math curriculum reviews. Despite the decline, Maize continues to score above the state average and has earned a Copper Star for the past two years. Longitudinal AIMS web scores indicate that 80-85% of students are on grade level by spring of each year (with the exception of K-1 unfinished learning in ELA during COVID). They believe the discrepancy between the KAP scores and the AIMSweb scores is a result of higher text complexity and higher-order questioning on the KAP assessments as compared to AIMSweb. Both text complexity and higher-order thinking were areas of focus during recent curriculum adoptions. ACT average composite score is holding steady around 21 and is above the state average. With a Success Rate of 67.8% and an Effective Rate of 64.2%, they have earned a Silver Star for postsecondary effectiveness for the past two years.

Strengths

Strength has been continuous growth in each component of the process, as shared in yearly updates. The social-emotional growth and the Individual Plan of Study continuum are two areas that separate themselves quickly when reflecting on the strengths. Their District Leadership Team as a whole is a strength. They are always making decisions with their students and goals in mind. They reflect on their
data and continue to make improvements in areas of need. Everyone in their District Leadership Team works well together. Furthermore, their stakeholder involvement is a huge strength. They have multiple ways they keep their stakeholders involved and are always receiving feedback from their stakeholders. Having the District Leadership Team working closely together with their stakeholders is a big
reason they have seen success through this cycle.

Challenges

Maize is aware of lagging achievement for subgroups and is using the MTSS process to address the needs of all students.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Stockton USD 271

421 Main, Stockton, KS 67669-1639
(785) 425-6367
www.usd271.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Bill Lowry**

Demographics

343 Students

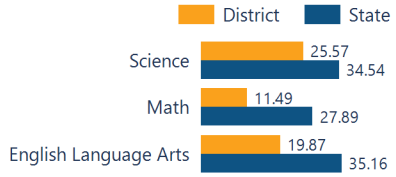
- African American 0.87%
- Hispanic 4.66%
- Other 4.96%
- White 89.50%

District Kansans Can Star Recognition

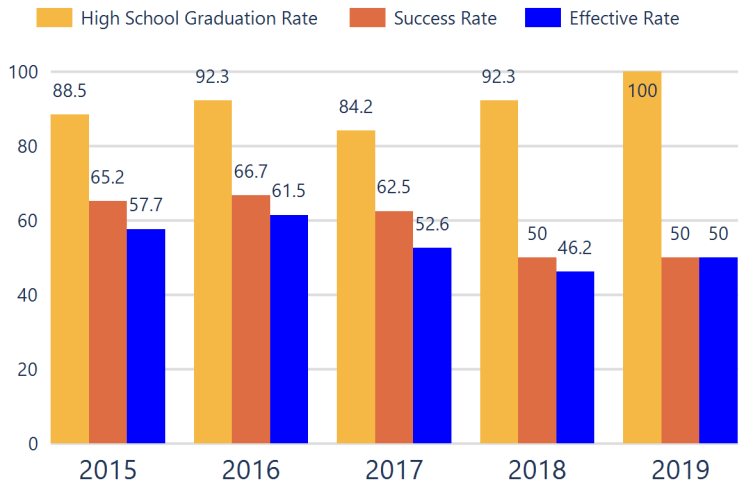
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation	✶			
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **90.8%**

Five-Year Success Avg **59.6%**

Five-Year Effective Avg **54.1%**

95% Confidence Interval for the Predicted Effectiveness Rate **47.5 - 49.8%**

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

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

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

88.5% State: 88.1

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

94.1% State: 93.8

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

18.5% State: 17.5

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

1.9% State: 1.7

District ESSA Expenditures Per Pupil

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

$30,153
State: $12,868

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Stockton USD 271

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	54.64	42.30	38.75	N/A	N/A	N/A	58.04	47.36	48.83
Level 2	32.78	32.41	30.00	N/A	N/A	N/A	30.45	32.74	25.58
Level 3	12.02	21.42	25.00	N/A	N/A	N/A	9.77	14.03	18.60
Level 4	0.54	3.84	6.25	N/A	N/A	N/A	1.72	5.84	6.97

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	62.50	48.54	46.80	N/A	N/A	N/A	67.02	60.86	55.81
Level 2	31.73	29.12	27.65	N/A	N/A	N/A	26.59	26.08	27.90
Level 3	5.76	19.41	21.27	N/A	N/A	N/A	6.38	10.86	13.95
Level 4	0.00	2.91	4.25	N/A	N/A	N/A	0.00	2.17	2.32

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	81.81	72.09	63.15	N/A	N/A	N/A	89.74	77.77	70.58
Level 2	13.63	16.27	21.05	N/A	N/A	N/A	7.69	16.66	23.52
Level 3	4.54	9.30	10.52	N/A	N/A	N/A	2.56	5.55	5.88
Level 4	0.00	2.32	5.26	N/A	N/A	N/A	0.00	0.00	0.00

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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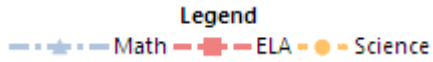
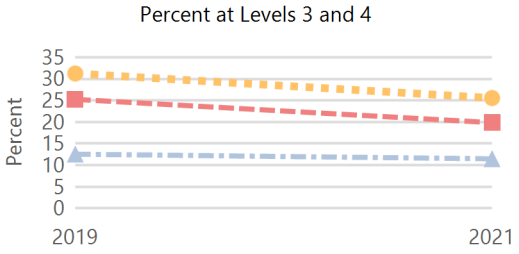
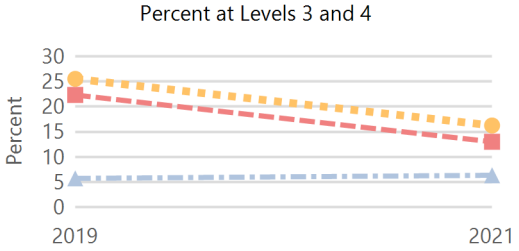
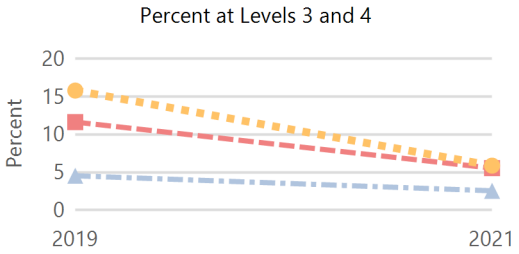
Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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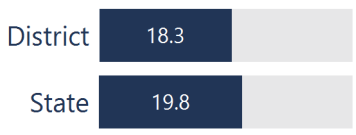


Accreditation Summary

Date: 04/27/2022

System: D0271 Stockton (0000)

City: Stockton

Superintendent: Bill Lowry

OVT Chair: Karen Wilson

Executive Summary/AFI

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

ARC Comment

Fulfilled official applicable requirements and deadlines and/or timelines or, actively working with State BOE to achieve compliance (Chair/OVT will list specifics addressed).

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

ARC Comment

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

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

ARC Comment

Goal 1 – Responsive Culture
Grade School: Through climate surveys administered to students, SGS will seek to improve positive relationships between staff and students from 58.1% to 85%.
High School: Increase student participation in sports and activities to 100% by the end of the 2021-2022 school year.

SGS: Trauma-informed practices, Zones of Regulation, Responsive Classroom, and multi-age community groups were used as strategies, with accompanying professional development, to improve teacher perceptions of school-based relationships. Of the five prompts, four met the 85% mark: I have an adult in my schools I feel comfortable talking to (84.9%); my teachers help me learn in a way that is best for me (91.1%); students in our school treat me well (85.3%), and adults in our school treat me well (95.9%). One did not: most of my teachers understand what my life is like outside of school (61.6%)
SHS: Activities fairs were used to promote school organizations/activities. Pep Club and zero-hour weightlifting opportunities were added to increase student involvement. Surveys were used to determine interest areas throughout the process to guide the progress of the goal. The system neared its goal with 91% involvement in at least one activity.

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

ARC Comment

• Goal 2 – Rigor
SGS: Using STAR reading assessment, SGS students will move from 44% of students reading at or above grade level to 65% by April 2022.

SHS: The percentage of students considered workforce-ready will increase from 37% to 75% by April 2022.

SGS: the following strategies were implemented to impact the goal area: blended learning models, personalized learning, IPS, Project-Based Learning, and standards-based learning. A discrepancy exists between STAR and AIMSweb+ data: STAR indicates that only 39.7% of students are working at grade level, while AIMSweb+ suggests that 72% of students are performing in Tier 1. This suggests that the goal was not met per the STAR but neared the targeted goal via AIMSweb+.
SHS: Using a multitude of tools, including Xello, students are given opportunities to explore career opportunities. The district expanded upon KSDE data determining postsecondary success to include postsecondary students who went directly into the workforce, entered the military, became an employee of an established family business, and are making $15 an hour as local measures of success. Using the expanded definition of postsecondary success. As of the 2020-2021 school year, data showed that 85% of Stockton graduates were considered successful using the expanded definition.

Areas For Improvement

Comment	Goal 2: Rigor
Rationale	The student assessment goal was not met regarding achievement on the STAR. Similarly, achievement on state assessments is low and declining.
Tasks	Review practices and materials that could impact student learning and outcomes. •Examples: Form relationships with educational groups that can improve academic performance, whether ESSDACK, Greenbush, independent consultants, etc. to: 1. Review materials for rigor; 2. Provide professional development regarding strategies to increase critical thinking; 3. Strengthen data analysis at the teacher level to guide instructional decisions; 4. Analyze curriculum materials for update or supplement, even if with OER; and/or 5. Embed Webb's Depth of Knowledge into a walkthrough tool to compare the pedagogical practice to the rigor of materials and identify correlation to state assessment performance. •Realizing that moving the mark on assessment outcomes requires a systematic approach and takes multiple years to see results, implementation of targeted practices is enough to indicate that calculated actions are being taken and that this is an area of focus for the district. Continue to monitor student results as a measure of success. • Note: Moving into the next cycle, ensure one district goal is written for each area (i.e. – Relationships: The district will seek to improve positive relationships between students and staff as evidenced by the following building goals measures:)
Timeline	06-01-2023
System Response	The year 5 KESA report reflects winter data because we were asked to submit prior to the spring data collection window. We would like to note that all classes saw an upward shift on spring benchmark assessments, including the STAR reading assessment.

58% of 2nd-7th grade students were reading at or above grade level using the STAR reading assessment, with 22% of students taking the assessment shifting up tiers. 80% of K-5th grade students are working in or above grade level material on Lexia, a blended learning platform for reading. Spring AIMSweb Plus tier transitions at grades K-7th, saw a significant positive increase in the number of students falling in the tier one category (see table in artifacts).

In response to being conditionally accredited, we would like to share the story, including successes, challenges, and iterations of goal area two at Stockton Grade School. Many of the items brought to our attention through the report are addressed in previous years' KESA reports. We have tried not to retell our story each year, rather focus on how we have iterated during the current school year to be responsive to student needs, data, staff and administration turnover and covid.

We are very aware of the decline in our Kansas Assessment Program scores. We observed the trend in 2017 and when we started KESA and Redesign. We knew Standards Based Learning/Grading, the proper use of Interim Assessments, and the focus on each child, personalized learning, must be addressed in our school improvement. Our grade level sizes ranged from 12-36 in 2017 and remain similar in size. With these numbers it only takes a small number of students to shift the data. To counterbalance the STAR data and the state assessment scores, grades on standards increase at each grade level and AIMSweb data is also trending upward. We chose to continue with the KESA process and not pause, because of strategies in place to impact student learning overtime not just for this cycle. The Covid Pandemic caused disruption in data collection and the daily operation of school; we knew we had to stay the course and trust the process.

Dr. Watson reminds us that Implementation Science proves there is always an implementation dip in year two and it starts to climb in year three. Because of the Pandemic, and the continual churn of pivoting and implementing, that dip or flatline was prolonged. We plan to continue with data-driven conversations and focus on strong instructional practices.

In the spring of 2017, USD 271 staff met in teams to define and provide examples of the five R's (relationships, relevance, responsiveness, rigor and results) of the KESA process. When reflecting on the needs of students, rigor was chosen as a focus area for the KESA cycle.

August of 2017 was the beginning of our planning year for Redesign. The District Leadership Team began meeting bi-monthly with Tammy Mitchell and Jay Scott, KSDE Redesign Specialists. September of 2017, all staff participated in an article jigsaw where we used research based articles to guide our definition of rigor created by staff: "An individualized learning process that prepares students for real life and sparks an interest in lifelong learning." All staff participated in redesign research teams that were launched in November of 2017. In aligning our KESA and Redesign processes, personalized learning

became the lead measure to impact rigor. This is detailed in the tiered systems of support narrative of the KESA reports.

Throughout the five year process, we have worked with staff to use data to inform instructional decisions. We have used a public scoreboard to monitor data shifts. After our year three KESA reflection, which was interrupted due to Covid, the Building Leadership Team felt that in order to shift data, teachers needed to help students see the connection between their daily efforts helping reach the schoolwide goal. Teachers used data to set a classroom goal, which was monitored on a classroom scoreboard. Teachers then used Education Elements Core Four Continuum of Personalized Learning implementation rubric to align their own professional learning goals with the school goal and helped students build skills through whole group instruction, and targeted instruction in small groups and individually, and through independent work on an intentionally created playlist or learning menu.

Teachers began meeting in grade band teams in the spring of 2020. This practice has been integrated and refined as we began meeting monthly to focus on collective learning, data based decision making, and creating grade band instructional expectations. These expectations are posted outside of each classroom door and are used to provide peer feedback for informal walkthroughs. (artifact)

Yearly, staff have completed a Gap Analysis, reflecting on where we are in regards to meeting our goals, where do we want to go, and how are we going to get there? We would layer this with the design thinking process in reflecting on who our kids are and what they need. We would then meet with KSDE redesign specialists and content area specialists from KSDE to determine next steps and professional learning for staff. In January of 2022, redesign specialists led us in the ORID process for data analysis where we took a deep dive into our data looking for root causes into why it was or was not shifting. Staff then returned to this process throughout February and March to create the fishbone diagram that can be found in artifacts. The head shows that our prioritized data point is reading. The top "bones" represent the disaggregated data that confirms the data that the majority of students are reading below grade level while the bottom represents data that challenges this. While the trend in STAR data has wavered, AIMSweb Plus data shows an increase of students reading on grade level. The tail of the fishbone diagram is our defined problem statement. After defining the problem statement as "Despite personalized learning, new resources, professional development for reading, and fewer testing sessions, only 37% of SGS students in grades 2-7 read at or above grade level (according to the STAR reading assessment)." After defining the problem statement, teachers began asking 'why?' in order to determine root causes that may be impacting data. Questions generated include, Do our students have the phonics skills to decode test questions? Have we focused so much on phonics and decoding that we are missing comprehension? How can we personalize goals for students? As teachers, how can we ensure high-impact instruction? Teachers also noted things that they notice about kids as learners and test takers such as the need to

improve student agency so that students have pride and engagement in learning.

In 2018-2019 all juniors at Stockton High School took the ACT as part of a statewide initiative that allows all students free access to the test. We continued this practice through the 2021-2022 school year, with all juniors taking the test, whether they were college bound or not. During this four year period, we have noted a steady decline in our ACT scores. Our district average in 2018 was 21.9 and in 2019 it dropped to 17.1. The average for 2020 was 18.6 and 2021 was 18.3. It is our intent to return to our past practice of offering the ACT to all, but not require the testing. Our Individual Plan of Study process will assist the student, parent/caregiver, and staff in knowing which students will need the ACT for college admission or other postsecondary success paths.

Additional information regarding staff training, change research and resource adoption can be found in artifacts.

The USD 271 leadership team would be happy to further discuss, clarify, or answer questions. We feel that a face to face discussion would be beneficial as a means to ensure we are addressing the areas of concern.

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 used the Redesign process to transition current practices and positions to those which would better align with their vision. This included transitioning to 1:1 devices and revamping the existing computer lab into a student learning lab along with hiring a counselor with experience in mental help to expand their student services. A line item was added to the budget to support increased professional development. The local board and full staff have been actively engaged in the process, even presenting their progress to the State Board in 2018.

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 a plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth	Multiple practices and strategies have been implemented to support SEL ranging from Trauma-informed Practices, Zones of Regulations, and Responsive Classroom to calming corners in each classroom to facilitate self-regulation. Mentorship and intentional relationship building are common practices to meet this need.

Kindergarten Readiness	The district has risen to 100% participation in the ASQ. Acknowledging the need for early childhood education, a preschool was added at no cost to parents with continual collaboration between local daycare providers to ensure that incoming kindergarteners are prepared for the transition. Based on this collaboration, kindergarten teachers are researching play-based learning for implementation next school year.
Individual Plans of Study	USD 271 begin its process with Career Cruising but has since transitioned to Xello. Formalized processes begin in 6th grade continuing through grade 12. The research they collect drives course selection and internships in high school and culminates in an e-portfolio their senior year.
High School Graduation Rate	Despite small class sizes that can have a drastic effect when one student fails to graduate, the district has a very high average at 96%. The system believes their dedicated work in the previous areas coupled with strong personal relationships between staff and students has attributed to this success.
Postsecondary Success	USD 271 has seen a more than 3% increase in their success average and effectiveness rate in the last five years. The district added additional factors of success to the state definition to include gainful employment two years out of high school. This coupled with the other state measures indicate that the district's effectiveness has also increased from 78% to 91% in this timeframe.

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

ARC Comment

Through Redesign, USD 271 has communicated often and thoroughly. They have included all sectors of their stakeholders to ensure understanding of the progress made. Stakeholder feedback is gathered, and progress is shared consistently. All stakeholder groups are represented, involved, and providing input regarding the system's improvement process.

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

ARC Comment

The OVT indicated that the system was very responsive to their suggestions and feedback.

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

ARC Comment

The OVT indicated the system has continuously moved in a positive direction. They recognized shortcomings and developed strategies to make improvements. They have worked extensively with stakeholders, including the board, to gather and respond to feedback. It is clear the local board is supportive of the improvement and Redesign efforts by the fiscal and human capital that have been secured. 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 the process is evaluated through the use of data, a feedback loop exists.

ARC Recommendation

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

Justification

- The first goal was met at the elementary level and neared at the secondary level.
- The second goal was very far from attained using STAR.
- Student performance is continuing to decline.

Strengths

- Redesign appears to have improved the process for the district substantially. Extensive work has been done in developing and improving both relationships and the feedback process.
- The staff appears to have engaged fully in analyzing their current practices and implementing change efforts based on data.
- It's apparent that great effort has been applied to developing a positive culture.

Challenges

- State Assessment data is an area of concern. Overall performance is low and continue to decline, including ACT average.
- With the election not to secure an SEL curriculum, it might be inferred that funding is tight, which could impact core materials. Textbooks and resources should be vetted for rigor and alignment to the standards.

1. Secondly, the Rigor goal was not met using the STAR assessment, which might further support the need for a strong curriculum review.

System Appeal

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

Appeal Summary

We are appealing this recommendation to provide the ARC with more evidence that provides assurance and removes the need to infer how decisions were made in our school improvement process.

System Appeal Team Review Form

System: Stockton USD 271

Appeal Review Deadline: _____

System USD 271 has appealed the ARC's recommendation of Conditionally Accredited. As an appeals team you are to review the documentation submitted and determine if the system has provided sufficient information to warrant a change in their recommended accreditation status.

To determine whether or not the system has fully addressed the ARC's concerns, look at the justification the ARC provided for their recommendation of conditionally accredited.

When a system is recommended for a conditionally accredited status, the Executive Summary submitted by the ARC, contains "Areas for Improvement" (AFI). These AFI's are listed in future terms because they are what the system needs to address moving into their next cycle of improvement. These are not to be addressed as part of the appeal process. Should the decision be that the system remain conditionally accredited, and once the State Board acts on that recommendation, the system will work on completing those AFI's in order to become fully accredited while beginning the next cycle of improvement.

Following is the "Justification" for the conditionally accredited recommendation for this system:

AFI

- **Deadline: June 1, 2023**
  - **Review practices and materials that could impact student learning and outcomes.**
    - ***Examples*: Form relationships with educational groups that can improve academic performance, whether ESSDACK, Greenbush, independent consultants, etc. to**
      1. **Review materials for rigor**
      2. **Provide professional development regarding strategies to increase critical thinking**

1. **Strengthen data analysis at the teacher level to guide instructional decisions**
2. **Analyze curriculum materials for update or supplement, even if with OER**
3. **Embed Webb's Depth of Knowledge into walkthrough tool to compare pedagogical practice to rigor of materials and identify correlation to state assessment performance.**

- **Realizing that moving the mark on assessment outcomes requires a systematic approach and takes multiple years to see results, implementation of targeted practices is enough to indicate that calculated actions are being taken and that this is an area of focus for the district. Continue to monitor student results as a measure of success.**

- **Note: Moving into the next cycle, ensure one system goal is written for each area (ie – Relationships: The district will seek to improve positive relationships between students and staff as evidenced by the following building goals measures.**

Appeal Team Response

In writing your response, please provide information related to:

- Was the information submitted sufficient to make a clear determination regarding this appeal?
- How did the evidence submitted by the system provide the necessary data, process, and evidence to address the ARC's concerns?
- What about the evidence led to your decision?
- Is there any other information needed to help you make your decision?
- Is there a need to clarify any information provided?

The system was asked to provide evidence of efforts implemented that correlate with long-range systemic improvement ranging from system-wide initiatives to professional learning and on-going progress monitoring.

USD 271 provided these examples, which include the following:

- System-wide instructional goal setting
- Individual classroom goals with leaderboards in each classroom to monitor progress
- Teacher analysis and implementation of Education Elements *Core Four Continuum of Personalized Learning*
    - Rubrics aligning to individual professional learning goals
    - Learning Menus to focus on:
        - Whole-group explicit instruction
        - Small-group targeted instruction
        - Intentionality of independent work
- Implementation of Professional Learning Communities
    - Data analysis and data-driven decisions
    - Creating grade-band instructional expectations posted outside each classroom
        - Used for peer walkthroughs and feedback
- Annual Progress Monitoring of Systems Goals
    - Root-cause analysis and reflection
- Professional Learning Topics Related to KESA Goals and Instruction
    - Kansans Can Competency Framework with Amy Gaumer-Erickson
    - Standards-based Grading with Melissa Fast
    - KSDE Science of Reading Training
    - Pathways to Reading Training
    - Sonday System 1 Training and Sonday Essentials Training

Efforts were focused on adaptative change such as mindset and honing in on core values held by the members of the system. Technical changes were also made with KSDE guidance regarding resource adoption processes. In 2021-2022, they adopted *Big Day for Pre-K*, *Into Reading* for K-5, and *Into Literature* for 6-12. To supplement these resources, K-2 adopted *Pathways to Reading* for phonics and phonemic awareness instruction while grades 3-5 adopted *Sonday Essentials* for phonics and spelling instruction. On-going evaluations, reviews, and data collection to develop effect and necessary adjustments will continue through the next cycle. The system has also implemented a long-range curricula plan.

While the system selected a resource-specific goal at the onset of the cycle, they have changed their perspective about reaching the whole student. To do so, they believe a conglomerate of tools and measurements should be used, which is why additional measures were used to convey success.

Updated Data

At the time of the initial year 5 report, the winter STAR results indicated no improvement in student scores. Since the system has taken an adaptive change approach, measures will be slower to develop. They have since completed spring tested indicating an ***improvement from 37% to 58% of students performing in grade level.***

ARC Findings

The system implemented substantial systemic change efforts focused on adaptative change areas. These will take time to internalize and reflect the impact. Student achievement has already improved by spring 2022 with improving from 37% to 58%; an 11% gain bringing them halfway to their goal. Systematic efforts are in place with progress monitoring plans established. Professional development has been intentionally tied to the goals and strategies implemented to meet their goal with widespread staff involvement and buy-in. Therefore, it is our recommendation that Stockton USD 271 be recommended for **Full Accreditation** based upon the information provided.

Appeal Team Recommendation:

- The Appeal Team recommends, based on the evidence submitted that system _____ continue to be conditionally accredited.
- The Appeal Team recommends, based on the evidence submitted that system ___X____ be accredited.
- The Appeal Team recommends, based on the evidence submitted that system _____ be not accredited.

Please email this completed form to Myron Melton at mmelton@ksde.org.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Elk Valley USD 283

701 Delaware, Longton, KS 67352
(620) 642-2811
www.usd283.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Jason Crawford**

Demographics

117 Students

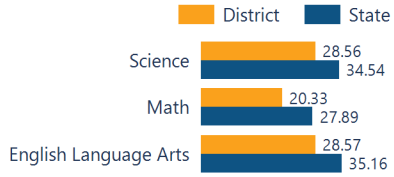
- African American 0.00%
- Hispanic 4.27%
- Other 8.55%
- White 87.18%

District Kansans Can Star Recognition

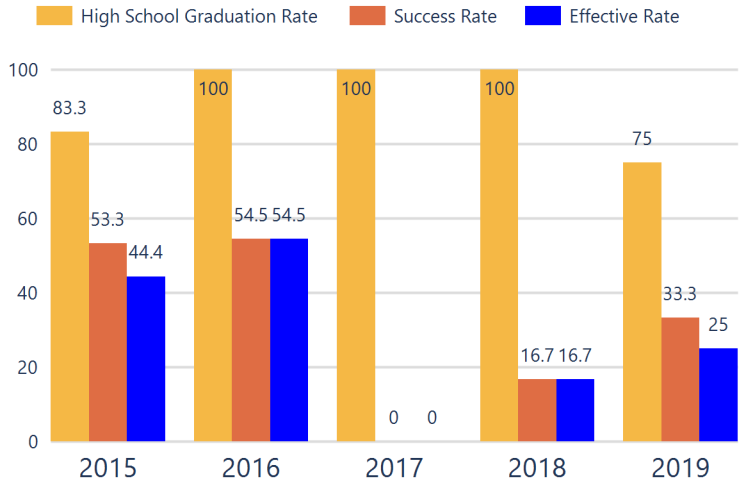
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
92.2%

Five-Year Success Avg
34.0%

Five-Year Effective Avg
31.4%

95% Confidence Interval for the Predicted Effectiveness Rate
32.7 - 37.9%

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

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

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

100.0% State: 88.1

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

93.3% State: 93.8

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

28.7% State: 17.5

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

N/A State: 1.7

District ESSA Expenditures Per Pupil

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

$22,916
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Elk Valley USD 283

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	45.65	30.43	41.66	N/A	N/A	N/A	28.81	35.71	23.80
Level 2	30.43	26.08	37.50	N/A	N/A	N/A	50.84	35.71	47.61
Level 3	23.91	36.95	12.50	N/A	N/A	N/A	18.64	25.00	19.04
Level 4	0.00	6.52	8.33	N/A	N/A	N/A	1.69	3.57	9.52

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	48.64	32.43	50.00	N/A	N/A	N/A	27.90	40.00	31.25
Level 2	27.02	32.43	31.25	N/A	N/A	N/A	55.81	35.00	43.75
Level 3	24.32	29.72	18.75	N/A	N/A	N/A	13.95	20.00	18.75
Level 4	0.00	5.40	0.00	N/A	N/A	N/A	2.32	5.00	6.25

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	43.75	57.14	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	50.00	28.57	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	6.25	14.28	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

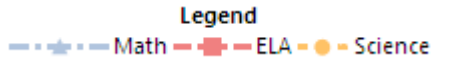
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

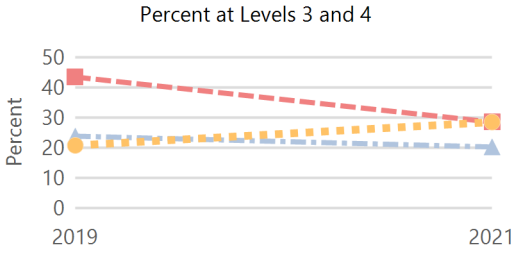
HISPANIC STUDENTS

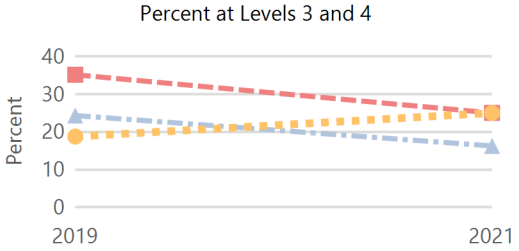
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

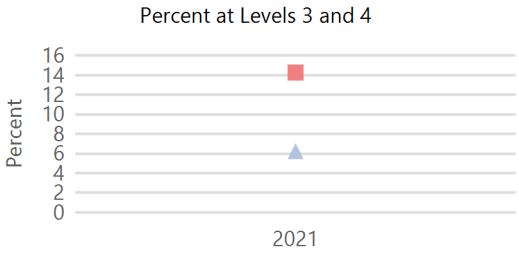
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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

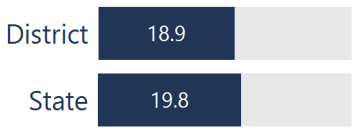
Percent at Levels 3 and 4

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

ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 06/15/2022

System: D0283 Elk Valley (0000)

City: Longton

Superintendent: Jason Crawford

OVT Chair: Caleb Smith

Executive Summary/AFI

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

ARC Comment

Fulfilled official applicable requirements and deadlines and/or timelines or, actively working with State BOE to achieve compliance

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

ARC Comment

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

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

ARC Comment

Goal 1 – Rigor is the focus but no written smart goal.

Summarize the system's efforts and improvement in this goal during the cycle.
ARC Comment: _
Elk Valley has implemented a continuous improvement model with MTSS, collaborative teams, and the use of data-literate conversations. District staff collaborate on a weekly basis to review student data, have collaborative conversations, and then plan to embed new and improved strategies with students. The staff uses FastBridge data during these meetings to make adjustments and decisions regarding best practices to improve student learning. The Early Childhood program is continuing to use the ASQ and MyIGDIs data to monitor student learning. In addition to student achievement and growth academically, Elk Valley continues to focus its MTSS efforts on social-emotional learning for their K-12 students. This year they began sending home Second Step Family Involvement activities that coincide with SEL lessons. Prior to school ending early they had an engagement rate of 75% at the elementary level. They were able to measure this by obtaining parent signatures of participation on SEL family engagement handouts. Both the elementary and secondary participated in character assemblies where families were invited. The secondary struggled to engage the older students in the SEL curriculum but found that when students engaged SEL learning at a previous grade they were more apt to participate in the older grades. The staff adjusted their KESA plan to include more frequent collaboration, google classroom training, SEL curriculum at the secondary and recommitment to SEL curriculum at the elementary. Additional technology, hiring a retired teacher for 2 hours a day to support intervention groups, restructuring of BLT and SIT teams, and changes to Math intervention supports and curriculum also occurred.

The district was unable to give the last FastBridge assessment in the Spring of their 4th year so they only had the screening reports from Fall to Winter. In 6th-12th grades, they had a 2% increase in Tier 3 Reading, a 4% decrease in Tier 2 Reading; a 2% decrease in Tier 3 Math, and a 15% increase in Tier 2 Math. In Grades 1st-5th grades they had a 1% increase in Tier 3 Math and a 14% increase in Tier 2 Math; an 8% decrease in their Tier 3 Reading and a 6% increase in their Tier 2 Reading. This data justifies their decision to focus on their MTSS supports for Math and shows they were on an upward trend for Reading in grades 1st-5th in the winter. Prior state assessment data shows that Elk Valley has gradually risen their Elementary's ELA state assessment scores by 10% in levels 3 and 4 over the past 5 years; however, at that same time, they have also had a larger number (11%) of students scoring at level one in 2019 than in 2018. The Secondary building increased their Levels 3 and 4 in ELA by 20% in the past 5 years and decreased their Level 1 by 3% in 2019 from 2018. In Math, they have increased their levels 3 and 4 at the elementary by 9% over the past 5 years and increased their levels 1 by 10% from 2018 to 2019. At the Secondary level, they have increased their levels 3 and 4 in Math by 6% over the past 5 years and decreased their levels 1 by 8% from 2018 to 2019. I must also add that the districts' small enrollment could have a huge impact on their trend data from year to year. According to the STAR Growth Report, all elementary classrooms' median test scores in math increased at every grade.

In 2020-2021, all students tested with a decrease in ELA and Math with the percent of students scoring in Level 3 and 4. This is a concern and will be addressed at the next KESA Cycle. 70% of the students tested are scoring in Levels 1 & 2.

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

ARC Comment

Goal 2 - __Relevance was the focus but no written smart goal.

Summarize the system's efforts and improvement in this goal during the cycle.
ARC Comment: Based on the system's data, input from their stakeholders, and recommendations, they anticipate continuing with the goals focused on graduation rate and post-secondary success. A majority of their strategies to impact the goals are still new to the system (one to three years) and with continued focus and refinement, they will continue to impact the system's goals. We have seen a consistent focus on making changes, based on data, so we believe they will not stay at the "status quo" if their goals remain the same. Throughout the formal visit, input was requested and then noted when it was offered by students, staff, and parents. Students, especially at the high school level have a voice, and staff have responded to their suggestions and made informed decisions mid-year instead of waiting until a new school year.

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

ARC Comment

ARC Comment: USD 283 has embraced the MTSS process and a continuous improvement model. Building leadership and district leadership teams meet weekly to discuss critical benchmark data and indicators. Staff reflects and shares their challenges and celebrates their successes in and out of the classroom. The needs of students are shared with parents and appropriate staff members to address concerns quickly and provide support quickly to students. USD 283 staff meet monthly to provide input and data into the KESA process. They have embraced the structures in place through their MTSS model to ensure they see district-wide improvement in math, reading, and social-emotional skills by placing students based on needs in specific tier model groups. Needs assessments are given to staff, students, and parents, and this data is used to inform and realign their improvement processes. Parent involvement is challenging, but by offering many different opportunities to develop these relationships,

Elk Valley staff has many options to ensure staff and parents are involved in the KESA process. The Elk Valley community is committed to providing a learning environment where all students make progress in becoming functional members of society. Elk Valley believes that school improvement is an ongoing evaluation process, setting goals, and implementing programs. The KESA process helped them refocus their attention to areas within the mission that needed work. Through this process, they have taken an innovative approach to exemplify things they do well, such as the agricultural program. The KESA process was the primary influence in involving the community with the development of the Ag Experience and to emphasize better and put on display in and out of the school building with the community what the core values of the school district are while leveraging the community assets needed to sustain the systems ability to meet those needs for decades to come in the small community. This project coming to fruition is just one of many strong examples that demonstrate the KESA improvement process for the Elk Valley district. Along with the MTSS and using local assessment data and providing ongoing progress monitoring, they have seen four additional levels of student support from this influence. The nurse will soon provide community time to provide services to a community with no access to health services in a thirty-mile radius. Hiring the counselor and social worker and creating a second ag position and an intervention coordinator in the elementary are all examples of the district's investment in the process and responding to community and student needs. The USD 283 Board of Education has been a valuable support in providing the leadership, vision, and goals that have defined their success over the past six years through the KESA process. The board has supported resources, supported the Kansas Vision for Education and State Board Outcomes, provided additional staff, and approved the funding for the needed interventions requested by staff and administration that are directly defined by local assessment data and needs analysis. In addition, technology, software, small class sizes, and maintaining one-to-one initiatives along with a home device are all great examples of this support from the board of education.

Since the district focuses on preparing Elk Valley students to become functional members of society, they must provide them with a strong foundation of tools, mindsets, and abilities to achieve this. Elk Valley believes that student growth and thus overall school improvement is an ongoing process achievable through the conscientious cycle of evaluation, setting goals, and implementation.

The following is a list of many examples of resource allocations implemented throughout the various development, processes to create the positive change needed to produce functional members of society.

-The hiring of a 4th-grade teacher and interventionist
-The hiring of additional special education staff
-Cooperative partnership in supporting the alternative school
-Professional development for staff
-The hiring of a school counselor
-The hiring of a full-time building administrator
-The hiring of a social worker
-The hiring of a school nurse
-Elk Valley maintains low-class sizes and provides at least one paraprofessional in every general ed classroom.
-Creation of a new staff lounge for staff to have a safe and welcoming place to relax, conduct planning tasks, and feel valued as a staff member and area to network and plan.
-Adoption of new math and reading curriculum
-Local effort funding for afterschool programming and summer programming after losing the KRR grant
-Professional development in trauma-informed instruction and support
-Provided new equipment for teachers and staff and individual laptops
-eMints learning grant.
-Remodeling of nurse office, meeting space for staff collaboration.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas

Vision for Education and State Board Outcomes.

ARC Comment

ARC Comment: _The system is showing progress in these areas.

Board Outcomes

Social-Emotional Growth

ARC Comment: USD 283 has adopted and fully implemented FastBridge including the social-emotional component SAEBRS. The district staff uses the data from both student MySAEBRS and Teacher SAEBRS to track and address students' social-emotional needs. Additionally, USD 283 adopted a social-emotional curriculum district-wide and implemented the necessary training for successful delivery. Students in grades K-8 use Second Step and grades 9-12 use School Connect. Since starting this process the district has hired a counselor and a social worker who are available to all students during the school day. These professionals offer individual and small group counseling, whole class guidance lessons, handle crisis events, and lead social-emotional programs and supports. According to the district's MySAEBRS data from Fall 2022 to Winter 2022, students progressed from 44% in the bottom percentile to 16%. This translates from 11 students in this percentile to 5 kids for the winter, which is great growth. 84% of the student population is in the top category of “low risk” which is a 13% growth in this category since the Spring of 2020. The two categories of some risk and high risk are grouped together. In the spring of 2020, the district had 29% of the student population in those categories. The screening from the winter of 2021 shows only 16% of the student population is now placed in those two categories.

USD 283 has made multiple decisions to show commitment to Social-Emotional Growth including the addition of programs, employees, and policies. Hiring and implementing a K-12 counselor for students and staff to help with the various needs. In partnership, the school psychologist, counselor, and social worker have developed plans for reasonable accommodations for students with high needs to better regulate and reintegrate back into the classroom quicker. Implementing weekly social-emotional levels has developed a culture and common language to better address situations. Financial resources were used to develop a new teachers’ lounge, which has become an adult-only space that provides calm and relief to staff, especially during times of being overwhelmed. This year they stocked the lounge with a variety of free snacks and drinks to boost morale and assist with staff wellbeing and a sense of support.

USD 283 employees have access to a health and wellness program through district paid insurance that offers a variety of content. Additionally, USD 283 employees are eligible and have access to a wellness program through Greenbush.

While elementary student SAEBRS data has shown promising growth, they still see a need to put a heavy focus on social-emotional needs, interventions, and resources to continue to support staff and students. They see a need for yearly climate

surveys for staff and students to have an opportunity to report needs and wants anonymously. Additionally, they hope to create and integrate a reporting or messaging system within the school that staff and students can use to connect with the school counselor or social worker without having to ask their teacher to be excused from class.

Kindergarten Readiness

ARC Comment: _ Kindergarten readiness planning is an identified and intentional process for all children, families, and staff members.

"We take into account the transitions between programs, from home to daycare/school and from preschool to kindergarten. As an additional measure, the district has opened a daycare early learning center to provide support at an even earlier age, thus further
strengthening the commitment to kindergarten readiness. We work closely with the local Birth to Three program and accept 2-year-olds 90 days prior to turning 3 as an added measure to ensure a smooth transition into the preschool program. The most at-risk population of three-year-olds can attend preschool for an additional year. Preschool and kindergarten teachers work closely together for vertical alignment."

"The district also adopted a new preschool curriculum and has included providing services for at-risk 3 and 4 years olds. This school year we were able to offer a full-day preschool program, which added a section of time for the 4-year-olds to have small group instruction to focus on kindergarten readiness skills. The districts programs utilize two assessments. The My IGDI Assessment is used for 4-year-old preschoolers three times per year and the ASQ: SE-2 & ASQ3 are used with all Preschool and Kindergarten students two times per year. USD 283 has had 100 percent survey participation from all preschool and kindergarten parents and/or guardians.
USD 283 is committed to continuing a full-day preschool option that provides a quality curriculum, play-based learning, and a social-emotional component to establish a strong foundation for students to take with them as they enter Kindergarten. We are currently reviewing new preschool curriculums and plan to implement the chosen new curriculum next school year since the current program
has been discontinued. We will continue to utilize preschool screenings to provide earlier intervention services for the most needy students. Teachers are well trained and will continue to use assessment data gathered from various programs such as MyIGDI and ASQ to provide classroom-based interventions as needed for identified students.
The pandemic and resourcing have helped the district better focus on the specific needs of students, staff, and the community. This commitment is reflected in future decisions and was updated in the values and goals from the June 2021 board of education retreat. Maintaining student support from a

counselor, or social worker and strengthening mental health partnership are all practices
that will continue to evolve as we transition into KESA cycle two. The data show significant improvement and growth in the districts youngest students. In the fall and winter of 2021, the majority of the youngest learners were scoring in the risk categories. As of the most recent MyIGDI assessment for spring of 2022, 100% of preschool students scored at or above expectations for kindergarten
readiness. We had 100% participation from preschool and kindergarten families for the completion of the ASQ questionnaires."

They will continue current preschool programs while working to increase family involvement to assist with a home component to learning.

Individual Plans of Study

ARC Comment: _ Individual plans of study was introduced in the 2017-2018 school year, with Career Cruising used as the primary tool for helping students in grades 6-12. Since then the district has transitioned from Career Cruising to Xello. Each student creates a
copy of the IPS template and graduation credit count sheet which is then customized to fit their unique perspective and data points.

"We have expanded from a paper format to a fully customizable two-part system that is digitally accessible by the administration, IPS teachers, counseling staff, students, and parents, creating the ability of instant access to the document and ability for it to be consistently reviewed. The ease of access and editing abilities has allowed the system to be more user-friendly, personalized, and better utilized.
We have one period a week designated to Xello and IPS time in which IPS staff work with students to continue to develop their plans and make changes as they occur in real life. The school counselor coordinates program representative visits to the school during which students are exposed to various programs for future consideration. These include community colleges, trade schools, technical programs, military branches, and universities. They have the opportunity to learn more about the various programs and ask questions.
Additionally, school counselor has taken a variety of juniors and seniors for campus tours of nearby programs to let them see first-hand what these places have to offer students. This year we have worked hard to establish a relationship with Independence Community College which is going to allow junior and senior students to attend their technical programs and/or select college courses for free. If they are able to keep a 3.5 GPA and complete 12 hours during high school, the college will allow that student to complete their associate's degree at ICC tuition-free. This is an incredible opportunity for students. Individual

Plans of Study will continue to be a huge focus in preparing students for life after high school.
Students will continue to use Xello to help develop and grow their profiles. IPS documents will be reviewed by the IPS teacher prior to fall and spring conferences in order to be used as a tool to aid in student-led conferences. Although parents have access to IPS documents at any time, they would be specifically reviewed twice a year when attending conferences. IPS staff will review IPS
documents of their assigned students monthly to ensure adequate progress is being made, their career interest is up-to-date, information from Xello is being added, and academic plans and life experiences are being updated. Additionally, counseling staff, and/or administration will review each student's IPS annually to ensure adequate growth and progress is being made. In the future, students will be required to compile and complete a senior portfolio that consists of a resume, mock interview, and a personal presentation. We hope to also have the technical program fully operational next year which would allow students hands-on/program experience and would expand their portfolios. They are allowed to switch programs if they are not enjoying a current program.

High School Graduation Rate

ARC Comment: _ From the KSDE accountability report most recent graduation rate was 100%.
For the majority of the previous five years, the graduation rate has maintained 100%. In a small district, a single student not graduating can significantly impact the graduation rate. This was magnified in 2019 when just one senior did not graduate, dropping the graduation rate to 75%.
The current senior class has two students. If one does not graduate, that automatically drops graduation rate to 50%. Knowing a single student can be detrimental to the district data, they know that every single student is critical to the success and longevity of the district. They must work hard to keep students engaged in relevant schoolwork, provide classes and programs that grab their attention and keep them interested, and continue the push for a goal of high school graduation through exposure to future possibilities.

Additional strategies for the next KESA cycle include:
-Adding additional elective courses to the high school schedule, and possibly using an online program.
-Quality and expanded CTE pathway programs
-Articulation agreement with the local community college for technical programs and college classes
-Dual credit courses taught on campus by staff

Postsecondary Success	ARC Comment: __ USD 283 has continued to work with local post-secondary institutions to provide opportunities for students. They currently have an articulation agreement with Independence Community College which allows for students to take dual credit courses. Additionally, if a high school student completes 12 hours of ICC credit while maintaining a 3.5 GPA, they are approved to finish their associate's degree/technical program at ICC tuition-free after high graduation. This is an incredible opportunity for students. The data suggest that they are moving in the positive with postsecondary success. Due to district size and location, it can be a struggle to extend the variety of opportunities to students but they will continue to strive to build programs and offer as many opportunities as possible to help all students fulfill their career aspirations. While they recognize that this will always be an area that they will need to continue to expand, they also know they are moving in the right direction. In the next KESA cycle, they will continue to search for additional opportunities for students to gain quality hands-on experience and/or training in their career focus area. They are looking to expand into virtual internships, providing access to an additional community college for a welding technical program, and adding a yearly career fair for students.

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

ARC Comment

ARC Comment: _ Stakeholders care deeply about the school because it is the heart of the town. Elk Valley always strives to involve various stakeholders throughout their journey of continuous improvement, as they bring valuable perspective and input to the conversations. Communication is critical; if stakeholders understand what is expected of them and why they will be more likely to show up and get involved. Elk Valley has recently reached out to local stakeholders from Four County Mental Health and the local church, where most of their students attend youth groups. They are hoping to involve these two groups in the next cycle. Four County Mental Health would bring mental health services and resources to the school and the desperately needed community. Partnering with the church would allow the school to provide resources to support their existing programs, which provide opportunities, food, and safety to students year-round, which is a critical piece for the summer months. They also want to develop more agreements with local technical schools and community colleges. This is challenging given the remote location, but the district and leadership are committed to providing more post-secondary institutional involvement.

The improvement process was shared with the Kansas MTSS Team, Board of Education, students, parents, and other community groups. Having the Kansas MTSS team and former chair of the OVT team Casey Peine helped provide specific feedback and analysis. They met with the TASN team monthly during years 1-3 and implemented their suggestions, comments, and ongoing training through the KESA cycle. This afforded the district a unique opportunity to embrace a robust continuous improvement model and implement feedback on a monthly, not annual, basis.

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

the accreditation cycle.

ARC Comment

ARC Comment: _ Elk Valley has shown that it will take feedback and get to work for its students. They have done a great job following the process and timelines within the KESA process.

"Elk Valley has done a great job utilizing the KESA process to directly impact student success. Their ability to take feedback from the TASN team and OVT Chair and implement it has been impressive. They should continue to rely on the guidance of the agencies and stakeholders that have gotten them to this point. Having the Kansas MTSS team and former Chair of their OVT team Casey Peine helped provide them with precise feedback and analysis. They met with the TASN team monthly during years 1-3 and implemented their suggestions, comments, and ongoing training through the KESA cycle. This afforded the district a unique opportunity to embrace a robust continuous improvement model and implement feedback on a monthly, not annual, basis. The district also used the OVT team's comments to strengthen its IPS process, enhance its student and academic support and search out candidates for a school counselor and social worker. Much progress was made in special education support during this process, and the special education director was involved in the monthly MTSS TASN meetings to ensure a complete system of fidelity to improvement and KESA processes."

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

ARC Comment

Elk Valley has a system plan with action steps and goals that drives academic improvement priorities is evident, the system plan is aligned with the local board strategic plan, all buildings have an aligned action plan to the system goals; OVT visits conducted, improvement priorities and the process is evaluated through 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

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Salina USD 305

1511 Gypsum, Salina, KS 67402-0797
(785) 309-4700
www.usd305.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12**
Superintendent: **Linn Exline**

Demographics

6,941 Students

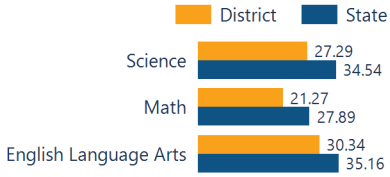
- African American 3.50%
- Hispanic 24.55%
- Other 12.89%
- White 59.05%

District Kansans Can Star Recognition

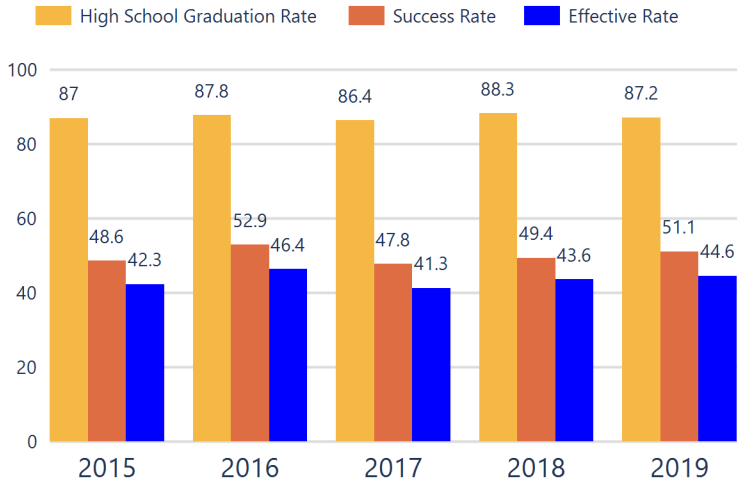
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation			✸	
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **87.4%**

Five-Year Success Avg **50.0%**

Five-Year Effective Avg **43.6%**

95% Confidence Interval for the Predicted Effectiveness Rate **44.9 - 47.8%**

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

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

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

90.8% State: 88.1

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

93.9% State: 93.8

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

19.6% State: 17.5

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

1.4% State: 1.7

District ESSA Expenditures Per Pupil

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

$13,920
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Salina USD 305

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.00	33.50	35.10	N/A	N/A	N/A	39.09	33.62	42.78
Level 2	41.27	35.70	33.01	N/A	N/A	N/A	39.63	36.02	29.91
Level 3	18.58	23.95	24.03	N/A	N/A	N/A	16.85	24.03	19.39
Level 4	5.13	6.84	7.84	N/A	N/A	N/A	4.42	6.31	7.90

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	41.92	41.51	44.16	N/A	N/A	N/A	47.18	40.02	50.82
Level 2	41.79	36.45	31.70	N/A	N/A	N/A	39.23	36.93	30.18
Level 3	13.55	17.94	20.13	N/A	N/A	N/A	11.57	19.89	14.16
Level 4	2.71	4.08	4.00	N/A	N/A	N/A	1.99	3.14	4.82

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	71.27	69.70	61.06	N/A	N/A	N/A	71.49	66.29	73.43
Level 2	23.54	22.91	27.09	N/A	N/A	N/A	21.19	22.83	19.14
Level 3	4.23	5.96	9.54	N/A	N/A	N/A	6.56	9.76	6.64
Level 4	0.94	1.41	2.29	N/A	N/A	N/A	0.74	1.10	0.78

AFRICAN-AMERICAN STUDENTS

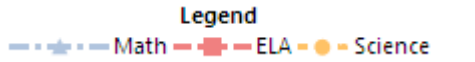
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	55.46	47.24	61.11	N/A	N/A	N/A	60.52	52.88	74.13
Level 2	40.62	41.73	25.92	N/A	N/A	N/A	30.70	32.69	15.51
Level 3	3.90	11.02	9.25	N/A	N/A	N/A	7.89	13.46	6.89
Level 4	0.00	0.00	3.70	N/A	N/A	N/A	0.87	0.96	3.44

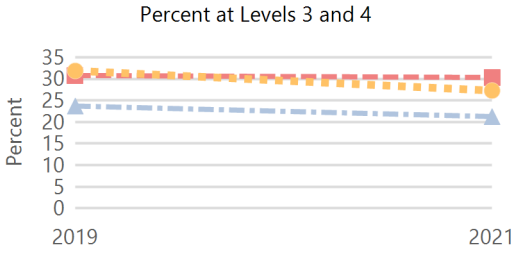
HISPANIC STUDENTS

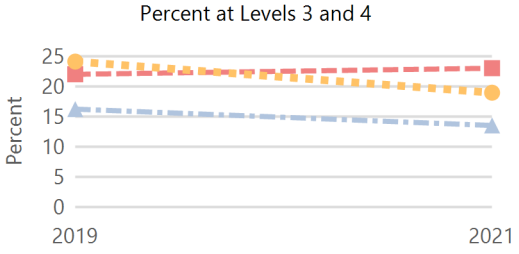
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.71	41.66	47.50	N/A	N/A	N/A	44.38	38.19	52.50
Level 2	45.60	38.70	31.49	N/A	N/A	N/A	43.14	39.24	32.22
Level 3	12.59	16.88	17.06	N/A	N/A	N/A	10.89	20.56	12.22
Level 4	1.08	2.74	3.93	N/A	N/A	N/A	1.57	1.99	3.05

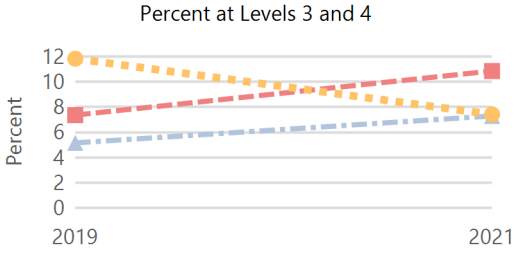
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

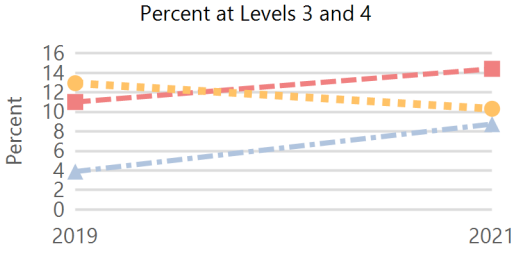
Academically Prepared for Postsecondary Success

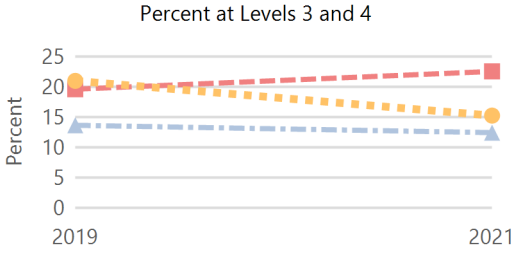












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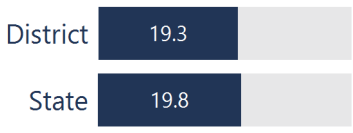


Accreditation Summary

Date: 06/07/2022

System: D0305 Salina (0000)

City: Salina

Superintendent: Linn Exline

OVT Chair: Ryan Karjala

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

The system has implemented screening tools, assessments, progress monitoring, and data decision-making K-12. The system has supported it's partnership with family, business, and community patrons by implementing a variety of programs, partnerships, technology, and communication platforms to engage these groups. The district has developed an equity council, provided ongoing training for staff, increased social workers, and has created accommodations for students who are in need of support (gender identity as one example). The system has implemented curriculum, alignment, assessment, and professional learning to support communication and basic skills. The system has implemented a variety of curricula to support the structures of physical and mental health. Curricula and staffing have been structured to support student learning in the area of arts and cultural appreciation. Systemic postsecondary and career implementation is evident throughout the system K-12.

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

ARC Comment

The system has created a required class within the 8th-grade year to support enrollment at the high schools. Many data points highlight progress including the number of students enrolling in and completing CTE pathways, intentional interaction between the district and community businesses with internships, expanded course offerings, and enrollment through KSU, Technical College, and other local universities. The system transitioned to Xello, the success rate is trending upwards the past three years, and they have seen a major increase of pathway completers.

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

ARC Comment

The system has implemented a variety of staffing and program changes to support the kindergarten readiness goal. The system has adjusted its goal focus from the data to programming that supports foundational skills for all incoming kindergarten students. Data increases in phonological awareness have been continued throughout the cycle. When other data sets have declined, the system implemented different programming to support those areas of deficits.

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

Salina effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. Salina has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan.

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

ARC Comment

Salina provided data for some State Board outcomes that were showing a positive incline and some that were flat. Salina understands and explained its data results for the State Board outcomes. .

Board Outcomes

Social-Emotional Growth	Salina provided data to highlight the amount of behavior data and how it has decreased due to the programming that has been implemented throughout the KESA process. The system has ensured proper systems have been created to ensure students are receiving an equitable and systematic social-emotional learning experience.
Kindergarten Readiness	To assess progress in Kindergarten Readiness, ASQ-3 and ASQ-SE2 are used as well as the Benchmark System (BAS), Phonological Awareness, and the Phonics assessments. Salina Public Schools has created eight action steps to address the needs in Kindergarten Readiness, as revealed by the data collected, and the system believes that the whole process is more valuable than the ASQ data alone. The system has shifted its focus to the relationship between Heartland Early Education and the rest of the system, forming a task force to get vertical alignment. PreKindergarten classes have been established in all elementary schools, and beginning in the 2022-23 school year, ESL teachers will support Pre-K classrooms and all Pre-K teachers will gain ESOL endorsements.
Individual Plans of Study	Salina has committed to implementing the use of Individual Plans of Study for all students using the web program called Xello. The process begins in middle school and plays an important role in each student's initial transitional enrollment process from middle school to high school. A "four-year plan" is developed upon their entry to high school and can be adjusted as the student progresses from grade to grade.

High School Graduation Rate	Salina has seen a positive growth in the four-year graduation rate, and continues to work to increase cohort graduation rates. The graduation rate was 86% in 2017, 88% in 2018, 87% in 2019, and 91% in 2020 and 2021. In 2020-21, Salina received a Bronze Star for the increase in graduation rate. The system demonstrated growth in its subgroups as well. Students on free lunch improved their graduation rate from 79% for the 2014-17 cohort to 85% for the 2018-21 cohort. Students on reduced lunch improved from 88% for the 2014-17 cohort to 92% for the 2018-21 cohort. The African American subgroup improved from 69% for the 2014-17 cohort to 95% for the 2018-21 cohort. The graduation rate for the Hispanic students remained stable from the 2014-17 cohort to the 2018-21 cohort. The white student subgroup improved its graduation rate from 88% to 93% between the 2014-17 and 2018-21 graduation cohorts. Finally, students with disabilities improved from 75.8% to 83.1% over the same time period.
Postsecondary Success	There has been outstanding growth in the enrollment in and completion of career pathways in Salina as well as an increase in the number of career pathway offerings from 14 pathways to 20. At the beginning of the cycle, Salina had 37 pathway completers, and in 2020-2021, 333 completers were identified. While lower than the 95% confidence interval for the predicted effectiveness rate, there was a noted positive increase from the graduates in the last three data points of 2017's 41.3% to 2019's 44.6%.

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

ARC Comment

Some stakeholder groups are represented and involved in the KESA process with the implementation of site councils and the communication that takes place during the meetings. This evidence highlights 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

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

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

ARC Comment

The system was communicative with the OVT, with their stakeholders, and addressed the improvement process throughout their schools and district. A concerted effort was given to ensure the improvement process was cyclical.

ARC Recommendation

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

Justification

Salina has had a sustained focus on continuous improvement and has worked diligently on their growth measures. They are aware of their weaknesses and have created action plans to work towards finding solutions for their weaknesses. They have followed the recommendations of the OVT.

Strengths

Strengths include systemic support in social-emotional growth, postsecondary effectiveness, and increasing the graduation rate for students. The system has created a robust improvement model focusing on its system needs.

Challenges

The system will need to continue to work on their assessment data and create a systemic curriculum and instruction model.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Fairfield USD 310

16115 S Langdon Road, Langdon, KS 67583-9052
(620) 596-2152
www.usd310.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Betsy McKinney**

Demographics

274 Students

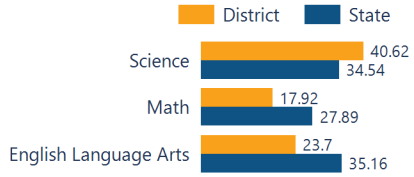
- African American 0.73%
- Hispanic 9.12%
- Other 2.55%
- White 87.59%

District Kansans Can Star Recognition

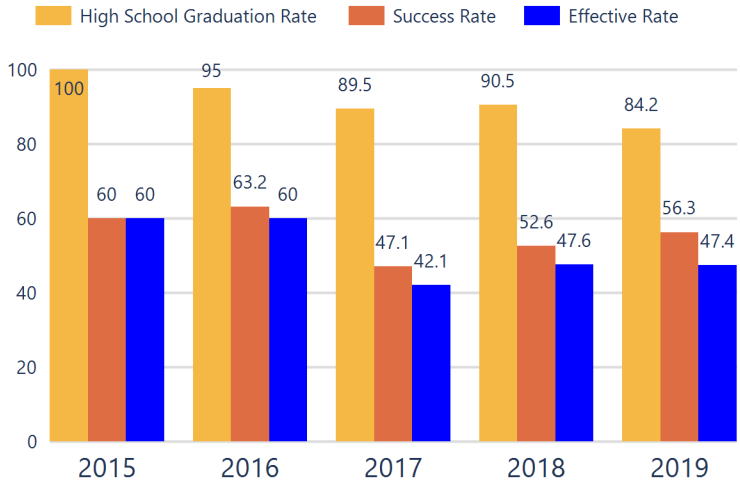
	Gold	Silver	Bronze	Copper
Social-Emotional Growth		✶		
Kindergarten Readiness			✶	
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg	**91.9%**
Five-Year Success Avg	**56.0%**
Five-Year Effective Avg	**51.5%**
95% Confidence Interval for the Predicted Effectiveness Rate	**30.9 - 40.4%**

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

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

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

91.3% State: 88.1

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

93.1% State: 93.8

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

21.9% State: 17.5

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

N/A State: 1.7

District ESSA Expenditures Per Pupil

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

$13,092
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Fairfield USD 310

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.88	25.78	26.47	N/A	N/A	N/A	44.13	28.14	37.50
Level 2	44.02	46.54	33.82	N/A	N/A	N/A	37.93	48.14	21.87
Level 3	12.57	24.52	32.35	N/A	N/A	N/A	15.86	21.48	32.81
Level 4	2.51	3.14	7.35	N/A	N/A	N/A	2.06	2.22	7.81

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	47.16	33.01	33.33	N/A	N/A	N/A	49.39	39.24	42.50
Level 2	40.56	45.28	33.33	N/A	N/A	N/A	43.37	46.83	22.50
Level 3	11.32	19.81	28.57	N/A	N/A	N/A	6.02	12.65	30.00
Level 4	0.94	1.88	4.76	N/A	N/A	N/A	1.20	1.26	5.00

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	66.66	47.22	52.94	N/A	N/A	N/A	73.07	50.00	N/A
Level 2	30.55	41.66	23.52	N/A	N/A	N/A	19.23	38.88	N/A
Level 3	2.77	8.33	17.64	N/A	N/A	N/A	7.69	11.11	N/A
Level 4	0.00	2.77	5.88	N/A	N/A	N/A	0.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	46.15	30.76	N/A	N/A	N/A	N/A	50.00	57.14	N/A
Level 2	38.46	53.84	N/A	N/A	N/A	N/A	35.71	35.71	N/A
Level 3	7.69	15.38	N/A	N/A	N/A	N/A	14.28	7.14	N/A
Level 4	7.69	0.00	N/A	N/A	N/A	N/A	0.00	0.00	N/A

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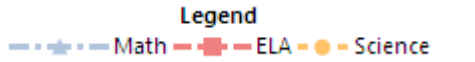
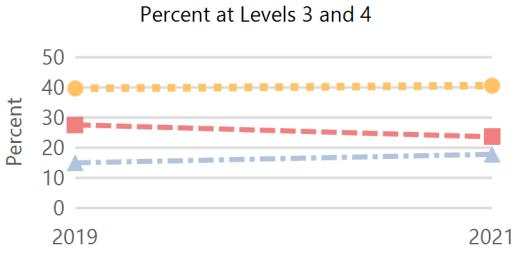
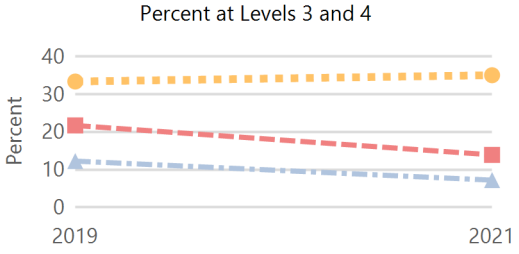
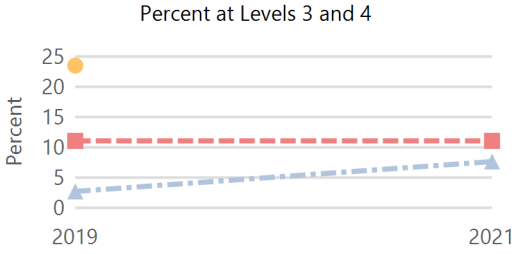
Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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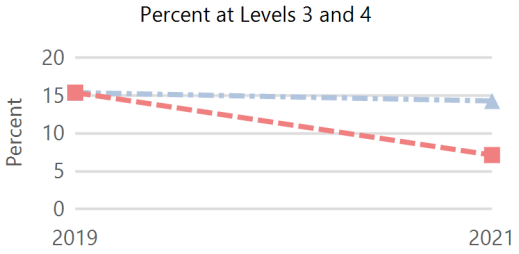

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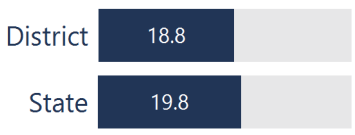


Accreditation Summary

Date: 06/10/2022

System: D0310 Fairfield (0000)

City: Langdon

Superintendent: Betsy McKinney

OVT Chair: Justin Coup

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

The system has used the last five years to improve what they offer in terms of pre-K services, testing, IPS, Graduation expectations, and post-secondary offering to increase its staff, students, and other stakeholders' awareness of what they offer.
According to the OVT, in the beginning, they were just starting MTSS and beginning their journey with Kansas Reading Roadmap. Through training, implementation, and adjustments their results due to the tiered interventions/programs are one of many reasons they have seen success in reading. Progress monitoring coming out of COVID is a point of emphasis moving forward for their district.
The system is a VERY rural area of Kansas servicing incorporated and unincorporated towns, over 6 total. This creates issues due to a lack of services, businesses, and city organizations. The school is the center of the Fairfield community. Their project-based learning experiences have included ways to bring all the towns together. Several surveys and other methods were used to collect information on the success/failures of the district during the cycles. This is gleaned from the OVT and system reports.
Again, the system is very small and rural. During the five-year cycle, they have increased their focus and have plans for more in the coming year. As a rural school, their greatest diversity is poverty, and they are very focused on helping families, teachers, and students manage and understand what opportunities they have available for them. Their PD for next year will focus on diversity, equity, and access.
: Covid forced this to become a strength of the system. Communicating how, why, and when they, as a system, are changing/learning. Weekly communication was and will continue with families and staff.
Over the course of this five-year cycle, they have understood and embraced the value of all stakeholders having a voice in the process.
Over the five-year cycle, the system has increased its engagement in incorporating service to its advisory groups. During COVID, volunteering to deliver meals was a way to become involved in giving back to the communities. Community service projects are performed in a school. Within the school older students read to younger students, this is an advantage of being a PK- 12 facility at one site. They are taking the community neighborhood book box approach to the classroom and creating Book Borrow Boxes in their communities providing easy access to popular books for all small towns that may not have a library.
The system has grown the most here through the mental health programs offered. They have hired a full-time social worker to help with the mental health appointments with a case manager/therapist. This was not happening at the beginning of the cycle. This service allows students to stay in school without being out the whole day and still be engaged in the classroom instead of in transit to nearby

Hutchinson. Every student is currently given SAEBRS which results in help in making decisions on the support needed for a student's individual needs. They have taken on wellness and began a Fresh Fruit and Vegetable Program at the school as well.
As stated in the OVT report, a small school keeping arts as an option is sometimes very, very hard. They are very proud it is an elective for middle and high school students and their elementary has art once a week. Also, foreign languages are offered online to high school students.
Before the cycle postsecondary focus was an afterthought. Through Xello adopted in 2018, O*NET, display banners, and more the system is helping students explore what is possible beyond Fairfield High School. Pennants from the colleges where teachers graduated allow conversations to take place and to tell "their" stories on how they arrived at Fairfield to be a teacher. Xello has allowed their 9-12 students to explore their interests. They are moving the program lower each year to begin the career explorations earlier. They have 75% of seniors and 36% of juniors enrolled in a general education college course or CTE college courses. Experiencing the college classes allows students to access their desire to proceed or to look for certifications to begin their career journeys.

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

ARC Comment

Relevance-student engagement in the classroom

ARC Comment: According to the OVT, the system did an amazing job of focusing on instruction over the course of the cycle. Bringing in experts to help implement PBL in the classroom allowed for greater engagement in the classroom. The data they shared with the OVT through their report is evidence of how successful it truly was. Moving the needle on engagement starts with the delivery and engagement of the teacher in preparing and implementing the lessons. Students receiving only lectures were over 50% of the time in 2013 compared to just over 20% this year. They shifted the focus on learning and teaching! Observations of students on task went up 46% over the same time frame. Those are figures that help all of us understand who they are operating at 1-2 standard deviations above the predictive rate! Focus on teachers and their PD will result in engaged learners and in response, better results!

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

ARC Comment

- Relationships -- with Stakeholders

ARC Comment: According to the OVT, this system goal was supported by the fact the Kansas Communities that Care survey saw an increase of 30% where students have a chance to help decide activities and rules within the classroom. The relationships created between teacher and student impacted student learning. The system would have liked to see the FAMILIES concept evolve, but COVID occurred. The process and policies are in place for it to be successful in the future. ***COVID did take a toll on "Falcon Families" and relationships since we wanted to stay away from each other as much as possible. But before COVID hit their yearly progress showed they were heading in the correct direction.

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

ARC Comment

The OVT stated that a discussion with the system on goal areas was discussed at length with the stakeholders to keep the sustainability of the improvement process a community process. Having 2

goals with a specific focus on the state board outcomes along with local needs will allow the whole plan to come together and make it a community plan of continual improvement. Over 3-5 years they will see the results, hear the results, and appreciate the process. Communicating the process and providing continual feedback via newsletters, Facebook live events, community events at the school, etc... will depend upon the success of the next improvement plan.

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

ARC Comment

The system has worked diligently to meet all the Outcomes set forth in the Kansa Vision for Education and the State Board outcomes.

Board Outcomes

Social-Emotional Growth	The System has grown and now have a Tiered system of support for all students. The system received a silver star recognition in this area. Also have provided more support through the mental health pilot.
Kindergarten Readiness	The systems new adoption of Frog Street in the PRE-K has helped prepare them for kindergarten. The system received a bronze star recognition in this area. As well ASQ data early before COVID provided them with feedback on who and how to target instruction beginning in kindergarten. After COVID that participation in ASQ dropped by about 10%. They now have an on-campus daycare which will help early childhood development.
Individual Plans of Study	According to the OVT report the system moved over the years to student-led conferences. Parent attendance increased by 30%! Career talks by local people and teachers posting college alma mater banners allows kids to see and dream of what is out there. This creates conversation and allows students to see where their future may and can take them. Advisory groups are made up of about 10 kids. Full electronic portfolios have taken place over the 5 years as well.
High School Graduation Rate	The OVT noted that as a small school this one hurts the most and does not tell a true story/reflection upon the community. A rural school with a transient group of students who show up one day and never enroll after moving the next, created three drops against their records. This can be devastating for a small school. Of those who went to school all four years of high school or even since elementary the graduation rate is 91.3% for the 2021 School year.
Postsecondary Success	This system received a Coper Star recognition in this area. This it means relationships are being built and nurtured! Student at Fairfield see their future and are looking to find ways to accomplish their dreams thanks to the hard work of the staff, according to the OVT Report.

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

during the accreditation cycle.

ARC Comment

As noted by the OVT report, the system used surveys as a collection of information annually with parents/community members to gather input on the process and how they were performing as a district. Teachers and staff were also surveyed and BLT/DLT teams were created and used for the first time.

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

ARC Comment

The OVT stated that the system provided all necessary reports, documentation, and individuals when need or ask for.

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

ARC Comment

The system was open to discussion and feedback, according to the OVT report, from the first meeting and talking about setting a goal that had a better ability to gather data and show improvement. To the final discussion on how successful their journey of school improvement was for the Fairfield community. Their DLT is a very dynamic group of leaders and their BOE president was engaged during the process asking vital questions for improvement during the next KESA process. Betsy is a tremendous leader who understands her community, BOE, staff, and students' needs and finds ways to meet the needs. Continuous growth is not discussed on one day at the system, but monthly through the DLT and through the small community.

ARC Recommendation

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

Justification

• The system knows what they want and is eager to put plans in place. Invested BOE president/BOE. The president is very vested in the improvement process of the school. Their BOE and president are exploring opportunities to gather even more stakeholder input and develop a strategic plan tied in conjunction with the KESA goals for the next cycle. The system followed the process and has set in place a process/policy/Procedures to continue improvement in most aspects of the Vision for Kansas students.

Strengths

• Leadership of the superintendent and the DLT did an amazing job in changing plans and helping achieve the success they have. Their leadership was key! Vision They had a clear shared vision for the district.
• The system has the process/policy/procedures in place to be successful as a district.
• Early childhood the system developed the on-site daycare to all-day PreK five days a week. The investment in early childhood education in rural Kansas is making a positive impact on the students of the system.

Challenges

• Work with stakeholders to improve job shadow or work-based experiences
• Set SMART goals around their area of emphasis.
• SEL--continue to provide more HS Tier I support and finds ways to measure this growth.
• IPS- Continue to expand and use the IPS for creating schedules for the following year and having students lead those meetings with parents and advisors

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Colby Public Schools USD 315

600 W Third St, Colby, KS 67701-2000
(785) 460-5000
www.colbyeagles.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Katina Brenn**

Demographics

940 Students

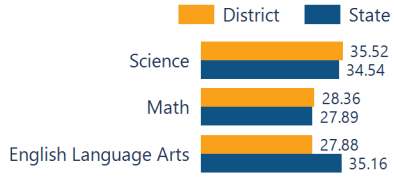
- African American 0.43%
- Hispanic 13.30%
- Other 4.26%
- White 82.02%

District Kansans Can Star Recognition

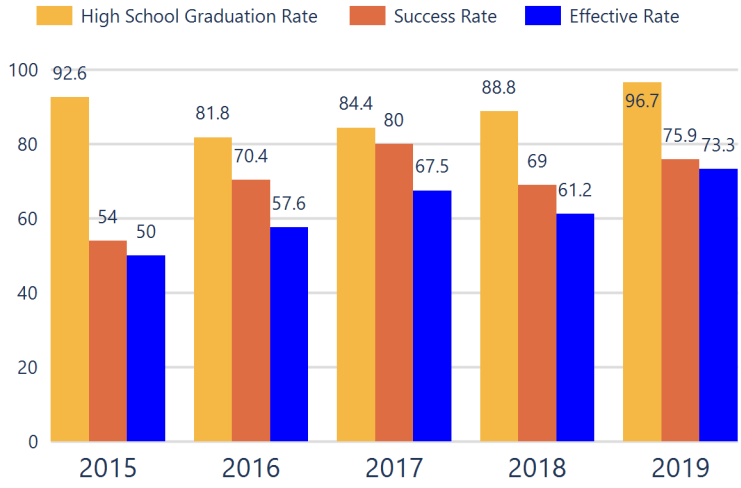
	Gold	Silver	Bronze	Copper
Social-Emotional Growth			✶	
Kindergarten Readiness				✶
Individual Plan of Study				✶
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				✶
Postsecondary Success		✶		

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
88.6%

Five-Year Success Avg
69.8%

Five-Year Effective Avg
61.8%

95% Confidence Interval for the Predicted Effectiveness Rate
59.1 - 62.5%

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

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

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

87.9% State: 88.1

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

95.5% State: 93.8

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

8.7% State: 17.5

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

1.5% State: 1.7

District ESSA Expenditures Per Pupil

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

$15,245
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Colby Public Schools USD 315

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	29.14	26.20	32.67	N/A	N/A	N/A	25.39	33.46	33.33
Level 2	47.58	43.39	30.69	N/A	N/A	N/A	46.23	38.64	31.14
Level 3	18.65	24.94	29.20	N/A	N/A	N/A	22.02	22.11	24.12
Level 4	4.61	5.45	7.42	N/A	N/A	N/A	6.34	5.77	11.40

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.11	37.14	44.15	N/A	N/A	N/A	33.60	45.83	47.61
Level 2	44.06	46.28	29.87	N/A	N/A	N/A	50.81	35.83	26.19
Level 3	11.86	15.42	23.37	N/A	N/A	N/A	11.47	15.00	21.42
Level 4	3.95	1.14	2.59	N/A	N/A	N/A	4.09	3.33	4.76

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	71.69	65.38	52.38	N/A	N/A	N/A	42.62	63.93	42.85
Level 2	24.52	28.84	28.57	N/A	N/A	N/A	39.34	21.31	38.09
Level 3	1.88	3.84	19.04	N/A	N/A	N/A	9.83	4.91	14.28
Level 4	1.88	1.92	0.00	N/A	N/A	N/A	8.19	9.83	4.76

AFRICAN-AMERICAN STUDENTS

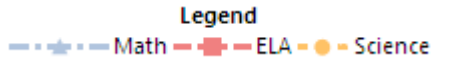
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

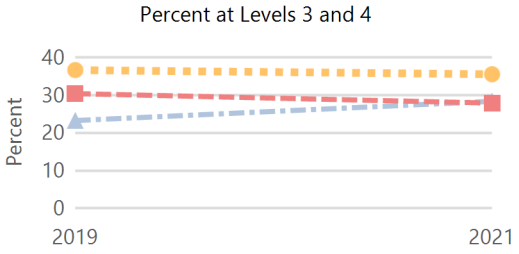
HISPANIC STUDENTS

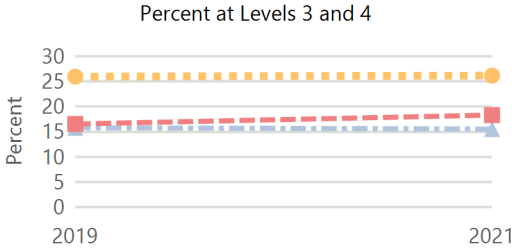
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	51.72	39.28	42.85	N/A	N/A	N/A	33.80	49.27	53.57
Level 2	39.65	39.28	42.85	N/A	N/A	N/A	54.92	40.57	32.14
Level 3	6.89	19.64	9.52	N/A	N/A	N/A	9.85	10.14	14.28
Level 4	1.72	1.78	4.76	N/A	N/A	N/A	1.40	0.00	0.00

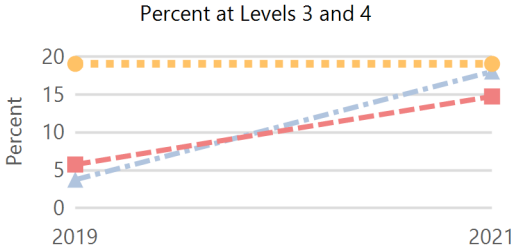
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



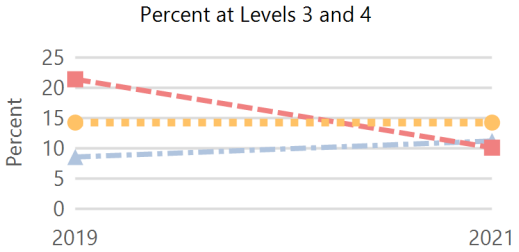






Percent at Levels 3 and 4

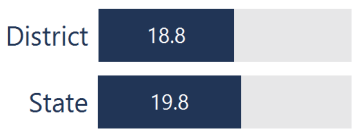
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 02/19/2020

System: D0315 Colby Public Schools (0000)

City: Colby

Superintendent: Katina Brenn

OVT Chair: Larry Lyder

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

The system has embedded tiered framework of supports in place for all students and use data to determine how to support students through the tiers. These are embedded in all schools. There is a system-wide practice of engaging all stakeholders on a regular basis which is embedded in the overall culture of the system. Evidence is shown throughout all state board outcomes and system goal results. The system addresses all student grouping needs in their system improvement process. The culture of the system and schools are reflected in the system's vision and improvement process.
Colby Public Schools has curricula that supports the structures in communication and basic skills, civic and social engagement, physical and mental health, arts and cultural appreciation PK-12.

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

ARC Comment

The system moved from an underutilized student data management system to launch an enhanced process to communicate and report data fluidly. During the five-year cycle, the system has transformed from central office oversight of data and determining system changes to a systemwide, shared approach to data collection, real-time data monitoring, and deep data discussions that support sustainable change and growth.

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

ARC Comment

The system began this cycle with no Social Emotional Character Development curriculum; however, during the process, the system implemented a collective identification process to locate a comprehensive PK-12 curriculum, including professional learning, implementation, hiring of additional staff, integrating additional student supports, and streamlining of data collection.

The system has put a structure in place to provide (1) District Leadership Team goal teams with monthly consultation services to work on system improvement, (2) a data collection process for goal growth measures, (3) added daily collaboration time to the PK-12 schedule that allows individual staff to be integrally involved in the data, and (4) a PK-4 De-Escalation Room.

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.

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

ARC Comment

The system is aware of its strengths and areas for improvement, they are making an attempt to address those areas with intentional programming and staffing. The system speaks to their needs and how they will continue to monitor those in the years to come.

Board Outcomes

Social-Emotional Growth	The system has identified, purchased, and implemented a research-based systematic social-emotional character development curriculum at each level. Student needs are identified through pretesting in order to customize areas for instruction. The progress data indicates continuous fine-tuning of social-emotional character development for each grade band (PK-4, 5-8, and 9-12). The staff is provided the needed resources, training, and support in the social-emotional character development curriculum in order to ensure successful implementation. An additional two and half counselors/student advocates were added to support student needs. Changes in the data indicate that progress includes curriculum selection, curriculum purchase, implementation of staff training, scheduled structure changes to incorporate student instruction, execution of student instruction, and completion of student assessments. The system continues to analyze the pretest data to inform instructional practices and consider other resources available to teachers and students.

Kindergarten Readiness	The system has been attending to the changes in the data. These changes indicate that progress includes increased efforts to identify community kindergarten readiness needs; track/document the inadequate amount of affordable preschool slots available; support utilizing the data to add two preschool classrooms to the community (at the hospital and the district). The system received a Copper Star. The system has also ended the five-year cycle with 92% of current kindergarten students attending preschool. Changes in the data indicate that progress includes providing professional development, purchasing and implementation of resources, and increasing parent completion of the questionnaire in order to better inform curricular and instructional needs to ensure increased student success. The district currently has a 99% ASQ compilation rate.
Individual Plans of Study	The 7-12 Scope and Sequence highlights implementation of the Individual Plan of Study process, how it relates with Social Emotional Character Development and Relationships goals, and the use of the Career ExplorationTools, along with an increase in student participation each year. The system has seen a high level of completion of IPS at Grade 8 due to transition meetings with parents; a higher rate of attendance at parent-teacher conferences; increased participation in On the Job Training/Work Based Learning from increased awareness of career opportunities; and renewed partnership with Northwest Kansas Technical College to offer a Junior/Senior option for students on that campus. This work has earned the district a Bronze Star. During the five year cycle, the system created and implemented a PK-8 scope and sequence of individual plan of study activities for students. Modeled after the high school IPS committee, a middle school IPS committee has been created to focus on the needs of middle school students in the IPS journey. Career awareness activities are embedded in classroom instruction at the PK-5 level. In the spring of 2020, the district implemented student-led conferences for students in grades 5-12. The traditional parent-teacher conferences happen in the fall but each spring students have time to prepare, practice, and present personal goals and plans to family members, highlighting course selection and school opportunities that help to prepare them for post-secondary opportunities.

High School Graduation Rate	Over the five year cycle, the system has been intentional in analyzing and responding to the data. The system has been able to identify those students who did not successfully graduate. Identifying risk factors has allowed the system to modify practices, add support and provide accommodations for students at-risk of not graduating. The system has At-Risk Monitors at both the PK-8 and 9-12 levels to assist with interventions and support for those students. The tiered process and the 20-day At-Risk Screener help to provide wrap around support for identified chronically absent students. 2019: 96.7% * Received the Kansas Can Gold Star recognition 2020: 89.4% * Received the Kansas Can Copper Star recognition 2021: 87.9% * Received the Kansas Can Copper Star recognition
Postsecondary Success	The system moved from a cursory review of Colby Public Schools postsecondary data to a holistic process for reviewing this data and strategically working to increase the post-secondary rate of the system, including identifying local post-secondary success (students NOT in the National Clearinghouse); conducting a Senior Exit Interview; collecting feedback from alumni of the system; and coordination of post-secondary success with the IPS subcommittee. Changes in the data indicate that progress included a decline in Career and Technical Education rates during the 2018-19 school year as the system focused on increasing postsecondary opportunities and access to coursework through the local community college. Student participation in college courses increased and the system had multiple students graduate high school and community college with an associate degree on the same weekend over the years. At the beginning of the five-year cycle, the system was collecting limited data about the status of graduates. Staff analyzed the status of student data listed in National Student Clearinghouse and determined a need to locate and identify the status of students not listed as well as additional students not identified as successful. Using Alumni surveys with emails obtained through Senior Exit Interview and staff connections with former students, the system has increased its knowledge of graduates and has been able to add students to the success column. (2016-2017) 80% * Received the Kansas Can Copper Star recognition (2017-2018) 69% * Received the Kansas Can Bronze Star recognition (2018-2019) 75.9% * Received the Kansas Can Silver Star recognition

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

ARC Comment

The system has demonstrated that stakeholder feedback is gathered and progress is shared. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process. The improvement process was shared on a regular basis with the numerous stakeholder groups during meetings and presentations.

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

ARC Comment

The system was responsive to the KESA process and implemented the different aspects of the process with fidelity. They used goals, input from the OVT, and systemic efforts to ensure the goals were progress-monitored throughout their improvement process.

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

ARC Comment

Evidence of system reporting to their local board, reports completed in a timely manner, a system plan with action steps and goals that drive academic improvement priorities is evident, system plan is aligned with local board strategic plan, all buildings have an aligned action plan to the system goals; OVT visits conducted, improvement priorities and the 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

When reviewing the different elements of the systems report it is evident that the system is aware of its strengths and weaknesses and has plans to address them. Within those plans were goals and action items to ensure there is a direct impact on student achievement data. The system has observed progress within subsections of their district. While there is still work to be done, the system has created continuous feedback loops to ensure the work does not stop. The system was responsive to the OVT and what recommendations were given throughout the process.

Strengths

The system has been intentional with their work on the state board outcomes: Kindergarten Readiness, IPS, Social-Emotional Growth, High School Graduation, and Post-Secondary Effectiveness. The system has been responsive to their data and created action plans that will have a direct impact on their students and system.

Challenges

The system has had a fluctuating graduation rate. On the current accountability report, they are under the state average for graduation. The state assessment scores for the subgroup Hispanic is lower than the rest of the district, this will be an area they will want to focus on in the next accreditation cycle.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Golden Plains USD 316

210 W. 6th Street, Selden, KS 67757-0199
(785) 386-4559
http://www.usd316.k12.ks.us/

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Mary Ellen Welshhon**

Demographics

171 Students

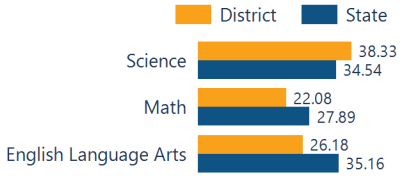
- African American 0.00%
- Hispanic 20.47%
- Other 0.58%
- White 78.95%

District Kansans Can Star Recognition

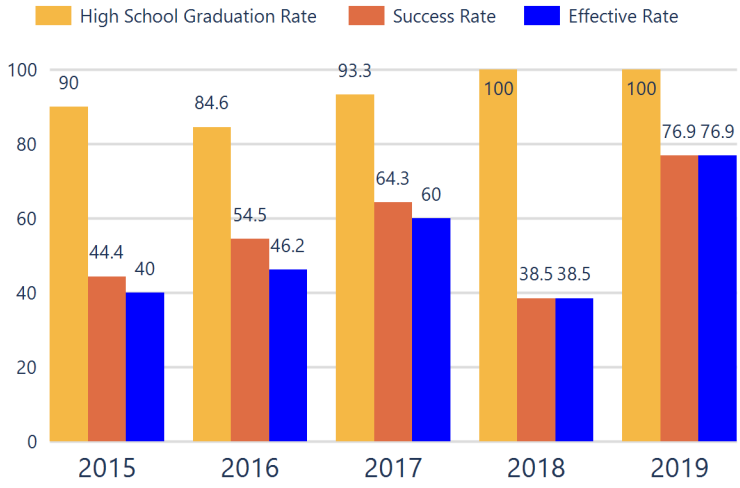
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation	✶			
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
93.8%

Five-Year Success Avg
56.7%

Five-Year Effective Avg
53.1%

95% Confidence Interval for the Predicted Effectiveness Rate
48.3 - 51.4%

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

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

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

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

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

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

100.0% State: 88.1

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

94.5% State: 93.8

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

16.3% State: 17.5

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

4.7% State: 1.7

District ESSA Expenditures Per Pupil

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

$21,497
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Golden Plains USD 316

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	20.68	36.78	34.21	N/A	N/A	N/A	31.39	19.04	31.66
Level 2	57.47	31.03	31.57	N/A	N/A	N/A	46.51	54.76	30.00
Level 3	17.24	24.13	21.05	N/A	N/A	N/A	18.60	21.42	28.33
Level 4	4.59	8.04	13.15	N/A	N/A	N/A	3.48	4.76	10.00

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	23.07	36.92	29.62	N/A	N/A	N/A	37.68	20.89	30.61
Level 2	56.92	32.30	37.03	N/A	N/A	N/A	43.47	55.22	32.65
Level 3	13.84	21.53	25.92	N/A	N/A	N/A	15.94	19.40	26.53
Level 4	6.15	9.23	7.40	N/A	N/A	N/A	2.89	4.47	10.20

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.00	66.66	N/A	N/A	N/A	N/A	50.00	43.75	N/A
Level 2	41.66	33.33	N/A	N/A	N/A	N/A	37.50	37.50	N/A
Level 3	0.00	0.00	N/A	N/A	N/A	N/A	6.25	6.25	N/A
Level 4	8.33	0.00	N/A	N/A	N/A	N/A	6.25	12.50	N/A

AFRICAN-AMERICAN STUDENTS

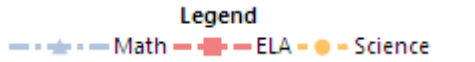
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

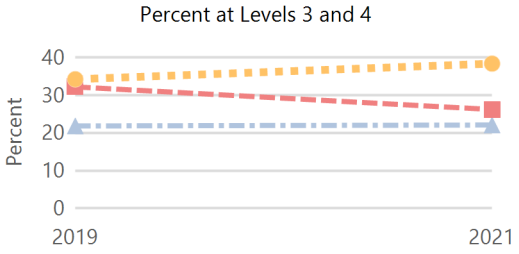
HISPANIC STUDENTS

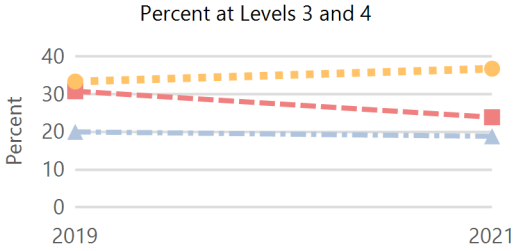
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	34.78	30.43	33.33	N/A	N/A	N/A	36.00	13.04	41.17
Level 2	65.21	56.52	50.00	N/A	N/A	N/A	60.00	73.91	35.29
Level 3	0.00	13.04	16.66	N/A	N/A	N/A	4.00	13.04	23.52
Level 4	0.00	0.00	0.00	N/A	N/A	N/A	0.00	0.00	0.00

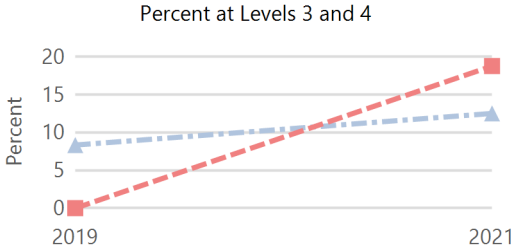
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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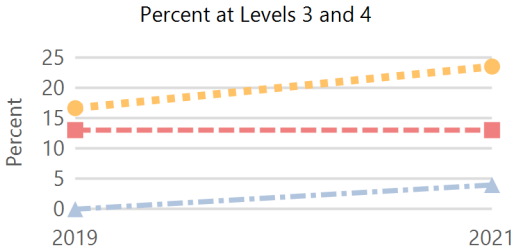
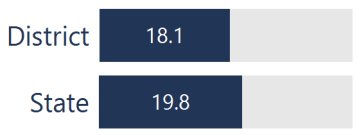


ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 06/13/2022

System: D0316 Golden Plains (0000)

City: Selden

Superintendent: Mary Ellen Welshhon

OVT Chair: Shelly Angelos

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.

USD 316 has an effective Multi-Tiered System of Support at the elementary school in Seldon. Adjustments and tweaking occur as needs change. MTSS has been fully operational at the elementary school for several years and is part of the school culture, which is operating at the modeling level. Scheduling MTSS time into the middle and high school schedule was crucial to move tiered systems of support forward at the middle/high school levels
beginning in the 2021 fall semester. Multiple screeners are being used.

Family, business, and community partnerships have a long-standing relationship with the district. This is a real area of strength for the district and is evident in the high achieving results of USD 316 students in both academics and activities. Partnerships have continued to expand and strengthen.

USD 316 has a strong, long-standing program of inclusion with diverse student/family populations. A significant move was made in year 5 of their cycle wherein they established a Student Support Center to provide more intentional and targeted support for at-risk and minority students at the Junior High and High School levels. Most recent KELPA proficiency levels indicate almost 90% of students are proficient or nearly proficient.

Communication with the community has remained strong with the use of several different platforms including social media accounts, the school website, and School-Messenger.

For civic and social engagement, USD 316 National Honor Society sponsors an ongoing food and clothing drive
specifically for the local school community. This humanitarian effort provides food and clothing to those in need within their own community.

Local Mental Health assistance has been present for the past two years from the Sheridan County Hospital. The entire USD 316 staff was trained on Social and Emotional awareness issues along with the required suicide training. Coaches and sponsors are certified in CPR and First Aid. The district employs a full-time school counselor and a part-time school psychologist, behavioral specialist, and school nurse. The Student Support Center, implemented in the fall of 2021 is designed to support at-risk and minority students by building relationships and connecting them with needed health resources. NHS regularly places positive notes of affirmation on students' lockers to give encouragement and draw attention to positivity.

The district enjoys the annual Creed Theater presentations made possible by the Dane Hansen Foundation. Elementary students are entertained and engage in live theater productions. The elementary program included a theatrical component in 2021-2022. The district has maintained its band and vocal programs and participates in the annual league band and vocal clinics. USD 316 students participate in the annual Western Kansas Scholastic Art & Writing Competitions. Six music students participated in the KMEA in December 2021. The Art Program has been expanded to include grades K-12 Student projects were displayed during the Colby Light Parade.

The overall high school graduation rate, success rate, and effective rate have made impressive gains over the last 5 years. The trajectory is on a positive slope. The most recent posted Post Secondary Preparation rates for USD 316 posted as of 2019 culminated in a High School Graduation Rate of 94%, which is just 1% below the state goal. The most recent posted Success Rate is at 57% and the Effectiveness Rate is at 53%, both of which have had steady increases, except for a hiccup in 2018. Individual Plans of Study are in place for grades 8 through 12. Pathways for healthcare and agriculture are in place. A new education CTE pathway is in process.

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

ARC Comment

GOAL AREA 1: Relationships (KESA)
Community and Family Engagement in the Golden Plains School System will increase 10% by May 2022.

Determining what 10% to measure is a hard, moving target to hit. The system identified data related to student-led conference participation at the secondary levels, various surveys (family engagement, security, attitude, etc) completion data, and participation numbers in various other programs like peer-mentoring and job shadowing. Perhaps merely an increase in the number of partnership opportunities (which did seem to be expanded) might have been a better target.

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

ARC Comment

GOAL AREA 2: Relevance(KESA)
K-12 Students will achieve annual growth in English Language Arts as measured by local and state assessments.

The system eliminated a questionable screener and switched over to both FastBridge and AIMs Web to

track student learning. Through this, coupled with their adjustments to their MTSS process they were able to reduce the number of Tier 2 groups by one. Both reading and vocabulary strategies are being implemented at various levels. And while the improvement data is not overwhelming, it does indicate movement in the right direction.

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

While there is no evidence of actual policies or procedures in place to ensure sustainability, the district has received Kansas Star Recognition in at least two areas which speaks to their level of commitment at the administrative level. In addition, the adoption of new screeners, the abandonment of another, and the districtwide initiatives implemented during this cycle further illustrate sustainability.

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

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive incline with the exception of a solid, IPS process.

Board Outcomes

Social-Emotional Growth	The district was seeing growth in social-emotional skills until covid. With online learning and the uncertainty of what was to come, the district has experienced a decrease in social-emotional skills. The district has had a recent influx of students with unstable backgrounds. This has revealed the need to implement a more structured SEL program, an area identified by the district for improvement. USD 316 implemented the student support center for not only academic support but social-emotional support also.
Kindergarten Readiness	Over the past 5 years, the district had 100% of students participate in the ASQ screenings for preschool and kindergarten. With the 3 and 4-year-old preschool program, the district has seen a decrease in the number of students who come into Kindergarten with no preschool experience and have seen fewer students enter Kindergarten who speak little to no English. With the daycare opening in August of 2020, it has allowed parents who work and cannot pick up their children during the school day a way to get their kids to preschool.

Individual Plans of Study	Development of the IPS process has been a struggle over the course of the 5-year cycle. During this 5 year cycle, there have been several changes in administration. With each change came a different approach and tools to implement the IPS. During this cycle, Career Cruising (Xello) and YouScience were used with mixed results. However, this district is developing a workable process to fully implement its IPS process. The district has many of the features of the IPS process incorporated into its curriculum but is lacking in the documentation of all the activities.
High School Graduation Rate	As a small district, one student not graduating can make a large difference in the graduation rate. Prior to 2020, the district had a 100% graduation rate for 5 years. In 2020 the district had one student that moved to another town but did not enroll in that district. Therefore, it caused their graduation rate to decrease. Had the student stayed in the district, he would have graduated. In 2021, the district was again back to a 100% graduation rate, however, they have 2 students this school year that have chosen to withdraw. They and their families were provided a final counseling session and it was a family decision to not finish high school. This will cause our graduation rate for 2022 to be about 90%. The district has developed a student support center that provides interventions to students that are falling behind and at risk of not graduating. Students identified as at-risk are placed in a structured study hall to help ensure classroom success.
Postsecondary Success	The district saw a gradual increase in its 5-year effectiveness rate for the graduating classes of 2015-2017. The effectiveness rate fell slightly for the class of 2018. It is not believed to be due to what is being done in the improvement cycle. In a small district, 1 or 2 students not completing their post-secondary education, not obtaining a certificate, or entering the military can cause numbers to decrease drastically. It is expected for numbers will to improve in the upcoming years. The district implemented an action plan for a year with the graduating class of 2020, and therefore believes the data shown currently does not accurately show how

their action plan is affecting postsecondary success. The class of 2020 was the first
class to have completers in one of their CTE pathways which would qualify them
as a postsecondary success. According to the postsecondary success data, the
district had a significant increase with the class of 2019 and are expecting a similar
result with the class of 2020 and beyond

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

ARC Comment

While this area is not specifically addressed in any of the reports, it can be inferred from the information on community engagement that there exists a strong support base for the system. The constant changeover in leadership may speak to the lack of information in this area.

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

ARC Comment

USD 316 is a strong system, with engaged teacher leaders who move the work forward. The district is open and responsive with a climate of learners. The OVT had no concerns about this system moving forward into its next accreditation cycle.

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

ARC Comment

The district took suggestions from the OVT to make
improvements in their process. USD 316 BOE was supportive and receptive to the improvement work the district is engaged in.

ARC Recommendation

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

Justification

It is the position of the OVT in responding to the improvement work of USD 316, that the district's response to the needs analysis and targeted goal growth has satisfactorily met improvement measures for the purposes of accreditation.

Strengths

The district has teacher leaders dedicated and committed to doing whatever it takes for every student to graduate from high school, prepared for a successful future. USD 316 has a positive culture of hard work, high achievement, and community committed to their school.

Challenges

1) Ensure your goals are written in a format that allows you an opportunity to "prove" your progress. Trying to show 10% improvement in Parent Engagement is a tough one.
2 & 3) Be able to articulate specific examples of both Stakeholder Engagement AND Policies and Procedures to show

the sustainability of your processes.
4) Bolster your IPS Process for future growth.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Logan USD 326

305 N Sherman, Logan, KS 67646-0098
(785) 689-7595
www.logan326.net

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12**
Superintendent: **Michael Gower**

Demographics

137 Students

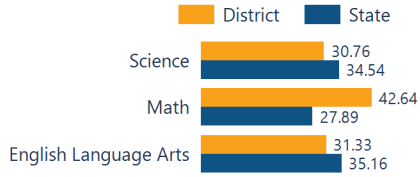
- African American 0.00%
- Hispanic 10.22%
- Other 0.00%
- White 89.78%

District Kansans Can Star Recognition

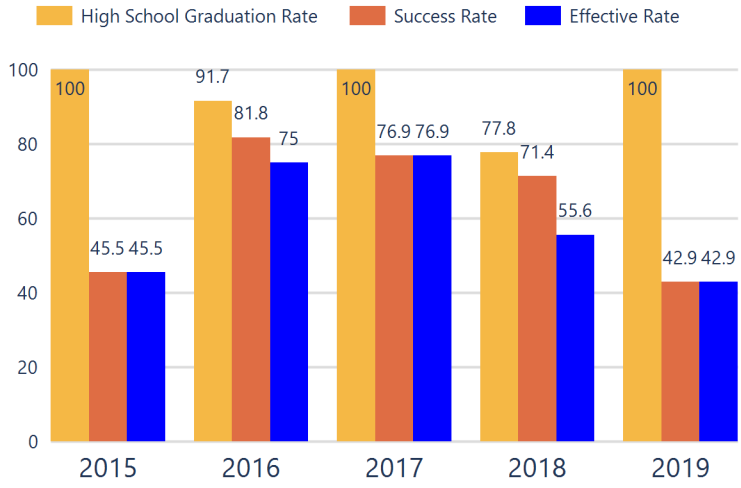
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation		✶		
Postsecondary Success			✶	

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **92.6%**

Five-Year Success Avg **63.5%**

Five-Year Effective Avg **58.8%**

95% Confidence Interval for the Predicted Effectiveness Rate **52.5 - 55.2%**

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

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

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

88.9% State: 88.1

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

96.7% State: 93.8

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

3.1% State: 17.5

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

N/A State: 1.7

District ESSA Expenditures Per Pupil

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

$15,903
State: $12,868

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Logan USD 326

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	18.64	27.11	25.00	N/A	N/A	N/A	11.76	34.32	38.46
Level 2	47.45	44.06	39.28	N/A	N/A	N/A	45.58	34.32	30.76
Level 3	25.42	23.72	28.57	N/A	N/A	N/A	38.23	22.38	23.07
Level 4	8.47	5.08	7.14	N/A	N/A	N/A	4.41	8.95	7.69

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.92	26.92	27.27	N/A	N/A	N/A	14.70	48.48	N/A
Level 2	50.00	53.84	63.63	N/A	N/A	N/A	58.82	33.33	N/A
Level 3	23.07	19.23	9.09	N/A	N/A	N/A	26.47	15.15	N/A
Level 4	0.00	0.00	0.00	N/A	N/A	N/A	0.00	3.03	N/A

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

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

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	2018-19			2019-20			2020-21		
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Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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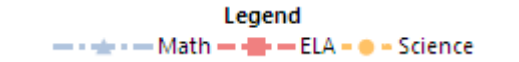

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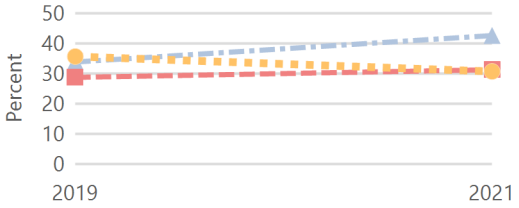

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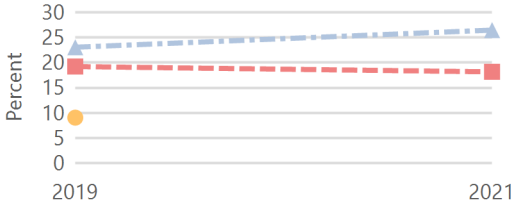

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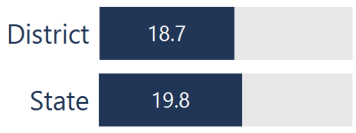
Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 06/15/2022

System: D0326 Logan (0000)

City: Logan

Superintendent: Michael Gower

OVT Chair: Marvin Gebhard

Executive Summary/AFI

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

ARC Comment

Fulfilled official applicable requirements and deadlines and/or timelines or, actively working with State BOE to achieve compliance

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

ARC Comment

ARC Comment: __ The district has been working on all of these structures as noted in the OVT report. All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

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

ARC Comment

Goal 1 - improve student/parent/school collaboration on the IPS resulting in an increase of our Post-Secondary Effectiveness average from 45.5 in 2015 to the state goal of 70. Our average is 57% but our predicted rate is 49.3-52. Our past effective rate has been as low as 42.3 and as high as 76.9

Summarize the system's efforts and improvement in this goal during the cycle.
ARC Comment: _
The district targeted building relationships between faculty and students. They have implemented an Advisory system in the junior and senior high schools, that will help foster relationships between students and faculty. Each teacher will be assigned up to 7 students that they will meet with on a regular basis and will assist them in developing their IPS and a portfolio that will be used at conferences. They have changed their Parent/Teacher conferences to Student-Led Conferences. The goal is that help students develop and hone their portfolios; it will also assist us in developing relationships with students. Improve parent/student/school collaboration on the IPS to increase the postsecondary effectiveness average from 45.5 in 2015 to the state goal of 70. Data will consist of postsecondary effective rate and parent-teacher conference attendance.

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

ARC Comment

Goal 2 - __Develop student success skills to maintain the graduation rate at or above the 95% state goal. Over the past five years they have had 3 years at 100 and one year at 77.8%. The five-year average is 93%

Summarize the system's efforts and improvement in this goal during the cycle.
ARC Comment: The district's system-level priorities will focus on the area of Course Relevancy. More specifically they will focus on course standards, course content, and attendance. Course content needs to reflect and be aligned with the state standards. This targeted area will strengthen student motivation and allows learners to become more engaging, empowering, connected, able to function in the real world, and be more socially cogent. As they align their course standards to the state standards, students will see the importance of attending school each and every day. Develop student success skills to maintain the graduation rate at or above the 95% state goal. Local data includes office referrals and school climate survey for students and staff.

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

ARC Comment

ARC Comment: They have established a district leadership team that has been consistent throughout the cycle. These individuals are leaders in their respected buildings and provide consistency in maintaining sustainability. They have effectively used the district policies, as well as financial resources provided to help support the goals established.

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

ARC Comment

ARC Comment: _The system is showing progress in these areas.

Board Outcomes

Social-Emotional Growth	ARC Comment: _ They utilized the Kansas Communities that Care data and found that the results are skewed based on the size and ruralness of their school. It was noted that discipline and attendance are not major issues in the district and that they have had a significant reduction in behavioral issues.
Kindergarten Readiness	ARC Comment: _Through the use of ASQ data it is determined that students that attend preschool in the district are more prepared for kindergarten and they are seeing more students coming in with academic and SEL concerns than what their ASQ-3 and ASQ SE-2 would indicate.

Individual Plans of Study	ARC Comment: The district is using Xello to help in this area. The data provided shows the use of the program by students and identifies the increase in which students that graduate have a career plan. Listed below are some of the data compiled the past few years of Xello for the K-12th grade students: -Grades K-4; 12% of the students have identified and established a career-based plan. -Grades 5-8; 66% of the students have identified and established a career-based plan. -Grades 9-12; 86% of the students have identified and established a career-based plan. -Grades K-4 - 61% . . . Grades 5-8 - 97% . . . Grades 9-12 - 100% . . . have taken the surveys to determine suggested careers and then identify careers of interest. Research has been completed for many of the careers by most students as they prepared for the spring student-led conference. -Grades K-4 - 94% . . . Grades 5-8 - 97% . . . Grades 9-12 - 65% . . . had already completed at least 1 of the required work/career based-lessons for the year.
High School Graduation Rate	ARC Comment: _ The High School Graduation data has remained fairly constant. Five-year average of 95%. With their small school size, one student that does not graduate will drop their overall rate to the lower 90% levels. Some students have earned their GEDs. This is not reflected within the Graduation rate percentage. Some of the students who earn their GED were able to enter into a college or vocational school, some may have decided to enter the military or workforce. When a student chooses this path, they could still be considered successful in their Five-Year Success Average. For example, they have had a student withdraw from school and earn her GED the following day. This student then went immediately into the workforce as a CNA and enrolled the following Fall at Hays to earn her RN degree. One of her goals was to earn money to assist her in paying for college. The district is hoping that its Advisory program will continue to work to retain these students and show them the need to remain in school until graduation. Since each student has a specific Advisor that checks on them on a regular basis. Advisors do not only check student grades but also work with them on college visits and job shadowing.

Postsecondary Success	ARC Comment: __ The district continues to send more kids to vocational/technical schools, which they hope will increase their effectiveness. They felt too many students chose to attend four-year colleges, then lacked success as they were more suited for vocational/technical training. They also plan to continue to offer additional certifications through CTE pathways and other avenues. These certificates, earned before students leave their facility, help ensure success rate and their actual job readiness as they enter the world of work or higher education. 2015- Success Rate 45.5, Effective Rate 45.5 2016- 72.7, 66.7 2017- 76.9, 76.9 2018- 71.4, 55.6 2019- 42.9, 42.9 The data show the 70 percentiles for success over three of the past 5 years. The dip is with the class of 2019. Upon review of the data, they found that out of a graduating class of 14 students, seven went to work directly into the workforce, three into agriculture-related fields, two went into retail, another student became a commercial welder, and is one self-employed. Two students joined the military. Two students enrolled in a technical or community college while three students enrolled in a four-year school. The district noticed students switching colleges and some dropped out of post-secondary schools. They are continuing job shadowing at the junior and senior levels, in an attempt to get students to gain a better idea of what they want to do before they leave us. or at least to eliminate some choices. The district supports promoting the NexGen internships that will assist students in gaining a better understanding of different career options.

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

ARC Comment

ARC Comment: _ The DLT played a large part in providing feedback. It was reported that the Site Council and BOE were informed of happenings in regards to KESA. All staff was involved in professional development opportunities that discussed the district goals.

It was noted that the Site Council and BOE met and were informed of the process. Through student-led conferences, parents were made aware of the district's goals directly related to the students.

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

ARC Comment

The district has done a great job in communicating with the OVT. The first visit provided an opportunity to view the happenings of the school, while the other visits provided time to discuss goals and data. The final visit offered an opportunity for the OVT to listen to students, staff, and community members in regard to the district's goals. This helped provide some assurances that multiple stakeholders were involved.

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

ARC Comment

Through the OVT meetings, it was evident the DLT had bought into the district's goals and was highly involved. The main challenge is getting all stakeholders involved. There are multiple reasons that provide the lack of involvement, but by providing communications and opportunities for involvement the school district is fulfilling its responsibility. The obvious strength of the school is its dedication to post-secondary preparation through the multiple opportunities they are providing its students. This is even more impressive, as their community only provides limited resources.

ARC Recommendation

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

Justification

USD 325 staff have been tenacious in their pursuit of system improvement. This includes being open to OVT guidance through seeking information and research which supports USD 325 goals. In each year of the cycle, the district was responsive to all feedback and advice by OVT. District capacity and confidence have grown significantly through the KESA cycle and benefited from the clear alignment of goals and strategies.
ARC Notes: _Logan USD 326 has been recognized with a gold star, bronze, and copper by KSDE. In the areas of High School Graduation, Postsecondary Success, and Academically Prepared for Postsecondary. The graduation rates of the district are above the state level at 88.0%. and absenteeism is at 3.1%.
Academic Success: All students tested have demonstrated an increase in the percent at levels 3 and 4 in the area of Math and ELA. Science took a very slight drop. District administration and staff have provided a strong support system for both students and staff. The staff responded by redeveloping the curriculum to adjust for any identified deficiencies. As the district moves forward into the next cycle strong support systems will continue the work put forth in the prior cycle.

Strengths

They work in providing their students with opportunities in preparing them for life after school. The classes offered, along with the staff working in the areas were very impressive. The district’s ability to stick to its goals and work through complications like COVID is also a notable strength resulting from good district leadership.

Challenges

The last OVT visit provided an opportunity to hear from multiple stakeholders involved in the district's goals. This was an area that was seen as growth and looking forward to seeing even more growth and involving more stakeholders should be a priority.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Pleasanton USD 344

309 W. 13th, Pleasanton, KS 66075
(913) 352-8534
www.usd344.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12**
Superintendent: **Travis Laver**

Demographics

346 Students

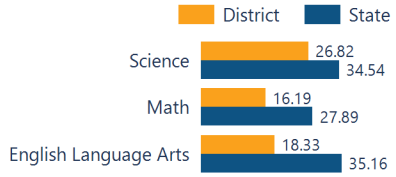
- African American 2.89%
- Hispanic 2.60%
- Other 3.76%
- White 90.75%

District Kansans Can Star Recognition

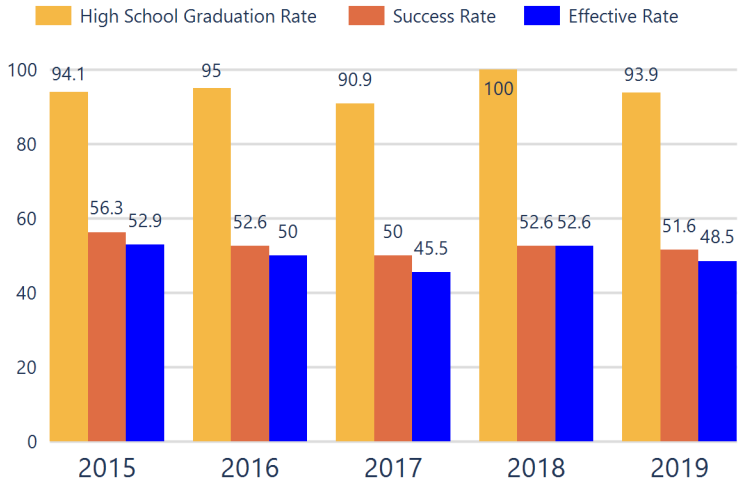
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation		✶		
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **94.9%**

Five-Year Success Avg **53.2%**

Five-Year Effective Avg **50.4%**

95% Confidence Interval for the Predicted Effectiveness Rate **40.3 - 44.5%**

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

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

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

80.0% State: 88.1

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

94.3% State: 93.8

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

17.5% State: 17.5

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

3.5% State: 1.7

District ESSA Expenditures Per Pupil

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

$12,965
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Pleasanton USD 344

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	29.03	37.43	31.57	N/A	N/A	N/A	40.22	38.46	43.90
Level 2	46.23	41.17	28.94	N/A	N/A	N/A	43.57	43.19	29.26
Level 3	23.65	20.32	30.26	N/A	N/A	N/A	14.52	17.15	20.73
Level 4	1.07	1.06	9.21	N/A	N/A	N/A	1.67	1.18	6.09

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.96	46.72	34.21	N/A	N/A	N/A	47.42	48.31	60.46
Level 2	45.28	31.77	31.57	N/A	N/A	N/A	40.20	33.70	20.93
Level 3	19.81	20.56	23.68	N/A	N/A	N/A	10.30	16.85	16.27
Level 4	0.94	0.93	10.52	N/A	N/A	N/A	2.06	1.12	2.32

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	54.54	62.50	30.76	N/A	N/A	N/A	57.14	61.53	76.19
Level 2	36.36	26.78	38.46	N/A	N/A	N/A	30.61	20.51	14.28
Level 3	9.09	10.71	23.07	N/A	N/A	N/A	10.20	15.38	9.52
Level 4	0.00	0.00	7.69	N/A	N/A	N/A	2.04	2.56	0.00

AFRICAN-AMERICAN STUDENTS

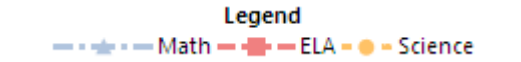
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

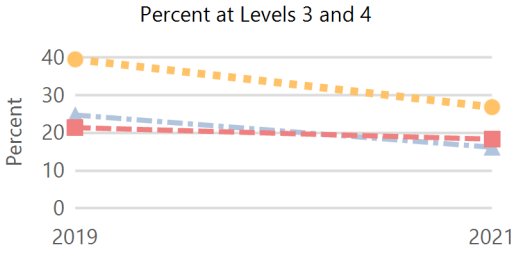
HISPANIC STUDENTS

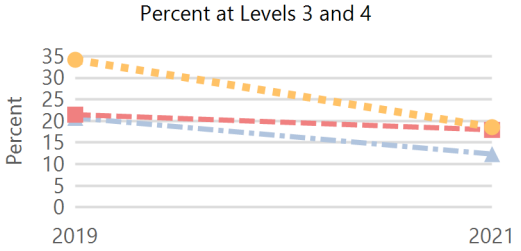
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

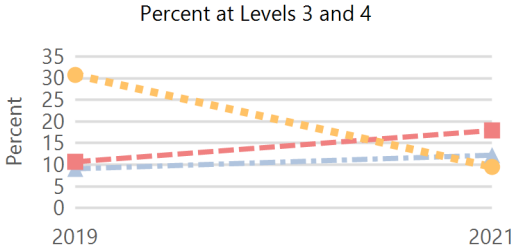
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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

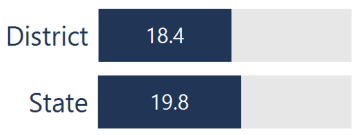
Percent at Levels 3 and 4

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

ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 06/09/2022

System: D0344 Pleasanton (0000)

City: Pleasanton

Superintendent: Travis Laver

OVT Chair: Rhonda White

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

The system is a very small rural district. They have worked hard to assure that their students have adequate access to essential foundational structures. They have developed a Tiered Framework of support and worked to improve culture and communication skills.

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

ARC Comment

Relevance
• 1. Individual Plans of Study,
• 2. CTE concentrators and completers
• 3. New schedule at junior high to promote student awareness of CTE pathways through rotation/sampling of all CTE offerings during the school year
• 4. Finalize new CTE classes through a partnership with Fort Scott Community College and a new building where the program will be housed and focus on social-emotional learning (SEL) through Character Strong and Core Essentials resources as well as other activities and lessons.

The system identified RELEVANCE as its first goal area. The system expanded and improved existing programs and projects to support this goal area: Continued strategies include the use of 1:1 Chromebooks, Career and Technical Education (CTE) Pathways, and its Senior Night. Changes/new initiatives included a new Individual Plans of Study (IPS) system, adding a new CTE pathway, adding a CTE sampling class for junior high school students, and an expanded CTE facility for 2022-2023 to include HVAC, CNS, and Welding. They have partnered, also, with Fort Scott Community College, business Nabholz, and other businesses to add classes in the following areas: HVAC, CNA/health, and Welding. This initiative includes the purchase of a facility that will be ready for onsite classes beginning fall of 2022.

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

ARC Comment

RIgor

- 1. Completing the full implementation of new math core curriculum
- 2. Begin implementation of ELA core curriculum
- 3. Continued ELA and math interventions and supports
- 4. Continued professional development (PD) for high-quality core instruction
- 5. PD for math and ELA core curriculums,
- 6. continued work with the Comprehensive Achievement Plan cadres

ARC Comment: The system continued its commitment to growth by strengthening existing programs, but it also found ways to explore and introduce new programs or strategies to support the goal area. New initiatives and changes included adopting a new math core curriculum at the elementary level, finalizing its selection for a new ELA core curriculum at the elementary level, adopting new ELA intervention strategies at the elementary level, reviewing/adopting a new math curriculum at the elementary level, hiring a math interventionist (K-12), and continuing its focus on quality and high-impact core instruction through Daggett's four-quadrant training.

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

ARC Comment

The system has put into place deliberate support systems to ensure that their efforts and improvement will be sustained into the next cycle. The system has a strong district leadership team that has blended the leadership teams of both buildings. Before this cycle, each of the buildings worked somewhat independently of each other, however, during this five-year cycle, both buildings worked hard to align themselves and work together with a common vision and shared goals. Professional development has been a priority for the system; however, they are faced with limitations on the number of days available to them each year.

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

ARC Comment

The system is a small rural school where one or two students can skew data. The system is working towards the State Board Outcomes with the intention and forethought of gaining in all areas.

Board Outcomes

Social-Emotional Growth	The system has sampled different initiatives to address social-emotional learning and growth (SEL) and narrowed their efforts to be more effective in this area. Specifically, in the beginning of the cycle, the system conducted book talks on SEL strategies and even had a blog where staff could share ideas. The system determined that they needed more structure for character development and selected Core Essentials to help them provide weekly lessons and monthly themes. The secondary building selected Character Strong which provided age-appropriate lessons for middle and high school students regarding mental health and wellness, social-emotional needs, and character development.

Kindergarten Readiness	The district administers the Ages and Stages Questionnaire (ASQ) to its incoming kindergartners each year. The district also administers a screener for its preschool students. Students are assessed/benchmarked in the fall, winter, and spring (using the MAP) and the students are moved in/out of groups according to strengths/deficits throughout each school year. The system is developing tiered systems of support for its pre-school and kindergarten students. Specifically, they plan to use recently purchased math program (Everyday Math) for K and a preschool mathematics program to better prepare students for basic math skills. The system has added additional time to their schedule for the core reading and core math instruction (30-minutes four days/week).
Individual Plans of Study	The IPS foundational elements include documentation/surveying of the (1) student's interests and talents, (2) information on graduation requirements and approved coursework for the student's educational and career goals, and (3) developmentally appropriate, work-based learning experiences. The district's IPS is developed cooperatively with the student, the student's counselor, teachers, and family members, and it is reviewed at least twice annually and revised as needed. The junior/high school building used a commercial platform, Xello, during Years 1-3 but changed from Xello to an in-house database. During this first year of implementation (Year 4), the district reported that they saw an increased interest and participation of students with the new IPS format. However, the system has determined that this in-house platform has limitations, and they will be exploring a new/different platform for the next cycle.
High School Graduation Rate	The system was recognized by the State Department of Education (KSDE) for its successful graduation rate; they were awarded the Silver Award two years in a row for having a graduation rate within 93-94.9%. Four of the last five years, the system has maintained a graduation rate that has been 93.9 or higher. There was a significant decrease in the graduation rate in 2021 because of the pandemic and the fact that the graduating class was small, one student made a large drop in rate. The system will continue to work to maintain a 90% or higher graduation rate. Students at the secondary level also participate in the ASVAB, WorkKeys, and Job Shadowing opportunities. The information from these assessments and experiences are included in the student's IPS.
Postsecondary Success	The system offers college dual credit classes through Fort Scott Community College. Courses offered include English Comp 101, English Comp 102, Speech, Psychology, and College Algebra. The system's academic data has shown a concerning trend in both math and reading (ACT, State Assessments). This data is being further dissected to determine specific areas for improvement; at this time data indicates greater need at the elementary levels. This has resulted in several changes with aligning standards and updating the curriculum and interventions being used.

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

ARC Comment

The system kept stakeholders informed in various ways at differing levels throughout the cycle. The system has both building leadership teams (elementary and junior/senior high team) and a district leadership team. These teams met regularly (one to two times each month) throughout each year. The building teams met more often (weekly) to review data, discuss student, staff, or building successes or issues, and problem solve as needed. Within each of the buildings, the staff facilitated the walkthrough initiative (Blu Jay Snapshot) which also involved conversations and collaboration among the teachers about what they were seeing and what the data was showing. The site council which met 1-2 times per year provided input, and then additional community input was sought through surveys and informal conversations

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

ARC Comment

The system was patient with the implementation of its action plan and the interventions, activities, and programs. They collected data and worked together to problem-solve when the trends were going downward. A primary example of this is that the scores for ACT and state assessments (KAP) have been trending downward. The system's response was to identify those academic areas that were in greatest need (Math and ELA). They have also been thoughtful in their process to find the resources that will address those areas the best. In addition, the system has implemented additional MTSS interventions to help in those areas. This system is very purposeful in its actions and maintained fidelity to its plan. A concern that is obvious is that student growth or improvement has not been as dramatic as one would want

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

ARC Comment

The OVT team was impressed with the process and improvement of the System. The System does have room to improve in some areas and to continue success in others.

ARC Recommendation

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

Justification

i. While the Pandemic had an effect on the System, they have shown improvements in subgroup and have a plan in place to work in the next cycle.
ii. They received Silver in High School graduation rates and Bronze in post-secondary success.
iii. The system has the needed people in place to impact the next cycle of KESA.

Strengths

i. The system has implemented new programs and expanded others.
ii. The system worked with all stakeholders to improve their processes.

Challenges

i. Goals need to be written as SMART goals.
ii. Formalize a specific form of IPS.
iii. Look at how to collect data and how to measure it.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Newton USD 373

308 East First, Newton, KS 67114-3846
(316) 284-6200
www.usd373.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Fred Van Ranken**

Demographics

3,267 Students

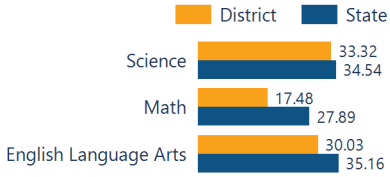
- African American 2.33%
- Hispanic 29.29%
- Other 6.92%
- White 61.46%

District Kansans Can Star Recognition

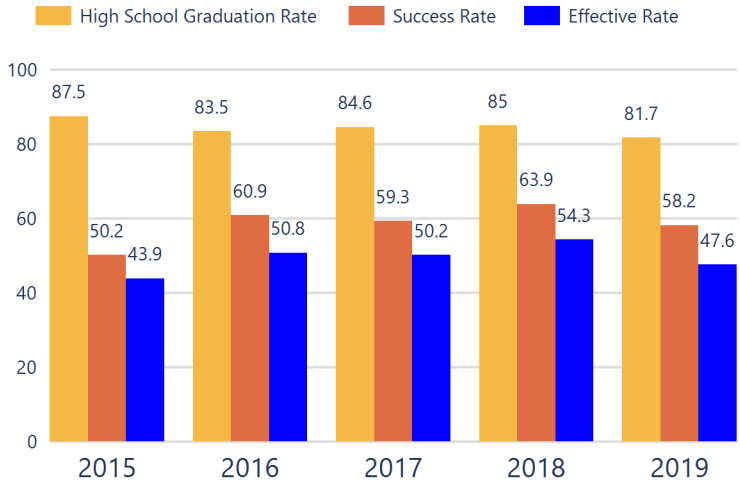
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				✶
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

- Five-Year Graduation Avg **84.5%**
- Five-Year Success Avg **58.5%**
- Five-Year Effective Avg **49.4%**
- 95% Confidence Interval for the Predicted Effectiveness Rate **45.4 - 47.6%**

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

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

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

88.5% State: 88.1

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

92.4% State: 93.8

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

23.2% State: 17.5

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

2.6% State: 1.7

District ESSA Expenditures Per Pupil

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

$11,726
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Newton USD 373

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.45	35.85	40.70	N/A	N/A	N/A	42.93	34.46	38.48
Level 2	37.75	34.75	27.81	N/A	N/A	N/A	39.58	35.49	28.18
Level 3	17.12	23.97	20.49	N/A	N/A	N/A	14.46	24.96	25.46
Level 4	4.65	5.41	10.98	N/A	N/A	N/A	3.02	5.07	7.86

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	49.11	46.70	51.04	N/A	N/A	N/A	53.97	45.76	48.47
Level 2	36.66	33.18	29.25	N/A	N/A	N/A	34.93	34.15	25.42
Level 3	11.77	17.65	14.32	N/A	N/A	N/A	10.27	17.89	21.01
Level 4	2.44	2.45	5.37	N/A	N/A	N/A	0.82	2.18	5.08

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	73.41	72.72	70.83	N/A	N/A	N/A	78.40	76.80	71.69
Level 2	23.86	23.03	21.66	N/A	N/A	N/A	17.42	19.77	21.69
Level 3	2.41	3.93	5.83	N/A	N/A	N/A	3.40	3.42	5.66
Level 4	0.30	0.30	1.66	N/A	N/A	N/A	0.75	0.00	0.94

AFRICAN-AMERICAN STUDENTS

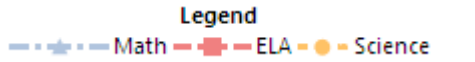
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	59.52	64.28	76.92	N/A	N/A	N/A	62.16	52.63	50.00
Level 2	33.33	26.19	15.38	N/A	N/A	N/A	24.32	28.94	6.25
Level 3	7.14	7.14	0.00	N/A	N/A	N/A	13.51	18.42	43.75
Level 4	0.00	2.38	7.69	N/A	N/A	N/A	0.00	0.00	0.00

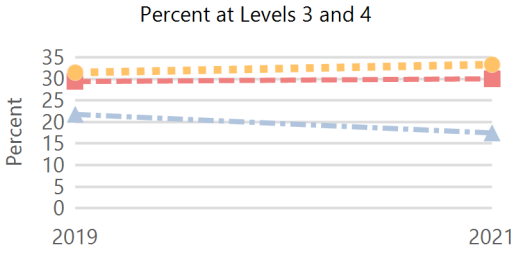
HISPANIC STUDENTS

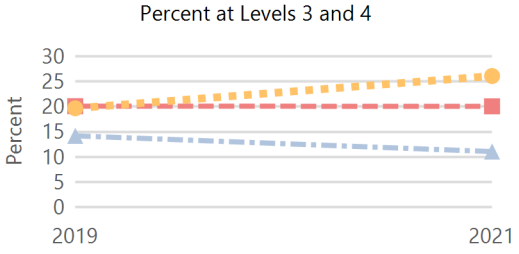
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	45.54	43.33	53.29	N/A	N/A	N/A	52.15	41.21	47.64
Level 2	39.75	33.54	26.92	N/A	N/A	N/A	36.73	38.06	25.00
Level 3	11.59	21.04	13.73	N/A	N/A	N/A	9.75	18.46	21.69
Level 4	3.10	2.08	6.04	N/A	N/A	N/A	1.36	2.25	5.66

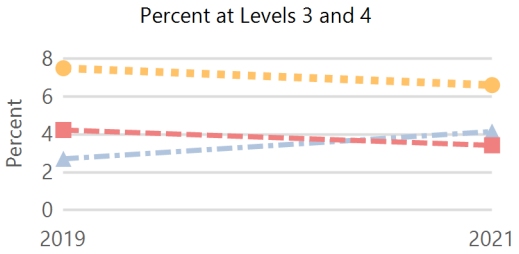
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

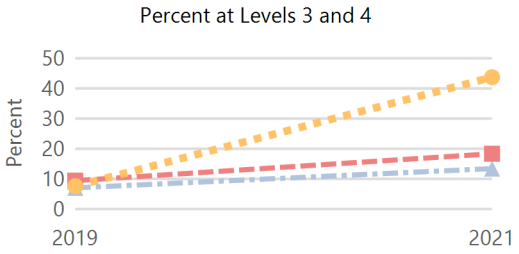
Academically Prepared for Postsecondary Success

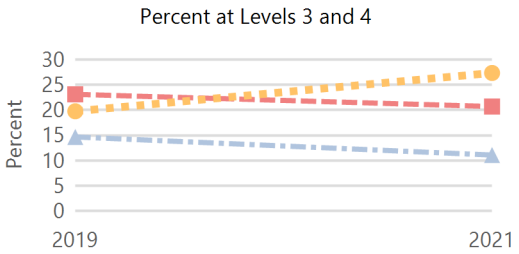












ACT Performance (2021 School Year)

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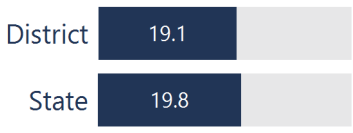
Note: Not all eligible students completed an ACT.



Kansans CAN

Accreditation Summary

Date: 05/23/2022

System: D0373 Newton (0000)

City: Newton

Superintendent: Fred Van Ranken

OVT Chair: Paula Hough

Executive Summary/AFI

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

   ARC Comment

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

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

   ARC Comment

   The system has made a substantial effort to ensure practices are embedded, systems are continuously improved, and staffing has been created, realigned, and allocated to ensure the system is intentional with their efforts.

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

   ARC Comment

   The system has implemented a variety of tools to ensure the goals are being progress monitored through different assessments each year. This includes professional development, staffing, and aligned assessment tools K-12.

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

   ARC Comment

   The system has implemented benchmarks that will impact their goal and support in progress monitoring their needs. The system used family survey results to gauge the effectiveness of each area within this goal. There have been systemic efforts placed to ensure the goal is centered in decision-making within the district.

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

   ARC Comment

   The system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas

Vision for Education and State Board Outcomes.

ARC Comment

The system is aware of its strengths and areas for improvement; they are making an attempt to address those areas with intentional programming and staffing. The system speaks to their needs and how they will continue to monitor those in the years to come.

Board Outcomes

Social-Emotional Growth	The system has implemented assessment tools, staffing, programming, and partnerships with local organizations to ensure students are being supported within the area of social-emotional needs.
Kindergarten Readiness	The system uses the ASQ to support decision-making for Kindergarten students. There are data conversations held to ensure staff is adjusting and meeting the needs of the students. Staff and families have a variety of events to interact and engage with one another. The system is attempting to engage families in a variety of manners to ensure they are being successful.
Individual Plans of Study	The system has adjusted programming to provide more access to CTE and career awareness for their 7th and 8th-grade students. Staffing and programming have been increased to ensure students are being more prepared and have experiences to support decision-making for their IPS. The system is using data and local information to be responsive to its student's needs.
High School Graduation Rate	The system is working intentionally with a variety of outside agencies to directly impact the needs of their students. The Special Education population graduation rate has required the system to be on CSI, which has created opportunities for the system to do a root cause analysis. Data in the area of high school graduation points to an increase and decrease (year-to-year) on high school graduation. The system will continue to focus on this area of improvement to support their students.
Postsecondary Success	The system is creating opportunities for students to engage in the ACT assessment suite outside of the free ACT/Workkeys assessment. The system is analyzing data to inform their practices and data sets.

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.

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

ARC Comment

The system was responsive to the KESA process and implemented the different aspects of the process with fidelity. They used goals, inputs from the OVT, and systemic efforts to ensure the goals were

progress monitoring their improvement process.

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 plans 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

When reviewing the different elements of the system's report it is evident that the system is aware of its strengths and weaknesses and has plans to address them. Within those plans were goals and action items to ensure there is a direct impact on student achievement data. The system has observed progress within subsections of their district. While there is still work to be done, the system has created continuous feedback loops to ensure the work does not stop. The system was responsive to the OVT and what recommendations were given throughout the process.

Strengths

Communication, collaboration, needs assessments, tiered interventions, project-based learning, and professional development with staff regarding system goals.

Challenges

Collaboration with schools to ensure the curriculum is being implemented with fidelity. Staff training will need to be a continuous process to ensure data-driven decision-making is taking place at all levels within the system.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Smoky Valley USD 400

126 S Main, Lindsborg, KS 67456-2418
(785) 227-2981
www.smokyvalley.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Glen Suppes**

Demographics

1,290 Students

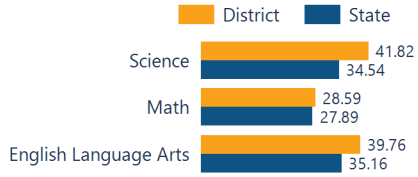
- African American 1.01%
- Hispanic 6.74%
- Other 2.48%
- White 89.77%

District Kansans Can Star Recognition

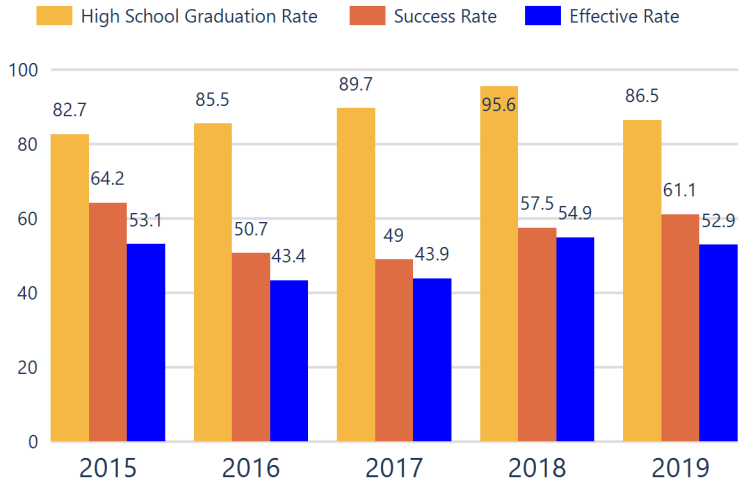
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
88.2%

Five-Year Success Avg
56.2%

Five-Year Effective Avg
49.6%

95% Confidence Interval for the Predicted Effectiveness Rate
55.0 - 58.0%

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

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

88.7% State: 88.1

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

97.1% State: 93.8

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

6.5% State: 17.5

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

0.5% State: 1.7

District ESSA Expenditures Per Pupil

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$12,498
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

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Smoky Valley USD 400

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District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	22.43	21.62	27.14	N/A	N/A	N/A	27.25	22.95	32.69
Level 2	44.23	35.97	30.47	N/A	N/A	N/A	44.14	37.27	25.48
Level 3	27.56	32.54	31.42	N/A	N/A	N/A	21.84	33.86	28.36
Level 4	5.76	9.85	10.95	N/A	N/A	N/A	6.75	5.90	13.46

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	29.72	33.33	35.59	N/A	N/A	N/A	30.69	28.28	47.72
Level 2	43.91	36.05	25.42	N/A	N/A	N/A	47.52	39.39	22.72
Level 3	24.32	24.48	25.42	N/A	N/A	N/A	18.81	28.28	15.90
Level 4	2.02	6.12	13.55	N/A	N/A	N/A	2.97	4.04	13.63

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	53.84	61.53	60.71	N/A	N/A	N/A	69.38	68.88	64.28
Level 2	38.46	27.69	25.00	N/A	N/A	N/A	22.44	22.22	21.42
Level 3	7.69	10.76	14.28	N/A	N/A	N/A	8.16	8.88	7.14
Level 4	0.00	0.00	0.00	N/A	N/A	N/A	0.00	0.00	7.14

AFRICAN-AMERICAN STUDENTS

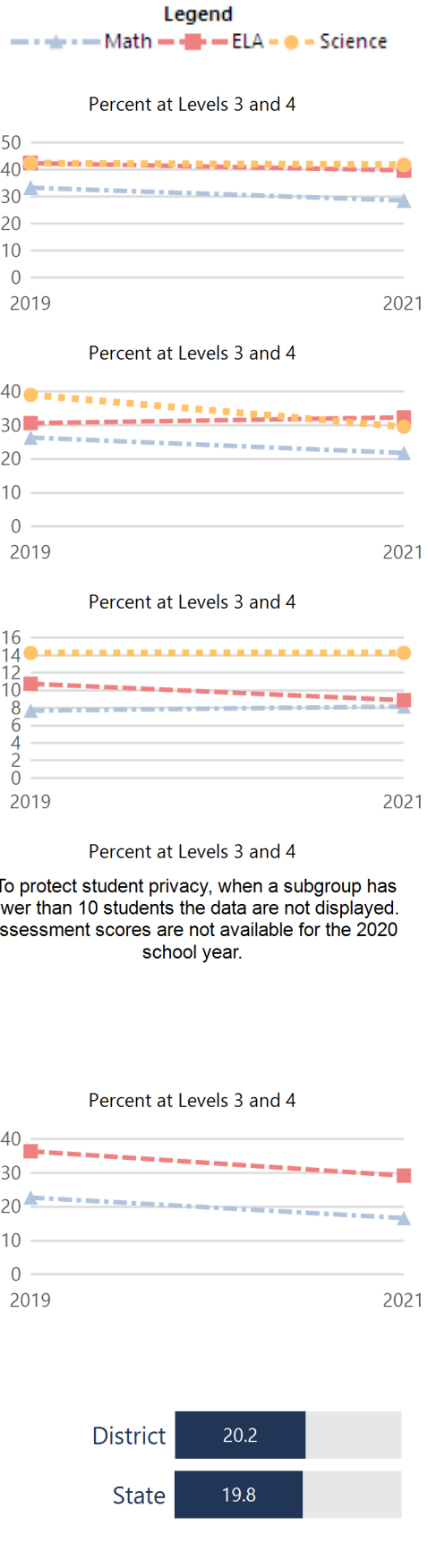
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.90	31.81	N/A	N/A	N/A	N/A	41.66	25.00	N/A
Level 2	36.36	31.81	N/A	N/A	N/A	N/A	41.66	45.83	N/A
Level 3	13.63	22.72	N/A	N/A	N/A	N/A	8.33	16.66	N/A
Level 4	9.09	13.63	N/A	N/A	N/A	N/A	8.33	12.50	N/A

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

Academically Prepared for Postsecondary Success



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Note: Not all eligible students completed an ACT.

Accreditation Summary

Date: 04/18/2022

System: D0400 Smoky Valley (0000)

City: Lindsborg

Superintendent: Glen Suppes

OVT Chair: Clint Corby

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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 Supports-.
At the beginning of the improvement cycle, the system did not have a structure for tiered system of supports in place. The system established an ongoing relationship with TASN to develop MTSS programming for reading, math and behavior at all buildings. The system proceeded with establishing collaborative teams to establish MTSS goals and action plans for growth in this area. Fastbridge was implemented for the screening tool and targeted interventions were implemented and utilized in the three need areas. TASN also trained the system on understanding and utilizing gathered data to help build the correct interventions for students. Staff development continues to center around MTSS and technical support and how to best meet the needs of students. The system reports substantial progress in this area.

Stakeholder Engagement-
The system regularly uses the TASN Family Engagement Survey in order to receive input and make continuous engagement growth. On the most recent survey, families rated the system at 4.29 out of 5.0 in the "Community Involvement" domain. This domain addresses parent perspectives on how involved and connected the school system is to the community at large. The system reports that CTE community/business advisory committees meet regularly to monitor, advise and support the district's CTE programs to ensure students have the opportunity to make community connections. One of the system's reported highlights included 24 community businesses and 300 students' participation in Reality U. The event was a personal financial simulation that allowed the community to assist them in teaching students how to manage money, pay bills, and make purchases utilizing relevant scenarios.

Diversity and Equity-
The system reports continued growth in this area. The implementation of TASN training and MTSS processes has allowed them to grow in identifying areas of need for all students. All PK-12 students complete universal risk screening using the FastBridge academic and social-emotional assessment system. The system has also developed supports to assist families that do not have internet connectivity at home to best get access to the internet, be that through public spaces or the use of hot spots. The system also assists families to connect with a poverty support program in the community. The school partnered with the organization and hired a home-school liaison to help assist families in

crisis situations and help with ensuring students are in school and have their needs met.

Communications and Basic Skills-
The system report to have a continued focus on curriculum to increase the level of rigor and involve the community in real-world application. The system strives to make growth in areas of communication and basic skill structures through CTE, STEM, and technology. Growth measures include ACT scores that are above the state average, tier 2 and above on local academic risk screeners, and graduation rates at the local high school.

Civic and Social Engagement-
Their system has integrated civic and social engagement opportunities for students throughout the curriculum through civic and social opportunities. During this cycle, the school was able to add a CTE Pathway in Government and Public Relations. The system also facilitates dual credit classes, STUCO, Kays, and the Rachel's Challenge. Students are also involved with several community festivals.

Physical and Mental Health-
Physical health classes are made available at all building levels. In addition, a comprehensive extra-curricular sports and activity program is offered for grades 7 -12. During this improvement cycle, the system implemented a SEL curriculum with screening and interventions for those in need. Staff have been trained on how to utilize the SAEBRS screener data in conjunction with attendance, behavior, and course outcome data to support Tier 2 and 3 intervention activities. The system has also added a school-family liaison position to increase communication and supports for students and families.

Arts and Cultural Preparation-
During this improvement cycle, the system hired an additional art teacher to increase art education programming opportunities at the K-8 levels. Now there is programming in place to make sure that all students have the ability to have access to art education in a systematic manner. The system offers vocal, instrumental, and orchestra programming. Cultural appreciation is reflected in their high level of involvement in local festivals such as the Svensk Hyllningsfest Festival, the St. Lucia Festival, and the Midsummer's Festival.

Postsecondary and Career Preparation
The system collects and monitors both state and locally collected postsecondary success data. Staff designed a list of "readiness indicators" for life, career, and college in order to determine full "readiness" for life after high school and be able to intervene in a timely manner verse reacting to a state lag measure. The system adopted Xello (Career interests, talents, educational plan, career objective) that was implemented by guidance counselors and career advocate staff members. Nine pathways and multiple classes are now available through Salina Technical Area School to allow students the opportunity to experience technical level classes and also work towards industry certifications. There is also now with Bethany College, Hutchinson Community College and Salina Area Technical College that allows students the opportunity to earn over a year of college credits prior to high school graduation. A Career & College Readiness team was established and meets regularly to help monitor and support the IPS and postsecondary success programming. The 2020-2021 four-year adjusted cohort graduation rate for the system's high school is 94.1% which exceeds the state rate of 88.1%. The KSDE accountability report indicates the system's postsecondary confidence interval effective rate is 55.0%-58.0%. For 2018-19 the postsecondary effectiveness rate was 45.0%, for 2019-2020 the postsecondary effectiveness rate was 47.0, and for 2020-2021 the postsecondary effectiveness rate was 49.6. Consistent growth has been accomplished.

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

ARC Comment

System Rigor Vision: The district aspires to lead the state of Kansas by ensuring every student has a

system of support and intervention that promotes growth and achievement. The system-wide expectation is that educators design and implement practices that are evidence-based, data-driven, and flexible to support the academic, cognitive, technical, and social/emotional skill attainment of all students.

Elementary Action Plan:
• Earn the top rubric level of "Optimizing: Sustaining and Innovating" on the system's Quality Implementation Rubric by May 2022. -Data indicates this objective was accomplished.
• Increase the percentage of 3rd & 4th-grade students earning a Level 3 or 4 on the Kansas Reading Assessment from 48% to 55% by May 2022.- Data indicates growth was made on this goal from 48% to 53%.
• Increase the percentage of K-4 students reading on grade level (Tier 1: Low Risk) on the FastBridge Assessment from 80% by the end of each school year during the KESA cycle. – Data indicates an increase of K-4 students on grade level to 85% as measured locally by the FastBridge reading assessment.

Middle School Action Plan:
• Earn the top rubric level of "Optimizing: Sustaining and Innovating" on the system's Quality Implementation Rubric by May 2022. -Data indicates this objective was accomplished.
• Increase the percentage of middle school students identified as Tier 1 - Low Risk on the district's positive behavior indicator report (attendance, discipline referrals, and course completion) from 95% by May 2022.- Attendance data indicates a decline in students in the low-risk category to 71%. Discipline referral data indicates 100% of students are in the low-risk category. Course completion data indicates growth in students completing all classes to 98%.
• Increase the percentage of middle school students identified as Tier 1 - low-risk on the FastBridge Teacher SAEBRS risk screener assessment from 80% by May 2022. -The FastBridge Teacher SAEBRS risk screener assessment data indicates that 93% of students score in the low-risk category.

High School Action Plan:
• Earn the top rubric level of "Optimizing: Sustaining and Innovating" on the system's Quality Implementation Rubric by May 2022. -Data indicates this objective was accomplished.
• Maintain at least a 95% annual SVHS graduation rate. -The KSDE accountability report indicates that the high school 4 year adjusted cohort graduation rate for 2019-2020 is 100% and 2020-2021 is 94.1%.
• Meet the district's Confidence Interval Effective Rate on the KSDE Post-Secondary Success Report. - The KSDE accountability report indicates the system's postsecondary confidence interval effective rate is 55.0%-58.0%. For 2018-19 the postsecondary effectiveness rate was 45.0%, for 2019-2020 the postsecondary effectiveness rate was 47.0, and for 2020-2021 the postsecondary effectiveness rate was 49.6. Consistent growth has been accomplished.
• Each SVHS graduating class will meet 100% of the Life and Career Readiness benchmarks and at least 80% will meet the College Readiness benchmarks. - Data indicates that 88% meet the life readiness benchmark, 62% meet the career readiness benchmark, and 58% meet the college readiness benchmark. The system has established processes, supports, and has made growth towards this objective.

Virtual Charter School:
• Earn the top rubric level of "Optimizing: Sustaining and Innovating" on the system's Quality Implementation Rubric by May 2022. -Data indicates this objective was accomplished.
• Increase the percentage of SVVCS graduates scoring 10+ points on the SVVCS Career & College Readiness survey from 75% by May 2022. – Data indicates growth on this growth measure from 59% to 88% accomplishing this objective.
• Increase the percentage of SVVCS 9th grade students completing their individualized credit course plan from 75% by May 2022. -Data was not yet available for May of 2022. May 2021 data indicated that 84% of students completed their individualized credit course plan.

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

ARC Comment

System Relevance Vision: The system aspires to lead the state of Kansas by ensuring every student is guaranteed relevant curricula aligned to KS College & Career Ready Standards. The curricula will reflect the complex and demanding knowledge, skills and attributes of a successful young adult. The system-wide expectation is that, within the scope of this curricula, educators apply evidence-based techniques and strategies in designing meaningful and empowering learning experiences for all students. Educators are further expected to develop skills in using student achievement data to personalize these learning experiences to support individual student achievement.

Elementary School:
The elementary responded to the district-wide RELEVANCE goal by adopting and implementing a Tier 1 reading and literacy curriculum.
• With support from TASN, curriculum and instruction audits were conducted to identify strengths and weaknesses in the Tier 1 core reading program at the school.
• A collaborative team was created that studied current best practices in foundational reading, structured literacy, and research-based instructional practices.
• The collaborative team reviewed numerous core curriculum products and made a recommendation for adoption and implementation.
• The new curriculum, Reading Wonders, was implemented in 2020-21 [Year 4 of the KESA cycle].
• Professional development and supports were provided to staff to assist with the implementation and use of the new program.
• Earn the top rubric level of "Optimizing: Sustaining and Innovating" on the system's Quality Implementation Rubric by May 2022. -Data indicates this objective was accomplished.
• Increase the percentage of 3rd & 4th-grade students earning a Level 3 or 4 on the Kansas Reading Assessment from 48% to 55% by May 2022.- Data indicates growth was made on this goal from 48% to 53%.
• Increase the percentage of K-4 students reading on grade level (Tier 1: Low Risk) on the FastBridge Assessment from 80% by the end of each school year during the KESA cycle. – Data indicates an increase of K-4 students on grade level to 85% as measured locally by the FastBridge reading assessment.

Middle School:
The middle school responded to the district-wide relevance goal by adopting and implementing a Tier 1 social emotional SEL curriculum.
• After completing the system-wide needs assessment, the school noted that a core SEL curriculum was not in place at the middle school level and this needed to be addressed in order to meet Foundational Structure expectations as well as meet State BOE Results Outcomes in SEL Growth.
• The principal and counselor established a curriculum review team to recommend a curriculum for adoption.
• TASN was a partner throughout the cycle and provided expert guidance on curriculum review, training, and data collection and analysis procedures.
• The new curriculum, Second Step, was implemented in the 2019 – 2020 school year (Year 3 of the KESA cycle).
• All middle school staff support classroom instruction of the curriculum and the counselor monitors completion of lessons as well as bringing supplemental lessons and activities to the students in all grades.
• Earn the top rubric level of "Optimizing: Sustaining and Innovating" on the system's Quality Implementation Rubric by May 2022. --Data indicates this objective was accomplished.
• Increase the percentage of middle school students identified as Tier 1 - Low Risk on the district's positive behavior indicator report (attendance, discipline referrals and course completion) from 95% by

May 2022. .- Attendance data indicates a decline in students in the low-risk category to 71%. Discipline referral data indicates 100% of students are in the low-risk category. Course completion data indicates growth in students completing all classes to 98%.
• Increase the percentage of middle school students identified as Tier 1 - Low Risk on the FastBridge Teacher SAEBRS risk screener assessment from 80% by May 2022. -The FastBridge Teacher SAEBRS risk screener assessment data indicates that 93% of students score in the low-risk category.
• Increase the percentage of middle school students identified as Tier 1 - Low Risk on the Kansas Communities That Care Survey: Social Emotional Report: School Climate Domain from 80% by May 2022. – KCTC survey data indicates 80% of students scored into low-risk domain.

High School:
The high school responded to the district-wide relevance goal by adopting and implementing a Tier 1 social-emotional learning SEL curriculum.
• After completing the system-wide needs assessment, the school noted that a core SEL curriculum was not in place at the high school level and this needed to be addressed in order to meet Foundational Structure expectations as well as meet State BOE Results Outcomes in SEL Growth. Further, staff identified a gap in the instructional scope and sequence regarding digital, web, and social media learning standards.
• The principal and counselor established a curriculum review team to recommend a curriculum for adoption. Two separate teams worked on the SEL and digital citizenship projects.
• TASN was a partner throughout the cycle and provided expert guidance on curriculum review, training and data collection and analysis procedures for the SEL curriculum. The school relied up highly qualified high school instructors in the CTE and English Language Arts departments, in particular, to develop a custom digital citizenship curriculum.
• The new SEL curriculum, School Connect, and the Smoky Valley Digital Citizenship curriculum were implemented in the 2019 – 2020 school year (Year 3 of the KESA cycle).
• All high school staff support classroom instruction of the SEL curriculum and the principal and counselor monitor lesson and program completion. The CTE and English Language Arts departments have primary responsibility for the instruction, assessment and monitoring of student completion of the digital citizenship curriculum.
• Earn the top rubric level of "Optimizing: Sustaining and Innovating" on the system's Quality Implementation Rubric by May 2022. -Data indicates this objective was accomplished.
• Increase the percentage of high school students identified as Tier 1 - Low Risk on the district's positive behavior indicator report (attendance, discipline referrals and course completion) from 90% by May 2022. - Attendance data indicates a decline in students in the low-risk category to 77%. Discipline referral data indicates 97% of students are in the low-risk category. Course completion data indicates growth in students completing all classes to 91%.
• Increase the percentage of high school students identified as Tier 1 - Low Risk on the FastBridge Teacher SAEBRS risk screener assessment from above 80% by May 2022. - The FastBridge Teacher SAEBRS risk screener assessment data indicate a decline in students scoring in the low-risk category of 79%.
• Increase the percentage of high school students identified as Tier 1 - Low Risk on the Kansas Communities That Care Survey: Social Emotional Report: School Climate Domain from 80% by May 2022. – KCTC survey data indicates an increase of students scoring in the low-risk category to 79%.
• Increase the percentage of graduating seniors demonstrating full mastery of the Smoky Valley Digital Citizenship learning standards to 100% beginning with the SVHS Class of 2023. -Data indicates that 65% of students demonstrate full mastery of digital citizenship standards. Baseline data was not found to determine if there was an increase.

Virtual Charter School:
Smoky Valley Virtual Charter School responded to the district-wide RELEVANCE goal by adopting and implementing a Tier 1 student leadership and development program.
• After completing the system-wide needs assessment, the school noted that virtual learning students did not have the opportunity or access to participate in typical leadership and personal development

activities. The need for an intention

Areas For Improvement

Comment	Goal area needs to be reported separately.
Rationale	Each goal area should have a specific goal and data that measures it improvement.
Tasks	Report data for the specific goal.
Timeline	05-01-2023
System Response	

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

ARC Comment

The system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted and the necessary financial and human resources needed to support effective implementation of its continuous improvement plan. The system's Board of education has supported the system in implementing multiple structures/supports to sustain continuous improvement. These key groups have been supported the ongoing process of school improvement. Structures/supports include but are not limited to TASN training and supports, additional staff, new curriculum, and postsecondary partnerships.

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

ARC Comment

The system's and OVT's report indicates that they are showing a positive incline in State Board Outcomes. The system has also demonstrated evidence for all State Board outcomes and have a plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth	At the beginning of the 5-year improvement cycle, the system determined the need for a comprehensive approach to social-emotional support for students and staff. During this cycle, they aspired to impact chronic absenteeism rates in order to decrease the rate to below 20%. The 2020-2021 KSDE accountability report shows the system's chronic absenteeism has dropped to 6.5%. The system also adopted and implemented a social emotional curriculum and screening system in order to identify risk factors and provide appropriate supports. In addition, the KCTC Survey Protective Factor "School Opportunities for Involvement" has increased to 79%.

Kindergarten Readiness	The system facilitated direct mentoring for the PreK teacher by a TASN coach in order to implement appropriate tiered intervention supports earlier in the educational process. ASQ-3 screening results indicate that 89% of incoming kindergarteners are at "Low Risk" and 11% are at "Some Risk." Based on the data, it shows that most incoming students are ready to be successful in kindergarten.
Individual Plans of Study	The system adopted Xello (Career interests, talents, educational plan, career objective) that was implemented by guidance counselors and career advocate staff members. Nine pathways and multiple classes are now available through Salina Technical Area School to allow students the opportunity to experience technical level classes and also work towards industry certifications. There is also now Bethany College, Hutchinson Community College, and Salina Area Technical College that allows students the opportunity to earn over a year of college credits prior to high school graduation. A Career & College Readiness team was established and meets regularly to help monitor and support the IPS and postsecondary success programming. The system aspires to deliver the best college, career, and life advisory experience for each student. The system has implemented an evidence-based survey to assess life, career, and college readiness of their students. The system target is for graduates to meet Life, Career, and College Readiness benchmarks and at least 80%. Current rates are Life Readiness 88%, Career Readiness 62%, and College Readiness 68%.
High School Graduation Rate	The 2020-2021 four-year adjusted cohort graduation rate for the system's high school is 94.1% which exceeds the state rate of 88.1%. The system also has a charter virtual school and their 2020-2021 four-year adjusted cohort graduation rate for the system's high school is 75.9%. Due to the district having a virtual charter school it is imperative to break down the data further to isolate areas for further improvement. The high school's average 4-year cohort averaged over the 5-year improvement cycle is 97.5%, while the virtual charter school only earned a 74.1% The graduation rate of the virtual school negatively affects both the system's overall graduation rate, postsecondary success rate, and postsecondary effectiveness rate. The system's overall graduation rate for the 2020-2021 school year is 88.7%.

Postsecondary Success	The system collects and monitors both state and locally collected postsecondary success data. Staff designed a list of "readiness indicators" for life, career and college after high school in order to determine full "readiness" for life after high school and be able to intervene in a timely manner verse reacting to a state lag measure. The system adopted Xello (Career interests, talents, educational plan, career objective) that was implemented by guidance counselors and career advocate staff members. Nine pathways and multiple classes are now available through Salina Technical Area School to allow students the opportunity to experience technical level classes and also work towards industry certifications. There is also now Bethany College, Hutchinson Community College, and Salina Area Technical College that allows students the opportunity to earn over a year of college credits prior to high school graduation. A Career & College Readiness team was established and meets regularly to help monitor and support the IPS and postsecondary success programming. The 2020-2021 four-year adjusted cohort graduation rate for the system's high school is 94.1% which exceeds the state rate of 88.1%. The system also has a charter virtual school and their 2020-2021 four-year adjusted cohort graduation rate for the system's high school is 75.9%. The graduation rate of the virtual school negatively affects both the system's overall graduation rate, postsecondary success rate, and postsecondary effectiveness rate. The KSDE accountability report indicates the system's postsecondary confidence interval effective rate is 55.0%-58.0%. For 2018-19 the postsecondary effectiveness rate was 45.0%, for 2019-2020 the postsecondary effectiveness rate was 47.0, and for 2020-2021 the postsecondary effectiveness rate was 49.6. Consistent growth has been accomplished.

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

ARC Comment

The KESA process was led by a core district leadership team. The leadership team worked directly with building leadership teams. The district professional development days were used to engage district staff and improvement information was provided to stakeholders through Site Council meetings and digitally. The district leadership team developed regular reports to be shared with staff and annual reports for the Board of Education. The OVT and system report to have had great success obtaining feedback from internal stakeholders but found it more difficult to engage with external stakeholders other than survey completion due to COVID 19. In the future they plan to implement community meetings to engage patrons with their improvement goals and strategies.

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

ARC Comment

During the improvement cycle the OVT visits were conducted and adjustments were made based on data, OVT recommendations, and system stakeholder feedback. The OVT reported that the system was responsive.

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

ARC Comment

The system has provided evidence that they have consistently reported their KESA efforts and progress to their local board. The system completed reports in a timely manner and developed a plan with action steps, goals, and growth measures. Their improvement efforts were aligned with their local board's strategic plan and building-level goals. Finally, during the improvement cycle the OVT visits were conducted, stakeholder feedback was sought, adjustments were made based on data, and growth was monitored.

ARC Recommendation

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

Justification

The rationale for the recommendation is based on growth/improvement data and process information provided by the system, the OVT, and the KSDE accountability report. During this improvement cycle, the system has developed building level action plans to meet system visions, engaged TASN to work with staff and create system wide MTSS structures and processes, developed postsecondary partnerships, outperformed the state in graduation rate, outperformed the state on 2020-2021 state math (District: 28.59/State:27.89), ELA (District: 39.76/State:35.16), and science (District: 41.82/State:34.54) assessments, and earned a KSDE Kansans Can Star Recognition award for academically prepared for postsecondary.

Strengths

The system has developed 9 pathways, has increased earned industry certifications, and now offers multiple dual credit classes through partnerships developed with Salina Technical Area School, Bethany College, and Hutchinson Community College. The system has earned a copper Kansans Can Star Recognition for their work in Academically Prepared for Postsecondary. Another strength of the system's work during the improvement cycle is their work with TASN on implementing a structured system of tiered supports.

Challenges

The system has a virtual charter school and their 2020-2021 four-year adjusted cohort graduation rate for the system's high school is 75.9%. The graduation rate of the virtual school negatively affects both the system's overall graduation rate, postsecondary success rate, and postsecondary effectiveness rate. Increased focus and interventions should be placed on the charter school in order to ensure increased graduation, postsecondary success, and effectiveness rates of the students enrolled in the virtual charter school. In the future, the district will also need to show additional evidence of increased academic success as a result of their increased rigor. The OVT and system report to have had great success obtaining feedback from internal stakeholders but found it more difficult to engage with external stakeholders other than survey completion due to COVID 19. In the future, they plan to implement community meetings to engage patrons with their improvement goals and strategies.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Caney Valley USD 436

700 E. Bullpup Blvd., Caney, KS 67333-2542
(620) 879-9200
www.caney.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Blake Vargas**

Demographics

739 Students

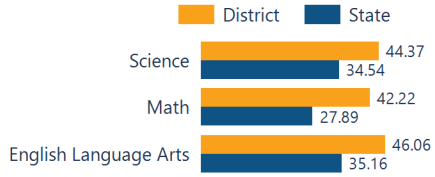
- African American 1.62%
- Am. Indian/Alaska Nat. 10.83%
- Hispanic 5.68%
- Other 6.77%
- White 75.10%

District Kansans Can Star Recognition

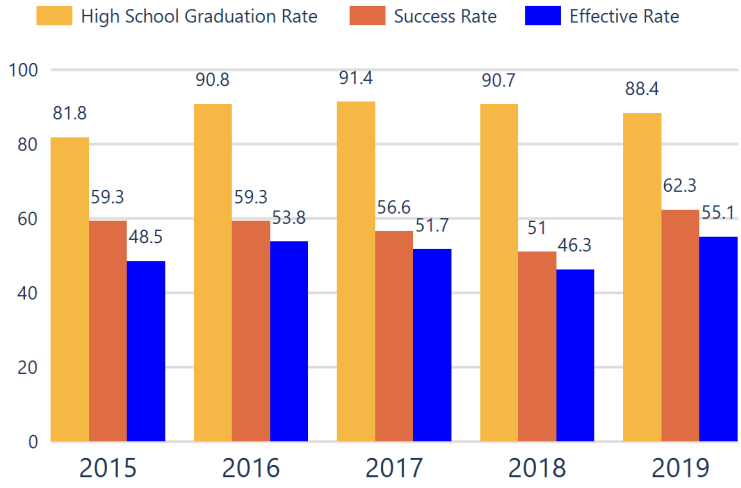
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation		✶		
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **88.5%**

Five-Year Success Avg **58.0%**

Five-Year Effective Avg **51.3%**

95% Confidence Interval for the Predicted Effectiveness Rate **42.8 - 49.8%**

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

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

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

96.5% State: 88.1

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

94.3% State: 93.8

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

18.9% State: 17.5

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

0.6% State: 1.7

District ESSA Expenditures Per Pupil

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

$13,592
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Caney Valley USD 436

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.63	22.22	40.60	N/A	N/A	N/A	20.70	18.82	25.84
Level 2	32.88	37.94	26.66	N/A	N/A	N/A	37.05	35.11	29.77
Level 3	28.26	30.89	21.81	N/A	N/A	N/A	30.24	36.51	30.89
Level 4	12.22	8.94	10.90	N/A	N/A	N/A	11.98	9.55	13.48

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	32.12	28.31	52.11	N/A	N/A	N/A	29.25	26.81	33.76
Level 2	34.54	37.34	22.53	N/A	N/A	N/A	43.53	41.30	33.76
Level 3	26.06	27.71	19.71	N/A	N/A	N/A	22.44	28.26	27.27
Level 4	7.27	6.62	5.63	N/A	N/A	N/A	4.76	3.62	5.19

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	51.61	62.50	72.72	N/A	N/A	N/A	58.82	44.00	N/A
Level 2	32.25	21.87	18.18	N/A	N/A	N/A	20.58	28.00	N/A
Level 3	6.45	12.50	9.09	N/A	N/A	N/A	11.76	24.00	N/A
Level 4	9.67	3.12	0.00	N/A	N/A	N/A	8.82	4.00	N/A

AFRICAN-AMERICAN STUDENTS

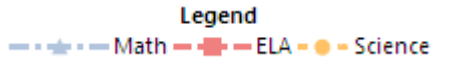
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

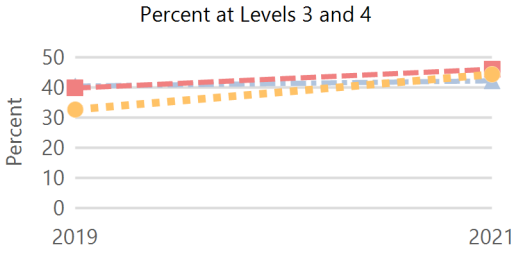
HISPANIC STUDENTS

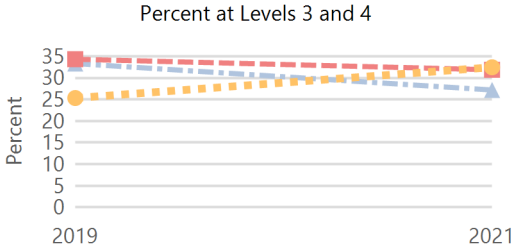
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.66	26.66	N/A	N/A	N/A	N/A	29.16	13.63	50.00
Level 2	33.33	40.00	N/A	N/A	N/A	N/A	33.33	45.45	16.66
Level 3	26.66	26.66	N/A	N/A	N/A	N/A	25.00	22.72	25.00
Level 4	13.33	6.66	N/A	N/A	N/A	N/A	12.50	18.18	8.33

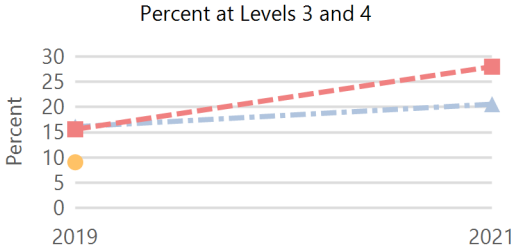
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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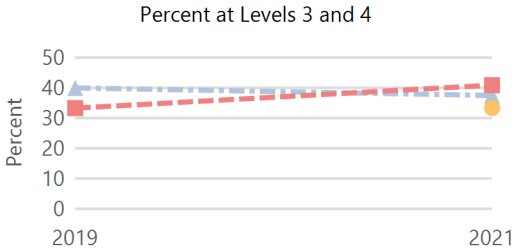
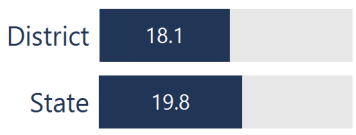


ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/16/2022

System: D0436 Caney Valley (0000)

City: Caney

Superintendent: Blake Vargas

OVT Chair: Megan Abbott

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

The ratings in this area were as follows:
Tiered Framework of Support
The system received both improving and impacting levels in this foundational area. Improving means that within the system there are quality practices that are at the impacting level and meet the expected standards. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution. The system did receive an initiating level in the following component, "The system implements a process to continuously assess its programs and organizational conditions to improve student learning." A rating of initiating means that there are areas to enhance and extend current improvement efforts.

Family, Communities, and Business Partnerships
The system received both improving and impacting levels in this foundational area. Improving means that within the system there are quality practices that are at the impacting level and meet the expected standards. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution. The team noted that stakeholders feel that district leaders sought and valued their opinions.

Diversity, Equity, and Inclusion
The system received both improving and impacting levels in this foundational area. Improving means that within the system there are quality practices that are at the impacting level and meet the expected standards. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution. The team noted that teachers have a new focus when working to meet the needs of all students. All teachers have participated in professional learning communities on a

regular basis to give all students equitable opportunities.

Communication and Basic Skills
The system received both improving and impacting levels in this foundational area. Improving means that within the system there are quality practices that are at the impacting level and meet the expected standards. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution. There is evidence of improvements to provide a culture that promotes creativity, innovation, and collaborative problem solving and for the institution to align the curriculum to standards and best practices.

Civic and Social Engagement
The system's rating of impacting in this foundational is evidence that educators implement a curriculum that is based on high expectations and prepares all learners for the next level. Additionally, the system implements a process to ensure the curriculum is aligned with standards and best practices.

Physical and Mental Health
The system received an impacting level in this foundational area, which means that the system demonstrates noteworthy practices producing clear results that positively impact the institution.

Arts and Cultural Appreciation
The system received an impacting level in this foundational area, which means that the system implements a curriculum based on high expectations and prepares learners for their next levels.

Postsecondary and Career Preparation
The system received an impacting level in this foundational area; the system provides programs and services for learners' educational futures and career planning.

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

ARC Comment

Goal 1: Relevance
The system is in its 4th year of implementation to maintain and improve IPS offerings. The two main goals from 2020-2021 were not met in entirety and were, therefore, a focus again in 2021-2022. The goals were that 100% of students would have an IPS in place and an online portfolio. Specific initiatives and additions to the IPS were implemented this 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: Relationships
The system continues to work towards engaging students through SEL activities at every grade level. Both schools collect social/emotional data from their students; Lincoln Elementary uses the ChooseLove curriculum and the Junior/Senior High uses the MySAEBRS tool. Data is monitored and reviewed by the school counselor to help guide future interactions. Additionally, social/emotional lessons are tied into the IPS class at the high school and weekly at the elementary school.

5. Evidence is **not** 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 Cognia report, a rubric from one (1) to four (4) is used to rate each element in the

performance standards. The system was rated at a one (1) in 13 areas related to sustainability. A score of one indicates an element in need of improvement in the areas of leadership capacity, learning capacity, and resource capacity standards.

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

Evidence submitted demonstrates gains in meeting the expectations of the Kansas Vision for Education and the State Board Outcomes. There was a strong emphasis on the culture of the school.

Board Outcomes

Social-Emotional Growth	The system works towards the initiative of engaging students through SEL activities at every grade level. Both the elementary and junior/high schools collect SEL data. Data is monitored and reviewed by the counselor and school-based therapist, and that data then guides future lessons.
Kindergarten Readiness	The ASQ and ASQSE2 are offered to 100% of the students in the system. Results are shared with parents. Kindergarten teachers meet with parents for one-on-one meetings before students begin kindergarten. The system's implementation plan to develop an Early Learning Committee was realized and the committee meets twice each semester.
Individual Plans of Study	Caney Valley High School continues to maintain and improve its IPS offerings. IPS coordinators meet with teachers in small groups to evaluate and improve the IPS initiatives for the next school year. From these conversations, a district IPS map was created.
High School Graduation Rate	Data indicate that the system's graduation rate is improving; for 2021, the graduation rate was 96.5%. The system utilized multiple strategies to make sure all students graduate with a diploma, such as one-to-one assistance, ZAP (zeroes aren't permitted) Program, tutoring, required after-school time, charter school, and Edgenuity. USD 436 was awarded a copper level in 2019-2020 and a silver level in 2020-2021 for high school graduation.
Postsecondary Success	Data indicates that that system provides programs and services for learners' educational futures and career planning.

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

ARC Comment

The system received both improving and impacting levels in this foundational area. Improving means that within the system there are quality practices that are at the impacting level and meet the expected standards. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution. Leaders collect and analyze a range of feedback data from multiple stakeholder groups to improve decisions that result in improvement.

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

ARC Comment

The team was welcomed in a professional and respective way. The district was cooperative in providing data and arranging interviews with stakeholders.

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

ARC Comment

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 **Accredited** for this system based on the following justification.

Justification

In the Cognia report, multiple sources of evidence supported both significant impact and improving areas in the accreditation process which will carry in the next cycle.

Strengths

District leadership is focused on student success as well as the success of the institution, and the leadership team has created a very strong, positive culture that is student-focused. District and school leaders have made significant strides to provide multiple student support systems which will allow students greater opportunities to choose their own paths after high school. Additionally, teachers focus on meeting the needs of all students.

Challenges

There are numerous sources of data, but there is no formalized process for using the data for overall program evaluation.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Skyline Schools USD 438

20269 W. Hwy 54, Pratt, KS 67124-8204
(620) 672-5651
www.skylineschools.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Becca Flowers**

Demographics

344 Students

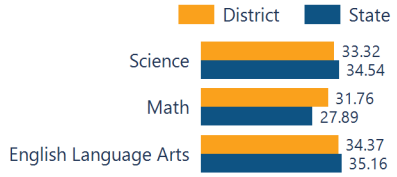
- African American 0.58%
- Hispanic 6.69%
- Other 4.07%
- White 88.66%

District Kansans Can Star Recognition

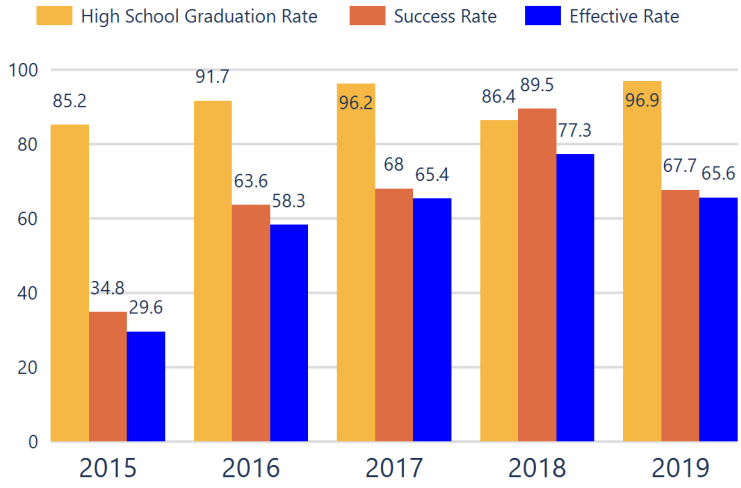
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation		✶		
Postsecondary Success			✶	

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

- Five-Year Graduation Avg **91.6%**
- Five-Year Success Avg **64.2%**
- Five-Year Effective Avg **58.8%**
- 95% Confidence Interval for the Predicted Effectiveness Rate **53.7 - 56.9%**

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

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

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

88.5% State: 88.1

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

94.0% State: 93.8

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

17.5% State: 17.5

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

1.9% State: 1.7

District ESSA Expenditures Per Pupil

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

$14,618
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Skyline Schools USD 438

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	23.07	30.09	29.78	N/A	N/A	N/A	22.39	25.00	26.88
Level 2	37.01	34.46	46.80	N/A	N/A	N/A	45.83	40.62	39.78
Level 3	33.17	30.58	18.08	N/A	N/A	N/A	27.08	27.60	21.50
Level 4	6.73	4.85	5.31	N/A	N/A	N/A	4.68	6.77	11.82

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	38.46	46.15	40.00	N/A	N/A	N/A	28.57	30.35	40.00
Level 2	34.61	30.76	45.00	N/A	N/A	N/A	35.71	37.50	33.33
Level 3	23.07	19.23	10.00	N/A	N/A	N/A	32.14	23.21	16.66
Level 4	3.84	3.84	5.00	N/A	N/A	N/A	3.57	8.92	10.00

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	58.33	79.16	63.63	N/A	N/A	N/A	51.72	62.06	69.23
Level 2	25.00	12.50	36.36	N/A	N/A	N/A	24.13	20.68	15.38
Level 3	16.66	8.33	0.00	N/A	N/A	N/A	24.13	17.24	0.00
Level 4	0.00	0.00	0.00	N/A	N/A	N/A	0.00	0.00	15.38

AFRICAN-AMERICAN STUDENTS

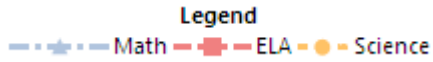
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

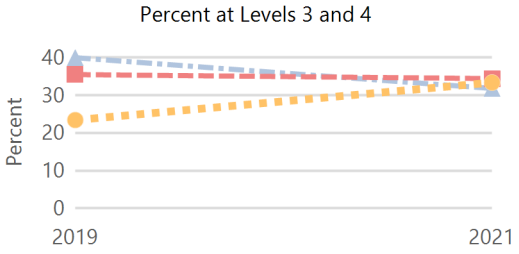
HISPANIC STUDENTS

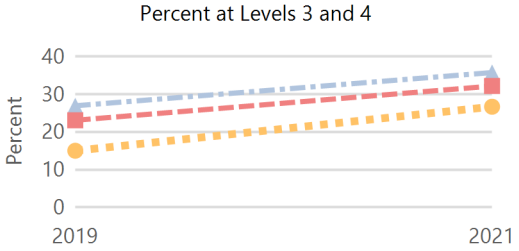
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.33	41.66	N/A	N/A	N/A	N/A	23.07	15.38	N/A
Level 2	25.00	50.00	N/A	N/A	N/A	N/A	69.23	61.53	N/A
Level 3	41.66	8.33	N/A	N/A	N/A	N/A	7.69	23.07	N/A
Level 4	0.00	0.00	N/A	N/A	N/A	N/A	0.00	0.00	N/A

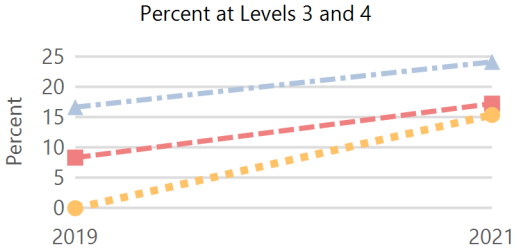
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

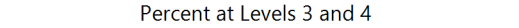
Academically Prepared for Postsecondary Success











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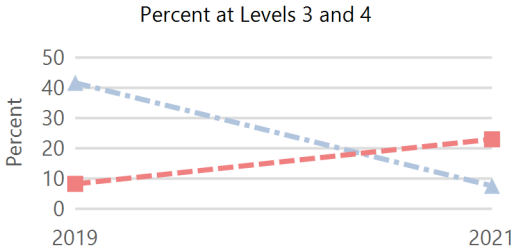

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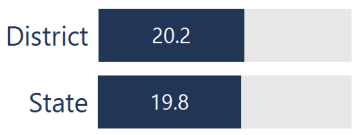
Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/23/2022

System: D0438 Skyline Schools (0000)

City: Pratt

Superintendent: Becca Flowers

OVT Chair: Staci Derstein

Executive Summary/AFI

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

ARC Comment

No compliance issues were noted.

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

ARC Comment

The institution kept fidelity in meeting the criteria for foundational structures. While outcomes were challenging due to conditions such as the pandemic and declining enrollment the district was able to adjust and move forward.

Tiered Framework of Support:
The district has expanded its MTSS model out to a full K-12 offering in Math and Reading over the course of the five-year cycle. In year one, an intervention was primarily targeted at K-6 students using Aimsweb screening data.

Family, Business, and Community Partnerships:
The district has engaged a variety of local businesses and organizations to support both academics and the strategic planning of the district.

Diversity, Equity, and Access:
As a small rural school Skyline's diversity and equity issues deal mostly with socio-economic status, learning abilities, and family structure. Skyline has worked to "blur" the line between the "haves" and "have nots" by purchasing school supplies rather than asking parents to provide them. Learning abilities are addressed through an effective MTSS process for all students. Special education services are available for students with learning disabilities.

Communication and Basic Skills:
The school system has updated the curriculum during the 5-year cycle in the areas of reading, writing, speaking, listening, math, and STEM through curriculum alignment, the adoption of the new curriculum, and the use of Professional Learning Communities.

Civic and Social Engagement:
Using the “Six Proven Practices” to prioritize strategies to help students become more civically engaged, Skyline engaged in community service days, integrated government and current events into their curriculum,

Physical and Mental Health:
The district has used surveys to monitor the safety and well-being of students. The staff has been trained in youth mental health first-aid. This includes the implementation of the CARES mental health

intervention team. Teachers felt uncomfortable initially teaching SEL as a subject area.

Arts and Cultural Appreciation:
The school district provides days of recognition for a variety of accomplishments and achievements. The staff has worked on social behavior issues and climate surveys that indicate an improvement in risk behaviors. However, the staff seems hesitant in adopting a structured SEL program.

Postsecondary and Career Preparation:
Skyline has a progression in place throughout the building that introduces different careers to students at the elementary level. At the upper levels and middle school levels, they receive instruction as part of their advisory group on careers and start working on their IPS that will guide their course selection throughout high school and beyond. In high school, the students have some available options to receive a certification concurrently with credit toward graduation. Students track their academic accomplishments as part of the IPS process.

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

ARC Comment

GOAL AREA: RELEVANCE / SUB GOAL A: INSTRUCTION - By the spring of 2022, USD 438 will have a structured multi-tiered system of support K-12 supported by staff trained in Professional Learning Communities with student achievement being impacted showing 70% of students scoring at levels 3 and 4 on the KS State Assessments.

While a multi-tiered system of support is now in place, 70% of students are not scoring at a level of 3 or 4 on state assessments at this time. Progress is being made towards this goal when it is evident that overall Skyline students are scoring higher than the state average on state assessments with only 2 different grade levels below the state average (6th grade ELA and 4th-grade math). The system is encouraged to continue this goal into KESA II. They have spent much time and effort implementing a system of support. Continue your course and move those "bubble students" up! The foundation has been laid...stay the course with your academic goal.

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

ARC Comment

GOAL AREA: RELEVANCE / SUB GOAL B: STUDENT ENGAGEMENT - By the spring of 2022, all students in USD 438 in grades 8-12 will have a structured Individualized Plan of Study (IPS) and be supported by staff trained for the CAP time in order to focus students on career interests, lesson opportunities, experiences, course selections and developing future plans.

All 8-12 students have an electronic IPS. The system has dedicated time built into the schedule each week to explore and research careers and plan for their future. Student data indicates that 100% of Skyline's seniors had completed their IPS requirements in full in 2020-21. (Data for 2021-22 is not complete at the time of this writing.)

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

Skyline is committed to the process of improvement. Their District Leadership Team is highly engaged in the process. Their philosophy of anyone who wants to be on the team can be is very inclusive and allows for staff to be highly involved and have a voice.

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

Skyline Board of Education has been supportive of the improvement process in this cycle. The Board has communicated its vision for continued growth in the foundational areas.

Board Outcomes

Social-Emotional Growth	Skyline has done a lot of work over the past five years in the area of Social and Emotional Growth. A focus on developing a common language across the building regarding regulation has been a priority as a foundation for students and staff. As a result, students and staff are more aware of their level of regulation and are better able to regulate themselves.
Kindergarten Readiness	The 4-year-old Preschool program started in year 2 of KESA. This is a positive impact on students/families. Data is used from the ASQ assessment.
Individual Plans of Study	Career Cruising/Xello were used exclusively in the IPS process. The system evaluated and reflected on this process. Skyline did not feel that the students were getting an authentic and meaningful experience. In Year 4 the system moved to its own electronic document. Students in grades 8-12 are required to develop and maintain an electronic portfolio that captures their career exploration and preparation journey.
High School Graduation Rate	Skyline has created goals to ensure that every student has the best opportunity to graduate. As a small school, if one student drops out or moves, it significantly impacts the graduation rate. As a result, in the last 5 years, there has been a fluctuation in the graduation rate. A good system is in place to meet the needs of graduating students.
Postsecondary Success	The district has been focused on increasing graduation and postsecondary success rates. This includes students that qualify for industry certifications. Skyline's graduation rate has increased over the 5-year period. Skyline's 5-year effective average is 57% which exceeds the KSDE predictive rate.

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

ARC Comment

The KESA process was met with fidelity by the district leadership team in providing planning and implementation of the strategic plan. Community involvement was highly encouraged. This includes communication to all stakeholders in focusing on a common language across the district. This has been a priority for a foundation for students and staff. Many of the programs that were developed received feedback from a variety of surveys at different levels

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

ARC Comment

The district was responsive to the OVT. There seemed to be a good rapport with the district leadership and the OVT chair.

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

ARC Comment

The KESA process was met with fidelity by the district leadership team in providing planning and implementation of the strategic plan. Community involvement was highly encouraged. This includes communication to all stakeholders in focusing on a common language across the district.

ARC Recommendation

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

Justification

The Skyline school district, including administration, staff, and stakeholders has demonstrated the ability to gather and study data while reflecting on the impact of that data. The district had shown a willingness to change and pivot strategies when necessary. This included the challenges of the Pandemic.

Strengths

The district had the advantage of being a small community that supports the educational goals of the school system. Skyline is committed to the process of improvement. Improvement has been demonstrated through the graduation rate and post-secondary success. Many programs have been developed during this accreditation cycle that will continue to develop in the next accreditation cycle.

Challenges

In the MTSS process, revise the high school behavior plan to reduce external behaviors. Seek ways to support teachers' social-emotional needs. Pro-active methods for the retention of staff are needed, especially for a small district. Monitoring resources will be imperative, especially with the challenges of declining enrollment.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Cherryvale USD 447

618 East 4th Street, Cherryvale, KS 67335-2306
(620) 336-8139
www.usd447schools.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Travis Githens**

Demographics

747 Students

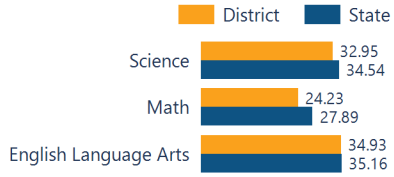
- African American 1.20%
- Hispanic 6.02%
- Other 8.84%
- White 83.94%

District Kansans Can Star Recognition

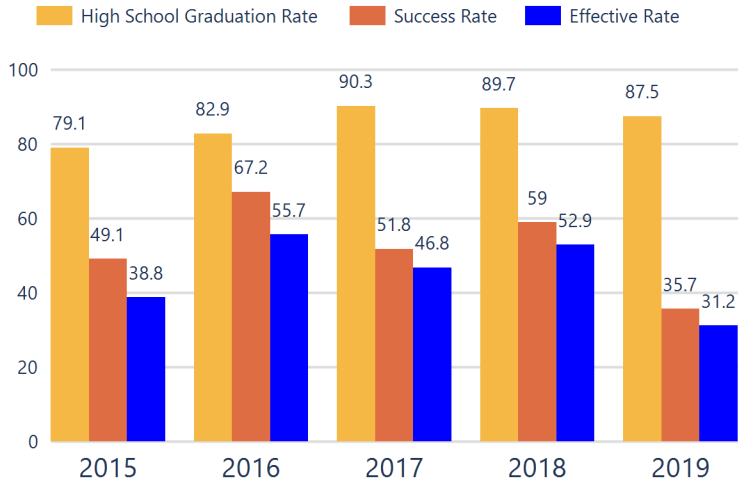
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

- Five-Year Graduation Avg **85.7%**
- Five-Year Success Avg **53.7%**
- Five-Year Effective Avg **46.0%**
- 95% Confidence Interval for the Predicted Effectiveness Rate **47.3 - 50.7%**

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

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

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

94.2% State: 88.1

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

90.3% State: 93.8

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

37.1% State: 17.5

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

0.6% State: 1.7

District ESSA Expenditures Per Pupil

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

$12,281
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Cherryvale USD 447

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.28	36.73	40.33	N/A	N/A	N/A	32.82	29.86	37.50
Level 2	40.81	34.24	26.51	N/A	N/A	N/A	42.92	35.20	29.54
Level 3	18.36	21.76	23.75	N/A	N/A	N/A	18.68	28.53	23.86
Level 4	4.53	7.25	9.39	N/A	N/A	N/A	5.55	6.40	9.09

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	41.49	41.49	41.59	N/A	N/A	N/A	38.29	32.87	38.67
Level 2	40.13	35.37	26.54	N/A	N/A	N/A	43.40	40.63	31.13
Level 3	15.98	18.70	26.54	N/A	N/A	N/A	14.04	22.37	22.64
Level 4	2.38	4.42	5.30	N/A	N/A	N/A	4.25	4.10	7.54

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	59.37	71.87	65.38	N/A	N/A	N/A	63.46	48.48	50.00
Level 2	32.81	18.75	19.23	N/A	N/A	N/A	26.92	39.39	28.57
Level 3	7.81	7.81	11.53	N/A	N/A	N/A	9.61	12.12	21.42
Level 4	0.00	1.56	3.84	N/A	N/A	N/A	0.00	0.00	0.00

AFRICAN-AMERICAN STUDENTS

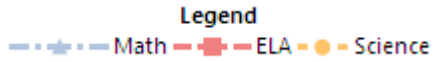
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

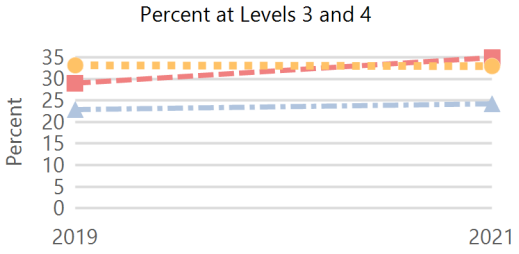
HISPANIC STUDENTS

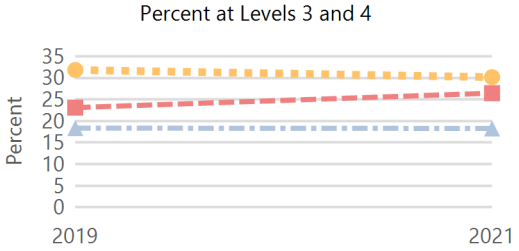
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	43.24	37.83	N/A	N/A	N/A	N/A	39.13	36.36	33.33
Level 2	37.83	35.13	N/A	N/A	N/A	N/A	47.82	45.45	41.66
Level 3	13.51	18.91	N/A	N/A	N/A	N/A	8.69	13.63	16.66
Level 4	5.40	8.10	N/A	N/A	N/A	N/A	4.34	4.54	8.33

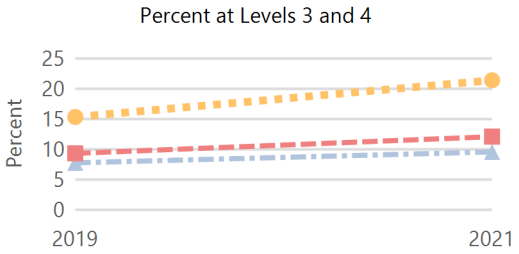
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success



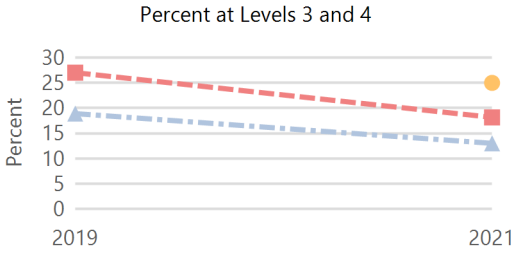






Percent at Levels 3 and 4

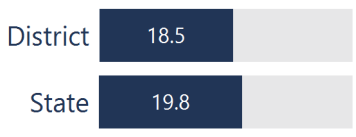
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 06/15/2022

System: D0447 Cherryvale (0000)

City: Cherryvale

Superintendent: Travis Githens

OVT Chair: John Wyrick

Executive Summary/AFI

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

ARC Comment

Fulfilled official applicable requirements and deadlines and/or timelines or, actively working with State BOE to achieve compliance

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

ARC Comment

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

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

ARC Comment

Goal 1 - RELATIONSHIPS: The district will increase student social-emotional support by decreasing the district's student:counselor/SEL support staff ratio from 810:1 to 400:1 by Year 5.
RELATIONSHIPS: The district will build strong relationships among students, staff, parents, and the community evidenced by decreasing the number of students at-risk for social-emotional well-being by 10% by year 5.

Summarize the system's efforts and improvement in this goal during the cycle.
ARC Comment: _
RELATIONSHIPS-Goal: The district will increase student social-emotional supports by decreasing the district's student:couselor/SEL support staff ration from 810:1 to 400:1 by Year 5. Data indicate the primary goal metric was achieved. Student:Counselor/SEL support staff ratio 2017-18: 810:1; 2018-19: 797:1; 2019-20: 383:1; 2020-21: 186:1; 2021-22: 146:1 The emphasis on Social and Emotional Learning led the district to partner with 3 area school districts to create an annual day of professional development focused around SEL themes. To support physical health, the district has improved the quality of the health curriculum at CMHS. In year 1, the health component of the PE curriculum consisted of only a two-week unit on health. Now, all students enrolled in any PE course receive one day of health content each week, leading to all students receiving additional health content. This has also provided the necessary time for CPR training as required by KSDE.
Improvements in this foundational area include implementation of annual reviews with the staff of discrimination and harassment policies and provision of such training annually for staff and CMHS students. The addition of 3 staff members on the SEL team, a new SRO position, social-emotional lessons, support groups, and individual counseling have helped students understand diversity and have better skills to prevent conflict and bullying.
Career assemblies have been added at Thayer School, which include non-traditional career role models.

The CTE pathways have been expanded, offering students additional exposure to both traditional and nontraditional career paths.
Percentage of Buildings Teaching a Social-Emotional Curriculum 2017-18: 0%; 2018-19: 67%; 2019-20: 100%; 2020-21: 100%; 2021-22: 100%. Recognizing the social-emotional health needs of the students based upon numerous at-risk indicators on the Kansas Communities That Care Survey, the system knew that students were not getting adequate support from a single counselor serving the entire district. In 2018-19, they explored using a social worker on an hourly basis to provide additional support but that did not materialize, as they had to use that individual to cover a mid-year resignation of the existing counselor.
In Year 3, they restructured their use of staff and captured a library media position to create a college and career advisor position to assist students with their Individual Plans of Study. A master's level social worker was hired to replace the counselor that had left. In 2020-21, the district was able to use Title I funds to place a second counselor at the elementary level. That same year around October, the district obtained the Mental Health Initiative Grant and was able to hire a behavioral health interventionist. In 2021-22, the district partnered with the City of Cherryvale to add a 5th staff member related to SEL support – the position of School Resource Officer. While not directly involved with counseling, the SRO spends much of her time assisting with truancy issues and advising students on ways to more effectively deal with conflict and frustrations, so it seems logical to include this staff position as part of the SEL supports for students. Chronic Absenteeism has become a real problem in the district, and the SRO and SEL teams must work together to find solutions.

RELATIONSHIPS-Goal: The district will build strong relationships among students, staff, parents, and the community evidenced by decreasing the number of students at-risk for social-emotional well-being by 10% by year 5. Data indicate the primary goal metric was not achieved but that progress was made on the measure and other associated measures. Percentage at-risk for "Well-Being" on CTC survey2017-18: 45%; 2018-19: 41%; 2019-20: 52%; 2020-21: 42%. Percentage "Concerned with Bullying" on CTC Survey2017-18: 46%; 2018-19: 53%; 2019-20: 54%; 2020-21: 44%; 2021-22: N/A – CTC reported data differently. The SEL staff reported that their data which tracks student incidents and time spent to self-regulate showed they were dealing much less in Years 4 & 5 with incidents of suicidal ideation and that students were able to self-regulate and return to class faster than in prior years. The number of students receiving group or individualized counseling services has risen from nearly zero in Year 1 (didn't even track it) to 232 in Year 5.

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

ARC Comment

Goal 2 - __RELEVANCE: The district will provide content and experiences that allow all students to pursue their post-secondary plans by increasing the percentage of seniors with 3 or more CTE credits on their transcript from 73% to at least 80% by Year 5.
RELEVANCE: The district will increase the literacy skill level of all students evidenced by decreasing by 25% the number of 2nd graders not reading on grade level and increasing by 10 percentage points the number of students at level 3 or 4 on the KS ELA Assessment by Year 5.
RELEVANCE: The district will increase student engagement and involvement with school by increasing the graduation rate of the F/R students from 40% to at least 80% by Year 5.

Summarize the system's efforts and improvement in this goal during the cycle.
ARC Comment: _
RELEVANCE-Goal: The district will provide content and experiences that allow all students to pursue their post-secondary plans by increasing the percentage of seniors with 3 or more CTE credits on their transcript from 73% to at least 80% by Year 5. Data indicate the primary goal metric was achieved. Percentage of Seniors with 3 or more CTE Credits: 2017-18: 73%; 2018-19: 40%; 2019-20: 20%; 2021-21: 79%; 2021-22: 90%. Number of seniors completing internships 2017-18: 1; 2018-19: 0; 2019-20: 8; 2021 -21: 3; 2021-22: 11. Percentage of CMHS Parents who believe students learn about careers: 2017-18:

82%; 2018-19: 90%; 2019-20: 82%; 2021-21: 89%; 2021-22: 92%. Percentage of CMHS Parents who believe students have a meaningful plan of study 2017-18: 73%; 2018-19: 82%; 2019-20: 77%; 2021-21: 88%; 2021-22: 93% . Percentage of Students Attaining Platinum, Gold, Silver, Bronze on WorkKeys 2019: 0% platinum; 5% gold; 24% silver; 4% bronze 2020: 14% platinum; 27% gold; 33% silver; 16% bronze 2021: 8% platinum; 11% gold; 28% silver; 31% bronze

RELEVANCE-Goal Four: The district will increase the literacy skill level of all students by decreasing by 25% the number of 2nd graders not reading on grade level and increasing by 10 percentage points the percentage of students at level 3 or 4 on the KS ELA Assessment by Year 5. Data indicate the metric on 2nd-grade reading was attained; however, the metrics related to KS ELA assessment were not attained although the change in scores represents an improvement of 25% in the actual number of students at levels 3 & 4 (goal was written with the intent of increasing 10 percentage points by moving from 26.62% to 36.61%) Percentage of 2nd Graders Not on Grade Level (Winter AIMsWeb) 2017-18: 41%; 2018-19: 38%; 2019-20: 19%; 2020-21: 22%; 2021-22: 22%. Percentage of district students at level 3 or 4 on KS ELA Assessment 2017-18: 26.61%; 2018-19: 29.01%; 2020-21: 34.93%. Percentage of Students Taking ACT scoring ready for College-Level Work in Reading 2018: 43%; 2019: 41%; 2020: 24%; 2021: 33%

RELEVANCE-Goal Five: The district will increase student engagement and involvement with the school by increasing the graduation rate of the F/R students from 40% to at least 80% by Year 5. Data indicate the primary goal metric was achieved. Graduation Rate of F/R students 2017-18: 50%; 2018-19: 83.3%; 2019-20: 92.9%; 2020-21: 90.3%. Data indicates the primary goal metric was achieved. Percentage of Seniors Taking a Full Course Load (Dual enrollment does not account against them. Office Aid or Free Periods do not count as courses.): 2017-18: 59%; 2018-19: 62%; 2019-20: 81%; 2021-21: 78%; 2021-22: 78%

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

ARC Comment

ARC Comment: District administration and staff are already working to incorporate components of their strategic plan into the next phase of the cycle.
They explained their plans for conducting a comprehensive needs assessment and how they will involve various stakeholder groups. The district has demonstrated a willingness to direct resources toward their goal priorities and to seek grant funding to help finance their needs. They have demonstrated a willingness to think creatively and reallocate staff positions when necessary to support the action plan related to their goals.

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

ARC Comment

ARC Comment: _The system is showing progress in these areas.

Board Outcomes

Social-Emotional Growth

ARC Comment: _ Social-Emotional Growth – Although the CTC data proved problematic since questions changed during the course of the cycle, enough questions remained constant to show improvement. Students "at-risk" for well-being fell from 45% in Year 1 to 42% currently. With the impacts of COVID, it is impressive to have improved in this area. Data related to suicidal ideation was much improved, with students reporting they'd made a suicide plan in the past year falling from 23% in Year 1 to 14.5% in Year 5. Bullying concerns had decreased from 46% to 44%. The
investment in SEL staff seems to be paying off. The investment in counseling services staff access to the SEL curriculum district-wide, greater participation in small group counseling sessions and individual counseling by school staff and Four County, Mental Health on-site has contributed to the results late in this cycle and look to be paying dividends for improvement into cycle II. The OVT is proud of the district for its commitment to additional development of SEL programs to help lower chronic absence levels and for making the SRO, added in 2021-22 a more involved part of the SEL team for cycle II.

Kindergarten Readiness

ARC Comment: _Kindergarten Readiness – The ASQ-3 has not been in place long enough to show much change. Current results have 58% of students entering kindergarten with academic concerns, so there is much work to do. The SAQ-SE-2 shows the social-emotional skills are in a better place, with only 10% of students having needs (down from 30% the prior year). Preschoolers benefit from the SEL staff in the building, so perhaps that exposure has made a difference with students coming from the district pre-school.
The district has made significant strides in providing the groundwork for kindergarten readiness. They added the ASQ-3 screening in 2018 and now have Pre-K and Kindergarten instructors work collaboratively to align curriculum and provide uniform and consistent teaching techniques and materials. Instructional practices and a stronger academic curriculum developed through the LINK grant will continue to be implemented by the Pre-K teacher (USD 447) as well as by private Pre-K providers in town. This will serve the district well as it moves into cycle II and
years beyond. 100% of incoming Kindergarten students are also being screened using ASQ-3 during the summer "Kinder Camp" jump-start summer program, which was developed this cycle. It will continue to provide valuable information on incoming students as they transition into Kindergarten.

Individual Plans of Study	ARC Comment: Individual Plans of Study – 100% of students have a plan of study that meets the requirements on the state rubric. This was not the case in Year 1, and the district has taken the steps necessary to fix its deficiencies. However, there still appear to be opportunities to strengthen these plans, and the district wants to continue to improve in this area. As mentioned above, the district added to its SEL staff. Another key staff addition was a college and college and career advisor position added at CMHS. This position along with the counselor at Thayer School sees that students 7-12 are advised of all the career pathways available to them, in the district, which has expanded from 6 to 11 over this KESA cycle. Students complete multiple interest inventories as part of their work in Xello, which is a part of TEAM time with faculty-student advisors who help facilitate activities for the IPS programming. The OVT commends the district for the development of its IPS process and looks forward to seeing the results of its commitment for the future development of plans with its IPS in cycle II. IPS advisement will continue to center around student outcomes such as FAFSA (if college-bound) CTE competitors, Dual Credits, internship possibilities, and student contact post-graduation to help show support and tracking in the years following high school graduation.
High School Graduation Rate	ARC Comment: _ High School Graduation – The district has made great improvement in the F/R lunch subgroup's graduation rate and has closed the equity gap that existed, as less than one percentage point separates this subgroup from the district rate for all students. The F/R rate climbed from 50% in 2018, to 90.3% in 2021. The high school graduation rate of 94.2% exceeds the state. The district credits the emphasis on SEL supports and CTE emphasis for the improvement. The OVT credits the district for its the emphasis on SEL supports added and CTE emphasis for greater opportunities for students on and off campus. Additionally, the addition of a school resource officer in 2021 - 2022 will show benefit in cycle II for work on the district's chronic absentee numbers that have risen during the pandemic years. The OVT commends the district for recognizing this trend and being proactive to help lower that rate. The district plans to carry this forward as a goal for measured improvement in cycle II. The district plans to incorporate into its IPS planning those activities that will help to bolster its graduation rate.

Postsecondary Success	ARC Comment: __ Postsecondary Success – The district's post-secondary success rate had an overall upward trend from the class of 2015 through 2018 and had reached a five year effective rate within the confidence interval for predicted effectiveness in Year Four. However, the Class of 2019 fell to the lowest single year success and effective rates on record (35.7% and 31.2% respectively). This caused the district's five-year effectiveness average of 46% to fall out of the state's predicted range. However, it is highly likely this drop could have been caused by the 2019 cohort being impacted by COVID during their 2nd year of college. In 2020, many students didn't go to college or did not return for their 2nd year. Thus, it is hard to say progress hasn't been made. Things certainly were heading in the right direction before COVID impacted the students out of the district's control. The district will continue to track cohort graduates as they leave the district to provide support and advisement services to students post-graduation. It is relatively new, but will show benefits in cycle II. The OVT is confident in the strides made this cycle and look forward to seeing the improvements made during cycle II.

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

ARC Comment

ARC Comment: _ The district described its process of implementing the first annual stakeholder survey when Year 1 began. This feedback was incorporated into a strategic planning process that involved all staff members and the board of education through staff in-service days and a board retreat and regular meetings. The site councils, BLT, and DLT have been used over the years to make refinements to the plan based on parent survey inputs and student data. The district developed a successful system to incentivize parents to take the surveys during fall parent/teacher conferences each year, so the percentage of parents giving input was high.
The district rolled out the strategic plan created during this cycle during Year 1.
Parents have been kept informed of progress through newsletters, Facebook posts, site councils, and formal reports to the board of education, which have been covered to some extent by local news media.

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

ARC Comment

The team was extremely responsive and answered all questions. The district is proud of the great work happening within the district. They felt confident that each building and staff member took a sincere interest in the entire process to improve students' progress and all had a voice in adjustments and improvements in each of the processes.

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

ARC Comment

ARC Comment: _ The district has made great progress over the past 5 years in all the areas of the Kansans Can Vision and the district strategic plan. They were consistent through each phase of the

review process by sharing data that improvements occurred. Even with changes in several leadership positions over the past 5 years, the district continues to progress with the KESA cycle and collect data and input on the goals, growth, and buy-in with the staff. There is a high sense of trust across the district. This is extremely commendable!
The OVT team took several ideas back to their own buildings. USD 447 has taken every recommendation from the OVT team each year and implemented or tried to implement it with fidelity. USD 447 has the support of their BOE as updates are shared with them each year.

ARC Recommendation

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

Justification

USD 447 staff have been tenacious in their pursuit of system improvement. This includes being open to OVT guidance through seeking information and research which supports USD 325 goals. In each year of the cycle, the district was responsive to all feedback and advice by OVT. District capacity and confidence have grown significantly through the KESA cycle and benefited from the clear alignment of goals and strategies.

Strengths

Relationships:
Data strongly indicates that the district's efforts are being effective at promoting relationships.
Relevance:
The OVT believes that USD 447 has excelled in this area and continually evaluates their academic strengths and weaknesses. They are constantly looking toward the future and exploring ways to improve education for the students in the community.
MTSS is strongly implemented in the district and will continue to be a focus across all buildings in cycle 2.
CTE Pathways have increased from 6 to 11 over the last 5 years.
Individual Plans of Study now begin at 7th grade and every student (100%) completes an IPS.
Student internships are now being implemented with 11 students this school year. This is about a quarter of the graduating class.

Challenges

The district to continue implementing social-emotional learning for the needs of students and staff. The hiring of the school SRO, 3 counselors, and the Career and Tech Ed counselor are a major driving force moving forward for the cycle
2.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Leoti USD 467

106 S Indian Rd, Leoti, KS 67861-0967
(620) 375-4677
www.leoti.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12**
Superintendent: **Lori Maxwell**

Demographics

403 Students

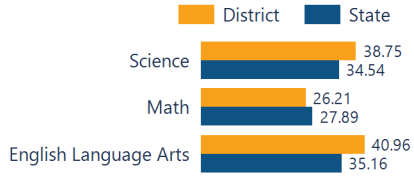
- African American 0.25%
- Hispanic 42.43%
- Other 0.50%
- White 56.82%

District Kansans Can Star Recognition

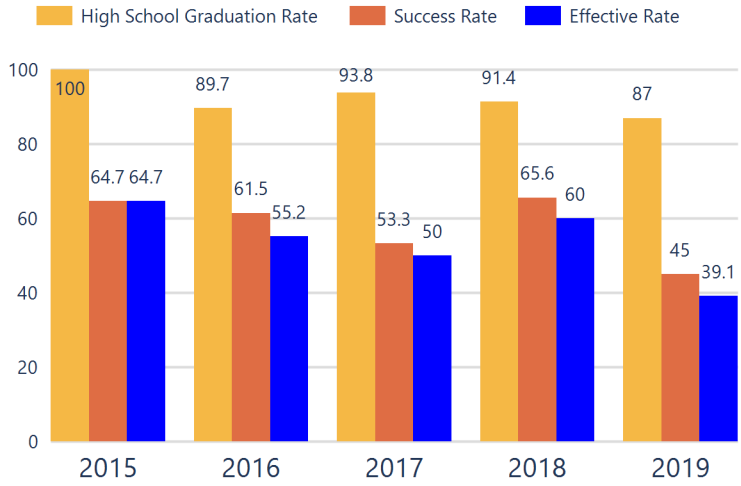
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				✶
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **92.8%**

Five-Year Success Avg **59.2%**

Five-Year Effective Avg **54.9%**

95% Confidence Interval for the Predicted Effectiveness Rate **49.6 - 53.3%**

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

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

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

95.5% State: 88.1

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

95.6% State: 93.8

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

9.0% State: 17.5

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

0.6% State: 1.7

District ESSA Expenditures Per Pupil

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

$14,679
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Leoti USD 467

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	21.83	25.55	18.29	N/A	N/A	N/A	25.72	23.90	33.75
Level 2	46.28	40.08	28.04	N/A	N/A	N/A	48.05	35.12	27.50
Level 3	27.51	27.31	42.68	N/A	N/A	N/A	19.90	29.75	23.75
Level 4	4.36	7.04	10.97	N/A	N/A	N/A	6.31	11.21	15.00

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.02	33.64	24.39	N/A	N/A	N/A	36.36	34.69	53.84
Level 2	45.87	42.99	31.70	N/A	N/A	N/A	46.46	39.79	23.07
Level 3	18.34	22.42	41.46	N/A	N/A	N/A	15.15	21.42	12.82
Level 4	2.75	0.93	2.43	N/A	N/A	N/A	2.02	4.08	10.25

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	59.37	65.62	N/A	N/A	N/A	N/A	64.51	74.19	N/A
Level 2	25.00	25.00	N/A	N/A	N/A	N/A	29.03	22.58	N/A
Level 3	9.37	3.12	N/A	N/A	N/A	N/A	6.45	3.22	N/A
Level 4	6.25	6.25	N/A	N/A	N/A	N/A	0.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

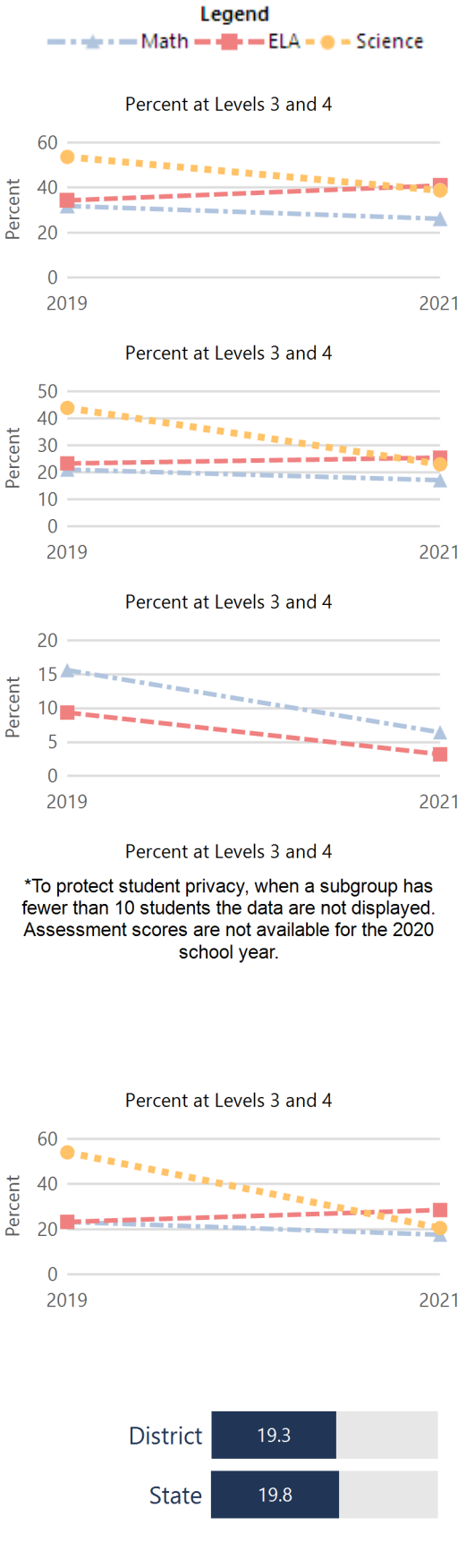
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	27.18	32.03	27.02	N/A	N/A	N/A	36.47	35.71	50.00
Level 2	49.51	44.66	18.91	N/A	N/A	N/A	45.88	35.71	29.41
Level 3	20.38	22.33	51.35	N/A	N/A	N/A	14.11	25.00	14.70
Level 4	2.91	0.97	2.70	N/A	N/A	N/A	3.52	3.57	5.88

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

Academically Prepared for Postsecondary Success



ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Accreditation Summary

Date: 06/08/2022

System: D0467 Leoti (0000)

City: Leoti

Superintendent: Lori Maxwell

OVT Chair: Shelly Harris

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Tiered Framework of Support:
All of the buildings in the district have a tiered framework of support in place for all students and use data to determine students' support needs. When the KESA cycle began, there was not a tiered system of support for either building. The district uses Fastbridge and iReady for screening basic academic skills. At the elementary level, individual teachers carve out 20-30 mins each day for iReady intervention activities. Just this year, the JH/HS has implemented a 20 min intervention "Tribe Time" for all students.

Family, Business, and Community Partnerships:
USD 467, Leoti/Wichita County has a system-wide practice of engaging all stakeholders on a regular basis and there has been much improvement in this system culture over the five-year cycle. The district continues to reach out to community members as part of a site council. Within the last two years, the school district went through a strategic planning process that further promoted community partnerships. Several community members participated with both staff and board conversations about the future of their district.

Diversity, Equity, and Access:
The district addresses all student group needs in their system improvement process. The district make-up is 44% Hispanic and 56% white. Bi-lingual staff support ESOL students. 75% of teachers have their ESOL endorsement. Since the beginning of the KESA cycle, the school has placed a greater awareness of the need to reach out to all students and their families to help them become more engaged with school activities. There is an observable increase in the number of Hispanic students participating in leadership roles and in school musicals, scholar's bowl and sports. The school has also increased their efforts to communicate with all families by providing more interpreters and specific staff to focus on translating written materials into Spanish.

Communication and Basic Skills:
The district has curricula that supports the structures in communication and basic skills in place PK-12. Over the five-year cycle, USD 467 Leoti/Wichita County has selected new ELA curriculum materials (Wonders K-6 and StudySync 7-8). As a part of this KESA 5-year cycle, USD 467 Leoti has developed a specific strategic plan that outlines a schedule for reviewing and selecting new curricular materials. Prior to the recent strategic plan, there was not a coordinated and scheduled review of instructional materials.

Civic and Social Engagement:
USD 467 Leoti has pride in their efforts to connect students with community members in respect to civic responsibilities and engagement. The school district has a long history of providing activities that respect history and traditions within the community. The Veteran's Day program is one such example that draws many community members into the building each year. Students volunteer for various community activities (June Jaunt, county fair, blood drives, etc). There is a requirement for High School Seniors to volunteer as part of their graduation requirements, but many exceed the 8-hour expectation.

Physical and Mental Health:
The district has curricula that support the structures in Physical and Mental Health in place PK-12. There are many programs at both elementary and secondary school that encourage physical activity (PE classes, recess, Body Shop, guest speakers, nutrition and wellness classes). The local community has a very active wellness program and they work collaboratively with the school in many ways. The district uses Fastbridge/SABERS to screen for social/emotional issues. The screeners as well as teacher referral identify students who may have tier 2 and 3 social-emotional learning (SEL) needs.

Arts and Cultural Appreciation:
USD 467 Leoti staff exhibit great pride when sharing their support for the arts. There is a local artist who provides art classes for elementary students on a weekly basis. At the JH/HS art, vocal music and band are very popular courses. Each year, Wichita County Schools take students to music contests and put on a school musical for community members.

Postsecondary and Career Preparation:
Curricula that support the structures in Postsecondary and Career Preparation are in place PK-12. There are various programs and supports to facilitate student preparation for the next steps after High School. WCHS uses the Xello program to help students investigate career options and to make initial plans for Post- High. There is an annual career fair held at the HS. There are several Career Technology Education (CTE) opportunities. CNA classes, dual credit college classes, and work-study are available to all students. Individual Learning Plans (ILP) are initiated with junior high students and there is a set of coordinated activities that students engage in each year throughout JH/HS.

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 467 will increase student engagement from 91% to 93% by the spring of 2022, as evidenced by eWalk-Through data.

Goal 1 initially addressed student engagement, character development, and a safe environment. Data was collected addressing all three areas. Interventions and staff development lessons were implemented to target these issues. When teasing out data, the district specifically landed on the goal that USD 467 would increase student engagement from 91% to 93% based on eWalkthrough data. Action steps to target student engagement involved the following: *Providing an early out each Wednesday to allow for teacher collaboration and common staff development *Training on ACES, Trauma, Kagan Strategies, Vocabulary Instruction, Differentiation, Student Intervention Training *Providing frequent eWalkthroughs in classrooms and sharing feedback to teachers *Engaging in school-wide conversations to address the need for more hands-on and interactive learning in the classrooms District data specifically showed an increase in their student engagement from 91% to 94% overall grade levels as observed from eWalkthrough data. DLT members recognize that there is a stronger culture for creating highly engaging lessons since the cycle began.

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 the spring of 2022, USD 467 will develop a strategic plan outlining an effective plan to improve communication using a broad array of communication platforms.

Goal 2 addressed the need to develop a strategic plan focusing on improving communication with all constituents. This particular goal similarly evolved over the KESA cycle. The strategic plan ultimately targeted three areas: communication, academics, and facilities. While most school districts routinely maintain a multi-year strategic plan, USD 467 Leoti did not have such a plan five years ago. The school created a diverse stakeholder group and worked with an outside consultant to address the vision, mission, and a specific action plan. The committee was very successful and a five-year plan was created and has been implemented. There are now set cycles to review/renew communication efforts.

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

ARC Comment

There is an observable change in the District Leadership Team's conversations and commitments to the KESA process from Year 1 to the present. The team acknowledges that when the cycle first began there was hesitation to jump into another school improvement practice. The team initially went through the process not fully understanding the weight of possible changes. The team now demonstrates pride in their progress over the cycle. There are deeper conversations about student learning and teaching. Data analysis is a natural part of their meetings and there is structure to their teaming because of the specific strategic plan. The culture has changed to one of school improvement. Team members recognize the value of the KESA cycle in helping bring them together and in bringing positive changes to their schools.

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

ARC Comment

The OVT noted several areas that have grown over the KESA cycle.

Board Outcomes

Social-Emotional Growth	The system has a process for assessing data and a developed plan for SEL growth. USD 467 Leoti has adopted the SABERS data tool to monitor student social emotional growth. Initial spring data shows 81% of elementary students are at low-risk of SEL concerns. At the JH/HS level the data shows 40% of students are at some risk of SEL concerns. The school has similarly used student and teacher perception surveys to identify social-emotional student needs.
Kindergarten Readiness	The system has a process for assessing Kindergarten readiness data and a developed plan for growth. During this 5-year cycle, USD 467 Leoti has implemented the use of the Ages and Stages Surveys for parents of both four-year-old preschool and kindergarten students. Data from the surveys help address student needs. The district also collects preschool data using Zoo Phonics with mean scores improving from fall 41.9 to spring 87.6.

Individual Plans of Study	USD 467, Leoti has a process for reviewing IPS data and a developed plan for growth. Individual Plans of Study are implemented from 7-12th grade. Career Cruising and Xello surveys have been used to help students identify learning styles, interests and college and career plans. Class schedules are developed after reviewing ILPs. There is allotted time during English and Seminar classes to carry out a coordinated set of activities targeting career planning using the IPS tool.
High School Graduation Rate	USD 467, Leoti has a process for monitoring high school graduation and has identified ways in which KESA goals can encourage more students to complete HS. Wichita County High School has demonstrated growth over the five-year cycle. In 2020-2021 the 5-year graduation rate was 92.8% which is well above the state average of 88.1% The district has received multiple bronze awards from KSDE in recognition of their graduation rate.
Postsecondary Success	The district's five-year postsecondary success rate is 59% and the five-year effectiveness rate is 55%. With a five-year graduation rate of 93%, the district is near Kansas state-wide goals. The school district has received two copper awards from the state in the past 5 years. There are certificate opportunities for students to achieve post-secondary success as defined by KSDE. The OVT stated the next step for this district would be to incorporate more certificates into their established CTE programs (for example OSHA, CPASS, and industry-standard testing). This practice will reflect positively on their success rates and provide students with evidence of technical learning.

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

ARC Comment

The district has demonstrated that stakeholder feedback is gathered and progress is shared consistently. All stakeholder groups are represented, involved, and providing input regarding the system's improvement process. The school district leadership team has been instrumental in leading the KESA process over the 5-year cycle. Approximately 12 members from all levels and subjects meet regularly with school administrators to review KESA expectations and make action plans for the district. A separate stakeholder group made up of business members, community members, and school staff met during year 4 to create the strategic action plan addressing many school improvement areas. Similarly, there are CTE advisory boards, parent-teacher conferences, ESOL/Title 1 family meetings to bridge the school and community together.

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

ARC Comment

The district has completed a strategic action plan that ultimately addresses all 5 state board outcome goals. Student data and information specifically tied to goal areas have been shared. Each year the OVT has met with district staff and has offered suggestions for the next steps. The DLT followed KESA guidelines, listened to OVT members, and each year, additional school progress was noted. From visiting with DLT members and school administrative staff, there is an apparent cultural change in the district's approach to school improvement. As evidenced by the System Yearly Update and supporting artifacts uploaded to Authenticated Applications, the district meets compliance guidelines, has a

sustainable KESA process, and has demonstrated growth in areas referenced in this report.

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

ARC Comment

The System Yearly Update report was submitted to the OVT chair for review and uploaded in the authenticated application system one month prior to the scheduled OVT visit. The report outlined a summary performance of the district's KESA efforts. There was a good description that USD 467 has met compliance indicators and foundational structures. The district completed a needs analysis at the beginning of their cycle and identified two goal areas. Although the goals have been edited, there is definite evidence that the school has made many positive improvements over this five-year period.

ARC Recommendation

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

Justification

USD 467 has a strong history of being a successful school district. The school already experienced strengths in civic responsibility and community involvement. The district has always had excellent teachers who are committed to student learning. Student achievement and high school graduation rates have consistently been high. Despite these existing strengths, there was interest in addressing school improvement through the KESA work and ultimately there has been marked positive change for students.

Strengths

USD 467 has been able to implement many successful programs that will benefit all students K-12.

Challenges

There were many areas that hadn't been established prior to the KESA cycle. Due to the work on USD 467, many supports have been installed to benefit students. The OVT did not mention any areas for growth.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Copeland USD 476

105 Thatcher, Copeland, KS 67837
(620) 668-5565
usd476.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-8,NG**
Superintendent: **Jay Zehr**

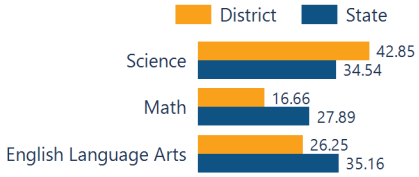
Demographics

107 Students

- African American 0.00%
- Hispanic 18.69%
- Other 0.93%
- White 80.37%

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				

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Graduation
95%
Effective Rate 70-75%

- Five-Year Graduation Avg **%**
- Five-Year Success Avg **%**
- Five-Year Effective Avg **%**
- 95% Confidence Interval for the Predicted Effectiveness Rate **%**

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

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

N/A State: 88.1

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

93.6% State: 93.8

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

15.3% State: 17.5

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

N/A State: 1.7

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$18,814
State: $12,863

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District Academic Success

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ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.45	23.91	38.23	N/A	N/A	N/A	34.52	27.50	35.71
Level 2	43.75	42.39	32.35	N/A	N/A	N/A	48.80	46.25	21.42
Level 3	19.79	30.43	23.52	N/A	N/A	N/A	14.28	22.50	32.14
Level 4	0.00	3.26	5.88	N/A	N/A	N/A	2.38	3.75	10.71

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	47.05	36.17	50.00	N/A	N/A	N/A	45.65	34.88	53.33
Level 2	45.09	42.55	25.00	N/A	N/A	N/A	43.47	53.48	20.00
Level 3	7.84	14.89	25.00	N/A	N/A	N/A	10.86	9.30	20.00
Level 4	0.00	6.38	0.00	N/A	N/A	N/A	0.00	2.32	6.66

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

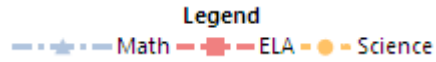
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

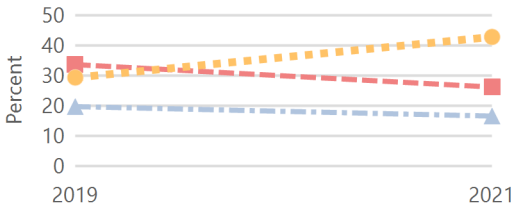
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	68.75	40.00	N/A	N/A	N/A	N/A	52.38	22.22	N/A
Level 2	25.00	46.66	N/A	N/A	N/A	N/A	33.33	61.11	N/A
Level 3	6.25	13.33	N/A	N/A	N/A	N/A	14.28	11.11	N/A
Level 4	0.00	0.00	N/A	N/A	N/A	N/A	0.00	5.55	N/A

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

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4



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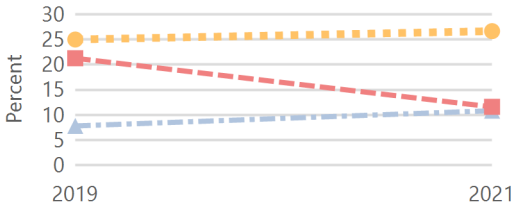

Percent at Levels 3 and 4

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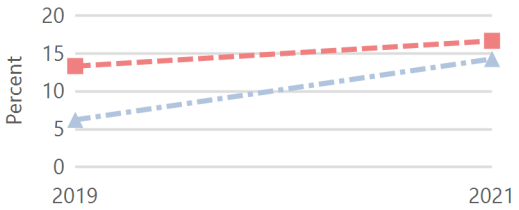


ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

District

State 19.8

Accreditation Summary

Date: 06/02/2022

System: D0476 Copeland (0000)

City: Copeland

Superintendent: Jay Zehr

OVT Chair: Ty Theurer

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

All foundational areas have been addressed and the system knows where they should focus moving forward. USD 476 is only a PK-8 building so they will work on areas to improve that will then help USD 371 as well.

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

ARC Comment

By the end of year 5, faculty and staff will be trained in trauma-informed practices, will be implementing learned strategies, and will be analyzing and self-reflecting.

After observation of districts USD 371 and 476, data shows they focused efforts on training faculty members in trauma-informed practice. Their community was struck with trauma this fall that impacted every student to some capacity. South Gray then took a more aggressive path to building relationships and working through hardships by focusing on implementing SEL lessons district wide. They started using their previous trainings to implement SEL lessons for all students. (Using LiNK grant funds, several teachers were able to attend national conferences including the 2020 national conference for trauma-sensitive schools in Atlanta, Georgia and Denver, Colorado.) South Gray hosted a training at the school which helped to train 100% of their staff in trauma-informed practices. Each year they will continue to provide trauma-informed training through various modalities for all new teachers. All staff have begun to promote self-regulation and the SEL curriculum, Character Strong, in their systems. Using student surveys, chronic absenteeism, and the PASS assessment data tool, they are able to track progress on their goal. After collection of the PASS survey data, self-regard as a learner, confidence in learning, and response to learning were identified as goal areas to focus on.

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

ARC Comment

By 2022, the system will implement a common formative assessment increasing communication and leveraging decision making to increase individual student learning needs in reading and math.

Based on communication with, and observation of the USD#476 and USD#371 System, they have shown evidence to support progress made toward their goal of implementing a common formative assessment in order to increase communication They also increased individual student learning needs in reading and math with tiered instruction. The progress shown is evident in the evolution from their goal of curriculum alignment in year one to one of using common formative assessments in year five. With the System's first-year goal, they felt curriculum alignment was putting the cart before the horse. They first needed to have a common language across the districts. With this goal in mind, they used data to make informed decisions on purchases of curricula in math and reading to support interventions. They purchased and now use NWEA/MAP and AimswebPlus in both districts. The use of these assessments has led to a common language and increased communication. They have effectively carried out a tiered system of support based on the data from these sources and have created PLC 's to analyze data bi-weekly. They have also implemented late starts, allowing teachers to analyze data and make informed decisions. Both districts use REVEAL MATH which provides vertical alignment and differentiated instruction through the program ALEKS. The JH adopted the Fountas and Pinnell TEAL reading curriculum for their tiered instruction. By using a common formative assessment across the system, they are able to use the same "language" across SIT, IEP Meetings, Parent/Teacher Conferences and with the BOE and SITE Councils. All stakeholders have a better understanding while discussing student data and the data is used to make informed decisions and tiered interventions.

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

ARC Comment

The system has already discussed changes that need to happen in order for this to be a sustainable process going forward, including developing more teacher leaders within the program. For a small system, this is a challenge when teachers are involved in everything from coaching to driving a bus and everything in between. Administration has also discussed adding a position specifically for the accreditation and data processes to help streamline the information to teachers to get usable information to them in a quicker timeframe that will ultimately benefit students.

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

ARC Comment

While this is a strange situation where 2 systems are presented with the same OVT report, USD 476 must be looked at on it's own. Since it a PK-8 building some data is not available for this system. The areas that they address have been positive especially in SEL.

Board Outcomes

Social-Emotional Growth	This is a huge positive for USD 476. They recognized the needs of both their students and staff and moved forward to have all staff trained in trauma-informed practices. The system reported a number of deaths during a year in their communities and say a need for better training. They have made their goal that 100% of staff are fully trained and have been able to keep that going.
Kindergarten Readiness	Data shows that students are coming in each year with higher needs. The system has discussed both how the ASQ is given and also what can they do to reach out to parents before students reach kindergarten. No real in depth information was given on the system's preschool program or how they may be reaching out to community preschools.
Individual Plans of Study	The system has built in time to their schedule for daily IPS time in grades 6-12. No data was given in how many kids have active IPS or the impact this time has had on the high school IPS plans.
High School Graduation Rate	This data comes from USD 371 as 476 is only PK-8.
Postsecondary Success	This data comes from USD 371 as 476 is only PK-8.

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

ARC Comment

Stakeholders were included but the system also recognizes that they need to do a better job in the next cycle of including more stakeholders and from different groups, i.e. classified staff.

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

ARC Comment

The system got thrown a curveball for year 5 thinking they were in year 4. This sped up the process for the system, but they were able to complete the required tasks. The OVT was impressed with this system and believes they are dedicated to making their system the best it can be. They look for ways to improve and will tackle those issues head-on as they arise. Otherwise, the system has done a great job responding to feedback from the team.

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

ARC Comment

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

ARC Recommendation

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

Justification

While data for some areas are not available, USD 476 has shown growth and has shown that they are responsive to the needs of their community. The system has followed the process and has set goals that are attainable and they have worked hard to keep those goals at the forefront of their decisions.

Strengths

SEL- trauma informed practice training for all staff.

Challenges

Small schools have unique challenges and this one is no different. It is also a challenge that they are tied to USD 371 for accreditation.
We would encourage 476 to also look at their chronic absenteeism in the next cycle.

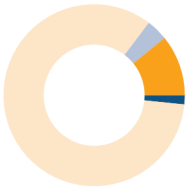
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Liberal USD 480

7 Parkway Blvd, Liberal, KS 67901
(620) 604-1010
www.usd480.net

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12**
Superintendent: **Todd Carter**

Demographics



4,626 Students

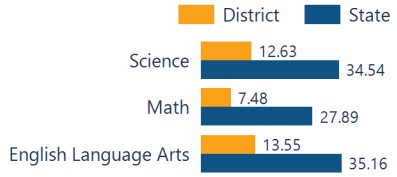
- African American 1.62%
- Hispanic 83.70%
- Other 3.85%
- White 10.83%

District Kansans Can Star Recognition

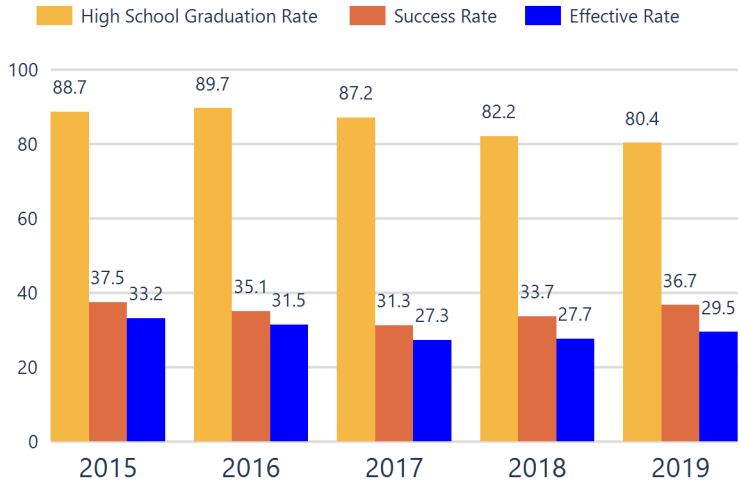
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				✶
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **85.5%**

Five-Year Success Avg **34.7%**

Five-Year Effective Avg **29.7%**

95% Confidence Interval for the Predicted Effectiveness Rate **33.6 - 40.6%**

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

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

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

88.4% State: 88.1

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

90.2% State: 93.8

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

38.8% State: 17.5

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

2.1% State: 1.7

District ESSA Expenditures Per Pupil

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

$11,537
State: $12,868

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Liberal USD 480

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.88	49.40	57.75	N/A	N/A	N/A	60.39	53.56	63.46
Level 2	37.08	34.55	27.96	N/A	N/A	N/A	32.11	32.87	23.89
Level 3	10.07	13.93	12.45	N/A	N/A	N/A	6.42	11.88	9.99
Level 4	1.96	2.10	1.81	N/A	N/A	N/A	1.06	1.67	2.64

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	54.55	52.89	64.09	N/A	N/A	N/A	63.40	58.01	66.57
Level 2	35.41	34.29	25.42	N/A	N/A	N/A	31.16	31.98	23.53
Level 3	8.78	11.83	9.27	N/A	N/A	N/A	4.97	9.06	8.07
Level 4	1.24	0.97	1.20	N/A	N/A	N/A	0.45	0.93	1.81

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	76.89	80.79	78.70	N/A	N/A	N/A	86.20	78.30	86.45
Level 2	18.54	12.80	16.66	N/A	N/A	N/A	12.85	14.81	9.03
Level 3	3.34	4.57	4.62	N/A	N/A	N/A	0.94	5.29	3.22
Level 4	1.21	1.82	0.00	N/A	N/A	N/A	0.00	1.58	1.29

AFRICAN-AMERICAN STUDENTS

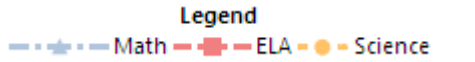
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	56.75	41.66	38.46	N/A	N/A	N/A	55.88	34.48	64.28
Level 2	37.83	44.44	30.76	N/A	N/A	N/A	35.29	48.27	21.42
Level 3	5.40	13.88	30.76	N/A	N/A	N/A	8.82	17.24	14.28
Level 4	0.00	0.00	0.00	N/A	N/A	N/A	0.00	0.00	0.00

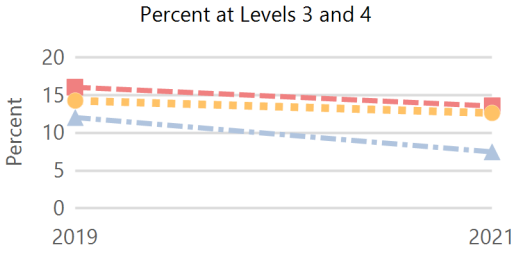
HISPANIC STUDENTS

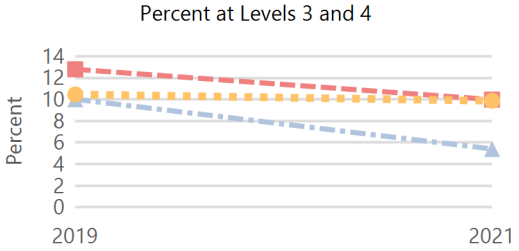
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	53.75	52.43	63.51	N/A	N/A	N/A	62.76	56.84	67.37
Level 2	36.12	34.62	26.10	N/A	N/A	N/A	31.23	32.60	22.89
Level 3	8.98	11.54	9.32	N/A	N/A	N/A	5.55	9.66	7.71
Level 4	1.14	1.40	1.04	N/A	N/A	N/A	0.43	0.88	2.01

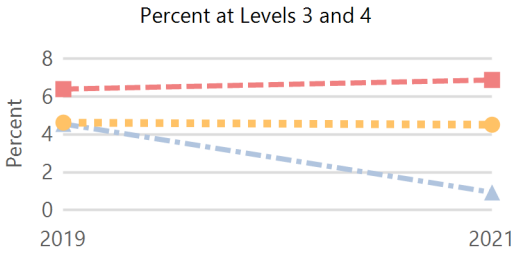
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

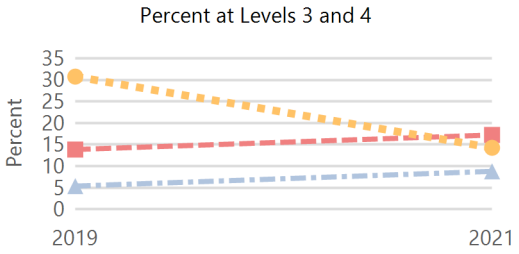
Academically Prepared for Postsecondary Success

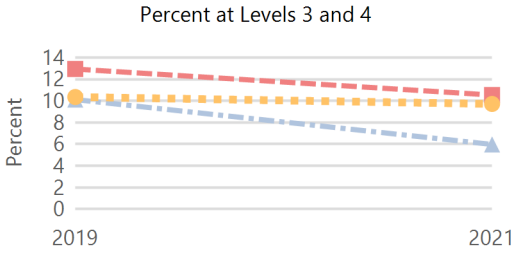












ACT Performance (2021 School Year)

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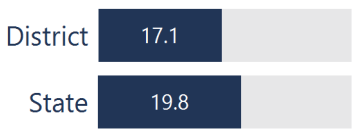


Accreditation Summary

Date: 04/11/2022

System: D0480 Liberal (0000)

City: Liberal

Superintendent: Todd Carter

OVT Chair: Steve Nordby

Executive Summary/AFI

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

ARC Comment

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

ARC Comment

The system has worked to implement these structures with fidelity and created the process needed. However, the results that need to be seen are not evident in the data.

Areas For Improvement

Comment	Improvement of academic achievement and absenteeism.
Rationale	Even though the system has put a school improvement plan in place, benefits from this plan are not being seen at this time. The system is still failing to show improvement in critical areas.
Tasks	The system needs to review each process in place and determine if it is supporting academic achievement. The system also needs to determine how to best meet students needs with the high absenteeism rate.
Timeline	05-01-2023
System Response	

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

ARC Comment

Based on the data, partial parts of the goals were met. Based on the Communities that Care survey, 40% report that they have experienced trauma or chaos in their current life. Given that most of their students are minorities, trauma care needs to continue. Success has been reported from the programs that have been implemented for SEL. Data from this goal was shared.

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

ARC Comment

Progress on the goals was reported together. Data regarding each one was not provided. One suggestion for a new goal was to align practices throughout the district. Data from this goal was

shared.

Areas For Improvement

Comment	Data for each goal must be reported using the same information, they were not separated out.
Rationale	Each goal should have its own data to report.
Tasks	As you look at each goal and the successes of each, they should be reported separately.
Timeline	05-01-2023
System Response	

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 feels that USD 480 has put a process for school improvement in place that connects the building and district goals. The district plan seems well-conceived and is not dependent on people to ensure success – the goals are embedded into each school. It is expected that continued improvement will be seen during the next cycle.

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

ARC Comment

The system has a process in place for the state board outcomes. Each area has been addressed and has a process in place to monitor progress. The processes need time to reflect real growth.

Board Outcomes

Social-Emotional Growth	Social workers and counselors have been hired during this cycle. In addition, parent coordinators have been put into place. Systemic surveys are also used to monitor students mental health.
Kindergarten Readiness	The district remains committed to using ASQ2 and ASQ3for entering Kindergarten students. The preschool program will continue to grow as needed skills for entering Kdg. are monitored
Individual Plans of Study	Students in USD 480 are exposed to career opportunities PK-12. These exposures include opportunities for work study as well as class jobs to help them understand how they will be a successful contributor in their school buildings. In addition, high school students use google sites to complete their digital portfolio.
High School Graduation Rate	Liberal has provided students with internship opportunities and access to a post-secondary success coordinator. The 2021 graduation rate was reported to be 88.1% which is an increase. Internships and work study experiences have doubled over the past two years. Staff is closely monitoring data and modifying instruction as needed.

Postsecondary Success	USD 480 has reviewed current practices and plans to implement the following to ensure continued success: recent Graduation Reception at events within the school district, survey students after two years, complete college check-ins, allow students to host Insight conferences when returning to the Liberal area on breaks (i.e. high school graduate from LHS), and promoting zoom conferences led by recent graduates with emphasis on life after graduation.

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

ARC Comment

Stakeholder feedback was secured in a variety of ways. The system has moved back to face-to-face meetings. Before that, information was primarily through social media. One thing that was determined by leadership was including more diverse participants.

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

ARC Comment

Even as the district experienced leadership changes and the pandemic, the school improvement process remained consistent.

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

ARC Comment

Even as the district experienced leadership changes and the pandemic, the school improvement process remained consistent.

ARC Recommendation

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

Justification

The system does have a school improvement process in place. However, academic achievement is not being seen. In addition, the district still has issues with chronic absenteeism. These two things must be corrected moving forward. The system needs to determine processes that will support learning.

Strengths

- District-wide commitment
- Recognized the importance of instructional practices across the system.
- Worked on streamlining processes.
- Implementing a data warehouse.
- Incorporated Redesign principles.

Challenges

- Streamlining instructional practices
- Ensuring instructional continuity
- Working to ensure academic growth in all areas
- Reducing chronic absenteeism

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Herington USD 487

19 North Broadway, Herington, KS 67449-2430
(785) 258-2263
http://www.heringtonschools.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Donalyn Biehler**

Demographics

447 Students

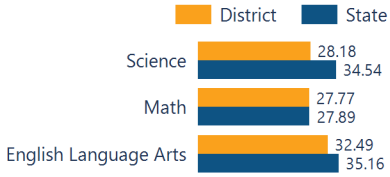
- African American 0.89%
- Hispanic 9.17%
- Other 6.04%
- White 83.89%

District Kansans Can Star Recognition

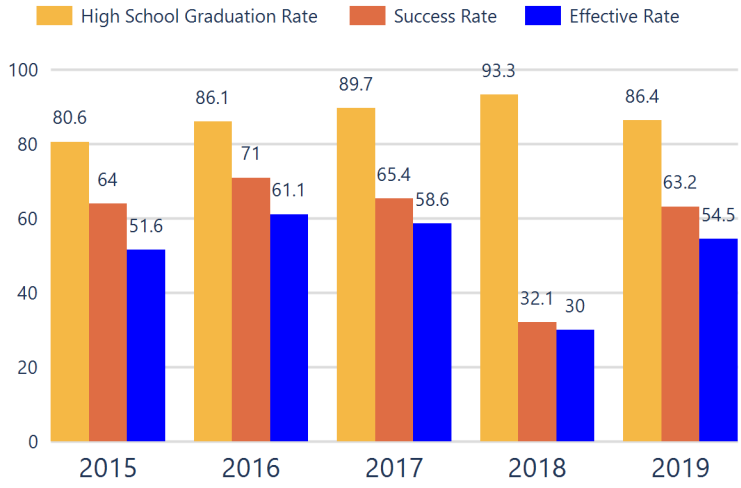
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				✶

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
87.1%

Five-Year Success Avg
59.5%

Five-Year Effective Avg
51.8%

95% Confidence Interval for the Predicted Effectiveness Rate
33.9 - 40.1%

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

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

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

85.0% State: 88.1

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

87.8% State: 93.8

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

46.0% State: 17.5

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

3.3% State: 1.7

District ESSA Expenditures Per Pupil

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

$14,515
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Herington USD 487

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.73	26.50	45.88	N/A	N/A	N/A	35.31	25.83	41.81
Level 2	36.94	38.55	16.47	N/A	N/A	N/A	36.90	41.66	30.00
Level 3	21.28	25.70	24.70	N/A	N/A	N/A	22.22	23.33	20.00
Level 4	8.03	9.23	12.94	N/A	N/A	N/A	5.55	9.16	8.18

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	37.26	31.05	49.05	N/A	N/A	N/A	43.91	33.09	47.45
Level 2	36.02	39.75	16.98	N/A	N/A	N/A	32.43	40.28	32.20
Level 3	19.25	22.98	22.64	N/A	N/A	N/A	21.62	21.58	15.25
Level 4	7.45	6.21	11.32	N/A	N/A	N/A	2.02	5.03	5.08

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.79	47.61	70.83	N/A	N/A	N/A	60.71	68.18	47.82
Level 2	26.98	28.57	16.66	N/A	N/A	N/A	23.21	15.90	30.43
Level 3	12.69	12.69	8.33	N/A	N/A	N/A	12.50	9.09	8.69
Level 4	9.52	11.11	4.16	N/A	N/A	N/A	3.57	6.81	13.04

AFRICAN-AMERICAN STUDENTS

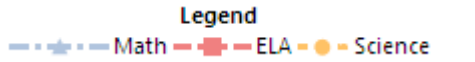
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

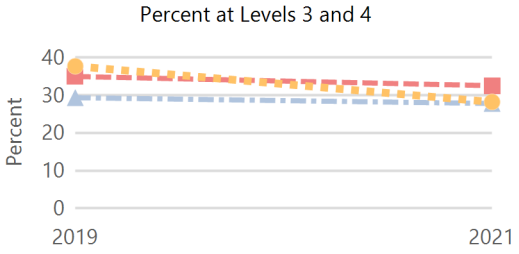
HISPANIC STUDENTS

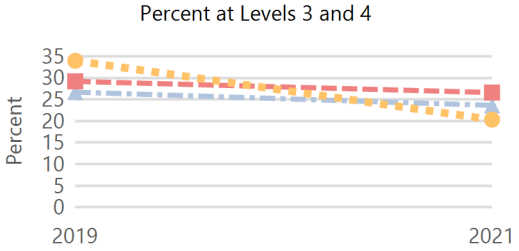
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	47.61	38.09	N/A	N/A	N/A	N/A	45.00	43.75	N/A
Level 2	38.09	42.85	N/A	N/A	N/A	N/A	35.00	18.75	N/A
Level 3	14.28	4.76	N/A	N/A	N/A	N/A	10.00	18.75	N/A
Level 4	0.00	14.28	N/A	N/A	N/A	N/A	10.00	18.75	N/A

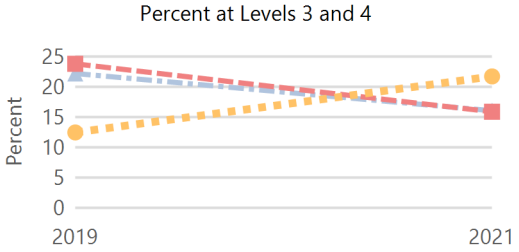
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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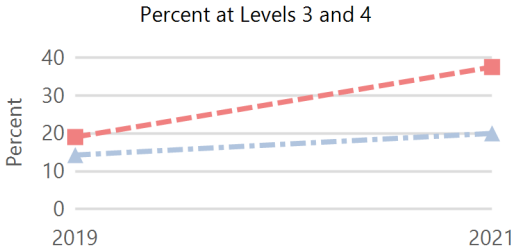
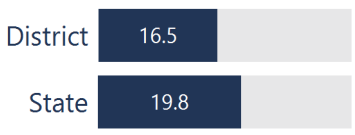


ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 06/13/2022

System: D0487 Herington (0000)

City: Herington

Superintendent: Donalyn Biehler

OVT Chair: Sharlene Ramsey

Executive Summary/AFI

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

   ARC Comment

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

   ARC Comment

   Herrington is a small system. One or two students make an impact on the data. Some of the areas were strong and involved a great deal of work. However, there were some areas that need to be strengthened or further defined.

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

   ARC Comment

   The system did not mention what goal area that they were working towards. It was reported later that this was a relationship. It was reported that the outcomes for Goal #1 were met. The communities that care survey was used. Levels of improvement seemed significant. Teachers feel that students are more connected to school, that teachers are more invested in their students, and that the overall morale of the system has improved. It was noted that attendance improved during this time, but the accountability report cited chronic absenteeism. Data were reported by critical and at-risk students.

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

   ARC Comment

   Analysis of graduation rate - identify barriers and develop action plan to help address them. Continue building on the relationship piece with students in which they have made significant progress. The district needs to continue their MTSS work at Herington Jr. Sr High.

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

   ARC Comment

   There were leadership changes during the KESA cycle. Even with the changes, the continuity and consistency of the process were still evident. The district has realized the importance of providing professional development to their staff about the process and the need for improvement.

6. The evidence submitted to the Accreditation Review Council indicates the system does

assuredly demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

There were times that the reference to data was at time confusing. The numbers didn't always align with the accountability report. It was mentioned that attendance had been approved, but absenteeism on the accountability report was listed at 46%. They also stated that discipline referrals were down overall (except at the elementary level) and that the positive mental health numbers had improved except for the high school.

Board Outcomes

Social-Emotional Growth	Herington has a partnership with Central KS Mental Health Center to address the mental health needs of staff and students. The Second Step curriculum was adopted K-12 during this cycle. The district also adopted a PBIS rewards system for positive behavior and have seen positive results since implementation.
Kindergarten Readiness	Herington kindergarten enrollment numbers are increasing. They've also noticed a decrease in social-emotional needs of students from last year, as reported by their caregivers. The district is seeing a decrease in the number of students entering Kindergarten with high needs in the area of reading readiness. They note that 50% of students are scoring at benchmark when arriving in the Fall and they plan to continue the conversation regarding appropriate practices with the preschool service providers. The system has also increased the number of Kindergarten attending the district's preschool which has helped the readiness level of students.
Individual Plans of Study	IPS was implemented in 2019. The system has worked extensively to secure parent involvement through student-led conferences. Parents had the option to attend in person or by zoom. The system has several partnerships with post-secondary institutions. The system is using Xello for their IPS.
High School Graduation Rate	There is variability in the graduation rate for the system. Being a small system just one student not graduating can make a difference. The graduation rate had consistently been in the support 80's and lower 90% rate. In 2019 the graduation rate was 66%. It went back up to 85% during the 2021 school year.
Postsecondary Success	The system earned a copper rating on post-secondary preparedness. However, in 2019 the average ACT score was 16.5, well below the state's average. The system reported GPA scores of students 3.0 or higher. This does not seem to align with the state assessment or ACT results. The system met their effectiveness rate. There seems to be a disconnect with the effectiveness rate and assessment results

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

ARC Comment

Site councils are utilized as a way to obtain feedback from stakeholders. In addition, student-led conferences were started. Discussions from each site council were shared with staff at faculty meetings and the board meeting. Newsletters were also sent to parents about initiatives that were being put into

place.

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

   ARC Comment

   The OVT reported that there were many strengths of the system while working through the process. All timelines were followed and met. The system worked well with OVT team.

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

   ARC Comment

ARC Recommendation

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

Justification

Herington has followed the intent of the KESA process. They have demonstrated growth in some areas. However, there are areas that need attention. The areas are behavior at the elementary level, absenteeism, and academic success.

Strengths

-Caring staff who work hard to create a nurturing environment
-A unified and purposeful staff development plan that aligns with school improvement goals
-MTSS program K-12
-Preschool housed in the elementary building
-Mental health support for students and staff
-Several positive relationships with area businesses
-Community service requirement for HS students

Challenges

-Reinstate communication streams that were used before Covid (Booster Club, PTO, Site Councils) etc.
-Review graduation rate data and analyze barriers for students not meeting graduation requirements - design an action plan to address this.
-The district needs to continue to work on improving academic skills.
-Continue to work on absenteeism and SEL skills
-Monitor behavior plans the schools have in place.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Topeka Public Schools USD 501

624 SW 24th, TOPEKA, KS 66611-1294
(785) 295-3000
www.topekapublicschools.net

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12,NG**
Superintendent: **Tiffany Anderson**

Demographics

12,439 Students

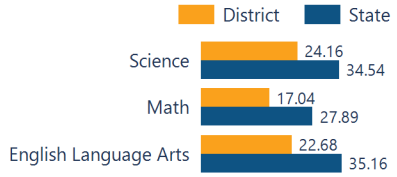
- African American 17.44%
- Hispanic 33.38%
- Other 13.82%
- White 35.36%

District Kansans Can Star Recognition

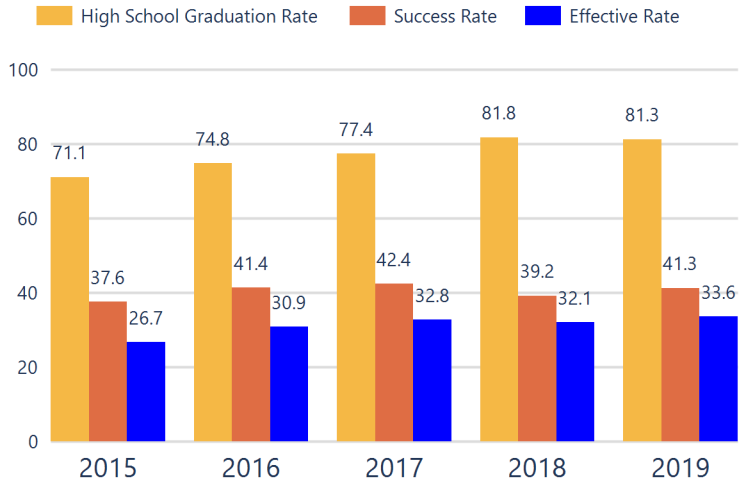
	Gold	Silver	Bronze	Copper
Social-Emotional Growth			✶	
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

- Five-Year Graduation Avg **77.4%**
- Five-Year Success Avg **40.4%**
- Five-Year Effective Avg **31.3%**
- 95% Confidence Interval for the Predicted Effectiveness Rate **27.7 - 32.5%**

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

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
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93.4% State: 93.8

CHRONIC ABSENTEEISM
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18.7% State: 17.5

DROPOUT RATE
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3.7% State: 1.7

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$15,446
State: $12,868

Click here for State Financial Accountability.

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Topeka Public Schools USD 501

K.S.A. 72-5178 Accountability Report 2020-2021

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	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	37.49	42.01	45.60	N/A	N/A	N/A	47.95	44.46	48.18
Level 2	37.71	32.65	31.08	N/A	N/A	N/A	34.99	32.83	27.64
Level 3	17.99	20.49	17.75	N/A	N/A	N/A	13.19	18.30	17.86
Level 4	6.79	4.83	5.54	N/A	N/A	N/A	3.85	4.38	6.30

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	41.91	47.67	49.62	N/A	N/A	N/A	63.63	54.15	50.00
Level 2	38.25	32.47	31.78	N/A	N/A	N/A	28.36	33.57	27.00
Level 3	15.73	16.97	14.81	N/A	N/A	N/A	6.90	11.19	20.00
Level 4	4.09	2.86	3.78	N/A	N/A	N/A	1.09	1.08	3.00

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	68.49	74.51	73.03	N/A	N/A	N/A	74.41	72.50	68.28
Level 2	24.14	18.28	17.70	N/A	N/A	N/A	19.92	21.33	23.27
Level 3	5.65	5.57	7.64	N/A	N/A	N/A	4.49	5.08	6.90
Level 4	1.70	1.62	1.60	N/A	N/A	N/A	1.17	1.07	1.53

AFRICAN-AMERICAN STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	51.76	56.82	61.59	N/A	N/A	N/A	66.48	62.30	65.96
Level 2	37.18	29.70	27.95	N/A	N/A	N/A	26.99	27.51	22.10
Level 3	9.05	12.00	7.50	N/A	N/A	N/A	5.45	9.39	10.52
Level 4	1.98	1.46	2.95	N/A	N/A	N/A	1.06	0.79	1.40

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	39.89	48.00	52.14	N/A	N/A	N/A	53.70	50.76	56.18
Level 2	39.17	32.49	30.62	N/A	N/A	N/A	33.93	33.31	24.73
Level 3	16.15	16.53	14.23	N/A	N/A	N/A	10.30	13.78	15.26
Level 4	4.77	2.96	2.99	N/A	N/A	N/A	2.04	2.13	3.81

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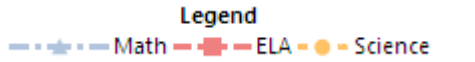
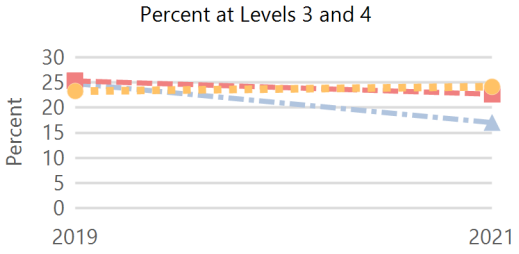
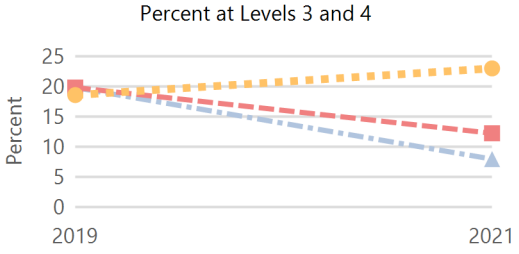
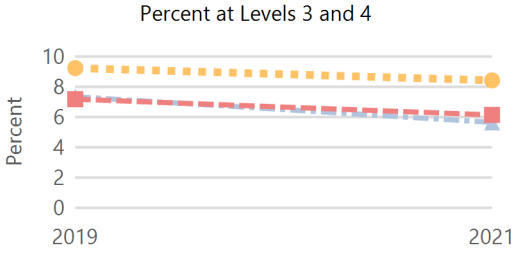
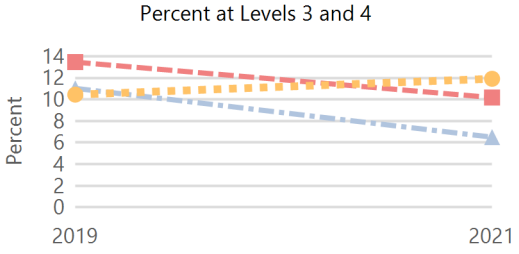
Academically Prepared for Postsecondary Success

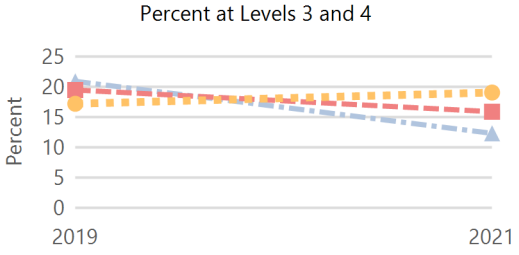












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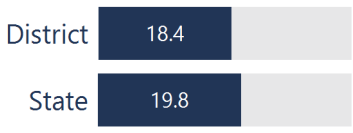


Accreditation Summary

Date: 06/02/2022

System: D0501 Topeka Public Schools (0000)

City: TOPEKA

Superintendent: Tiffany Anderson

OVT Chair: Richard Doll

Executive Summary/AFI

1. Compliance areas are **generally** 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

   It is evident that Topeka Public Schools (TPS) has made great gains in the foundational areas. They have been recognized both nationally and within the state for some of their initiatives. The data shows how much emphasis they are putting on these areas.

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

   ### ARC Comment

   Goal 1- Topeka Public Schools district, building, and classroom staff will develop professional, effective relationships among and between staff, students, parents, and our community as measured by growth in both the District Climate Survey and the Relationship Rubric in years one, three, four, and five.
   While TPS has made great gains in many areas of relationships, the goal itself is not a measurable goal.
   The system has focused on SEL and received a bronze Kansans Can star for SEL growth.
   The system has gone above and beyond to reach out to discover the causes of some of their lower data points. They should be commended on the initiatives implemented so far.

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

   ### ARC Comment

   Goal 2- Topeka Public Schools district and building leaders and teachers will implement a curriculum aligned to the Kansas College and Career Standards, the Kansas Assessment Program, and evidence based instruction that improves learning outcomes for students as measured by growth on the Relevance Rubric, district KAP scores, and the ongoing design of aligned curriculum documents over the accreditation cycle.
   This goal has not had the same growth that was seen with relationships. KAP scores have not shown the increases that TPS would like to see. This is an area that they will continue to focus on moving into their next cycle. The steps that TPS has implemented may not have had enough time to show growth, but should be monitored to ensure that the growth is coming.

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

Topeka Public Schools (TPS) USD 501 has shown a dedication to the sustainability of the improvement process. The foundation for sustainability began with TPS KESA goals being aligned to District Strategic Plan. The work involved in developing these goals deserves mention, as the goals have been developed through a strategic process. This process began with developing goals based on the needs assessment and the KSDE Board of Education Outcomes.
The Kansas Learning Network(KLN) and school-based Building Leadership Teams (BLT) were involved in determining the goals. KLN assisted the schools "on improvement" to conduct their needs assessment. A district team emulated this. The data shows that each criteria component in Relationships has increased over the 5 year cycle. Notable increases include Community Partnerships (+133), Communicating with Families (+118), and Community- A Resource (+133). Both points of data reveal that community partnerships and communicating and supporting families are a strength areas of the district. TPS identified opportunities for growth in supporting building leaders and staff with 3+ years of service, communicating with staff, and the staff to student experience.
There is no doubt that the initiatives and programs in place will be sustained moving forward.

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

ARC Comment

While all the areas are addressed, it should be noted of the improvements in SEL and kindergarten readiness. TPS has looked at their data in order to make decisions that are best for their students, parents and communities.

Board Outcomes

Social-Emotional Growth	The Topeka Public Schools (TPS) employed a comprehensive screening of all students to determine the social and emotional growth of all students. TPS measures Social-Emotional Growth (SEG) growth risk three times during the school year in all grade levels using the Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE). The Student Risk Screening Scale - Early Childhood (SRSS-EC) measures the potential for risks in externalizing and internalizing behaviors in the preschool population. The results from the fall SRSS-IE are predictive of school success or failure, and this proactive screening helps schools identify students who may need additional social-emotional and behavioral support or interventions. The Ci3T framework coupled with the integration of a social-emotional curriculum has yielded evidence of effectiveness. TPS received a bronze Kansans Can star in SEL growth.

Kindergarten Readiness	In 2017-2018, TPS created a General Director of Early Childhood and Elementary Education position, leading to increased alignment between the different preschool programs and alignment between preschool programs and elementary. A standard progress report was developed and utilized for all four-year-old students. This year, a joint progress report was created for three-year-old students. The data is available within Tyler Pulse, the school district's data warehouse, to identify district-wide trends, such as standards students have not yet mastered, to plan professional development, and adjust. It is obvious that TPS sees the needs of early childhood and are working toward making sure all kids are ready for kindergarten when they begin.
Individual Plans of Study	When starting the cycle, TPS recognized that they needed to upgrade their IPS and did so with the needs of students at the forefront of decision making. All high schools have experienced growth when comparing the completion rates for the 2020-2021 4-Year Course Plan to the 2021-2022 4-year Course Plan. All grade levels have achieved the district goal of 95% or better in the 2021-2022 4 Year Course Plans. While starting in 9th grade, students begin to plan for after high school with interest inventories and school discovery.
High School Graduation Rate	There is a clear and upward trend in the 4-year and 5-year graduation rates. This upward trend started well before the five-year improvement cycle, going back to 2010. While the data shows growth, TPS is still well below the state average of 88.1% since their current graduation rate is 80.2%. TPS did show breakdowns of which subgroups needed the most attention to see their graduation rates increase. This will be key to raising these numbers. Knowing how the students are and what their needs are should show growth in this area.
Postsecondary Success	TPS is within their 95% confidence interval and have improved each year from 2015-2019. The trend is likely to continue upward with the practices that TPS has put into place to encourage kids with postsecondary success. Students have many options for technical colleges or universities that students can begin those classes while still in high school.

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

ARC Comment

Throughout the course of the 5-year KESA cycle, Topeka Public Schools has continued to reflect on how to further enhance stakeholder access and involvement in the process. Reaching all factions of the community is paramount.
Communicating the newly focused initiatives, intentional shifts in practice, committee work, and data-driven decisions are a few of the many aspects TPS has to celebrate. Of note are the multiple modes of communication that Topeka Public Schools has implemented to promote transparency, access, and information (e.g.website, community presence, district advisory committees, PTOs).

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

ARC Comment

The school district was very open and responsive to feedback and advice from the OVT. In most cases they were aware of the challenges confronting the district because Topeka is a data-informed district. One example of how the OVT assisted the school district revolves around Individual Plans of Study. The effort to implement Individual Plans of Study got off to a 'rocky start' partially because of software issues. The district pivoted their efforts, purchased more usable and compatible software and built consensus around the need for plans of study. The implementation of Individual Plans of Study is now a strength of the district.

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

ARC Comment

Topeka USD 501 engaged in the KESA process from the beginning. The district entered the process in year-two as they felt confident that they had some of the initial improvement processes in place. They were correct. Because the district was engaged in a comprehensive strategic planning process at the district level, the first goal of the KESA process was to make sure that the two systems were integrated. The district accomplished this task, making sure that KESA processes, like school improvement plans, were connected. One system of improvement was established. TPS has shown that they have and will use the KESA process with fidelity.

ARC Recommendation

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

Justification

While it is noted that USD 501 does not have the positive data growth that we like to see, they do recognize where the challenges are and have made adjustments to improve. One can say that USD 501 proves why we cannot look at data alone, but also must look at the process the system has in place. The initiatives and changes made by 501 could possibly have huge growth in the data with continued time to track the data. They have been studied nationwide on some of these initiatives, which may not always be seen on specific data points.

Strengths

Recognition of their student population and working with those communities to address needs.
SEL growth and the ability to help students and their families.
Dual language school nationally recognized.

Challenges

USD 501 has the same challenges of all large urban districts. High poverty, chronic absenteeism, lack of motivation to graduate. However, it is evident that they recognize these needs and have programs in place to help address these needs within their student population.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Attica USD 511

718 N Main, Attica, KS 67009-0415
(620) 254-7915
https://www.usd511.net/

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12**
Superintendent: **Mike Sanders**

Demographics

166 Students

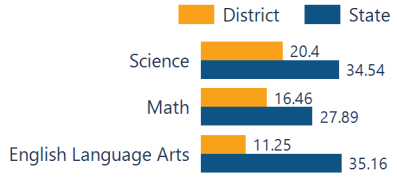
- African American 0.00%
- Hispanic 4.82%
- Other 1.20%
- White 93.98%

District Kansans Can Star Recognition

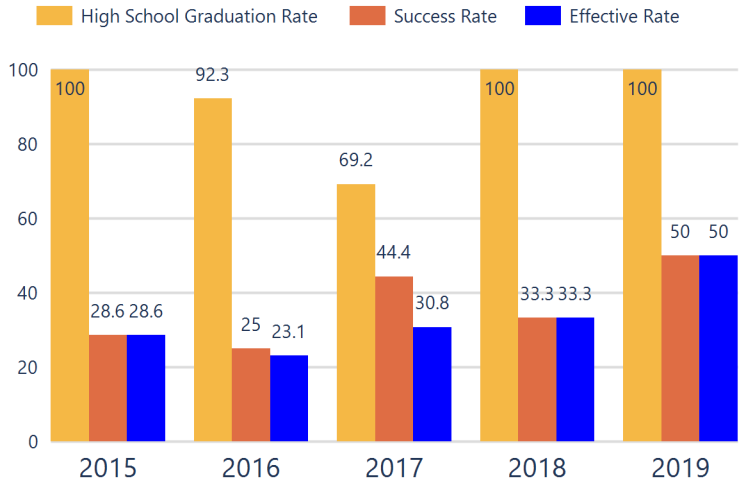
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg
89.1%

Five-Year Success Avg
36.6%

Five-Year Effective Avg
32.6%

95% Confidence Interval for the Predicted Effectiveness Rate
42.2 - 46.1%

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

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

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

100.0% State: 88.1

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

96.2% State: 93.8

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

7.3% State: 17.5

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

N/A State: 1.7

District ESSA Expenditures Per Pupil

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

$19,704
State: $12,868

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Attica USD 511

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.47	36.47	31.25	N/A	N/A	N/A	44.70	47.88	51.02
Level 2	44.04	41.17	50.00	N/A	N/A	N/A	38.82	40.84	28.57
Level 3	15.47	20.00	15.62	N/A	N/A	N/A	12.94	9.85	16.32
Level 4	0.00	2.35	3.12	N/A	N/A	N/A	3.52	1.40	4.08

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	45.83	44.89	36.36	N/A	N/A	N/A	54.16	56.81	50.00
Level 2	41.66	34.69	54.54	N/A	N/A	N/A	35.41	34.09	36.36
Level 3	12.50	16.32	4.54	N/A	N/A	N/A	8.33	9.09	13.63
Level 4	0.00	4.08	4.54	N/A	N/A	N/A	2.08	0.00	0.00

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	55.55	72.22	N/A	N/A	N/A	N/A	54.16	62.50	50.00
Level 2	44.44	22.22	N/A	N/A	N/A	N/A	33.33	37.50	16.66
Level 3	0.00	5.55	N/A	N/A	N/A	N/A	12.50	0.00	16.66
Level 4	0.00	0.00	N/A	N/A	N/A	N/A	0.00	0.00	16.66

AFRICAN-AMERICAN STUDENTS

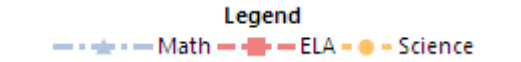
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

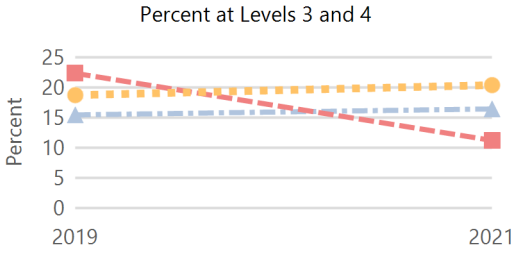
HISPANIC STUDENTS

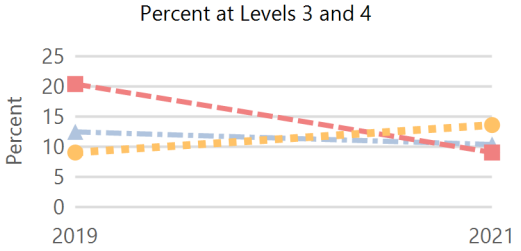
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

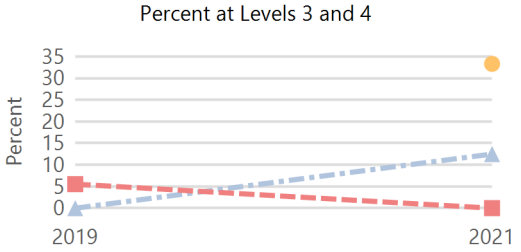
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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

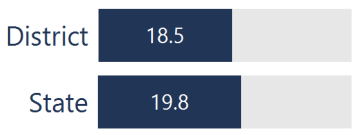
Percent at Levels 3 and 4

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

ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 05/12/2022

System: D0511 Attica (0000)

City: Attica

Superintendent: Mike Sanders

OVT Chair: Clay Murphy

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

   When the current cycle for accreditation began, there were many foundational structures that were lacking. Throughout this cycle the system has worked to address all of those along with growing ones that were already in place. The system has worked hard to use data to drive instruction and work on these areas.

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

   ARC Comment

   Goal 1- Students at USD 511 will be successful when they have positive relationships with staff members who support, encourage, and interact with them. Each year all of the students will list at least one staff member whom they have a positive relationship with.
   The system has data for each of the last 3 years, 100%, 97%, 98% respectively. While this number is dropping the data can be deceiving due to the small size of the system. The 3% and 2% both equate to 1 single student that was identified and reached out to. The system has shown a real emphasis on the need for sustained positive relationships between students and staff.

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

   ARC Comment

   Goal 2- At USD 511, students will have the opportunity to be engaged in a relevant curriculum that will involve their success goals in their building. Students will then see the relevance for their learning based on goals and individual plans of study.
   While at the onset this is an admirable goal, there is no measurability to the goal. The system sees the importance in making sure that middle school and high school students have an individual plan of study in place, there is a lack of a measurable goal. The system has shown an increase in the number of students obtaining certifications before leaving high school, but there is no way to know if this can be tied to curriculum choices.

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

updated.

ARC Comment

With the current superintendent retiring, it is noted that the current high school principal is moving into the superintendent role, so the progress made will continue to grow since that person has been involved with this current cycle. It is obvious that even for a small school they have thought about sustainability of the initiatives they have chosen to take part in. One of note is their partnership with the local mental health facility and being able to have them work in the schools.

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

ARC Comment

The system has worked hard to make progress in many of the areas for board outcomes. They still have some work to do, but have made great strides toward improvement. They should also be commended for a chronic absenteeism rate of only 7.3% which is well below the state average of 17.5%

Board Outcomes

Social-Emotional Growth	Over 98% of students K-12 feel connected to staff members in 21-22 and 73% of kids were at low risk on the Fast Bridge SAEBRS screener. The number of kids receiving mental health services has grown from 5 to 15 students, so that partnership has shown success.
Kindergarten Readiness	While the % of parents expressing concerns for their incoming kindergarten student has decreased, the system still struggles to get parents to complete the survey. The system has begun a preschool and are hoping that more parents participate in ASQ as a result.
Individual Plans of Study	100 % of all middle and high school students have an active IPS that connect current course offerings to future employment possibilities.
High School Graduation Rate	High school graduation rate is definitely a stand out for the system. Over the last 3 years, the system has averaged 96% with 2 of the 3 at 100%. Graduation must be of high importance in a small district for the system to maintain such progress.
Postsecondary Success	The system has also had good gains in postsecondary success. They have raised from 30.8 in 2017 to 50 in the 2019. While they are still below their projected confidence interval, they are making great progress toward that goal.

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

ARC Comment

The system used surveys, parent organizations, sire councils, board meetings, CTE advisory council to obtain feedback throughout the cycle. They have plans to include students more in the next cycle.

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

ARC Comment

The OVT reported that USD 511 took the opportunity to use KESA as a reflection process in the last three years and have made much needed improvements to their buildings and district. While the start was slow they have made tremendous gains and put into place suggestions from the OVT.

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

ARC Comment

The system followed all areas of the KESA process to the best of their abilities.

ARC Recommendation

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

Justification

While their data has grown in some areas and stayed stagnant in others, USD 511 has shown that they have a process in place to handle the needs moving forward. They have taken the initiative to start using their data as a starting point and we believe this trend will continue moving into the next KESA cycle.

Strengths

Flexibility of scheduling at the high school, along with an emphasis on graduating and also getting certifications during high school. The system has shown growth each year.

Challenges

Diving into new curriculum can be tricky and will need to be evaluated moving forward to determine the best practice for tiered interventions. Continuing to use data to drive instruction should remain a high priority. Responsibilities should be shared and staff should be made to feel included in the KESA process.

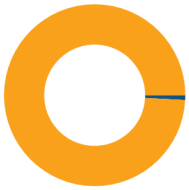
KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Brookridge Day School - Z0006

9555 Hadley, Overland Park, KS 66212
(913) 649-2228
brookridgedayschool.com

System Accreditation Status: **N/A**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **K-3**
Superintendent:

Demographics

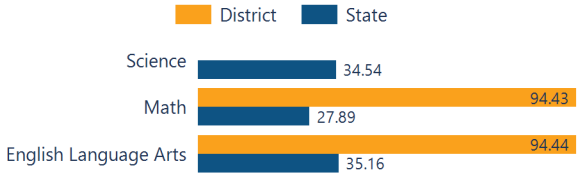


119 Students

- African American 0.84%
- Hispanic 0.00%
- Other 0.00%
- White 99.16%

Academically Prepared for Postsecondary Success

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

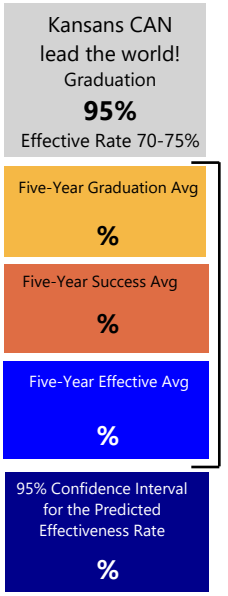


District Postsecondary Effectiveness

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 (2015-2019) and are rounded to the nearest whole number.

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

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

N/A State: 88.1

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

97.2% State: 93.8

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

0.0% State: 17.5

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

N/A State: 1.7

District ESSA Expenditures Per Pupil

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

N/A
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Brookridge Day School - Z0006

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	0.00	0.00	N/A	N/A	N/A	N/A	0.00	5.55	N/A
Level 2	23.07	23.07	N/A	N/A	N/A	N/A	5.55	0.00	N/A
Level 3	69.23	69.23	N/A	N/A	N/A	N/A	27.77	33.33	N/A
Level 4	7.69	7.69	N/A	N/A	N/A	N/A	66.66	61.11	N/A

FREE AND REDUCED LUNCH STUDENTS

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

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

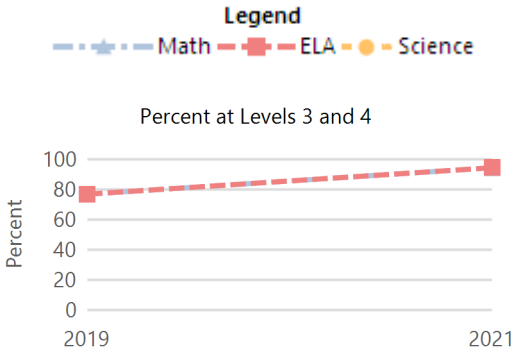
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

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

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

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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Percent at Levels 3 and 4

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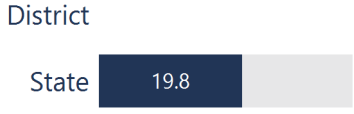
ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 06/13/2022

System: Z0006 Brookridge Day School (9001)

City: Overland Park

Superintendent:

OVT Chair: Vicki Bechard

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

This system is a K-3 system only.
The system reflected on the five-year cycle of continuous improvement they were inspired by the student growth evidenced by their data. Effective instructional strategies and support are available for all students. Students who are having academic or behavioral difficulties are intentionally provided with support tailored to their needs. Within this system, the overall success rate for students is high, so the students needing additional support can be viewed as outliers. The Systems academic data shows that 94% of our students are at or above grade level in ELA and Math as evidenced by our Performance Based Reporting Cards, MAP results, DIBELS, and benchmark assessments.
• Tiered Framework of Support

ARC Comment: The system uses a variety of assessments that are aligned with their curriculum to provide data to evaluate student academic performance. They do not rely on one single assessment for making decisions. Most cases can be handled within the system's expertise, but outside consultants and resources are utilized when needed. The system has chosen to be proactive in its approach and spends considerable time (leadership teams meet weekly) discussing the academic and social-emotional progress and the needs of the students.

• Family, Business, and Community Partnerships

ARC Comment: Family involvement has always been a key component of the success of the school. Communications have been regular over the course of the cycle supplemented by in-person meetings, programs, and student demonstrations of learning. During Covid, the in-person meetings were reduced or eliminated for periods of time, so the system became more intentional about communicating more frequently with parents and utilizing different formats. The email was the primary source of communication, but also Facebook, Instagram, Twitter, Zoom, and other classroom apps allowed teachers to communicate with parents and showcase student work (classroom teachers had individual accounts for their class in addition to the school sites). Parents in the stakeholder group expressed their appreciation for the open lines of communication and how they felt very connected to their child 's learning.

• Diversity, Equity, and Access

ARC Comment: This is a private system but accepts all students and brings them into a family-like atmosphere. Despite their long history of a family atmosphere, the parent surveys indicate this climate of acceptance has improved over the course of the cycle. The ethnic diversity of the student population is limited, but there is diversity in experiences, family make-up, and socio-economic status. The school has a "reduced rate" program in effect for those who are in need. This includes families who experience financial difficulties, single parents,

• Communication and Basic Skills

ARC Comment: The system has concentrated on communication within the walls of the school and with those outside the school is paramount in their planning and success. It is also included as an important part of their curriculum and embedded in their teaching and learning experiences too. The curriculum is aligned to provide students with a foundation of academic and lifelong skills that will lead them to be successful students and productive adults. These skills are not only integrated into academic curricula but found in their Social-Emotional programming such as Leader in Me.

• Civic and Social Engagement

ARC Comment: The system uses social studies to promote civic engagement. Through school-wide mock elections, civic and service projects, and presentations of social studies projects, students learn the value of being an engaged citizen. While the pandemic paused some of these activities, others were able to continue throughout the last 2 years. Students' participation in some of the service project activities also helps them develop empathy as they better understand the plight of others whether it 's a food security issue or health concern.

• Physical and Mental Health

ARC Comment: Physical activity is built into every day. Mental health is addressed through the many social-emotional programs the school has in places such as the Leader in Me curriculum, Kid Safety Club, and Bully Busters. When behaviors warrant, the school uses a screener to help determine the level of need and makes decisions accordingly.

• Arts and Cultural Appreciation

ARC Comment: The OVT listed opportunities that were provided for the system's students to learn about and gain an appreciation for the arts and other cultural experiences through classes of art and music (band, choir, orchestra) throughout their schooling. Elementary students learn basic art and music concepts while also learning to appreciate both the visual and performing arts. Middle and high school students have access to more fine arts courses (i.e. speech, modern languages, orchestra, band, choir, drawing, ceramics).

• Postsecondary and Career Preparation = Assuredly

ARC Comment: The System is a Prek-3 school but they are committed to laying the foundation for students to be successful students when they leave their school after 3rd grade and going forward beyond High School

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

ARC Comment

Goal 1 - Align Curriculum and Instruction to include increased authentic learning and assessment opportunities that lead to greater student engagement and overall student success. Incorporate SECD standards to reduce behaviors that interfere with.

ARC Comment: While the State Assessment scores for the system demonstrated high performance by students, the school lacked a complete data picture. As the system progressed throughout the cycle, the OVT saw them use a broader set of data that included DIBELS, MAP testing, local data (student data notebooks to track goals and progress), as well as State Assessments. Utilizing this data helped them understand there was a need for different textbook resources for math, as well as creating a pacing guide to improve alignment and close gaps. The data also informed Professional Learning needs/topics and frequency. As an example, the Science of Literacy (Reading) was something they determined through data analysis that would strengthen reading instruction. They made this shift before the state required this as a part of the emphasis on dyslexia training and instruction. Collaboration became a norm for teacher planning and reflection on student progress. Teachers noted in stakeholder sessions that they never want to go back to a system where they don't use data to drive instructional decisions. The system feels like the process of data discussions has really benefited their teaching and student learning.

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

ARC Comment

Focus on early childhood and the Ages and Stages Questionnaire (ASQ) milestones, as it relates to kindergarten readiness. to provide a foundation for student success.

ARC Comment: the school has seen improved behavior and decision-making (self-regulation) from students despite not having a real discipline problem, to begin with. By focusing on improving engagement (Goal 1), the work they have done with SECD has allowed them to see improvement in their learning environment as evidenced by office referrals declining throughout the cycle. Students that require additional assistance to regulate behavior or emotional responses are outliers. However, that doesn't diminish the care that the staff and school provide for helping the student make appropriate adjustments so that they can positively contribute to the learning environment. The system addresses bullying prevention through the Safety Kid Club. Office referrals, anecdotal observations, and parent feedback indicate there is very little evidence of bullying in the school. The staff is well versed in SECD strategies; Leader in Me; and other intervention strategies to handle issues as they come up in-house. When additional resources are needed, the school administration asks parents to consult with their family doctor, and then the staff can work with area social workers, counselors, etc. to determine the best strategies or resources to use to assist the child in need as recommended. A growth Mindset is another belief and practice that is embedded into teaching and learning in all grade levels. Student journals reflect their understanding of growth mindset and Leader in Me where they articulate how they use the seven strategies and growth mindset in their daily lives. All of the programs and practices that the system has undertaken are blended to create an environment where all students can succeed.

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 always been focused on providing a quality learning environment for students with a curriculum and instruction that fulfill their high expectations for student success. What the KESA process has allowed the school to do is to create a formal structure that has targeted goals, a strong data-driven system for decisions that lead to student success, and a deep understanding of professional learning that is supported by blending collaboration and new learning. The system feels like its biggest area of growth is understanding the importance of a concise school improvement plan. Their goals transformed throughout the cycle in how they were stated – from passive to specific – which paralleled their implementation as they took greater ownership in the implementation of those

goals.

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

ARC Comment

The system is a small K-3-only system. They are a private system. The growth Mindset was introduced at the beginning of the cycle and is now embedded throughout the system. This has been effectively blended with instructional goals and the Leader in Me Curriculum (that was already in place) to strengthen both areas. The school reports several examples of students who had early identification and intervention for social-emotional and academic issues that were on track by third grade and on grade level as evidence that their interventions were working

Board Outcomes

Social-Emotional Growth	As noted previously the system has very few students who require extensive support either academically or behaviorally. Their focus is on early identification of the behaviors and needs of the outliers within their system so that resources and support can be offered to the student and their family to help the student get on a successful track. Within the SEL realm, the school uses the SABERS Risk screener to gather data and determine a course of action. The data collected by the school through office referrals, performance reporting, walk-throughs, and anecdotal evidence supports the claim that students generally perform at a high level as it relates to Social-Emotional Growth. Office referrals are less than 3% per month with no student issues reported on the KSDE Discipline Report. It is the observation of the OVT that throughout the cycle the emphasis on increasing engagement in learning and the building wide use of Leader in Me curriculum has created a learning environment that supports the individual student, encourages students to self-regulate behavior, and provides students with the knowledge and skills to be active learners and productive choices. Evidence reported by the school, shared by stakeholders and observed by the OVT members, demonstrates that students are generally polite, treat each other with respect, and are appropriately engaged in classroom learning.
Kindergarten Readiness	The system also includes a Pre-K section that is in the same building, but not a part of the accrediting school (K-3). It has direct impact on enrollment, and subsequent student performance because most students transition from Pre-K to the K-3 school. The relationship between the preschool and the K-3 school has improved throughout the cycle. This has been accomplished through collaboration and data analysis with the emphasis on how the preschool can support and prepare students for entry into the K-3 system through the lens of kindergarten readiness.
Individual Plans of Study	The system is a K-3 school so the Individual Plans of Study (IPS) is not a part of their work. Therefore, not applicable.
High School Graduation Rate	The system is a K-3 school so the Individual Plans of Study (IPS) is not a part of their work. Therefore, not applicable.

Postsecondary Success	The system is a K-3 school so the Individual Plans of Study (IPS) is not a part of their work. Therefore, not applicable.

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

ARC Comment

Stakeholders have shared in the OVT visits that they feel empowered to communicate with teachers and the administration whenever they have a concern, idea, or just want to find ways to be involved in their child's educational experience. During the pandemic, in-person meetings became virtual, and parents have not been allowed back into the building until recently, so direct involvement has turned to email, phone calls, and interacting with the school's social media. The OVT heard that the parents have been very supportive of the school in terms of effectiveness both academically and environmentally. They feel like they have a high-quality staff that is open to sharing what is happening in classrooms, challenges their students, and is receptive to parent engagement.

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

ARC Comment

According to the OVT, the concern is time (the school is literally open every day from 6:30 am to 6:00 pm) which limits Professional Learning opportunities. This may require changes in policy or practices so communication to all stakeholders will include WHY this is important and HOW you will use this time to improve the knowledge and skills of the staff which ultimately leads to improving the educational experiences for each child. However, this is a priority for the system in the next cycle.

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

ARC Comment

The system, from the beginning, has been committed to understanding and working through the KESA process in the best way possible, embracing school improvement to take a good school to be a great school. As their understanding of the process increased, they became more targeted in their approach, and utilized data more effectively to drive decisions about curriculum, instructional strategies, behavior strategies, and how personnel could be best utilized. They were willing to commit to a third goal, which was not required, to ensure the transition between their preschool and the K-3 school was seamless and effective for student learning.

ARC Recommendation

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

Justification

The system was committed to understanding and working through the KESA process in the best way possible, embracing school improvement to take a good school to be a great school. As their understanding of the process increased, they became more targeted in their approach and utilized data more effectively to drive decisions about curriculum, instructional strategies, behavior strategies, and how personnel could be best utilized.

Strengths

ii. Improved use of data and understanding of School Improvement Process
iii. Communicating the process with all stakeholders (staff, parents, community)
iv. Targeted and focused your instruction, and intervention and become proactive based on your use of data. This has led to improved student behavior and academic performance in a school that already had success in these areas.

v. Made significant changes (redesign) of instructional practices (Science of Reading), staffing, and configuration of grade levels based on student performance data.
vi. Commitment by staff, ownership, and stakeholders to continued improvement and all that entails. '

Challenges

I. Professional Learning – scheduling and more frequent occurrence
II. How to challenge students at all grade levels because academic scores are so high
III. Communication: Continue finding ways to communicate with parents on topics that are specific to the audience.
IV. Continue transition conversations between Pre-K; K; and 1st Grade parents that include the WHY of what you want to accomplish, how data is gathered and used, and how the ASQ participation can support planning and instruction to better impact student performance/Kindergarten readiness.
V. Vertical Teaming (as part of Professional Learning)
VI. Communicating data in such a way that trends over time can be seen which adds to the usefulness of the data when determining how well they are implementing goals and strategies.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Bishop Ward High School -
Kansas City Catholic Diocese - Z0029

708 N 18th St, Kansas City, KS 66102-4212
(913) 371-1201
www.wardhigh.org
Principal: **Michelle Olson**

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **9-12**
Superintendent: **Vincent Cascone**

Demographics

306 Students

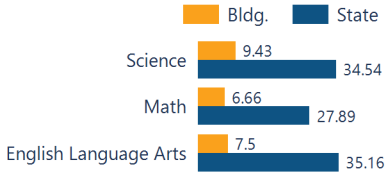
- African American 11.44%
- Hispanic 72.55%
- Other 1.96%
- White 14.05%

District Kansans Can Star Recognition

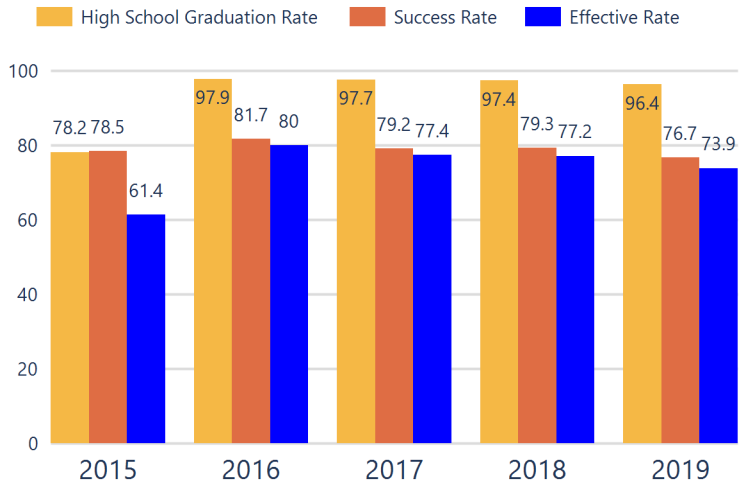
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary			✶	
Civic Engagement				
High School Graduation	✶			
Postsecondary Success	✶			

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg	**93.5%**
Five-Year Success Avg	**79.1%**
Five-Year Effective Avg	**73.9%**
95% Confidence Interval for the Predicted Effectiveness Rate	**61.0 - 67.2%**

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

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

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

95.7% State: 88.1

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

97.5% State: 93.8

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

5.2% State: 17.5

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

0.7% State: 1.7

School ESSA Expenditures Per Pupil

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

N/A
State: $12,863

Click here for State Financial Accountability.

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Bishop Ward High School

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School Academic Success

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	2018-19			2019-20			2020-21		
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Level 1	71.42	55.71	78.12	N/A	N/A	N/A	77.77	52.50	67.92
Level 2	24.28	35.71	12.50	N/A	N/A	N/A	15.55	40.00	22.64
Level 3	2.85	7.14	7.81	N/A	N/A	N/A	6.66	7.50	9.43
Level 4	1.42	1.42	1.56	N/A	N/A	N/A	0.00	0.00	0.00

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	68.00	60.00	82.00	N/A	N/A	N/A	77.77	45.16	62.50
Level 2	30.00	34.00	12.00	N/A	N/A	N/A	16.66	45.16	28.12
Level 3	2.00	4.00	6.00	N/A	N/A	N/A	5.55	9.67	9.37
Level 4	0.00	2.00	0.00	N/A	N/A	N/A	0.00	0.00	0.00

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

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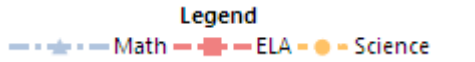
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

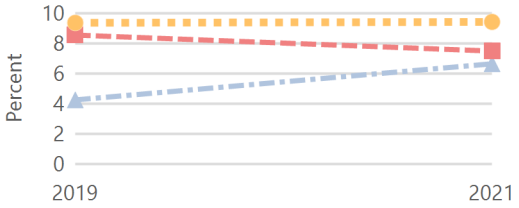
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	72.00	58.00	77.77	N/A	N/A	N/A	72.97	48.38	66.66
Level 2	26.00	38.00	15.55	N/A	N/A	N/A	18.91	45.16	26.19
Level 3	0.00	2.00	6.66	N/A	N/A	N/A	8.10	6.45	7.14
Level 4	2.00	2.00	0.00	N/A	N/A	N/A	0.00	0.00	0.00

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

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4



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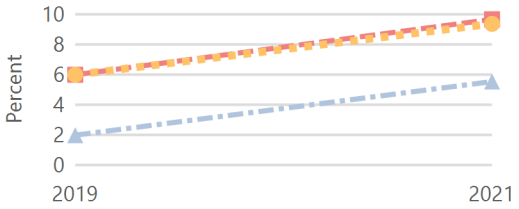

Percent at Levels 3 and 4

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

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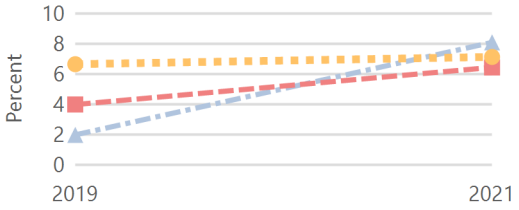
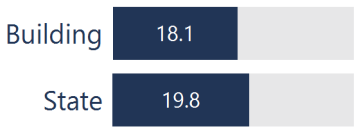
Percent at Levels 3 and 4



ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 06/13/2022

System: Z0029 Kansas City Catholic Diocese (9892)

City: Kansas City

Superintendent: Vincent Cascone

OVT Chair: Shannon Vogler

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 Impacting and Initiating ratings in this foundational area. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution; whereas, Initiating means that the system has some areas to enhance and extend current improvement efforts. The system would benefit from a formalized professional development process to include training in the MTSS, Student Improvement Teams, and differentiated instructional strategies.

Family, Communities, and Business Partnerships
Corpus Christi Catholic School received an Impacting rating in the area of leaders engaging stakeholders to support the system's purpose and direction. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution. The system received an Improving rating in leaders collecting and analyzing feedback data from multiple stakeholder groups. An Improving rating means that the system meets the standard.

Diversity, Equity, and Inclusion
The system received both Improving and Initiating ratings in this area. An Improving rating means that the system meets the standard and Initiating means that the system has some areas to enhance and extend current improvement efforts.

Communication and Basic Skills
Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels, and the system meets the standard as they implement a process to ensure

the curriculum is aligned to the standards and best practices.

Civic and Social Engagement
The system was rated at the Impacting level in this area. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution.

Physical and Mental Health
The system has a formal structure in place to ensure that all learners develop positive relationships with and have adults/peers who support their educational experiences. The system received an Impacting rating in this area which means that the system demonstrates noteworthy practices producing clear results that positively impact the institution.

Arts and Cultural Appreciation
Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

Postsecondary and Career Preparation
The system received an Improving rating in this area. Improving means that the system meets the standard.

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

ARC Comment

Goal 1 Relevance: Strategic Planning Focus components included Curriculum and Resource Adoption and Technology infrastructure and support.

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

ARC Comment

Goal 2 Responsiveness: Strategic Planning Focus components included a long-range strategic plan, communication with stakeholders, data analysis, and professional learning needs.
Goal 3 Relationships: Strategic Planning Focus components included planning for a safe learning environment for all students.
Goal 4 Rigor: Strategic Planning Focus components included identification of resources.

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. The school council and leadership provided a strategic plan that includes the use of resources that supports the institution's direction.

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

ARC Comment

Evidence submitted generally showed gains. There was a strong emphasis on the culture of the school. Generally, the State Board outcomes were evident in specific areas.

Board Outcomes

Social-Emotional Growth	The system has implemented Second Step as the primary SEL curriculum. Additionally, they have implemented the SEL screener component of FASTBridge and used SAEBRS for all grades. They have scheduled school-wide morning meetings to start each day.
Kindergarten Readiness	The system collaborates with public and private early childhood and preschool programs in the community. They use the ASQ-e and the ASQ-SE2 readiness surveys. During the spring 2022 semester, the system implemented a Kindergarten Primed and Prepared Kindergarten Parent meeting.
Individual Plans of Study	Corpus Christi Catholic School is in the second year of Xello implementation for grades 6-8. All students set IPS goals and the focus for the next year will be to embed parental awareness/student presentations into the parent/teacher conferences.
High School Graduation Rate	Corpus Christi Catholic Schools received a gold star in the STAR recognition program for high school graduation.
Postsecondary Success	According to the KSDE accountability report, Corpus Christi Catholic Schools received a bronze star for students being academically prepared for postsecondary; and gold stars for high school graduation and postsecondary success.

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

ARC Comment

Parents, students, faculty, and leadership all shared a common pride in the school culture. All stakeholders are highly respected and interviews and surveys indicated that teachers care deeply for their children and work to meet the needs of all students.

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

ARC Comment

The team was welcomed in a professional and respective way. The district was cooperative in providing data and arranging interviews with stakeholders.

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

ARC Comment

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

ARC Recommendation

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

Justification

In the Cognia report, multiple sources of evidence supported both significant Impacting and Improving areas in the accreditation process which will carry in the next cycle.

Strengths

Leadership in the system shares a common spirit of excellence and collaboration. They have a strong shared vision for the implementation of data-driven sustainable decisions in order to meet goals, analyze progress, and measure improvement. Corpus Christi Catholic School builds and maintains strong relationships among all stakeholders.

Challenges

The system sets high expectations for all students but lacks a process to individualize instruction that would benefit all learners. Achievement data is above average for most students, although there was little evidence of individualized instructional strategies.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

St. James Academy -
Kansas City Catholic Diocese - Z0029

24505 Prairie Star Parkway, Lenexa, KS 66227-7267
(913) 254-4200
www.sjakeepingfaith.org
Principal: **Shane Rapp**

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **9-12**
Superintendent: **Vincent Cascone**

Demographics

823 Students

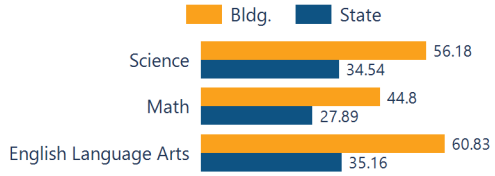
- African American 0.49%
- Hispanic 11.42%
- Other 6.56%
- White 81.53%

District Kansans Can Star Recognition

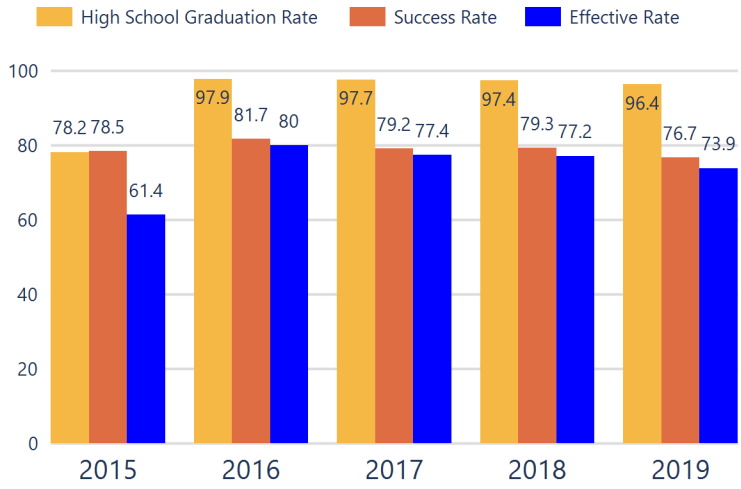
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary			✶	
Civic Engagement				
High School Graduation	✶			
Postsecondary Success	✶			

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **93.5%**

Five-Year Success Avg **79.1%**

Five-Year Effective Avg **73.9%**

95% Confidence Interval for the Predicted Effectiveness Rate **61.0 - 67.2%**

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

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

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

97.0% State: 88.1

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

96.7% State: 93.8

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

4.1% State: 17.5

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

0.1% State: 1.7

School ESSA Expenditures Per Pupil

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

N/A
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

St. James Academy

K.S.A. 72-5178 Accountability Report 2020-2021

School Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	17.67	9.48	12.25	N/A	N/A	N/A	21.22	8.01	15.97
Level 2	39.22	30.60	35.17	N/A	N/A	N/A	33.96	31.13	27.83
Level 3	24.56	47.41	35.17	N/A	N/A	N/A	26.41	44.33	35.05
Level 4	18.53	12.50	17.39	N/A	N/A	N/A	18.39	16.50	21.13

FREE AND REDUCED LUNCH STUDENTS

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

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	45.00	15.00	19.35
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	30.00	60.00	41.93
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	10.00	10.00	19.35
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	15.00	15.00	19.35

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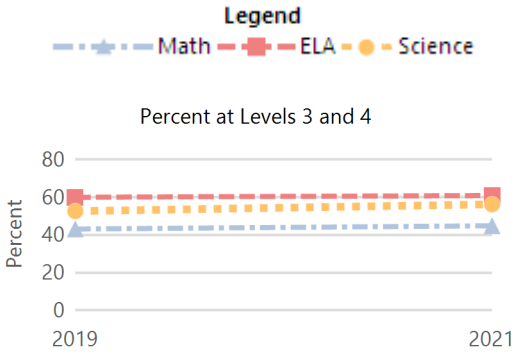
Academically Prepared for Postsecondary Success



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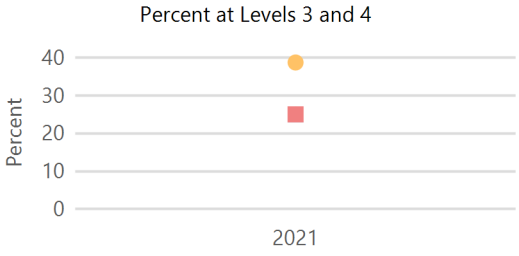

ACT Performance (2021 School Year)

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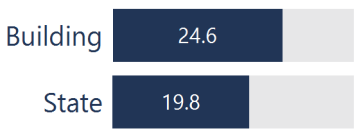
Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 04/27/2022

System: Z0029 Kansas City Catholic Diocese (8999)

City: Kansas City

Superintendent: Vincent Cascone

OVT Chair: Sharon Bell

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

The ratings in this area were as follows:
Tiered Framework of Support
The system received both improving and impacting levels in this foundational area. Improving means that within the system there are quality practices that are at the impacting level and meet the expected standards. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution.

Family, Communities, and Business Partnerships
Leadership has implemented a community system that ensures every student has multiple adult advocates, a multi-age team of peers, and the opportunity to develop leadership and collaboration skills. The team suggests that leadership continues to evaluate the school's mission statement and share it widely with all stakeholder groups so that they can continue to move forward with a laser focus on vision and purpose.

Diversity, Equity, and Inclusion
The system is at the Impacting level for monitoring and adjusting instruction to meet individual learners' needs. The institution does provide a process to identify and address the specialized needs of learners, however, the institution can improve on developing opportunities to monitor and adjust to meet individual needs in the classroom.

Communication and Basic Skills
Educators in the system strive to develop a curriculum that is based on high expectations and prepares learners for their next levels. There is evidence of improvements to provide a culture that promotes

creativity, innovation, and collaborative problem solving and for the institution to align the curriculum to standards and best practices.

Civic and Social Engagement
Student involvement in their school and local communities is required at St. James. All students must complete 30 hours of service annually. These hours are required to be either at their local parish or with a disenfranchised population, and all hours are verified by personnel at the agencies and at St. James. Students reflect on their hours through a paper turned in to their Theology teachers and present on their service in their Theology class, both for grades. They also are the only local Catholic school with an active chapter of the KAY Club. Additionally, students often complete service inside and outside of the building as part of the National Honor Society requirements.

Physical and Mental Health
The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.

Arts and Cultural Appreciation
Educators implement a curriculum that is based on high expectations and prepares learners for their next levels. This includes wide opportunities for students to explore the arts and culture of the community.

Postsecondary and Career Preparation
The postsecondary effectiveness rate rose from 61% in 2015 to 74% in 2019 (the last year data is available). The goal is to attain above 80% by 2026 by better implementing the IPS process with students, a process they believe will be fully implemented next year.

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

ARC Comment

Overall, the institution attempted to set goals to improve data collection and analyze data. During the cycle, Covid seemed to have interrupted the strategic plan. There were also challenges with the staff in selecting multiple assessments which were not consistent in this accreditation cycle. This would be a high priority in the next accreditation cycle.

Below is a general explanation from the institution describing such challenges:

Our first improvement priority following our 2017 visit was, "Investigate the addition of norm-referenced data to the existing assessment program that provides a variety of data from multiple assessments and verifies individual student growth." In the 2017-2018 school year, we researched multiple norm-referenced tests to supplement our existing assessment program, settling on the Measures of Academic Progress (MAP) test. We implemented MAP testing in the 2018-2019 school year for all our incoming freshmen and selected sophomores. We created a "Freshmen Team" to look at the data and collaborate on possible changes to course placements and/or interventions needed for students. This continued in the 2019-2020 school year, though spring testing was interrupted by the Covid-19 pandemic. Last year, we utilized MAP testing with our sophomores only (the freshmen from the previous year, which was interrupted) to track their progress and ensure gaps were not missed after their spring testing was canceled. We also analyzed the effectiveness of the MAP data for helping identify student needs and implement interventions. Feedback received from teachers and students was that the benefits of the actionable data were not equivalent to the lost instructional time for testing. Additionally, there was a need to further expand reading and math screening and progress monitoring for compliance with new dyslexia regulations in Kansas. Given the feedback and growing needs, we decided on FastBridge testing for math and reading to screen all students ' academic needs and monitor their progress.

2021-2022: This year we implemented FastBridge testing for all students at St. James in reading and math. We have successfully implemented the fall and winter testing windows, and our assistant principal led our math and English teachers through data analysis in our PLCs to identify which students might need additional supports and/or which students might be improperly placed in classes. We also used the data also to identify which students were in need of direct interventions on their reading, which our student services department was able to provide using the Read Naturally curriculum. The combination of FastBridge testing, IXL diagnostics, and time for interventions has been a significant step towards a full MTSS model for ELA. We look forward to expanding this to math next year.

The second improvement priority was, "Prioritize existing and future initiatives to ensure adequate time for systemic development, implementation, and evaluation to ensure successful completion in a timely manner." In the 2017-2018 school year, we used the "Four Essential Questions of a Professional Learning Community" as an organizing principle to help our staff understand how various initiatives fit together within a more overarching, comprehensive vision for St. James. As we continued to collect feedback on our annual surveys, Cognia inventories, and regular meetings with stakeholders, new initiatives were evaluated in light of how they would improve our school as well as how they would fit into the overall picture of school improvement at St. James. In the fall of 2020, we began a partnership with Strategic Visioning, LLC, to begin a 3-year strategic planning process. Though there were some delays last spring due to Covid, we were able to complete our strategic planning process and publish our plan this February. Strategic Visioning conducted and analyzed stakeholder surveys, led meetings with our strategic planning task force as well as our staff, and consulted with our school leadership team to help identify the most imperative initiatives for the next three years (2021-2024) at St. James Academy.

2021-2022: We were able to complete our strategic planning process this fall, and our plan was published to staff in January and to all stakeholders in February. The plan identified 6 key imperatives for our staff to focus on between now and 2024. We have identified imperative leaders for each part of the plan, and a member of our board is chair of the strategic planning sub-committee, meaning that he will provide oversight of progress on the plan as a whole. This plan will ensure the focus and clarity that our 2017 external review team felt was lacking.

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

ARC Comment

Relevance and Results: SJA will fully implement multi-tiered systems of support for math, reading, and social and emotional supports by 2023.

The system has continued several initiatives that began in 2020-2021 and added new ones this year in order to move the MTSS structures forward to meet their goal of full implementation by 2023:
• They have added an eighth block to their schedule with dedicated study/intervention time for each student.
• They implemented FastBridge testing for universal math and reading screenings.
• They implemented the Spark Center for Academics this year with great success. This center has a math and English teacher available each hour as well as student tutors. Students have visited during seminar or study hall times and have also been assigned there for interventions by classroom teachers and student services personnel.
• They are evaluating the KSDE tool for locally measuring social-emotional growth and how it could potentially be implemented as part of their MTSS approach.
• They have gathered baseline data for how to better utilize FastBridge testing moving forward for identifying students in need of intervention. They have also tracked the data for Spark Center to see that it received over 1,700 visits first semester alone and is a great source of academic support for

students. They have run some interventions during students' study hall hours in several different formats and are seeing some successes at the individual level.

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 the continuous improvement process. Some measurable results support student learning. Data was limited. The school council and leadership provide a strategic plan that includes the use of resources that supports the institution's direction.

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

ARC Comment

Evidence submitted generally showed sustainability. There was a strong emphasis on the culture of the school. Generally, the State Board outcomes were evident in specific areas. Some of the programs seemed to be recently implemented.

Board Outcomes

Social-Emotional Growth	This year the system continued Education and Community Supports' Bully Prevention in Positive Behavior Supports and Second Step. They also continue to implement the Resurrection Virtuous Behavior Supports program, highlighting students who display the behaviors associated with the core values. The school counselor and classroom teachers have been using Second Step as well as a variety of other tools to collect data and track student social and emotional well-being. Teachers implemented Class Dojo to help support students in positive behavior supports and to communicate with parents.
Kindergarten Readiness	N/A
Individual Plans of Study	St. James implemented a Freshmen Seminar class with great success. Counselors were able to go into each seminar to complete a four-year IPS with each freshman. Meetings were held individually with sophomores and juniors to review their IPS and plan for their futures. A Sophomore Seminar will be added next school year to create a space for better implementation of the IPS. Currently some aspects of the IPS are optional for students (such as career interest inventories on Naviance), but a sophomore seminar (as opposed to a study hall) will allow for more fidelity in implementation of these extra elements moving forward.

High School Graduation Rate	The institution surveys graduating seniors on many topics, including their preparation for the future. On the survey item "I am ready to apply what I learned at SJA to real-life scenarios," the system went from a 3.88 (out of 5) rating in 2015 to a 4.04 in 2021. On the item "I developed skills that will help me in my future," the system rose slightly from 4.13 in 2015 to 4.16 in 2021. Additionally, on the student inventory surveys given in preparation for the system's Cognia visit, they grew from 52% of students saying they work on real-life problems in at least half or all their classes in 2019 to 63% in 2021.
Postsecondary Success	The institution surveys graduating seniors on many topics, including their preparation for the future. On the survey item "I am ready to apply what I learned at SJA to real-life scenarios," the system went from a 3.88 (out of 5) rating in 2015 to a 4.04 in 2021. On the item "I developed skills that will help me in my future," the system rose slightly from 4.13 in 2015 to 4.16 in 2021. Additionally, on the student inventory surveys given in preparation for our Cognia visit, we grew from 52% of students saying they work on real life problems in at least half or all their classes in 2019 to 63% in 2021.

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

ARC Comment

Parents and focus groups expressed great satisfaction with how student progress was communicated and with staff availability. Surveys indicated that parents were satisfied with the progress of the school. Students interviewed noted how much they appreciated the opportunity to talk to teachers about their progress and to set learning goals.

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

ARC Comment

The team was welcomed in a professional and respective way. The district was cooperative in providing data and arranging interviews with stakeholders.

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

ARC Comment

As a school using the Cognia improvement process, the system has shown that they have followed the process with the expected level of fidelity. The school council had been informed of the accreditation process through Cognia. Surveys, reports, and data were reported to the council.

ARC Recommendation

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

Justification

In the Cognia report, multiple sources of evidence supported both significant impact and improving areas in the accreditation process which will carry in the next cycle.

Strengths

The system establishes policies and supports practices that ensure effective administration of the school. Well-respected and trusted administrators have developed a climate of mutual respect with internal and external stakeholders, creating a climate of trust in the school administration. This practice enhances system effectiveness and, in turn, positively impacts student performance.

Challenges

The administration has access to data about students' social-emotional health and career interests. They have used FastBridge and Naviance. Strengthening the ways they use the data from these programs should include a more robust use in analyzing data for continued school improvement.

The institution can continue to plan and deliver professional learning to improve the learning environment based on the data collected.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Corpus Christi Catholic School - Kansas City Catholic Diocese - Z0029

6001 Bob Billings Pkwy., Lawrence, KS 66049-5200
(785) 331-3374
http://www.cccparish.org/
Principal: **Kirsten Wondra**

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-8**
Superintendent: **Vincent Cascone**

Demographics

240 Students

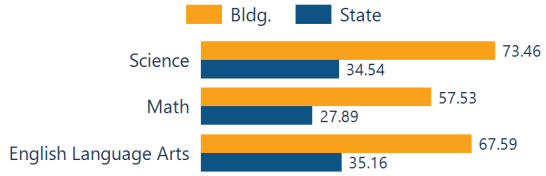
- African American 0.42%
- Hispanic 9.58%
- Other 6.67%
- White 83.33%

District Kansans Can Star Recognition

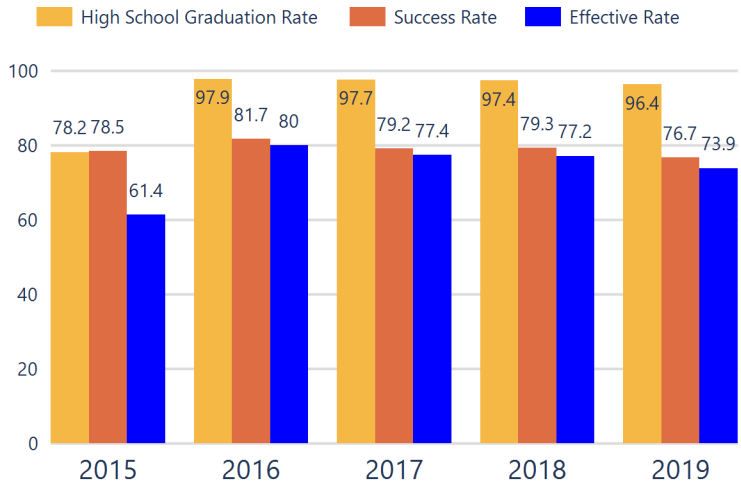
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary			✶	
Civic Engagement				
High School Graduation	✶			
Postsecondary Success	✶			

Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

Five-Year Graduation Avg **93.5%**

Five-Year Success Avg **79.1%**

Five-Year Effective Avg **73.9%**

95% Confidence Interval for the Predicted Effectiveness Rate **61.0 - 67.2%**

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

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

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

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

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

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

N/A State: 88.1

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

96.0% State: 93.8

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

6.3% State: 17.5

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

N/A State: 1.7

School ESSA Expenditures Per Pupil

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

N/A
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Corpus Christi Catholic School

K.S.A. 72-5178 Accountability Report 2020-2021

School Academic Success

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

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	10.97	9.14	13.72	N/A	N/A	N/A	10.27	9.15	4.08
Level 2	34.14	29.87	23.52	N/A	N/A	N/A	32.19	23.23	22.44
Level 3	32.92	45.12	43.13	N/A	N/A	N/A	37.67	49.29	34.69
Level 4	21.95	15.85	19.60	N/A	N/A	N/A	19.86	18.30	38.77

FREE AND REDUCED LUNCH STUDENTS

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

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

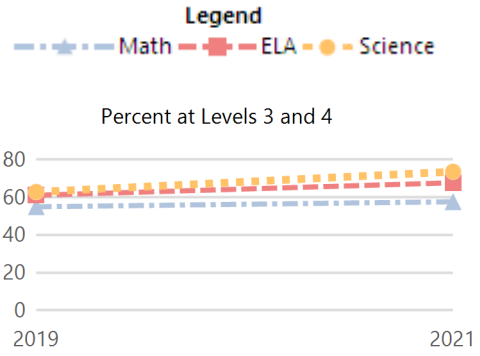
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	18.75	18.75	N/A	N/A	N/A	N/A	16.66	9.09	N/A
Level 2	43.75	18.75	N/A	N/A	N/A	N/A	25.00	18.18	N/A
Level 3	25.00	43.75	N/A	N/A	N/A	N/A	33.33	45.45	N/A
Level 4	12.50	18.75	N/A	N/A	N/A	N/A	25.00	27.27	N/A

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

Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

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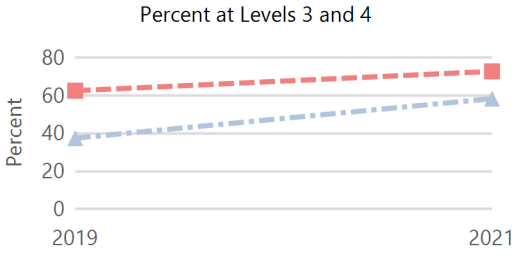


ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

Building

State 19.8

Accreditation Summary

Date: 06/13/2022

System: Z0029 Kansas City Catholic Diocese (9892)

City: Kansas City

Superintendent: Vincent Cascone

OVT Chair: Shannon Vogler

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 Impacting and Initiating ratings in this foundational area. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution; whereas, Initiating means that the system has some areas to enhance and extend current improvement efforts. The system would benefit from a formalized professional development process to include training in the MTSS, Student Improvement Teams, and differentiated instructional strategies.

Family, Communities, and Business Partnerships
Corpus Christi Catholic School received an Impacting rating in the area of leaders engaging stakeholders to support the system's purpose and direction. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution. The system received an Improving rating in leaders collecting and analyzing feedback data from multiple stakeholder groups. An Improving rating means that the system meets the standard.

Diversity, Equity, and Inclusion
The system received both Improving and Initiating ratings in this area. An Improving rating means that the system meets the standard and Initiating means that the system has some areas to enhance and extend current improvement efforts.

Communication and Basic Skills
Educators in the system implement a curriculum that is based on high expectations and prepares learners for their next levels, and the system meets the standard as they implement a process to ensure

the curriculum is aligned to the standards and best practices.

Civic and Social Engagement
The system was rated at the Impacting level in this area. Impacting means that the system demonstrates noteworthy practices producing clear results that positively impact the institution.

Physical and Mental Health
The system has a formal structure in place to ensure that all learners develop positive relationships with and have adults/peers who support their educational experiences. The system received an Impacting rating in this area which means that the system demonstrates noteworthy practices producing clear results that positively impact the institution.

Arts and Cultural Appreciation
Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

Postsecondary and Career Preparation
The system received an Improving rating in this area. Improving means that the system meets the standard.

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

ARC Comment

Goal 1 Relevance: Strategic Planning Focus components included Curriculum and Resource Adoption and Technology infrastructure and support.

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

ARC Comment

Goal 2 Responsiveness: Strategic Planning Focus components included a long-range strategic plan, communication with stakeholders, data analysis, and professional learning needs.
Goal 3 Relationships: Strategic Planning Focus components included planning for a safe learning environment for all students.
Goal 4 Rigor: Strategic Planning Focus components included identification of resources.

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. The school council and leadership provided a strategic plan that includes the use of resources that supports the institution's direction.

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

ARC Comment

Evidence submitted generally showed gains. There was a strong emphasis on the culture of the school. Generally, the State Board outcomes were evident in specific areas.

Board Outcomes

Social-Emotional Growth	The system has implemented Second Step as the primary SEL curriculum. Additionally, they have implemented the SEL screener component of FASTBridge and used SAEBRS for all grades. They have scheduled school-wide morning meetings to start each day.
Kindergarten Readiness	The system collaborates with public and private early childhood and preschool programs in the community. They use the ASQ-e and the ASQ-SE2 readiness surveys. During the spring 2022 semester, the system implemented a Kindergarten Primed and Prepared Kindergarten Parent meeting.
Individual Plans of Study	Corpus Christi Catholic School is in the second year of Xello implementation for grades 6-8. All students set IPS goals and the focus for the next year will be to embed parental awareness/student presentations into the parent/teacher conferences.
High School Graduation Rate	Corpus Christi Catholic Schools received a gold star in the STAR recognition program for high school graduation.
Postsecondary Success	According to the KSDE accountability report, Corpus Christi Catholic Schools received a bronze star for students being academically prepared for postsecondary; and gold stars for high school graduation and postsecondary success.

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

ARC Comment

Parents, students, faculty, and leadership all shared a common pride in the school culture. All stakeholders are highly respected and interviews and surveys indicated that teachers care deeply for their children and work to meet the needs of all students.

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

ARC Comment

The team was welcomed in a professional and respective way. The district was cooperative in providing data and arranging interviews with stakeholders.

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

ARC Comment

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

ARC Recommendation

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

In the Cognia report, multiple sources of evidence supported both significant Impacting and Improving areas in the accreditation process which will carry in the next cycle.

Strengths

Leadership in the system shares a common spirit of excellence and collaboration. They have a strong shared vision for the implementation of data-driven sustainable decisions in order to meet goals, analyze progress, and measure improvement. Corpus Christi Catholic School builds and maintains strong relationships among all stakeholders.

Challenges

The system sets high expectations for all students but lacks a process to individualize instruction that would benefit all learners. Achievement data is above average for most students, although there was little evidence of individualized instructional strategies.

KANSAS STATE DEPARTMENT OF EDUCATION
K.S.A. 72-5178 ACCOUNTABILITY REPORT 2020-2021

Salina Catholic Diocese - Z0030

103 N 9th Street, Salina, KS 67402-0980
(785) 827-8746
www.salinadiocese.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **2021 data not required**
Grades: **PK-12**
Superintendent: **Geoff Andrews**

Demographics

1,941 Students

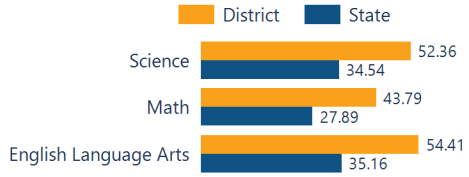
- African American 0.36%
- Hispanic 9.43%
- Other 3.76%
- White 86.45%

District Kansans Can Star Recognition

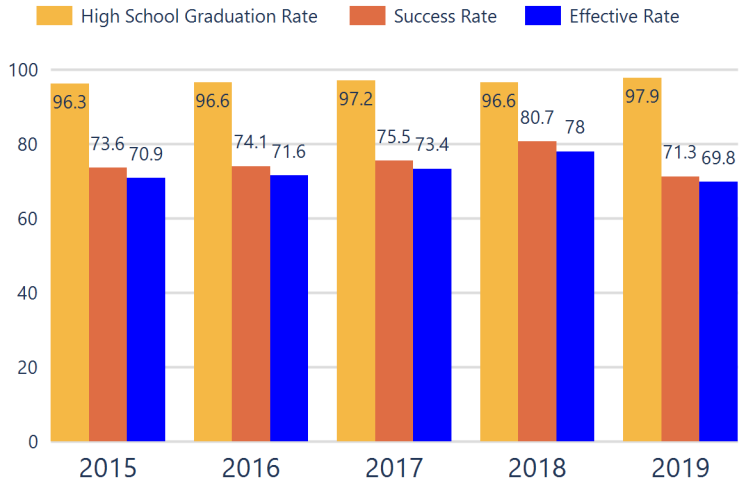
	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary			✶	
Civic Engagement				
High School Graduation		✶		
Postsecondary Success	✶			

Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



Kansans CAN lead the world!
Graduation **95%**
Effective Rate 70-75%

Five-Year Graduation Avg **96.9%**

Five-Year Success Avg **75.1%**

Five-Year Effective Avg **72.8%**

95% Confidence Interval for the Predicted Effectiveness Rate **64.4 - 69.2%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

- **Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- **Success Rate**:A student must meet one of the four following outcomes within two years of High School graduation.
  1. Student earned an Industry Recognized Certification while in High School.
  2. Student earned a Postsecondary Certificate.
  3. Student earned a Postsecondary Degree.
  4. Student enrolled in Postsecondary in both the first and second year following High School graduation.
- **Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE
The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

99.0% State: 88.1

ATTENDANCE RATE
Rate at which students are present at school, not including excused or unexcused absences.

96.7% State: 93.8

CHRONIC ABSENTEEISM
Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

5.3% State: 17.5

DROPOUT RATE
The dropout rate is calculated annually and reflects the number of seventh– twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

N/A State: 1.7

District ESSA Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

N/A
State: $12,863

Click here for State Financial Accountability.

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Salina Catholic Diocese - Z0030

K.S.A. 72-5178 Accountability Report 2020-2021

District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	14.84	13.56	19.22	N/A	N/A	N/A	16.52	16.12	20.26
Level 2	39.86	33.11	30.17	N/A	N/A	N/A	39.67	29.46	27.36
Level 3	33.87	39.37	33.09	N/A	N/A	N/A	32.94	40.21	33.15
Level 4	11.41	13.94	17.51	N/A	N/A	N/A	10.85	14.20	19.21

FREE AND REDUCED LUNCH STUDENTS

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	22.97	22.03	28.28	N/A	N/A	N/A	25.94	22.27	29.11
Level 2	47.23	35.59	33.33	N/A	N/A	N/A	47.64	40.28	31.64
Level 3	24.68	34.32	30.30	N/A	N/A	N/A	19.33	30.80	26.58
Level 4	5.10	8.05	8.08	N/A	N/A	N/A	7.07	6.63	12.65

STUDENTS WITH DISABILITIES

	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.71	40.00	40.74	N/A	N/A	N/A	45.09	43.56	41.37
Level 2	42.85	27.14	33.33	N/A	N/A	N/A	38.23	37.62	24.13
Level 3	20.00	28.57	18.51	N/A	N/A	N/A	13.72	16.83	24.13
Level 4	1.42	4.28	7.40	N/A	N/A	N/A	2.94	1.98	10.34

AFRICAN-AMERICAN STUDENTS

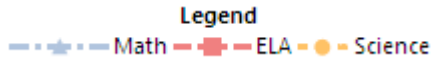
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

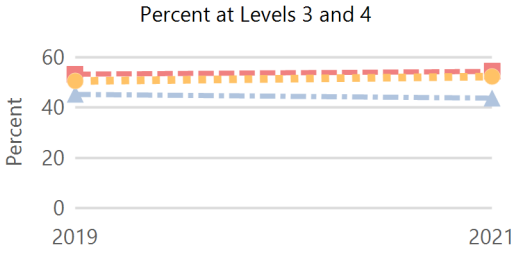
HISPANIC STUDENTS

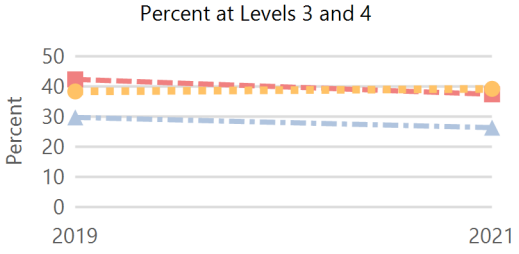
	2018-19			2019-20			2020-21		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	27.65	26.31	41.02	N/A	N/A	N/A	27.10	18.69	29.41
Level 2	47.87	41.05	30.76	N/A	N/A	N/A	47.66	48.59	29.41
Level 3	21.27	29.47	20.51	N/A	N/A	N/A	19.62	25.23	32.35
Level 4	3.19	3.15	7.69	N/A	N/A	N/A	5.60	7.47	8.82

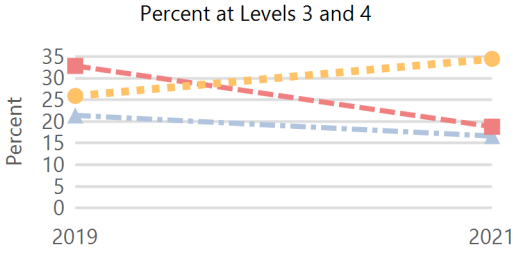
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

Academically Prepared for Postsecondary Success









Percent at Levels 3 and 4

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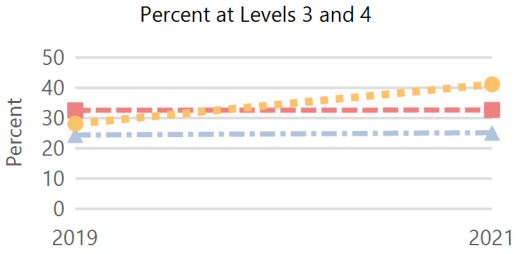
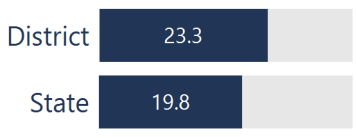


ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Accreditation Summary

Date: 02/19/2020

System: Z0030 Salina Catholic Diocese (0000)

City: Salina

Superintendent: Geoff Andrews

OVT Chair: Nancy Bolz

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

   ARC Comment

2. Foundational areas are **assuredly** addressed.

   ARC Comment

   All foundational areas were met.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

   ARC Comment

   Every school has developed a public relations plan. They have done this by visiting their mission statement and reviewing school climate surveys. Even though the goal is not written in a measurable way, it is measurable as all schools have achieved it. Yearly progress on this goal Is monitored.

4. Evidence is **assuredly** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

   ARC Comment

   The district redeveloped the curriculum to focus on active learning in the classroom as well as digital learning. There have been several initiatives put in place using E-rate and federal funding. Bandwidth was improved and a 1:1 computer ratio was put into place. STREAM was put into place the summer of 2019. Weekly activities were incorporated in many of the schools.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

   ARC Comment

   The system does have procedures and policies in place to support school improvement.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

   ARC Comment

   Most of these areas were discussed. The diocese met all these areas.

Board Outcomes

Social-Emotional Growth	This area was discussed and reported on under foundations.
Kindergarten Readiness	The diocese schools were given until the 2019-2020 school year to implement the ASQ tool. Most schools had early childhood programs in place, so the ASQ tool is used to supplement what was already in place. This is used for planning and putting students into classes.
Individual Plans of Study	All students 7th – 12th grade have plans in place.
High School Graduation Rate	The diocese enjoys a high graduation rate.
Postsecondary Success	This was discussed earlier under foundations.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

ARC Comment

The diocese gave several surveys to parents, students, and other stakeholders during the KESA process. These surveys measured several different areas of the Catholic schools. The schools used this information to make decisions about the schools to meet their goals and to continue to grow.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

This was a Cognia visit. That process was followed.

9. The system has **generally** followed the KESA process with an expected level of fidelity.

ARC Comment

There are areas of KESA that were not addressed in the Cognia report.

Areas For Improvement

Comment	The system needs to make sure that all areas in the KESA process are addressed.
Rationale	There were items, such as MTSS and Diversity, that were not addressed and not completed.
Tasks	The district needs to ensure all areas are met.
Timeline	05-31-2023
System Response	

ARC Recommendation

The Accreditation Review Council recommended a status of **Accredited** for this system based on the following justification.

Justification

Salina Diocese demonstrated clear evidence of meeting the intent of the accreditation process. Several areas of strength was demonstrated.

Strengths

- The diocese identified 3 goal areas. These goals were specifically targeted for growth.
- The district has put SEL curriculum with counselors in place at each school.
- Post-secondary success has been met as well as the district's effectiveness rate.

Challenges

- Continued funding to maintain the initiatives in place.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14

Staff Initiating:	Director:	Commissioner:	Meeting Date:	7/12/2022
Shane Carter	Mischel Miller	Randy Watson		

Item Title:

Act on Licensure Recommendations for Retired Educators

Recommended Motion:

It is moved that the Kansas State Board of Education authorize any person that's retired after a career of teaching, whose license has expired, to receive a transitional teaching license for the 2022/2023 school year upon submitting an application and successfully passing a KSDE background check.

Explanation of Situation Requiring Action:

During the June board meeting, modifying licenses for retirees with an expired license was a discussion item. The licensure team identified a temporary licensing option for retirees whose teaching licenses expired. The Transitional license is a license available to an educator who held a previous professional or initial license and the license has been expired six months. In order to meet recommendations of the board, the licensure team will process a transitional license for retired educators who previously held a professional or initial teaching license with exception to the six month requirement. The licensure team will process the license upon receipt of an application for a Transitional license. The application processing fee will be waived. In addition to submitting the application, educators who meet the criteria and apply for the license must submit a fingerprint card and a $50.00 background check.

Agenda Number: **15**

Meeting Date: **7/12/2022**

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Presentation on the Kansas Art Education Association

From: Joyce Huser

Members of the Kansas Art Education Association (KAEA) will present progress being made across the state in art education for Kansas students. The role of KAEA and the impact that inclusion of the arts has had on student growth and development will be acknowledged.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16

Staff Initiating:	Director:	Commissioner:	Meeting Date:	7/12/2022
Scott Gordon	Scott Gordon	Randy Watson		

Item Title:

Act on Proposed Amendments to Emergency Safety Intervention Regulations

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Kansas State Department of Education to submit the proposed amendments to K.A.R. 91-42-1 and 91-42-2 through the formal regulatory adoption process

Explanation of Situation Requiring Action:

In June 2022, the Kansas State Department of Education's General Counsel, Scott Gordon, shared proposed new language for the pending amendments to K.A.R. 91-42-1 and 91-42-2. Since that time, there have been no comments or suggested changes to the proposed language which is attached in the following pages. Any changes between last month and this month are formatting in nature and do not reflect any changed language.

91-42-1. Definitions. As used in this article of the department's regulations, each of the following terms shall have the meaning specified in this regulation:

(a) "Administrative review" means review by the state board upon request of a parent.

(b) "Area of purposeful isolation" means any separate space, regardless of any other use of that space, other than an open hallway or similarly open environment.

(c) "Chemical restraint" means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement.

~~(c)~~ (d) "Commissioner" means commissioner of education.

~~(d)~~ (e) "Complaint" means a written document that a parent files with a local board as provided for in this article of the department's regulations.

~~(e)~~ (f) "Department" means the state department of education.

~~(f)~~ (g) "District" means a school district organized under the laws of this state that is maintaining a public school for a school term pursuant to K.S.A. ~~72-1106~~ 72-3115, and amendments thereto. This term shall include the governing body of any accredited nonpublic school.

~~(g)~~ (h) "Emergency safety intervention" means the use of seclusion or physical restraint.

~~(h)~~ (i) "Hearing officer" means the state board's designee to conduct an administrative review as specified in K.A.R. 91-42-5. The hearing officer shall be an officer or employee of the department.

~~(i)~~ (j) "Incident" means each occurrence of the use of an emergency safety intervention.

~~(j)~~ (k) "Local board" means the board of education of a district or the governing body of any accredited nonpublic school.

~~(k)~~ (l) "Mechanical restraint" means any device or object used to limit a student's movement.

~~(l)~~ (m) "Parent" means any of the following:

(1) A natural parent;

(2) an adoptive parent;

(3) a person acting as a parent, as defined in K.S.A. ~~72-1046~~ 72-3122 and amendments thereto;

(4) a legal guardian;

(5) an education advocate for a student with an exceptionality;

(6) a foster parent, unless the foster parent's child is a student with an exceptionality; or

(7) a student who has reached the age of majority or is an emancipated minor.

~~(m)~~ (n) "Physical escort" means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.

~~(n)~~ (o) "Physical restraint" means bodily force used to substantially limit a student's movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction shall not be deemed to be physical restraint.

(p) "Purposefully isolate," when used to describe a student, means that school personnel are not meaningfully engaging with the student to provide instruction and any one of the following occurs:

(1) Removal of the student from the learning environment by school personnel;

(2) separation of the student from all or most peers and adults in the learning environment by school personnel; or

(3) placement of the student within an area of purposeful isolation by school personnel.

~~(o)~~ (q) "School" means any learning environment, including any nonprofit institutional day or residential school or accredited nonpublic school, that receives public funding or ~~which~~ is subject to the regulatory authority of the state board.

~~(p)~~ (r) "Seclusion" means placement of a student for any reason other than for in-school suspension or detention, or any other appropriate disciplinary measure in a location where ~~all~~ both of the following conditions are met:

(1) ~~The student is placed in an enclosed area by school personnel.~~

~~(2) The student is purposefully isolated from adults and peers.~~ School personnel purposefully isolate the student.

~~(3)~~ (2) The student is prevented from leaving, or the student has reason to believe, ~~reasonably believes~~ that the student will be prevented from leaving, the ~~enclosed~~ area of purposeful isolation.

~~(q)~~ (s) "State board" means Kansas state board of education.

~~(r)~~ (t) "Time-out" means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective April 19, 2013; amended, T-91-2-17-16, Feb. 17, 2016; amended June 10, 2016; amended July 7, 2017; amended P-_____.)

91-42-2. Standards for the use of emergency safety interventions. (a) An emergency safety intervention shall be used only when a student presents a reasonable and immediate danger of physical harm to the student or others with the present ability to effect such physical harm. Less restrictive alternatives to emergency safety interventions, including positive behavior interventions support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior before the use of any emergency safety interventions. The use of an emergency safety intervention shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an emergency safety intervention.

(b) Use of an emergency safety intervention for purposes of discipline or punishment or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

(c) (1) A student shall not be subjected to an emergency safety intervention if the student is known to have a medical condition that could put the student in mental or physical danger as a result of the emergency safety intervention.

(2) The existence of the medical condition must be indicated in a written statement from the student's licensed health care provider, a copy of which shall be provided to the school and placed in the student's file. The written statement shall include an explanation of the student's diagnosis, a list of any reasons why an emergency safety intervention would put the student in mental or physical danger and any suggested alternatives to the use of emergency safety interventions.

(3) Notwithstanding the provisions of this subsection, a student may be subjected to an emergency safety intervention, if not subjecting the student to an emergency safety intervention would result in significant physical harm to the student or others.

(d) (1) When a student is placed in seclusion, a school employee shall ~~be able to see~~ must visually observe and hear the student at all times.

(2) The presence of another person in the area of purposeful isolation or observing the student from outside the area of purposeful isolation shall not create an exemption from otherwise reporting the incident as seclusion.

(3) When a student is placed or otherwise directed to an area of purposeful isolation, the student shall have reason to believe that the student is prevented from leaving.

~~(e)~~ (4) ~~Each seclusion room~~ If the area of purposeful isolation is equipped with a locking door designed to prevent a student from leaving the area of purposeful isolation, the door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the ~~seclusion room~~ area of purposeful isolation, or in cases of emergency, including fire or severe weather.

~~(f)~~ (5) Each ~~seclusion room~~ area of purposeful isolation shall be a safe place with proportional and similar characteristics as ~~other~~ rooms where students frequent. Each ~~room~~ area of purposeful isolation shall be free of any condition that could be a danger to the student and shall be well-ventilated and sufficiently lighted.

~~(g)~~ (e) The following types of restraint shall be prohibited:

(1) Prone, or face-down, physical restraint;

(2) supine, or face-up, physical restraint;

(3) any restraint that obstructs the airway of a student;

(4) any restraint that impacts a student's primary mode of communication;

(5) chemical restraint, except as prescribed treatments for a student's medical or psychiatric condition by a person appropriately licensed to issue these treatments; and

(6) the use of mechanical restraint, except those protective or stabilizing devices either ordered by a person appropriately licensed to issue the order for the device or required by law, any device used by a law enforcement officer in carrying out law enforcement duties, and seatbelts and any other safety equipment when used to secure students during transportation.

~~(h)~~ (f) The following shall not be deemed an emergency safety intervention, if its use does not otherwise meet the definition of an emergency safety intervention:

(1) Physical escort; and

(2) time-out. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective April 19, 2013; amended, T-91-2-17-16, Feb. 17, 2016; amended June 10, 2016; amended July 7, 2017; amended P-_____.)

Agenda Number: 17

Meeting Date: 7/12/2022

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
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Item Title: Receive Math Assessment Standard Setting Cut Scores Information

From: Beth Fultz

At the July meeting, the Kansas State Board of Education will receive performance level and cut score recommendations for the grade 10 math assessment. The performance levels and cut score recommendations were developed during a virtual standards-setting meeting on June 29 and 30. Kansas high school math educators were led through the standard setting process by staff at The Achievement and Assessment Institute (AAI) at the University of Kansas as detailed in the assessment contract. AAI will explain the process used to determine performance levels and cut scores.

Agenda Number: **18**

Meeting Date: **7/12/2022**

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
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Item Title: Discuss Options and Approve Budget Recommendations to the Governor

From: Sherry Root

Craig Neuenswander, Deputy Commissioner; John Hess, Fiscal Services and Operations Director; and Dale Brungardt, School Finance Director, will continue the discussion of the FY2024 and FY2025 budget recommendations. This item will be up for Board approval following discussion.

Agenda Number: 19 a.

Meeting Date: 7/12/2022

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
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www.ksde.org

Item Title: Personnel Report

From: Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	4	3	1	3	3	1	23	0	3	4	5	4
Unclassified	3	3	1	3	3	1	23	0	3	4	5	4
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0	0	0	0
Total Separations	2	3	6	4	3	1	3	5	4	6	4	2
Classified	0	0	0	0	0	0	0	0	0	0	0	0
Unclassified	2	3	5	4	3	1	3	4	4	6	2	0
Unclassified Regular (leadership)	0	0	1	0	0	0	0	1	0	0	2	2
Recruiting (data on 1st day of month)	2	9	7	6	3	3	4	3	3	2	3	3
Unclassified	2	9	7	5	3	3	4	3	3	2	3	3
Unclassified Regular (leadership)	0	0	0	1	0	0	0	0	0	0	0	0

Total employees 250 as of pay period ending 06/11/2022. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are not included in annual turnover rate calculations).

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 19 b.**

Staff Initiating:	Director:	Commissioner:	Meeting Date: 7/12/2022
Marisa Seele	Wendy Fritz	Randy Watson	

Item Title:

Act on personnel appointments to unclassified positions .

Recommended Motion:

It is moved that the Kansas State Board of Education confirm the personnel appointments of individual(s) to unclassified positions at the Kansas State Department of Education as presented.

Explanation of Situation Requiring Action:

The following personnel appointments are presented this month:

Mia Weiler to the position of Intern on the Special Education and Title Services team, effective June 2, 2022, at an annual salary of $4,320.00 (Three-month program). This position is funded by the IDEA Admin Fund.

Barbara Hughes to the position of Executive Secretary on the Office of the Commissioner team, effective June 13, 2022, at an annual salary of $50,003.20. This position is funded by the State General Fund.

Janis Tolly to the position of Education Program Consultant on the Special Education and Title Services team, effective June 13, 2022, at an annual salary of $56,118.40. This position is funded by the Consolidated Admin Pool and the State General Fund.

Andrea Pagan to the position of Administrative Specialist on the Accreditation and Design team, effective June 12, 2022, at an annual salary of $41,600. This position is funded by the Consolidated Pool Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 c.

Staff Initiating:	Director:	Commissioner:	Meeting Date: 7/12/2022
Mark Thompson		Randy Watson	

Item Title:

Act to initiate an RFP request for annual conference keynote presenters.

Recommended Motion:

It is moved that the Kansas State Board of Education act to initiate an RFP process for the selection of two (2) keynote presenters for a total amount not to exceed $22,000.

Explanation of Situation Requiring Action:

Two keynote speakers will be selected for the KSDE Great Ideas in Education - The Art of Teaching Conference to be held October 19-21, 2022 in Wichita, KS.

The keynote speakers will be evaluated for their specific knowledge to align with the conference that will focus on the art of teaching this year. The requested areas of expertise include:

- An active/current educational practitioner.
- Expertise in developing a more diverse, equitable, and inclusive environment.
- Tools to create equitable learning spaces.
- Extensive experience with the use of technology and social media for communication.
- Nationally-recognized speaker providing instructional coaching for state, districts, school, administrator and individual educators.
- Passion for developing a community of leaders steeped in the culture of excellence and high standards for learning.
- Has served or currently serves on a state and/or nationally-recognized professional association.
- Inspirational and motivational speaker.
- Innovative, engaging and humorous presentation style.
- Integration of social-emotion learning into schoolwide processes.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **19 d.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/12/2022**
Amanda Petersen	Amanda Petersen	Randy Watson		

Item Title:

Act on request to approve a Preschool-Aged At-Risk program for USD 314 Brewster for 2022-2023.

Recommended Motion:

It is moved that the Kansas State Board of Education approve USD 314 Brewster to operate a Preschool-Aged At-Risk program for 2022-2023. In districts operating approved programs, 3- and 4-year-old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending a program that meets all of the Preschool-Aged At-Risk program requirements on Count Day will automatically count as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings.

Explanation of Situation Requiring Action:

To date the Kansas State Board of Education has approved 261 school districts to operate Preschool-Aged At-Risk programs for the 2022-2023 school year. USD 314 Brewster has subsequently applied and will meet the requirements of the Preschool-Aged At-Risk program. This motion will add this district to the list of approved programs.

K.S.A. 72-5132 defines "Preschool-aged at-risk student" as "an at-risk student who has attained the age of three years, is under the age of eligibility for attendance at kindergarten, and has been selected by the state board in accordance with guidelines governing the selection of students for participation in head start programs." Each preschool-aged at-risk student enrolled in a school district and receiving services under an approved at-risk student assistance plan maintained by the school district is counted as ½ student (0.5 FTE).

Children enrolled on Count Day must meet one or more of the criteria listed below for being at risk of entering kindergarten socially, emotionally or academically unprepared for success to generate preschool-aged at-risk funding.

Poverty (qualifies for free meals under the National School Lunch Program)
Single parent families
Kansas Department for Children and Families referral
Teen parents
Either parent is lacking a high school diploma or GED
Limited English Proficiency
Lower than expected developmental progress in at least one of the following areas: cognitive development; physical development; communication/literacy; social-emotional/behavior; adaptive behavior/self-help skills
Child qualifying for migrant status
Child experiencing homelessness
Prior to 2020-2021 the Kansas State Department of Education allocated slots to districts before the

start of the school year and then reallocated unused slots during the year. This changed beginning in the 2020-2021 school year to fund all qualifying students who are 4 years old on or before August 31. 3-year-old at-risk preschool students are funded beginning in the 2021-2022 school year. Students who are age-eligible for kindergarten (5 years old on or before August 31 of the current school year) are not eligible for Preschool-Aged At-Risk funding.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 e.

Staff Initiating:	Director:	Commissioner:	Meeting Date:	7/12/2022
Shane Carter	Mischel Miller	Randy Watson		

Item Title:

Act on recommendations for Visiting Scholar licenses.

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of Randy Watson, Commissioner of Education regarding a Visiting Scholar license.

Explanation of Situation Requiring Action:

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program Janet Graham
Blue Valley USD 229 requests that Janet Graham be granted a renewal of a Visiting Scholar license valid for the 2022-23 school year. Ms. Graham will continue as a CAPS instructor, responsible for Global Business courses. She will continue to teach Global Marketing and Business Development, Global Economics and Operations Management.

Ms. Graham will be teaching the CAPS full schedule of morning and afternoon schedule. Courses are eligible for college credit. She has participated in appropriate professional learning while employed in this position during the past nine school years.

Janet Graham continues to provide a unique learning opportunity for students in the CAPS program, meeting the criteria of an advanced course of study in the field and significant occupational experience in the fields of both business and education. I recommend that the request for renewal of a Visiting Scholar license, valid for the 2022-23 school year for Janet Graham be approved, based on continuing to meet two of the three established criteria and completion of appropriate professional learning during experience as a Visiting Scholar.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program and William Allen Skeens
Blue Valley USD 229 requests that William Allen Skeens be granted a renewal of a Visiting Scholar license valid for the 2022-23 school year. Mr. Skeens continues to be assigned to teach the CAPS Law and Public Safety course.

Mr. Skeens will teach a full schedule. The course receives college credit through Johnson County Community College, College Now Program. He participated in appropriate professional learning in both education and the legal professional while employed in this position during the last nine school years.

William Skeens continues to provide a unique learning opportunity for students in the CAPS program. He meets the criteria of significant related experience in the field of law and an advanced degree in the field, based on his law degree. I recommend that the request for renewal of a Visiting

Scholar license valid for the 2022-23 school year for William Skeens be approved, based on continuing to meet two of the three established criteria and appropriate professional learning during his teaching as a Visiting Scholar.

Lawrence, USD 497 and Kelly Welch

The Lawrence school district requests that Kelly Welch be granted renewal of a Visiting Scholar license valid for the 2022-23 school year. Ms. Welch will be assigned as a full-time FACS teacher at Lawrence High School. Kelly was employed under a Visiting Scholar license teaching FACS for the Geary County School district, USD 475, and transferred to USD 497 starting with the 2019-20 school year. She participated in appropriate professional learning while employed in this position during the past five school years.

Kelly Welch's educational background and studies along with her almost two decades of teaching experience in family studies and human ecology at the post-secondary level provide a unique learning experience to the students at Lawrence High School. She meets the criteria of extensive related experience and an advanced degree in the subject. I recommend that the request for renewal of a Visiting Scholar license valid for the 2022-23 school year for Kelly Welch be approved, based on continuing to meet two of the established criteria, and appropriate professional learning during the last five years of teaching as a Visiting Scholar.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program and Robin Bacon

Blue Valley USD 229 is requesting that Robin Bacon be granted renewal of a Visiting Scholar license valid for the 2022-23 school year. Ms. Bacon will continue to be the CAPS Medical Simulation Instructor, responsible for the course Foundations of Medicine.

Ms. Bacon is assigned to a full teaching schedule. She participated in appropriate professional learning while employed in this position during the past ten school years.

Robin Bacon with her varied experiences and a graduate degree in nursing, continues to provide a unique educational opportunity for students in the CAPS program. I recommend that the request for renewal of a Visiting Scholar license valid for the 2022-23 school year for Robin Bacon be approved, based on continuing to meet two of the three established criteria, and appropriate professional learning during her years of teaching as a Visiting Scholar.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program and Michael Farmer

The Blue Valley School District – CAPS requests that Michael Farmer be granted renewal of a Visiting Scholar license valid for the 2022-23 school year. Mr. Farmer will be assigned to teach the CAPS Innovate course. The course is developed to meet the needs of students looking to create products and/or businesses, equipping students with the skills of an innovator.

Mr. Farmer will be teaching afternoon sessions of the CAPS schedule, three periods every day. He completed appropriate professional learning while employed in this position during the last five school years.

Michael Farmer's education and experiences continue to provide a unique educational experience

to the high school students in the CAPS Innovate course. His educational background along with his expertise and experiences as an entrepreneur and innovator contribute to a strong background relative to his teaching assignment. He meets the criteria of extensive related experience and an advanced degree in the subject. I recommend that the request for renewal of a Visiting Scholar license valid for the 2022-23 school year for Michael Farmer be approved, based on continuing to meet two of the established criteria and appropriate professional learning during the last three years of teaching as a Visiting Scholar.

Central Heights, USD 288 and Norman Schmidt
The Central Heights school district requests that Norman Schmidt be granted renewal of a Visiting Scholar license valid for the 2022-23 school year. The district will assign Mr. Schmidt to teach a full schedule of chemistry, physics and earth/space science. He participated in appropriate professional learning while employed in this position during the past two school years.

Norman Schmidt's extensive educational background in science, his experiences as a science researcher, and his 30 years of postsecondary science teaching and research experiences, starting as a teaching/research assistant contribute to a strong background relative to a high school science teaching assignment. He continues to meet the criteria of advanced degrees in the subject and related science experience. I recommend that the request of a Visiting Scholar license valid for the 2022-23 school year for Norman Schmidt be approved, based on meeting two of the established criteria for Visiting Scholar and verification of appropriate professional learning.

Olathe, USD 233 and Daniel Treber
The Olathe school district requests that Daniel Treber be granted renewal of a Visiting Scholar license valid for the 2022-23 school year. Mr. Treber will continue to be assigned to teach Spanish 1 full-time at Olathe North High School and Olathe South High School. Mr. Treber completed appropriate professional learning activities while employed the last two school years as a Visiting Scholar.

Daniel Treber's extensive educational studies including bachelor, master and doctoral degrees in Spanish, his background in Spanish language and culture, and his years of experience as a post-secondary and high school Spanish teacher, provide a unique learning experience to students. He continues to meet the criteria of advanced degrees in the subject and related Spanish teaching experience. I recommend that the request of a Visiting Scholar license for Daniel Treber, valid for the 2022-23 school year for be approved, based on meeting two of the established criteria for Visiting Scholar and appropriate professional learning during the last two school years.

Holton, USD 336 and Crystal Buck
The Holton School district requests that Crystal Buck be granted renewal of a Visiting Scholar license valid for the 2022-23 school year. The district will assign Ms. Buck to a full schedule of teaching Spanish 6-12. She participated in appropriate professional learning while employed in this position last year.

Crystal Buck earned a bachelor of music degree in 2008 from Santi Mary's College, Indiana. A master of music degree was earned in 2012 from the University of Minnesota. A doctor of musical arts in voice performance was earned in 2018 from the University of Kansas. Continuing graduate dissertation coursework towards a PhD in musicology is in process at KU. She started her

professional career as an opera singer, singing opera during her studies both in the US and abroad.

Her professor of musicology/advisor at KU has verified that during her DMA and PhD coursework, Ms. Buck dealt extensively with Spanish, French, German and Italian and that singers in doctoral work routinely sing repertory in all four languages, translate extensively into English, learn the grammar and develop a large vocabulary, and become experts in pronunciation. The graduate coursework also included extensive study of the music and culture of France, Italy, Germany and Spanish-speaking areas. This led to advanced proficiency in Spanish, German, French and Italian. Ms. Buck has also provided a detailed breakdown of all her graduate level courses (including masters) and described the language and the details/skills in the language that were required for each course. Transcripts also reflect specific courses in German language.

Ms. Buck taught for the Barton Community College on the Fort Leavenworth Campus from 2013-14 school year to summer of 2018. Barton CCC verified that classes were six week cycles and Ms. Buck taught German 1-111, ESOL 1-11, English grammar, Spanish 1-11, and French 1 courses during her time at Barton. In 2018, she moved to Bogota, Columbia and taught middle/high school English (language and literature, acquisition, and English IB) at the Victoria School (Oxford IB curriculum). The school include multi-lingual classrooms (French, Spanish, English). She taught through spring of 2021. Ms. Buck indicates she has long-term substitute experience in USD 469 at all grade levels.

Crystal Buck's extensive educational background and experience in music performance requiring proficiency in languages, her experiences teaching multiple languages at the post-secondary level, and experiences teaching English at the middle/high/postsecondary level level all contribute to a a background relative to a Spanish teaching assignment. She meets the criteria of advanced degrees that included relevant studies in languages including Spanish, and related experiences through teaching Spanish and other languages, including English at middle through post-secondary level. I recommend that a Visiting Scholar license valid for the 2022-23 school year for Crystal Buck be approved, based on meeting two of the established criteria for Visiting Scholar.

Hill City, USD 281 and Amanda Stinemetz

The Hill City School District requests that Amanda Stinemetz be granted renewal of a Visiting Scholar license valid for the 2022-23 school year. The district will assign Ms. Stinemetz to a full schedule of teaching English language arts at Hill City Jr/Sr High school. She will teach 9th grade English 1 and 12th grade English 4 and Oral Communication. She participated in appropriate professional learning while employed in this position last school year.

Amanda Stinemetz earned a bachelor of arts in English (Literature) in 2006 and a master of arts in English in 2010 from Fort Hays State University. She earned a doctor of philosophy in education with a specialization in English as a second language from Northcentral University, CA in 2019.

Fort Hays State has verified that Ms. Stinemetz was the Assistant Director of the English as a second language (ESL) program January, 2008 through October 2015, when she was made Director. She served as Director through June, 2017. The Director position also held the responsibility of serving

as the Liaison for International Operations for the university. The university verified that throughout her years of employment (2008-2018), she instructed courses on the undergraduate level in the English and ESL departments. She also served as a full-time instructor in the English department 2017-18. An extensive list of undergraduate courses taught includes Composition at all levels, World literature, and English for the Professions. Ms. Stinemetz was hired by Fairmont State University, WV August, 2018 through December, 2020 as Director of Educational Pathways for International Centers and Students (EPICS), which involved running the ESL program. She was also an adjunct instructor in the English department August, 2018 to present, delivering Freshman English courses both face-to-face and online. Beginning in Fall 2019, Ms. Stinemetz was a dual enrollment English instructor at North Marion High School in Manning, WV, which allowed the students to earn college credit for two English composition courses each school year. Delivery was online with frequent classroom visits. A list of professional publications, presentations and international partnership development was provided by Ms. Stinemetz.

Amanda Stinemetz's educational background in English, her experiences teaching English at the post-secondary level and as a dual enrollment high school instructor, and her related experiences with English as a second language/International liaisons all contribute to a strong background relative to an English assignment. She meets the criteria of advanced degrees in the subject and related experiences teaching in the subject. I recommend that a Visiting Scholar license valid for the 2022-23 school year for Amanda Stinemetz be approved, based on meeting two of the established criteria for Visiting Scholar.

Bishop Miege High School and Jackelyn Arico
The Bishop Miege High School requests that Jackelyn Arico be granted to a Visiting Scholar license valid for the 2022-23 school year. The district will assign Ms. Arico to a full schedule of teaching Biology.

Jackelyn Arico earned a bachelor's of science degree from Notre Dame University in 2005. She earned a PhD in Biology and Biomedical Science with a specialization in Biochemistry, Cell and Developmental Biology from Emory University in 2011.

Ms. Arico has served as an adjunct assistant professor at Johnson County Community College since 2012. She has taught an extensive list of biology courses at the college level, published articles in the field of Biology and was awarded multiple grants and fellowships for her work in the field of Biology. She meets the criteria of an advanced degree in the subject and related experiences teaching in the subject. I recommend that a Visiting Scholar license valid for the 2022-23 school year for Jackelyn Arico be approved, based on meeting two of the established criteria for Visiting Scholar.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program
Janet Graham
Blue Valley USD 229 requests that Janet Graham be granted a renewal of a Visiting Scholar license valid for the 2022-23 school year. Ms. Graham will continue as a CAPS instructor, responsible for Global Business courses. She will continue to teach Global Marketing and Business Development, Global Economics and Operations Management.

Ms. Graham will be teaching the CAPS full schedule of morning and afternoon schedule. Courses are eligible for college credit. She has participated in appropriate professional learning while employed in this position during the past nine school years.

Janet Graham continues to provide a unique learning opportunity for students in the CAPS program, meeting the criteria of an advanced course of study in the field and significant occupational experience in the fields of both business and education. I recommend that the request for renewal of a Visiting Scholar license, valid for the 2022-23 school year for Janet Graham be approved, based on continuing to meet two of the three established criteria and completion of appropriate professional learning during experience as a Visiting Scholar.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program and William Allen Skeens
Blue Valley USD 229 requests that William Allen Skeens be granted a renewal of a Visiting Scholar license valid for the 2022-23 school year. Mr. Skeens continues to be assigned to teach the CAPS Law and Public Safety course.

Mr. Skeens will teach a full schedule. The course receives college credit through Johnson County Community College, College Now Program. He participated in appropriate professional learning in both education and the legal professional while employed in this position during the last nine school years.

William Skeens continues to provide a unique learning opportunity for students in the CAPS program. He meets the criteria of significant related experience in the field of law and an advanced degree in the field, based on his law degree. I recommend that the request for renewal of a Visiting Scholar license valid for the 2022-23 school year for William Skeens be approved, based on continuing to meet two of the three established criteria and appropriate professional learning during his teaching as a Visiting Scholar.

Lawrence, USD 497 and Kelly Welch
The Lawrence school district requests that Kelly Welch be granted renewal of a Visiting Scholar license valid for the 2022-23 school year. Ms. Welch will be assigned as a full-time FACS teacher at Lawrence High School. Kelly was employed under a Visiting Scholar license teaching FACS for the Geary County School district, USD 475, and transferred to USD 497 starting with the 2019-20 school year. She participated in appropriate professional learning while employed in this position during the past five school years.

Kelly Welch's educational background and studies along with her almost two decades of teaching experience in family studies and human ecology at the post-secondary level provide a

unique learning experience to the students at Lawrence High School. She meets the criteria of extensive related experience and an advanced degree in the subject. I recommend that the request for renewal of a Visiting Scholar license valid for the 2022-23 school year for Kelly Welch be approved, based on continuing to meet two of the established criteria, and appropriate professional learning during the last five years of teaching as a Visiting Scholar.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program and Robin Bacon

Blue Valley USD 229 is requesting that Robin Bacon be granted renewal of a Visiting Scholar license valid for the 2022-23 school year. Ms. Bacon will continue to be the CAPS Medical Simulation Instructor, responsible for the course Foundations of Medicine.

Ms. Bacon is assigned to a full teaching schedule. She participated in appropriate professional learning while employed in this position during the past ten school years.

Robin Bacon with her varied experiences and a graduate degree in nursing, continues to provide a unique educational opportunity for students in the CAPS program. I recommend that the request for renewal of a Visiting Scholar license valid for the 2022-23 school year for Robin Bacon be approved, based on continuing to meet two of the three established criteria, and appropriate professional learning during her years of teaching as a Visiting Scholar.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program and Michael Farmer

The Blue Valley School District – CAPS requests that Michael Farmer be granted renewal of a Visiting Scholar license valid for the 2022-23 school year. Mr. Farmer will be assigned to teach the CAPS Innovate course. The course is developed to meet the needs of students looking to create products and/or businesses, equipping students with the skills of an innovator.

Mr. Farmer will be teaching afternoon sessions of the CAPS schedule, three periods every day. He completed appropriate professional learning while employed in this position during the last five school years.

Michael Farmer's education and experiences continue to provide a unique educational experience to the high school students in the CAPS Innovate course. His educational background along with his expertise and experiences as an entrepreneur and innovator contribute to a strong background relative to his teaching assignment. He meets the criteria of extensive related experience and an advanced degree in the subject. I recommend that the request for renewal of a Visiting Scholar license valid for the 2022-23 school year for Michael Farmer be approved, based on continuing to meet two of the established criteria and appropriate professional learning during the last three years of teaching as a Visiting Scholar.

Central Heights, USD 288 and Norman Schmidt

The Central Heights school district requests that Norman Schmidt be granted renewal of a Visiting Scholar license valid for the 2022-23 school year. The district will assign Mr. Schmidt to teach a full schedule of chemistry, physics and earth/space science. He participated in

appropriate professional learning while employed in this position during the past two school years.

Norman Schmidt's extensive educational background in science, his experiences as a science researcher, and his 30 years of postsecondary science teaching and research experiences, starting as a teaching/research assistant contribute to a strong background relative to a high school science teaching assignment. He continues to meet the criteria of advanced degrees in the subject and related science experience. I recommend that the request of a Visiting Scholar license valid for the 2022-23 school year for Norman Schmidt be approved, based on meeting two of the established criteria for Visiting Scholar and verification of appropriate professional learning.

Olathe, USD 233 and Daniel Treber

The Olathe school district requests that Daniel Treber be granted renewal of a Visiting Scholar license valid for the 2022-23 school year. Mr. Treber will continue to be assigned to teach Spanish 1 full-time at Olathe North High School and Olathe South High School. Mr. Treber completed appropriate professional learning activities while employed the last two school years as a Visiting Scholar.

Daniel Treber's extensive educational studies including bachelor, master and doctoral degrees in Spanish, his background in Spanish language and culture, and his years of experience as a post-secondary and high school Spanish teacher, provide a unique learning experience to students. He continues to meet the criteria of advanced degrees in the subject and related Spanish teaching experience. I recommend that the request of a Visiting Scholar license for Daniel Treber, valid for the 2022-23 school year for be approved, based on meeting two of the established criteria for Visiting Scholar and appropriate professional learning during the last two school years.

Holton, USD 336 and Crystal Buck

The Holton School district requests that Crystal Buck be granted renewal of a Visiting Scholar license valid for the 2022-23 school year. The district will assign Ms. Buck to a full schedule of teaching Spanish 6-12. She participated in appropriate professional learning while employed in this position last year.

Crystal Buck earned a bachelor of music degree in 2008 from Santi Mary's College, Indiana. A master of music degree was earned in 2012 from the University of Minnesota. A doctor of musical arts in voice performance was earned in 2018 from the University of Kansas. Continuing graduate dissertation coursework towards a PhD in musicology is in process at KU. She started her professional career as an opera singer, singing opera during her studies both in the US and abroad.

Her professor of musicology/advisor at KU has verified that during her DMA and PhD coursework, Ms. Buck dealt extensively with Spanish, French, German and Italian and that singers in doctoral work routinely sing repertory in all four languages, translate extensively into English, learn the grammar and develop a large vocabulary, and become experts in pronunciation. The graduate coursework also included extensive study of the music and culture of France, Italy, Germany and Spanish-speaking areas. This led to advanced proficiency in

Spanish, German, French and Italian. Ms. Buck has also provided a detailed breakdown of all her graduate level courses (including masters) and described the language and the details/skills in the language that were required for each course. Transcripts also reflect specific courses in German language.

Ms. Buck taught for the Barton Community College on the Fort Leavenworth Campus from 2013-14 school year to summer of 2018. Barton CCC verified that classes were six week cycles and Ms. Buck taught German 1-111, ESOL 1-11, English grammar, Spanish 1-11, and French 1 courses during her time at Barton. In 2018, she moved to Bogota, Columbia and taught middle/high school English (language and literature, acquisition, and English IB) at the Victoria School (Oxford IB curriculum). The school include multi-lingual classrooms (French, Spanish, English). She taught through spring of 2021. Ms. Buck indicates she has long-term substitute experience in USD 469 at all grade levels.

Crystal Buck's extensive educational background and experience in music performance requiring proficiency in languages, her experiences teaching multiple languages at the post-secondary level, and experiences teaching English at the middle/high/postsecondary level level all contribute to a a background relative to a Spanish teaching assignment. She meets the criteria of advanced degrees that included relevant studies in languages including Spanish, and related experiences through teaching Spanish and other languages, including English at middle through post-secondary level. I recommend that a Visiting Scholar license valid for the 2022-23 school year for Crystal Buck be approved, based on meeting two of the established criteria for Visiting Scholar.

Hill City, USD 281 and Amanda Stinemetz

The Hill City School District requests that Amanda Stinemetz be granted renewal of a Visiting Scholar license valid for the 2022-23 school year. The district will assign Ms. Stinemetz to a full schedule of teaching English language arts at Hill City Jr/Sr High school. She will teach 9th grade English 1 and 12th grade English 4 and Oral Communication. She participated in appropriate professional learning while employed in this position last school year.

Amanda Stinemetz earned a bachelor of arts in English (Literature) in 2006 and a master of arts in English in 2010 from Fort Hays State University. She earned a doctor of philosophy in education with a specialization in English as a second language from Northcentral University, CA in 2019.

Fort Hays State has verified that Ms. Stinemetz was the Assistant Director of the English as a second language (ESL) program January, 2008 through October 2015, when she was made Director. She served as Director through June, 2017. The Director position also held the responsibility of serving as the Liaison for International Operations for the university. The university verified that throughout her years of employment (2008-2018), she instructed courses on the undergraduate level in the English and ESL departments. She also served as a full-time instructor in the English department 2017-18. An extensive list of undergraduate courses taught includes Composition at all levels, World literature, and English for the Professions. Ms. Stinemetz was hired by Fairmont State University, WV August, 2018 through December, 2020

as Director of Educational Pathways for International Centers and Students (EPICS), which involved running the ESL program. She was also an adjunct instructor in the English department August, 2018 to present, delivering Freshman English courses both face-to-face and online. Beginning in Fall 2019, Ms. Stinemetz was a dual enrollment English instructor at North Marion High School in Manning, WV, which allowed the students to earn college credit for two English composition courses each school year. Delivery was online with frequent classroom visits. A list of professional publications, presentations and international partnership development was provided by Ms. Stinemetz.

Amanda Stinemetz's educational background in English, her experiences teaching English at the post-secondary level and as a dual enrollment high school instructor, and her related experiences with English as a second language/International liaisons all contribute to a strong background relative to an English assignment. She meets the criteria of advanced degrees in the subject and related experiences teaching in the subject. I recommend that a Visiting Scholar license valid for the 2022-23 school year for Amanda Stinemetz be approved, based on meeting two of the established criteria for Visiting Scholar.

Bishop Miege High School and Jackelyn Arico
The Bishop Miege High School requests that Jackelyn Arico be granted to a Visiting Scholar license valid for the 2022-23 school year. The district will assign Ms. Arico to a full schedule of teaching Biology.

Jackelyn Arico earned a bachelor's of science degree from Notre Dame University in 2005. She earned a PhD in Biology and Biomedical Science with a specialization in Biochemistry, Cell and Developmental Biology from Emory University in 2011.

Ms. Arico has served as an adjunct assistant professor at Johnson County Community College since 2012. She has taught an extensive list of biology courses at the college level, published articles in the field of Biology and was awarded multiple grants and fellowships for her work in the field of Biology. She meets the criteria of an advanced degree in the subject and related experiences teaching in the subject. I recommend that a Visiting Scholar license valid for the 2022-23 school year for Jackelyn Arico be approved, based on meeting two of the established criteria for Visiting Scholar.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **19 f.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/12/2022**
Shane Carter	Mischel Miller	Randy Watson		

Item Title:

Act on recommendations of the Licensure Review Committee.

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee as presented.

Explanation of Situation Requiring Action:

Recommendations of the Licensure Review Committee (LRC) need approval of the State Board of Education. Licenses will be issued to those applicants whose requests are granted. Requests and the LRC's recommendations for this month are provided below.

Case # 3445

Applicant requested initial Kansas licensure for secondary 6-12 Mathematics. Review was required due to completion of an alternative teacher preparation program for teaching through ABCTE in Missouri. The applicant met with the committee to discuss experience and to address deficiencies in mathematic standards 1-7. The Licensure Review Committee recommends approval of a Provisional license for secondary mathematics with full licensure contingent upon completion of a secondary mathematics program through an accredited college or university. Moved by Dan, seconded by Tricia and approved unanimously.

Case # 3446

Applicant requested the addition of endorsements for Early Childhood PK-3 and High Incidence Special Education K-6 and 6-12 to a valid Kansas license. Review is required due to adding the Early Childhood and Special Education endorsement to the Missouri certificate based on testing only. The applicant met with the committee to discuss experience and to address deficiencies in High Incidence K-6 and 6-12 standards 1-6. The Licensure Review Committee recommends approval of the Early Childhood PK-3 endorsement based on completion of coursework and teaching experience, and the committee recommends approval a provisional K-6 and 6-12 High Incidence Special Education endorsement contingent upon completion of a special education program through an accredited Kansas college or university. Moved by Anita, seconded by Brittany and approved unanimously.

Case #3448

Applicant requests addition of an elementary K-6 endorsement to a valid Kansas license.

Review for the endorsement is required due to completion of minimum state requirements for the elementary endorsement. The Licensure Review Committee recommends approval of the addition of an elementary K-6 endorsement to a valid Kansas teaching license based on appropriate coursework and teaching experience. Moved by Tricia, seconded by Brittany, and approved unanimously.

Case #3449

Applicant requests initial Kansas licensure for 6-12 social studies comprehensive. Review for the endorsement is required due to completion of an alternative program through Arizona. The Licensure Review Committee recommends denial of the social studies 6-12 license based on lack of accredited experience and lack of knowledge to meet social studies standards 1-10. Moved by Ashlie, seconded by Brittany, and approved unanimously.

Case #3450

Applicant requests the addition of a K-6 and 6-12 High Incidence Special Education endorsement to a valid Kansas license. Review is required due to adding the special education endorsement to the Colorado certificate based on testing only. Adding special education by testing only is not an option in Kansas. The Licensure Review Committee recommends denial of the addition of a K-6 and 6-12 High Incidence Special Education endorsement to a valid Kansas license based on lack of accredited experience and lack of knowledge to meet High Incidence Special Education standards 1-8. Moved by Ashlie, seconded by Anita, and approved unanimously.

Case #3451

Applicant requests the addition of a B-3 early childhood unified endorsement to a valid Kansas license. Review is required due to adding the early childhood unified endorsement to the Missouri certificate based on testing only. Adding early childhood unified by testing only is not an option in Kansas. Licensure Review Committee recommends denial of the addition of the B-3 early childhood unified endorsement due to lack of accredited experience and lack of knowledge in early childhood B-3 standards. Moved by Ashlie, seconded by Anita, and approved unanimously.

Case #3452

Applicant requests initial Kansas licensure for building leadership PK-12. Review is required due to

not holding a valid out of state license for building leadership. The Licensure Review Committee recommends approval of an initial building leadership license based on experience, previous certification, completion of an approved program, and extenuating circumstances that prevented renewal of a Missouri license. Moved by Brittany, seconded by Tricia, and approved unanimously.

Case #3453

Applicant requests initial Kansas licensure for K-6 and 6-12 High-Incidence Special Education. Review is required due to completion of an alternative teacher preparation program for teaching through the TeacherReady Program in Florida. Review is also required for recency. The Licensure Review Committee recommends denial of an initial license, based on no accredited experience and lack of knowledge to High-Incidence standards 1-8. Moved by Ashlie, seconded by Brittany, and approved unanimously.

Case #3454

Applicant requests initial Kansas licensure for 6-12 Business. Review is required due to completion of an alternative teacher preparation program for teaching through Inspire Texas Region 4. The Licensure Review Committee recommends approval of the initial license based on degrees in the content area and completion of an alternative certification program. Moved by Ashlie, seconded by Brittany, and approved unanimously.

Case #3455

Applicant requests initial Kansas licensure for PK-12 Building Leadership.

Review for the teaching license is required due to completion of an alternative building leadership preparation program through I Teach Texas. The Licensure Review Committee recommends approval of a provisional license for building leadership license with full licensure contingent upon successful completion of school of law course through a Kansas college or university with an approved building leadership program. Moved by Ashlie, seconded by Tricia, and approved unanimously.

Case #3456

Applicant requests initial Kansas licensure for early childhood special education.

Review is required due to adding the early childhood special education endorsement to a Texas certificate by testing only. Special education cannot be added to a Kansas license by testing only.

The Licensure Review Committee recommends denial of the license based on lack of accredited experience and lack of knowledge to meet early childhood standards 1-8. Moved by Ashlie, seconded by Brittany, and approved unanimously.

Case #3457

Applicant requests initial Kansas licensure for early childhood PK-3.

Review is required due to completion of an alternative teacher preparation program for teaching through Houston ISD Alternative Certification Program. The Licensure Review Committee recommends approval of the initial license based on achievement of early childhood through alternative certification program, and experience. Moved by Ashlie, seconded by Brittany, and approved unanimously.

Case #3458

Applicant requests to waive completion of the performance assessment (two year mentoring program) to upgrade an initial teaching license, and achievement of a professional level teaching license. Review is required because a waiver and an initial license for library media requires a professional level teaching license. The Licensure Review Committee recommends approval of a provisional license for Library Media Specialist, and an upgrade to a professional teaching license with an endorsement in physical education Prek-12 contingent upon completion of one year of mentoring while teaching library media course in the district. Moved by Dan, seconded by Tricia, and approved unanimously.

Case #3459

Applicant requests to waive a year of accredited experience to upgrade to an initial teaching license with an endorsement of business education to a professional teaching license, and to waive the five-year accredited experience to qualify for building leadership license. Review is required to accept nonaccredited experience to upgrade an initial license and to accept nonaccredited experience to meet the five years of accredited experience required for a building leadership license. The Licensure Review Committee recommends acceptance unaccredited experience to meet accredited experience to qualify for an initial building leadership license, and to upgrade the initial teaching to a professional license. Moved by Dan, seconded by Brittany, and approved unanimously.

Case #3460

Applicant requests to waive requirement to pass a content and pedagogy exam.

The Licensure Review Committee recommends denial due to lack of completion of content and pedagogy exam. Moved by Dan, seconded by Tricia, and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **19 g.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/12/2022**
Catherine Chmidling	Mischel Miller	Randy Watson		

Item Title:

Act on recommendations for the Evaluation Review Committee for Higher Education accreditation and program approval.

Recommended Motion:

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for "Accreditation" for McPherson College, and "Program Approval" for Baker University and Kansas State University.

Explanation of Situation Requiring Action:

Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the education preparation provider or teacher education program (as appropriate) for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board. Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation provider or teacher education program.

The initial recommendation was submitted to the teacher education institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. If requested, the ERC conducted a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the teacher education program. If a request for a hearing was not submitted or the institution accepted, the initial recommendations became the final recommendations. These final recommendations have been submitted to appropriate representatives of the teacher education institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for accreditation and program approval status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions.

June 27, 2022

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for McPherson College

Introductory Statement:

On June 13, 2022, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for McPherson College.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, EPP Rejoinder, and Lead's Response.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status through June 30, 2029.

Areas for Improvement:
Standards 2-4
None

Standard 1
AFI 1.1: The EPP provided insufficient evidence that candidates demonstrate an understanding of the 10 InTASC Standards at the appropriate progression level(s) for the category of instructional practice. (Component 1.1)
Rationale 1.1: Data from a past version of the Content Area Final Evaluation was incomplete, and the instrument was not validated. The new version of the instrument is not yet complete or validated, and therefore does not meet CAEP sufficiency criteria.

Standard 5
AFI 5.2: The EPP did not provide sufficient evidence that all EPP-created assessments meet CAEP sufficiency on the CAEP Evaluation Tool for EPP-Created Assessments. (Component 5.2)
Rationale 5.2: At the time of the visit, the EPP was still in the process of completing validity and reliability analyses for their EPP-created assessments. The Content Area Evaluations, Completer Survey and Employer Survey do not yet meet CAEP sufficiency for validity or reliability, and the others have not yet been sufficiently analyzed for reliability.

Stipulations
Standards 1-5
None

Standards		Initial	Advanced
1 / A1	Content and Pedagogical Knowledge	Met	NA

2 / A2	Clinical Partnerships and Practice	Met	NA
3 / A3	Candidate Quality, Recruitment, and Selectivity	Met	NA
4 / A4	Program Impact	Met	NA
5 / A5	Provider Quality Assurance and Continuous Improvement	Met	NA

Next visit: Fall 2028.

Previous Areas for Improvement (July 12, 2016):

NCATE Standards 1-6

None

ACCREDITATION AND PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit. When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

Limited Accreditation. This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

Denial of Accreditation. This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Accreditation Council of CAEP render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation

ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

After a continuing accreditation visit, the ERC will render one of the following decisions:

Accreditation. This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and/or CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

Accreditation with Conditions. This accreditation decision indicates that the unit has not met one or more of the KSDE standards. When the ERC renders this decision, the unit maintains its accredited status, but must satisfy conditions by meeting the previously unmet standard(s) within an established time period.

If accreditation with conditions is granted, the ERC will require (1) submission of documentation that addresses the unmet standard(s) within six months of the accreditation decision or (2) a focused visit on the unmet standard(s) within two years of the accreditation decision. When a decision is made by the

ERC to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two years.

If documentation is submitted under the terms specified in the above paragraph, the ERC may (1) continue accreditation or (2) require a focused visit within one year of the semester in which the documentation was reviewed by the ERC. After a focused visit, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for seven years following the semester in which the continuing accreditation visit occurred. This scheduling maintains the unit's original accreditation cycle.

Accreditation with Probation. This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation with probation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. The unit must address all KSDE standards in effect at the time of the probationary review. Following the on-site review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the probationary visit.

Revocation of Accreditation.[3] Following a comprehensive site visit that occurs as a result of a ERC to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

[3]Accreditation can also be revoked by action of the ERC/Accreditation Council under the following circumstances: (1) following an on-site visit by a BOE team initiated by the Complaint Review Committee acting on behalf of the Executive Board; (2) following an on-site visit by a BOE team initiated by the Accreditation Council at the recommendation of its Annual Report and Preconditions Audit Committee; (3) following a motion from the President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed; (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.

June 20, 2022

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Baker University

Introductory Statement:

On June 13, 2022, the Evaluation Review Committee reviewed applications for program approvals for Baker University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Baker University programs through June 30, 2029

Building Leadership, A, PreK-12, continuing
- Areas for Improvement:
- Standards 1-7
- None

Building Leadership (DLL+), A, PreK-12, continuing
- Areas for Improvement:
- Standards 1-7
- None

District Leadership, A, PreK-12, continuing
- Areas for Improvement:
- Standards 1-7
- None

Elementary, I, K-6, continuing
- Areas for Improvement:
- Standards 1-7
- None

Health, I, PreK-12, continuing
- Areas for Improvement:
- Standards 1-5
- None

Music, I, PreK-12, continuing
- Areas for Improvement:
- Standards 1-7
- None

Instrumental Music, I, PreK-12, continuing
- Areas for Improvement:
- Standards 1-7

None

Vocal Music, I, PreK-12, continuing

Areas for Improvement:

Standards 1-7

None

Physical Education, I, PreK-12, continuing

Areas for Improvement:

Standards 1-7

None

June 20, 2022

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approvals for Kansas State University

Introductory Statement:

On June 13, 2022, the Evaluation Review Committee reviewed applications for program approvals for Kansas State University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend 'New Program Approved with Stipulation' status for the following program through December 31, 2024:

Innovative Elementary I, K-6 Residency, NEW
Areas for Improvement:
Standards 1-7
None

New programs may be approved-with-stipulation for 2 years during which they are operationalized, and notice of operationalization sent to KSDE. A progress report is due after the second semester of operation to address the new program stipulation.

Recommend "Approved" status for the following programs through December 31, 2028:

Agriculture, I, 6-12 [UG], continuing
Areas for Improvement:
Standards 1-6
None

Agriculture, I, 6-12 [MAT], continuing
Areas for Improvement:
Standards 1-6
None

Building Leadership, A, PreK-12, continuing
Areas for Improvement:
Standards 1-7
None

District Leadership, A, PreK-12, continuing
Areas for Improvement:
Standards 1-7

None

Elementary I, K-6 [UG], continuing

Areas for Improvement:

Standards 1-7

None

English for Speakers of Other Languages, Add-on, PreK-12, continuing

Areas for Improvement:

Standards 1-7

None

Journalism I, 6-12, continuing

Areas for Improvement:

Standards 1-7

None

Physics, I, 6-12, continuing

Areas for Improvement:

Standards 1-10

None

Reading Specialist, A, PreK-12, continuing

Areas for Improvement:

Standards 1-6

None

Speech/Theatre I, 6-12, continuing

Areas for Improvement:

Standards 1-6

None

PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of the unit.

PROGRAM DECISIONS

New program approval decisions are:
- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:
- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-235 and 91-1-236.

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.
(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.
(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:
(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;
(B) at least 12 weeks of student teaching; and
(C) a validated preservice candidate work sample.
(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.
(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.
(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.
(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.
(e) Request for hearing.
(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status. Each new program shall be approved with stipulation or not approved.
(g) Annual report.
(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.
(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.
(h) Change of approval status.
(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the

current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.
(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.
(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.
(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.
(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:
(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and
(B) at least 12 weeks of student teaching.
(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.
(c) Program review process.
(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.
(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.
(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.
(e) Request for hearing.
(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall

specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.
(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).
(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.
(f) Approval status.
(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.
(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.
(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.
(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.
(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).
(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.
(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **19 h.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/12/2022**
Shane Carter	Mischel Miller	Randy Watson		

Item Title:

Act to approve cuts scores for licensure tests.

Recommended Motion:

It is moved that the Kansas State Board of Education adopt and set cut scores as follows:

Biology (Test #5236) with a recommended cut score of 154; Chemistry (Test #5246) with a recommended cut score of 146; Earth and Space Sciences (Test #5572) with recommended score 154; Physics (Test #5266) with a recommended cut score of 145; Professional School Counselor (Test #5422) with a recommended cut score of 156; School Librarian (Test #5312) with a recommended cut score of (154); School Psychologist (Test #5403) with a recommended cut score of (147); Special Education: Preschool/Early Childhood (Test #5692) with a recommended test score of (159); Russian: World Language (Test #5671) with a recommended cut score of 130.

Explanation of Situation Requiring Action:

Explanation of Situation Requiring Action:

Kansas statute and regulations require all applicants to successfully complete pedagogy and content assessments prior to qualifying for an initial teaching license. A content assessment is also required prior to issuance of a new teaching endorsement or an initial school specialist or school leadership license.

Educational Testing Service (ETS) revises and regenerates tests on a cyclical basis. ETS assigns regenerated tests a new test number and a new cut score is required. In addition, any new tests generated by ETS and implemented for Kansas licensure must be adopted with a cut score. All of the listed tests are regenerated tests; except for the Russian World Language exam which is a newly available test generated that Kansas is implementing.

The cut scores are as recommended by the Professional Standards Board based on the results provided by ETS from national standard-setting studies comprised of two sets of panelists from multiple states.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **19 i.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/12/2022**
Sherry Root		Randy Watson		

Item Title:

Act on Mental Health Intervention Team Program grants and applications for school year 2022-23.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Mental Health Intervention Team Program grants and applications for school year 2022-23.

Explanation of Situation Requiring Action:

In June of 2022, John Calvert, Director of Safe and Secure Schools, presented on the recently passed HB 2567 which provides $10.5 million to school districts for Mental Health grants in FY2023. An additional $3 million was set aside for a third-party entity to conduct a study of effectiveness of the MHIT pilot program and suggest improvements, as well as expand the program. He shared the Mental Health Intervention Team's current efforts and plans to expand the program to new districts.

2022-2023 Mental Health Intervention Team Grant Recommendations

State Grant Amount for CMHC's is calculated by taking $^1/_3$ of the State Grant Amount for School Liaisons. 2018-19 pilot USDs receive the CMHC Grant amount from 2019-20 if it is higher than $^1/_3$ of their current years State Grant Amount for School Liaisons.

USD # (Orange = new applicants)	USD Name	County Name	Districts Served	Coop Members	School Liaison		CMHC	Total State Grant Amount Recommended	Total State Aid Budget Request (includes Local Match)
					Total FTE	State Grant Amount Recommended	State Grant Amount Recommended (Green = Pilot District)		
999	State	Totals	67	12	139.3	$7,326,975	$2,967,369	**$10,294,344**	$12,736,658
113	Prairie Hills	Nemaha	1	-	1.0	$40,004	$13,335	**$53,339**	$66,673
204	Bonner Springs	Wyandotte	1	-	3.0	$134,520	$44,840	**$179,360**	$224,200
233	Olathe	Johnson	1	-	5.0	$294,994	$98,331	**$393,325**	$491,656
239	North Ottawa County	Ottawa	1	-	1.0	$41,813	$13,938	**$55,751**	$69,688
240	Twin Valley	Ottawa	1	-	1.0	$33,589	$11,196	**$44,785**	$55,981
255	South Barber	Barber	1	-	2.0	$70,500	$23,500	**$94,000**	$117,500
259	Wichita	Sedgwick	1	-	30.0	$2,160,776	$1,049,031	**$3,209,807**	$3,930,065
261	Haysville	Sedgwick	1	-	3.0	$168,750	$56,250	**$225,000**	$281,250
262	Valley Center Pub Sch	Sedgwick	1	-	2.0	$151,608	$50,536	**$202,144**	$252,680
266	Maize	Sedgwick	1	-	4.0	$195,231	$65,077	**$260,308**	$325,385
270	Plainville	Rooks	1	-	1.0	$37,941	$12,647	**$50,588**	$63,235
271	Stockton	Rooks	1	-	1.0	$51,263	$17,088	**$68,351**	$85,438
272	Waconda	Mitchell	1	-	0.3	$15,000	$5,000	**$20,000**	$25,000
282	West Elk	Elk	1	-	1.0	$53,925	$17,975	**$71,900**	$89,875
283	Elk Valley	Elk	1	-	1.0	$47,438	$15,813	**$63,251**	$79,063
286	Chautauqua Co Community	Chautauqua	1	-	1.0	$43,478	$14,493	**$57,971**	$72,463
293	Quinter Public Schools	Gove	6	293 Quinter, 274 Oakley, 275 Triplains, 291 Grinnell, 292 Wheatland, 468 Healy	1.5	$63,491	$21,164	**$84,655**	$105,818
305	Salina	Saline	1	-	6.0	$279,000	$93,000	**$372,000**	$465,000
306	Southeast Of Saline	Saline	1	-	1.0	$47,688	$15,896	**$63,584**	$79,480
309	Nickerson	Reno	1	-	1.0	$42,375	$14,125	**$56,500**	$70,625

2022-2023 Mental Health Intervention Team Grant Recommendations

State Grant Amount for CMHC's is calculated by taking $^1/_3$ of the State Grant Amount for School Liaisons. 2018-19 pilot USDs receive the CMHC Grant amount from 2019-20 if it is higher than $^1/_3$ of their current years State Grant Amount for School Liaisons.

USD # (Orange = new applicants)	USD Name	County Name	Districts Served	Coop Members	School Liaison		CMHC	Total State Grant Amount Recommended	Total State Aid Budget Request (includes Local Match)
					Total FTE	State Grant Amount Recommended	State Grant Amount Recommended (Green = Pilot District)		
999	State	Totals	67	12	139.3	$7,326,975	$2,967,369	**$10,294,344**	$12,736,658
310	Fairfield	Reno	1	-	1.0	$34,485	$11,495	**$45,980**	$57,475
311	Pretty Prairie	Reno	2	311 Pretty Prairie 312 Haven	1.0	$42,156	$14,052	**$56,208**	$70,260
313	Buhler	Reno	1	-	1.0	$43,875	$14,625	**$58,500**	$73,125
320	Wamego	Pottawatomie	1	-	1.0	$44,951	$14,984	**$59,935**	$74,919
323	Rock Creek	Pottawatomie	1	-	1.0	$50,868	$16,956	**$67,824**	$84,780
329	Mill Creek Valley	Wabaunsee	1	-	1.0	$44,216	$14,739	**$58,955**	$73,693
332	Cunningham	Kingman	1	-	1.0	$47,606	$15,869	**$63,475**	$79,344
337	Royal Valley	Jackson	1	-	0.5	$17,516	$5,839	**$23,355**	$29,194
349	Stafford	Stafford	1	-	1.0	$46,245	$15,415	**$61,660**	$77,075
373	Newton	Harvey	1	-	2.0	$98,550	$32,850	**$131,400**	$164,250
382	Pratt	Pratt	1	-	1.0	$57,776	$19,259	**$77,035**	$96,294
383	Manhattan-Ogden	Riley	1	-	2.0	$122,222	$40,741	**$162,963**	$203,703
394	Rose Hill Public Schools	Butler	1	-	1.0	$33,750	$11,250	**$45,000**	$56,250
402	Augusta	Butler	1	-	1.5	$62,034	$20,678	**$82,712**	$103,390
403	Otis-Bison	Rush	1	-	0.5	$14,625	$4,875	**$19,500**	$24,375
413	Chanute Public Schools	Neosho	1	-	1.0	$48,750	$16,250	**$65,000**	$81,250
417	Morris County	Morris	1	-	1.0	$44,898	$14,966	**$59,864**	$74,830
422	Kiowa County	Kiowa	1	-	0.4	$28,448	$9,483	**$37,931**	$47,413
435	Abilene	Dickinson	4	435 Abilene, 393 Solomon, 473 Chapman, 487 Herington	2.0	$85,448	$121,572	**$207,020**	$235,502

2022-2023 Mental Health Intervention Team Grant Recommendations

State Grant Amount for CMHC's is calculated by taking $^1/_3$ of the State Grant Amount for School Liaisons. 2018-19 pilot USDs receive the CMHC Grant amount from 2019-20 if it is higher than $^1/_3$ of their current years State Grant Amount for School Liaisons.

USD # (Orange = new applicants)	USD Name	County Name	Districts Served	Coop Members	School Liaison		CMHC	Total State Grant Amount Recommended	Total State Aid Budget Request (includes Local Match)
					Total FTE	State Grant Amount Recommended	State Grant Amount Recommended (Green = Pilot District)		
999	State	Totals	67	12	139.3	$7,326,975	$2,967,369	**$10,294,344**	$12,736,658
438	Skyline Schools	Pratt	1	-	1.0	$49,770	$16,590	**$66,360**	$82,950
444	Little River	Rice	1	-	1.0	$40,500	$13,500	**$54,000**	$67,500
445	Coffeyville	Montgomery	1	-	2.0	$91,886	$30,629	**$122,515**	$153,143
446	Independence	Montgomery	1	-	2.0	$86,416	$28,805	**$115,221**	$144,026
447	Cherryvale	Montgomery	1	-	1.0	$44,505	$14,835	**$59,340**	$74,175
450	Shawnee Heights	Shawnee	1	-	1.0	$45,000	$15,000	**$60,000**	$75,000
453	Leavenworth	Leavenworth	1	-	1.0	$54,791	$18,264	**$73,055**	$91,319
457	Garden City	Finney	1	-	1.0	$45,249	$41,299	**$86,548**	$101,631
461	Neodesha	Wilson	1	-	1.0	$49,708	$16,569	**$66,277**	$82,846
462	Central	Cowley	1	-	1.0	$41,353	$13,784	**$55,137**	$68,921
463	Udall	Cowley	1	-	1.0	$32,391	$10,797	**$43,188**	$53,985
484	Fredonia	Wilson	1	-	2.0	$82,993	$27,664	**$110,657**	$138,321
489	Hays	Ellis	1	-	2.0	$103,825	$34,608	**$138,433**	$173,041
490	El Dorado	Butler	1	-	1.6	$65,153	$21,718	**$86,871**	$108,588
500	Kansas City	Wyandotte	1	-	21.0	$930,731	$310,244	**$1,240,975**	$1,551,218
501	Topeka Public Schools	Shawnee	1	-	9.0	$478,238	$208,000	**$686,238**	$845,650
503	Parsons	Labette	1	-	1.0	$58,875	$48,000	**$106,875**	$126,500
506	Labette County	Labette	1	-	1.0	$37,769	$12,590	**$50,359**	$62,948
511	Attica	Harper	1	-	1.0	$46,019	$15,340	**$61,359**	$76,699

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **19 j.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/12/2022**
Sherry Root		Randy Watson		

Item Title:

Act on request for KSDE to contract with a third-party entity to conduct a study of the effectiveness of the Mental Health Intervention Team (MHIT) pilot program and suggest improvements to the program.

Recommended Motion:

It is moved that the Kansas State Board of Education act on request to contract with a third-party entity to conduct a study of the effectiveness of the Mental Health Intervention Team (MHIT) pilot program and suggest improvements to the program.

Explanation of Situation Requiring Action:

This study is required by Sen. Sub for HB 2567 (passed by 2022 legislature) which set aside funds for a third-party entity to conduct a study of effectiveness of the MHIT pilot program and suggest improvements, as well as expand the program.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: **19 k.**

Staff Initiating:	**Director:**	**Commissioner:**	**Meeting Date:**	**7/12/2022**
Sherry Root		Randy Watson		

Item Title:

Act on Safe and Secure Schools grant recommendations for school year 2022-23.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Safe and Secure Schools grant recommendations for school year 2022-23.

Explanation of Situation Requiring Action:

Safe and Secure School Grants - $5 million

Grant amount awarded to USDs was based on the amount per pupil of ~ $19.70 ***or*** Amount of State Aid Requested, whichever was lower.

The attachment shows the grant amount each USD receives (State Grant Award), total budget request, and the last columns show how USDs plan to use the grant funds:
-- secured entrance
-- security technology
-- school resource officer

2022-2023 Safe & Secure Schools Grant Recommendations				amnt per pupil $19.704515	Total Budget Request			Secured Entrance		
USD #	USD Name	County Name	Total Audited FTE of District as of 9-20-2021	State Grant Award (Purple = Federal Funds)	Total Budget Request	Total State Aid Request	Total Local Match	Budget Request	State Aid Request	Local Match
999	State	Totals	312,979.4	5,000,000	$19,176,434	$9,588,225	$9,588,225	$7,569,519	$3,784,767	$3,784,767
101	Erie-Galesburg	Neosho	430.0	8,473	$135,000	$67,500	$67,500	$120,000	$60,000	$60,000
105	Rawlins County	Rawlins	360.9	7,111	$65,000	$32,500	$32,500	$65,000	$32,500	$32,500
106	Western Plains	Ness	112.0	2,207	$33,968	$16,984	$16,984	$33,968	$16,984	$16,984
107	Rock Hills	Jewell	380.5	7,498	$170,000	$85,000	$85,000	$60,000	$30,000	$30,000
110	Thunder Ridge Schools	Phillips	178.5	3,517	$10,000	$5,000	$5,000			
113	Prairie Hills	Nemaha	1,042.7	20,546	$45,722	$22,861	$22,861	$19,140	$9,570	$9,570
204	Bonner Springs	Wyandotte	2,451.9	48,314	$96,792	$48,396	$48,396	$12,415	$6,208	$6,208
205	Bluestem	Butler	505.0	9,951	$52,055	$26,028	$26,028	$20,994	$10,497	$10,497
207	Ft Leavenworth	Leavenworth	1,454.7	28,664	$107,350	$53,675	$53,675	$0	$0	$0
214	Ulysses	Grant	1,472.3	29,011	$63,900	$31,950	$31,950	$9,000	$4,500	$4,500
216	Deerfield	Kearny	220.0	4,335	$97,376	$48,688	$48,688	$0	$0	$0
223	Barnes	Washington	341.8	6,735	$331,398	$165,699	$165,699	$2,798	$1,399	$1,399
229	Blue Valley	Johnson	21,976.0	325,000	$650,000	$325,000	$325,000	$400,000	$200,000	$200,000
230	Spring Hill	Johnson	5,290.1	84,950	$169,900	$84,950	$84,950	$50,400	$25,200	$25,200
231	Gardner Edgerton	Johnson	5,698.7	60,378	$120,755	$60,378	$60,378	$51,845	$25,923	$25,923
233	Olathe	Johnson	28,459.3	421,700	$843,400	$421,700	$421,700	$250,000	$125,000	$125,000
234	Fort Scott	Bourbon	1,774.5	34,966	$122,151	$61,076	$61,076	$53,751	$26,876	$26,876
243	Lebo-Waverly	Coffey	451.1	8,889	$75,000	$37,500	$37,500	$25,000	$12,500	$12,500
245	LeRoy-Gridley	Coffey	158.5	3,123	$200,000	$100,000	$100,000	$200,000	$100,000	$100,000
247	Cherokee	Crawford	435.6	8,583	$43,500	$21,750	$21,750	$32,000	$16,000	$16,000
249	Frontenac Public Schools	Crawford	934.6	18,416	$55,000	$27,500	$27,500	$55,000	$27,500	$27,500
250	Pittsburg	Crawford	3,198.8	50,000	$100,000	$50,000	$50,000	$0	$0	$0
251	North Lyon County	Lyon	314.5	6,197	$20,281	$10,141	$10,141	$16,992	$8,496	$8,496
252	Southern Lyon County	Lyon	502.9	9,909	$67,000	$33,500	$33,500			
253	Emporia	Lyon	4,112.0	81,025	$174,936	$87,468	$87,468	$0	$0	$0

2022-2023 Safe & Secure Schools Grant Recommendations				amnt per pupil $19.704515	Total Budget Request			Secured Entrance		
USD #	USD Name	County Name	Total Audited FTE of District as of 9-20-2021	State Grant Award (Purple = Federal Funds)	Total Budget Request	Total State Aid Request	Total Local Match	Budget Request	State Aid Request	Local Match
999	State	Totals	312,979.4	5,000,000	$19,176,434	$9,588,225	$9,588,225	$7,569,519	$3,784,767	$3,784,767
255	South Barber	Barber	211.8	4,173	$250,000	$125,000	$125,000	$250,000	$125,000	$125,000
256	Marmaton Valley	Allen	245.3	4,834	$96,580	$48,290	$48,290	$36,100	$18,050	$18,050
257	Iola	Allen	1,073.3	21,149	$56,750	$28,375	$28,375	$22,920	$11,460	$11,460
258	Humboldt	Allen	903.1	17,795	$53,967	$26,984	$26,984	$4,096	$2,048	$2,048
259	Wichita	Sedgwick	44,594.2	878,707	$3,000,000	$1,500,000	$1,500,000	$1,500,000	$750,000	$750,000
260	Derby	Sedgwick	6,837.1	134,722	$469,500	$234,750	$234,750	$279,000	$139,500	$139,500
261	Haysville	Sedgwick	5,556.6	104,000	$208,000	$104,000	$104,000	$60,000	$30,000	$30,000
266	Maize	Sedgwick	7,700.5	99,000	$198,000	$99,000	$99,000	$0	$0	$0
267	Renwick	Sedgwick	1,883.0	32,500	$65,000	$32,500	$32,500	$35,000	$17,500	$17,500
270	Plainville	Rooks	338.0	6,660	$34,620	$17,310	$17,310	$20,220	$10,110	$10,110
271	Stockton	Rooks	313.5	6,177	$51,720	$25,860	$25,860	$17,845	$8,923	$8,923
272	Waconda	Mitchell	302.3	5,957	$136,500	$68,250	$68,250	$121,500	$60,750	$60,750
281	Graham County	Graham	379.0	7,468	$63,137	$31,569	$31,569			
284	Chase County	Chase	354.0	6,975	$54,785	$27,393	$27,393	$7,200	$3,600	$3,600
285	Cedar Vale	Chautauqua	127.7	2,516	$20,000	$10,000	$10,000	$10,000	$5,000	$5,000
286	Chautauqua Co Community	Chautauqua	372.8	7,346	$66,096	$33,048	$33,048	$16,985	$8,493	$8,493
288	Central Heights	Franklin	504.9	9,949	$70,000	$35,000	$35,000	$0	$0	$0
289	Wellsville	Franklin	748.0	14,739	$527,954	$263,977	$263,977	$233,977	$116,989	$116,989
290	Ottawa	Franklin	2,241.5	14,000	$28,000	$14,000	$14,000	$15,000	$7,500	$7,500
293	Quinter Public Schools	Gove	309.0	6,089	$15,000	$7,500	$7,500	$15,000	$7,500	$7,500
294	Oberlin	Decatur	367.9	7,249	$115,055	$57,528	$57,528	$43,055	$21,528	$21,528
297	St Francis Comm Sch	Cheyenne	282.5	5,567	$30,000	$15,000	$15,000	$0	$0	$0
303	Ness City	Ness	276.0	5,438	$44,000	$22,000	$22,000	$36,500	$18,250	$18,250
305	Salina	Saline	6,724.9	37,613	$75,226	$37,613	$37,613	$40,622	$20,311	$20,311
306	Southeast Of Saline	Saline	676.2	10,628	$21,256	$10,628	$10,628	$14,200	$7,100	$7,100

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999	State	Totals	312,979.4	5,000,000	$19,176,434	$9,588,225	$9,588,225	$7,569,519	$3,784,767	$3,784,767
308	Hutchinson Public Schools	Reno	4,068.5	80,168	$450,000	$225,000	$225,000	$350,000	$175,000	$175,000
310	Fairfield	Reno	267.6	5,273	$25,214	$12,607	$12,607	$24,614	$12,307	$12,307
313	Buhler	Reno	2,251.5	44,365	$90,000	$45,000	$45,000	$40,000	$20,000	$20,000
315	Colby Public Schools	Thomas	945.5	18,631	$65,000	$32,500	$32,500	$45,000	$22,500	$22,500
320	Wamego	Pottawatomie	1,629.3	2,265	$4,530	$2,265	$2,265			
321	Kaw Valley	Pottawatomie	1,034.0	20,374	$53,960	$26,980	$26,980			
322	Onaga-Havensville-Wheaton	Pottawatomie	306.0	6,030	$90,000	$45,000	$45,000	$65,000	$32,500	$32,500
323	Rock Creek	Pottawatomie	1,229.1	8,202	$16,403	$8,202	$8,202	$6,228	$3,114	$3,114
327	Ellsworth	Ellsworth	633.7	4,936	$9,871	$4,936	$4,936	$0	$0	$0
329	Mill Creek Valley	Wabaunsee	389.6	7,677	$20,000	$10,000	$10,000			
331	Kingman - Norwich	Kingman	853.8	16,824	$220,000	$110,000	$110,000			
332	Cunningham	Kingman	212.0	4,177	$10,007	$5,004	$5,004	$0	$0	$0
333	Concordia	Cloud	1,109.3	21,858	$89,855	$44,928	$44,928	$11,000	$5,500	$5,500
336	Holton	Jackson	1,060.9	20,905	$82,103	$41,052	$41,052	$49,418	$24,709	$24,709
337	Royal Valley	Jackson	819.0	8,000	$16,000	$8,000	$8,000	$16,000	$8,000	$8,000
338	Valley Falls	Jefferson	386.5	7,616	$149,730	$74,865	$74,865	$3,000	$1,500	$1,500
339	Jefferson County North	Jefferson	435.5	8,581	$21,738	$10,869	$10,869	$9,968	$4,984	$4,984
340	Jefferson West	Jefferson	797.5	15,714	$65,600	$32,800	$32,800	$45,800	$22,900	$22,900
342	McLouth	Jefferson	440.0	8,670	$70,000	$35,000	$35,000	$0	$0	$0
343	Perry Public Schools	Jefferson	751.3	14,804	$90,714	$45,357	$45,357	$0	$0	$0
344	Pleasanton	Linn	346.5	6,828	$56,000	$28,000	$28,000			
345	Seaman	Shawnee	3,759.4	30,000	$60,000	$30,000	$30,000			
346	Jayhawk	Linn	530.5	10,453	$49,002	$24,501	$24,501	$8,300	$4,150	$4,150
348	Baldwin City	Douglas	1,281.5	25,251	$80,000	$40,000	$40,000	$70,000	$35,000	$35,000
349	Stafford	Stafford	256.0	5,044	$56,847	$28,424	$28,424	$13,650	$6,825	$6,825

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350	St John-Hudson	Stafford	310.0	6,108	$82,705	$41,353	$41,353	$52,035	$26,018	$26,018
351	Macksville	Stafford	190.5	3,754	$8,500	$4,250	$4,250	$0	$0	$0
356	Conway Springs	Sumner	385.7	3,000	$6,000	$3,000	$3,000	$0	$0	$0
357	Belle Plaine	Sumner	584.7	11,521	$100,000	$50,000	$50,000	$100,000	$50,000	$50,000
358	Oxford	Sumner	427.8	1,250	$2,500	$1,250	$1,250	$0	$0	$0
359	Argonia Public Schools	Sumner	162.0	3,192	$16,000	$8,000	$8,000	$0	$0	$0
360	Caldwell	Sumner	235.3	4,636	$29,214	$14,607	$14,607	$0	$0	$0
365	Garnett	Anderson	925.0	18,227	$70,300	$35,150	$35,150	$300	$150	$150
366	Woodson	Woodson	389.7	7,679	$16,200	$8,100	$8,100	$10,000	$5,000	$5,000
367	Osawatomie	Miami	1,031.5	20,325	$50,000	$25,000	$25,000	$0	$0	$0
368	Paola	Miami	1,787.8	17,024	$34,048	$17,024	$17,024	$0	$0	$0
374	Sublette	Haskell	359.0	7,074	$90,498	$45,249	$45,249	$0	$0	$0
375	Circle	Butler	1,961.2	38,644	$508,000	$254,000	$254,000	$200,000	$100,000	$100,000
377	Atchison Co Comm Schools	Atchison	481.0	9,478	$40,000	$20,000	$20,000			
379	Clay County	Clay	1,309.2	25,797	$120,000	$60,000	$60,000	$120,000	$60,000	$60,000
382	Pratt	Pratt	1,137.8	22,420	$83,500	$41,750	$41,750			
383	Manhattan-Ogden	Riley	6,671.4	131,457	$500,000	$250,000	$250,000	$500,000	$250,000	$250,000
389	Eureka	Greenwood	577.4	11,377	$99,836	$49,918	$49,918	$24,000	$12,000	$12,000
393	Solomon	Dickinson	357.0	7,035	$125,000	$62,500	$62,500	$20,000	$10,000	$10,000
394	Rose Hill Public Schools	Butler	1,604.8	14,556	$29,112	$14,556	$14,556	$0	$0	$0
404	Riverton	Cherokee	656.0	12,926	$65,540	$32,770	$32,770	$42,000	$21,000	$21,000
407	Russell County	Russell	799.0	15,744	$60,000	$30,000	$30,000			
408	Marion-Florence	Marion	500.7	9,732	$19,464	$9,732	$9,732	$6,808	$3,404	$3,404
409	Atchison Public Schools	Atchison	1,534.1	24,889	$49,777	$24,889	$24,889	$18,565	$9,283	$9,283
412	Hoxie Community Schools	Sheridan	405.3	7,986	$34,000	$17,000	$17,000	$0	$0	$0

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999	State	Totals	312,979.4	5,000,000	$19,176,434	$9,588,225	$9,588,225	$7,569,519	$3,784,767	$3,784,767
413	Chanute Public Schools	Neosho	1,672.2	32,950	$116,419	$58,210	$58,210	$51,219	$25,610	$25,610
416	Louisburg	Miami	1,696.1	23,548	$47,095	$23,548	$23,548	$9,770	$4,885	$4,885
417	Morris County	Morris	749.5	14,769	$59,099	$29,550	$29,550	$5,827	$2,914	$2,914
418	McPherson	McPherson	2,255.5	19,500	$39,000	$19,500	$19,500			
420	Osage City	Osage	671.8	8,215	$16,430	$8,215	$8,215	$0	$0	$0
421	Lyndon	Osage	425.5	8,384	$31,322	$15,661	$15,661	$24,722	$12,361	$12,361
429	Troy Public Schools	Doniphan	320.7	6,319	$17,637	$8,819	$8,819	$14,031	$7,016	$7,016
430	South Brown County	Brown	504.5	2,487	$4,973	$2,487	$2,487	$0	$0	$0
431	Hoisington	Barton	739.4	14,570	$256,000	$128,000	$128,000	$6,000	$3,000	$3,000
432	Victoria	Ellis	274.0	5,399	$71,880	$35,940	$35,940	$33,780	$16,890	$16,890
437	Auburn Washburn	Shawnee	5,994.7	50,000	$100,000	$50,000	$50,000	$0	$0	$0
438	Skyline Schools	Pratt	361.5	7,123	$52,000	$26,000	$26,000	$22,000	$11,000	$11,000
445	Coffeyville	Montgomery	1,688.0	21,250	$42,500	$21,250	$21,250	$0	$0	$0
449	Easton	Leavenworth	627.9	12,372	$31,750	$15,875	$15,875	$2,673	$1,337	$1,337
450	Shawnee Heights	Shawnee	3,605.5	71,045	$222,300	$111,150	$111,150	$31,000	$15,500	$15,500
453	Leavenworth	Leavenworth	3,592.7	70,792	$378,050	$189,025	$189,025	$258,050	$129,025	$129,025
454	Burlingame Public School	Osage	267.0	5,261	$28,987	$14,494	$14,494	$28,987	$14,494	$14,494
456	Marais Des Cygnes Valley	Osage	207.5	4,089	$20,000	$10,000	$10,000			
457	Garden City	Finney	6,981.2	137,561	$500,000	$250,000	$250,000	$0	$0	$0
460	Hesston	Harvey	847.5	4,415	$8,830	$4,415	$4,415	$8,830	$4,415	$4,415
461	Neodesha	Wilson	720.8	14,203	$28,665	$14,333	$14,333	$0	$0	$0
463	Udall	Cowley	325.0	6,404	$26,000	$13,000	$13,000	$6,000	$3,000	$3,000
469	Lansing	Leavenworth	2,547.6	50,199	$175,000	$87,500	$87,500	$100,000	$50,000	$50,000
470	Arkansas City	Cowley	2,692.5	53,054	$130,350	$65,175	$65,175	$41,343	$20,672	$20,672
473	Chapman	Dickinson	1,082.0	21,320	$100,000	$50,000	$50,000	$0	$0	$0

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999	State	Totals	312,979.4	5,000,000	$19,176,434	$9,588,225	$9,588,225	$7,569,519	$3,784,767	$3,784,767
475	Geary County Schools	Geary	7,187.6	141,628	$610,000	$305,000	$305,000	$0	$0	$0
479	Crest	Anderson	243.9	4,806	$115,872	$57,936	$57,936	$66,408	$33,204	$33,204
480	Liberal	Seward	4,485.7	88,389	$410,000	$205,000	$205,000	$250,000	$125,000	$125,000
483	Kismet-Plains	Seward	580.5	11,438	$119,700	$59,850	$59,850	$5,000	$2,500	$2,500
484	Fredonia	Wilson	637.3	12,558	$154,506	$77,253	$77,253	$140,738	$70,369	$70,369
489	Hays	Ellis	3,131.8	17,266	$34,531	$17,266	$17,266	$0	$0	$0
490	El Dorado	Butler	1,774.1	34,958	$125,000	$62,500	$62,500	$75,000	$37,500	$37,500
491	Eudora	Douglas	1,659.4	32,698	$170,000	$85,000	$85,000			
493	Columbus	Cherokee	891.5	17,567	$92,801	$46,401	$46,401	$79,514	$39,757	$39,757
495	Ft Larned	Pawnee	811.5	15,990	$96,360	$48,180	$48,180	$0	$0	$0
496	Pawnee Heights	Pawnee	137.5	2,709	$48,231	$24,116	$24,116	$15,514	$7,757	$7,757
497	Lawrence	Douglas	10,889.5	90,740	$181,480	$90,740	$90,740			
500	Kansas City	Wyandotte	20,429.8	230,000	$460,000	$230,000	$230,000	$0	$0	$0
504	Oswego	Labette	422.0	1,826	$3,652	$1,826	$1,826			
506	Labette County	Labette	1,500.0	29,557	$135,000	$67,500	$67,500	$100,000	$50,000	$50,000
508	Baxter Springs	Cherokee	839.0	16,532	$63,000	$31,500	$31,500	$20,000	$10,000	$10,000
509	South Haven	Sumner	189.8	3,740	$11,272	$5,636	$5,636	$7,560	$3,780	$3,780
511	Attica	Harper	159.5	3,143	$56,344	$28,167	$28,167	$56,344	$28,172	$28,172

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101	Erie-Galesburg	Neosho	430.0	8,473	$135,000	$67,500	$67,500	$15,000	$7,500	$7,500
105	Rawlins County	Rawlins	360.9	7,111	$65,000	$32,500	$32,500	$0	$0	$0
106	Western Plains	Ness	112.0	2,207	$33,968	$16,984	$16,984	$0	$0	$0
107	Rock Hills	Jewell	380.5	7,498	$170,000	$85,000	$85,000	$110,000	$55,000	$55,000
110	Thunder Ridge Schools	Phillips	178.5	3,517	$10,000	$5,000	$5,000	$10,000	$5,000	$5,000
113	Prairie Hills	Nemaha	1,042.7	20,546	$45,722	$22,861	$22,861	$26,582	$13,291	$13,291
204	Bonner Springs	Wyandotte	2,451.9	48,314	$96,792	$48,396	$48,396	$84,377	$42,189	$42,189
205	Bluestem	Butler	505.0	9,951	$52,055	$26,028	$26,028	$31,061	$15,531	$15,531
207	Ft Leavenworth	Leavenworth	1,454.7	28,664	$107,350	$53,675	$53,675	$107,350	$53,675	$53,675
214	Ulysses	Grant	1,472.3	29,011	$63,900	$31,950	$31,950	$54,900	$27,450	$27,450
216	Deerfield	Kearny	220.0	4,335	$97,376	$48,688	$48,688	$97,376	$48,688	$48,688
223	Barnes	Washington	341.8	6,735	$331,398	$165,699	$165,699	$328,600	$164,300	$164,300
229	Blue Valley	Johnson	21,976.0	325,000	$650,000	$325,000	$325,000	$0	$0	$0
230	Spring Hill	Johnson	5,290.1	84,950	$169,900	$84,950	$84,950	$54,500	$27,250	$27,250
231	Gardner Edgerton	Johnson	5,698.7	60,378	$120,755	$60,378	$60,378	$68,910	$34,455	$34,455
233	Olathe	Johnson	28,459.3	421,700	$843,400	$421,700	$421,700	$593,400	$296,700	$296,700
234	Fort Scott	Bourbon	1,774.5	34,966	$122,151	$61,076	$61,076	$5,650	$2,825	$2,825
243	Lebo-Waverly	Coffey	451.1	8,889	$75,000	$37,500	$37,500	$50,000	$25,000	$25,000
245	LeRoy-Gridley	Coffey	158.5	3,123	$200,000	$100,000	$100,000	$0	$0	$0
247	Cherokee	Crawford	435.6	8,583	$43,500	$21,750	$21,750	$11,500	$5,750	$5,750
249	Frontenac Public Schools	Crawford	934.6	18,416	$55,000	$27,500	$27,500	$0	$0	$0
250	Pittsburg	Crawford	3,198.8	50,000	$100,000	$50,000	$50,000			
251	North Lyon County	Lyon	314.5	6,197	$20,281	$10,141	$10,141	$3,289	$1,645	$1,645
252	Southern Lyon County	Lyon	502.9	9,909	$67,000	$33,500	$33,500			
253	Emporia	Lyon	4,112.0	81,025	$174,936	$87,468	$87,468	$174,936	$87,468	$87,468

2022-2023 Safe & Secure Schools Grant Recommendations				amnt per pupil $19.704515	Total Budget Request			Security Technology		
USD #	USD Name	County Name	Total Audited FTE of District as of 9-20-2021	State Grant Award (Purple = Federal Funds)	Total Budget Request	Total State Aid Request	Total Local Match	Budget Request	State Aid Request	Local Match
999	State	Totals	312,979.4	5,000,000	$19,176,434	$9,588,225	$9,588,225	$9,746,503	$4,873,263	$4,873,263
255	South Barber	Barber	211.8	4,173	$250,000	$125,000	$125,000			
256	Marmaton Valley	Allen	245.3	4,834	$96,580	$48,290	$48,290	$60,480	$30,240	$30,240
257	Iola	Allen	1,073.3	21,149	$56,750	$28,375	$28,375	$33,830	$16,915	$16,915
258	Humboldt	Allen	903.1	17,795	$53,967	$26,984	$26,984	$2,249	$1,125	$1,125
259	Wichita	Sedgwick	44,594.2	878,707	$3,000,000	$1,500,000	$1,500,000	$1,500,000	$750,000	$750,000
260	Derby	Sedgwick	6,837.1	134,722	$469,500	$234,750	$234,750	$190,500	$95,250	$95,250
261	Haysville	Sedgwick	5,556.6	104,000	$208,000	$104,000	$104,000	$148,000	$74,000	$74,000
266	Maize	Sedgwick	7,700.5	99,000	$198,000	$99,000	$99,000			
267	Renwick	Sedgwick	1,883.0	32,500	$65,000	$32,500	$32,500	$30,000	$15,000	$15,000
270	Plainville	Rooks	338.0	6,660	$34,620	$17,310	$17,310	$14,400	$7,200	$7,200
271	Stockton	Rooks	313.5	6,177	$51,720	$25,860	$25,860	$33,875	$16,938	$16,938
272	Waconda	Mitchell	302.3	5,957	$136,500	$68,250	$68,250	$15,000	$7,500	$7,500
281	Graham County	Graham	379.0	7,468	$63,137	$31,569	$31,569	$63,137	$31,569	$31,569
284	Chase County	Chase	354.0	6,975	$54,785	$27,393	$27,393	$47,585	$23,793	$23,793
285	Cedar Vale	Chautauqua	127.7	2,516	$20,000	$10,000	$10,000	$10,000	$5,000	$5,000
286	Chautauqua Co Community	Chautauqua	372.8	7,346	$66,096	$33,048	$33,048	$7,357	$3,679	$3,679
288	Central Heights	Franklin	504.9	9,949	$70,000	$35,000	$35,000	$0	$0	$0
289	Wellsville	Franklin	748.0	14,739	$527,954	$263,977	$263,977	$233,977	$116,989	$116,989
290	Ottawa	Franklin	2,241.5	14,000	$28,000	$14,000	$14,000	$13,000	$6,500	$6,500
293	Quinter Public Schools	Gove	309.0	6,089	$15,000	$7,500	$7,500			
294	Oberlin	Decatur	367.9	7,249	$115,055	$57,528	$57,528	$72,000	$36,000	$36,000
297	St Francis Comm Sch	Cheyenne	282.5	5,567	$30,000	$15,000	$15,000	$30,000	$15,000	$15,000
303	Ness City	Ness	276.0	5,438	$44,000	$22,000	$22,000	$7,500	$3,750	$3,750
305	Salina	Saline	6,724.9	37,613	$75,226	$37,613	$37,613	$34,604	$17,302	$17,302
306	Southeast Of Saline	Saline	676.2	10,628	$21,256	$10,628	$10,628	$7,056	$3,528	$3,528

2022-2023 Safe & Secure Schools Grant Recommendations				amnt per pupil $19.704515	Total Budget Request			Security Technology		
USD #	USD Name	County Name	Total Audited FTE of District as of 9-20-2021	State Grant Award (Purple = Federal Funds)	Total Budget Request	Total State Aid Request	Total Local Match	Budget Request	State Aid Request	Local Match
999	State	Totals	312,979.4	5,000,000	$19,176,434	$9,588,225	$9,588,225	$9,746,503	$4,873,263	$4,873,263
308	Hutchinson Public Schools	Reno	4,068.5	80,168	$450,000	$225,000	$225,000	$100,000	$50,000	$50,000
310	Fairfield	Reno	267.6	5,273	$25,214	$12,607	$12,607	$600	$300	$300
313	Buhler	Reno	2,251.5	44,365	$90,000	$45,000	$45,000	$50,000	$25,000	$25,000
315	Colby Public Schools	Thomas	945.5	18,631	$65,000	$32,500	$32,500	$20,000	$10,000	$10,000
320	Wamego	Pottawatomie	1,629.3	2,265	$4,530	$2,265	$2,265	$4,530	$2,265	$2,265
321	Kaw Valley	Pottawatomie	1,034.0	20,374	$53,960	$26,980	$26,980	$53,960	$26,980	$26,980
322	Onaga-Havensville-Wheaton	Pottawatomie	306.0	6,030	$90,000	$45,000	$45,000	$25,000	$12,500	$12,500
323	Rock Creek	Pottawatomie	1,229.1	8,202	$16,403	$8,202	$8,202	$10,175	$5,088	$5,088
327	Ellsworth	Ellsworth	633.7	4,936	$9,871	$4,936	$4,936	$9,871	$4,936	$4,936
329	Mill Creek Valley	Wabaunsee	389.6	7,677	$20,000	$10,000	$10,000	$20,000	$10,000	$10,000
331	Kingman - Norwich	Kingman	853.8	16,824	$220,000	$110,000	$110,000	$95,000	$47,500	$47,500
332	Cunningham	Kingman	212.0	4,177	$10,007	$5,004	$5,004	$10,007	$5,004	$5,004
333	Concordia	Cloud	1,109.3	21,858	$89,855	$44,928	$44,928	$11,855	$5,928	$5,928
336	Holton	Jackson	1,060.9	20,905	$82,103	$41,052	$41,052	$32,685	$16,343	$16,343
337	Royal Valley	Jackson	819.0	8,000	$16,000	$8,000	$8,000			
338	Valley Falls	Jefferson	386.5	7,616	$149,730	$74,865	$74,865	$146,730	$73,365	$73,365
339	Jefferson County North	Jefferson	435.5	8,581	$21,738	$10,869	$10,869	$11,770	$5,885	$5,885
340	Jefferson West	Jefferson	797.5	15,714	$65,600	$32,800	$32,800	$19,800	$9,900	$9,900
342	McLouth	Jefferson	440.0	8,670	$70,000	$35,000	$35,000	$70,000	$35,000	$35,000
343	Perry Public Schools	Jefferson	751.3	14,804	$90,714	$45,357	$45,357	$0	$0	$0
344	Pleasanton	Linn	346.5	6,828	$56,000	$28,000	$28,000	$32,000	$16,000	$16,000
345	Seaman	Shawnee	3,759.4	30,000	$60,000	$30,000	$30,000	$60,000	$30,000	$30,000
346	Jayhawk	Linn	530.5	10,453	$49,002	$24,501	$24,501	$40,702	$20,351	$20,351
348	Baldwin City	Douglas	1,281.5	25,251	$80,000	$40,000	$40,000	$10,000	$5,000	$5,000
349	Stafford	Stafford	256.0	5,044	$56,847	$28,424	$28,424	$13,197	$6,599	$6,599

2022-2023 Safe & Secure Schools Grant Recommendations				amnt per pupil $19.704515	Total Budget Request			Security Technology		
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999	State	Totals	312,979.4	5,000,000	$19,176,434	$9,588,225	$9,588,225	$9,746,503	$4,873,263	$4,873,263
350	St John-Hudson	Stafford	310.0	6,108	$82,705	$41,353	$41,353	$30,670	$15,335	$15,335
351	Macksville	Stafford	190.5	3,754	$8,500	$4,250	$4,250	$8,500	$4,250	$4,250
356	Conway Springs	Sumner	385.7	3,000	$6,000	$3,000	$3,000	$6,000	$3,000	$3,000
357	Belle Plaine	Sumner	584.7	11,521	$100,000	$50,000	$50,000			
358	Oxford	Sumner	427.8	1,250	$2,500	$1,250	$1,250	$2,500	$1,250	$1,250
359	Argonia Public Schools	Sumner	162.0	3,192	$16,000	$8,000	$8,000	$6,000	$3,000	$3,000
360	Caldwell	Sumner	235.3	4,636	$29,214	$14,607	$14,607	$29,214	$14,607	$14,607
365	Garnett	Anderson	925.0	18,227	$70,300	$35,150	$35,150	$70,000	$35,000	$35,000
366	Woodson	Woodson	389.7	7,679	$16,200	$8,100	$8,100	$6,200	$3,100	$3,100
367	Osawatomie	Miami	1,031.5	20,325	$50,000	$25,000	$25,000	$50,000	$25,000	$25,000
368	Paola	Miami	1,787.8	17,024	$34,048	$17,024	$17,024	$34,048	$17,024	$17,024
374	Sublette	Haskell	359.0	7,074	$90,498	$45,249	$45,249	$65,498	$32,749	$32,749
375	Circle	Butler	1,961.2	38,644	$508,000	$254,000	$254,000	$308,000	$154,000	$154,000
377	Atchison Co Comm Schools	Atchison	481.0	9,478	$40,000	$20,000	$20,000	$40,000	$20,000	$20,000
379	Clay County	Clay	1,309.2	25,797	$120,000	$60,000	$60,000	$0	$0	$0
382	Pratt	Pratt	1,137.8	22,420	$83,500	$41,750	$41,750	$83,500	$41,750	$41,750
383	Manhattan-Ogden	Riley	6,671.4	131,457	$500,000	$250,000	$250,000	$0	$0	$0
389	Eureka	Greenwood	577.4	11,377	$99,836	$49,918	$49,918	$22,836	$11,418	$11,418
393	Solomon	Dickinson	357.0	7,035	$125,000	$62,500	$62,500	$105,000	$52,500	$52,500
394	Rose Hill Public Schools	Butler	1,604.8	14,556	$29,112	$14,556	$14,556	$29,112	$14,556	$14,556
404	Riverton	Cherokee	656.0	12,926	$65,540	$32,770	$32,770	$23,540	$11,770	$11,770
407	Russell County	Russell	799.0	15,744	$60,000	$30,000	$30,000			
408	Marion-Florence	Marion	500.7	9,732	$19,464	$9,732	$9,732	$12,656	$6,328	$6,328
409	Atchison Public Schools	Atchison	1,534.1	24,889	$49,777	$24,889	$24,889	$31,212	$15,606	$15,606
412	Hoxie Community Schools	Sheridan	405.3	7,986	$34,000	$17,000	$17,000	$34,000	$17,000	$17,000

2022-2023 Safe & Secure Schools Grant Recommendations				amnt per pupil $19.704515	Total Budget Request			Security Technology		
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999	State	Totals	312,979.4	5,000,000	$19,176,434	$9,588,225	$9,588,225	$9,746,503	$4,873,263	$4,873,263
413	Chanute Public Schools	Neosho	1,672.2	32,950	$116,419	$58,210	$58,210	$65,200	$32,600	$32,600
416	Louisburg	Miami	1,696.1	23,548	$47,095	$23,548	$23,548	$37,325	$18,663	$18,663
417	Morris County	Morris	749.5	14,769	$59,099	$29,550	$29,550	$0	$0	$0
418	McPherson	McPherson	2,255.5	19,500	$39,000	$19,500	$19,500			
420	Osage City	Osage	671.8	8,215	$16,430	$8,215	$8,215	$16,430	$8,215	$8,215
421	Lyndon	Osage	425.5	8,384	$31,322	$15,661	$15,661	$6,600	$3,300	$3,300
429	Troy Public Schools	Doniphan	320.7	6,319	$17,637	$8,819	$8,819	$3,606	$1,803	$1,803
430	South Brown County	Brown	504.5	2,487	$4,973	$2,487	$2,487	$4,973	$2,487	$2,487
431	Hoisington	Barton	739.4	14,570	$256,000	$128,000	$128,000	$250,000	$125,000	$125,000
432	Victoria	Ellis	274.0	5,399	$71,880	$35,940	$35,940	$38,100	$19,050	$19,050
437	Auburn Washburn	Shawnee	5,994.7	50,000	$100,000	$50,000	$50,000	$100,000	$50,000	$50,000
438	Skyline Schools	Pratt	361.5	7,123	$52,000	$26,000	$26,000	$30,000	$15,000	$15,000
445	Coffeyville	Montgomery	1,688.0	21,250	$42,500	$21,250	$21,250	$42,500	$21,250	$21,250
449	Easton	Leavenworth	627.9	12,372	$31,750	$15,875	$15,875	$29,077	$14,539	$14,539
450	Shawnee Heights	Shawnee	3,605.5	71,045	$222,300	$111,150	$111,150	$94,000	$47,000	$47,000
453	Leavenworth	Leavenworth	3,592.7	70,792	$378,050	$189,025	$189,025	$50,000	$25,000	$25,000
454	Burlingame Public School	Osage	267.0	5,261	$28,987	$14,494	$14,494	$0	$0	$0
456	Marais Des Cygnes Valley	Osage	207.5	4,089	$20,000	$10,000	$10,000	$20,000	$10,000	$10,000
457	Garden City	Finney	6,981.2	137,561	$500,000	$250,000	$250,000	$500,000	$250,000	$250,000
460	Hesston	Harvey	847.5	4,415	$8,830	$4,415	$4,415	$0	$0	$0
461	Neodesha	Wilson	720.8	14,203	$28,665	$14,333	$14,333	$28,665	$14,333	$14,333
463	Udall	Cowley	325.0	6,404	$26,000	$13,000	$13,000	$20,000	$10,000	$10,000
469	Lansing	Leavenworth	2,547.6	50,199	$175,000	$87,500	$87,500	$25,000	$12,500	$12,500
470	Arkansas City	Cowley	2,692.5	53,054	$130,350	$65,175	$65,175	$89,007	$44,504	$44,504
473	Chapman	Dickinson	1,082.0	21,320	$100,000	$50,000	$50,000	$100,000	$50,000	$50,000

2022-2023 Safe & Secure Schools Grant Recommendations				amnt per pupil $19.704515	Total Budget Request			Security Technology		
USD #	USD Name	County Name	Total Audited FTE of District as of 9-20-2021	State Grant Award (Purple = Federal Funds)	Total Budget Request	Total State Aid Request	Total Local Match	Budget Request	State Aid Request	Local Match
999	State	Totals	312,979.4	5,000,000	$19,176,434	$9,588,225	$9,588,225	$9,746,503	$4,873,263	$4,873,263
475	Geary County Schools	Geary	7,187.6	141,628	$610,000	$305,000	$305,000	$610,000	$305,000	$305,000
479	Crest	Anderson	243.9	4,806	$115,872	$57,936	$57,936	$49,464	$24,732	$24,732
480	Liberal	Seward	4,485.7	88,389	$410,000	$205,000	$205,000	$160,000	$80,000	$80,000
483	Kismet-Plains	Seward	580.5	11,438	$119,700	$59,850	$59,850	$114,700	$57,350	$57,350
484	Fredonia	Wilson	637.3	12,558	$154,506	$77,253	$77,253	$13,768	$6,884	$6,884
489	Hays	Ellis	3,131.8	17,266	$34,531	$17,266	$17,266	$34,531	$17,266	$17,266
490	El Dorado	Butler	1,774.1	34,958	$125,000	$62,500	$62,500	$50,000	$25,000	$25,000
491	Eudora	Douglas	1,659.4	32,698	$170,000	$85,000	$85,000	$170,000	$85,000	$85,000
493	Columbus	Cherokee	891.5	17,567	$92,801	$46,401	$46,401	$13,287	$6,644	$6,644
495	Ft Larned	Pawnee	811.5	15,990	$96,360	$48,180	$48,180	$27,510	$13,755	$13,755
496	Pawnee Heights	Pawnee	137.5	2,709	$48,231	$24,116	$24,116	$20,567	$10,284	$10,284
497	Lawrence	Douglas	10,889.5	90,740	$181,480	$90,740	$90,740	$181,480	$90,740	$90,740
500	Kansas City	Wyandotte	20,429.8	230,000	$460,000	$230,000	$230,000	$460,000	$230,000	$230,000
504	Oswego	Labette	422.0	1,826	$3,652	$1,826	$1,826	$3,652	$1,826	$1,826
506	Labette County	Labette	1,500.0	29,557	$135,000	$67,500	$67,500	$35,000	$17,500	$17,500
508	Baxter Springs	Cherokee	839.0	16,532	$63,000	$31,500	$31,500	$20,000	$10,000	$10,000
509	South Haven	Sumner	189.8	3,740	$11,272	$5,636	$5,636	$3,712	$1,856	$1,856
511	Attica	Harper	159.5	3,143	$56,344	$28,167	$28,167			

2022-2023 Safe & Secure Schools Grant Recommendations				amnt per pupil $19.704515	Total Budget Request			School Resource Officer		
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999	State	Totals	312,979.4	5,000,000	$19,176,434	$9,588,225	$9,588,225	$1,860,412	$930,206	$930,206
101	Erie-Galesburg	Neosho	430.0	8,473	$135,000	$67,500	$67,500	$0	$0	$0
105	Rawlins County	Rawlins	360.9	7,111	$65,000	$32,500	$32,500	$0	$0	$0
106	Western Plains	Ness	112.0	2,207	$33,968	$16,984	$16,984	$0	$0	$0
107	Rock Hills	Jewell	380.5	7,498	$170,000	$85,000	$85,000			
110	Thunder Ridge Schools	Phillips	178.5	3,517	$10,000	$5,000	$5,000			
113	Prairie Hills	Nemaha	1,042.7	20,546	$45,722	$22,861	$22,861	$0	$0	$0
204	Bonner Springs	Wyandotte	2,451.9	48,314	$96,792	$48,396	$48,396			
205	Bluestem	Butler	505.0	9,951	$52,055	$26,028	$26,028	$0	$0	$0
207	Ft Leavenworth	Leavenworth	1,454.7	28,664	$107,350	$53,675	$53,675	$0	$0	$0
214	Ulysses	Grant	1,472.3	29,011	$63,900	$31,950	$31,950			
216	Deerfield	Kearny	220.0	4,335	$97,376	$48,688	$48,688	$0	$0	$0
223	Barnes	Washington	341.8	6,735	$331,398	$165,699	$165,699	$0	$0	$0
229	Blue Valley	Johnson	21,976.0	325,000	$650,000	$325,000	$325,000	$250,000	$125,000	$125,000
230	Spring Hill	Johnson	5,290.1	84,950	$169,900	$84,950	$84,950	$65,000	$32,500	$32,500
231	Gardner Edgerton	Johnson	5,698.7	60,378	$120,755	$60,378	$60,378	$0	$0	$0
233	Olathe	Johnson	28,459.3	421,700	$843,400	$421,700	$421,700	$0	$0	$0
234	Fort Scott	Bourbon	1,774.5	34,966	$122,151	$61,076	$61,076	$62,750	$31,375	$31,375
243	Lebo-Waverly	Coffey	451.1	8,889	$75,000	$37,500	$37,500			
245	LeRoy-Gridley	Coffey	158.5	3,123	$200,000	$100,000	$100,000	$0	$0	$0
247	Cherokee	Crawford	435.6	8,583	$43,500	$21,750	$21,750	$0	$0	$0
249	Frontenac Public Schools	Crawford	934.6	18,416	$55,000	$27,500	$27,500			
250	Pittsburg	Crawford	3,198.8	50,000	$100,000	$50,000	$50,000	$100,000	$50,000	$50,000
251	North Lyon County	Lyon	314.5	6,197	$20,281	$10,141	$10,141	$0	$0	$0
252	Southern Lyon County	Lyon	502.9	9,909	$67,000	$33,500	$33,500	$67,000	$33,500	$33,500
253	Emporia	Lyon	4,112.0	81,025	$174,936	$87,468	$87,468	$0	$0	$0

2022-2023 Safe & Secure Schools Grant Recommendations				amnt per pupil $19.704515	Total Budget Request			School Resource Officer		
USD #	USD Name	County Name	Total Audited FTE of District as of 9-20-2021	State Grant Award (Purple = Federal Funds)	Total Budget Request	Total State Aid Request	Total Local Match	Budget Request	State Aid Request	Local Match
999	State	Totals	312,979.4	5,000,000	$19,176,434	$9,588,225	$9,588,225	$1,860,412	$930,206	$930,206
255	South Barber	Barber	211.8	4,173	$250,000	$125,000	$125,000			
256	Marmaton Valley	Allen	245.3	4,834	$96,580	$48,290	$48,290	$0	$0	$0
257	Iola	Allen	1,073.3	21,149	$56,750	$28,375	$28,375			
258	Humboldt	Allen	903.1	17,795	$53,967	$26,984	$26,984	$47,622	$23,811	$23,811
259	Wichita	Sedgwick	44,594.2	878,707	$3,000,000	$1,500,000	$1,500,000	$0	$0	$0
260	Derby	Sedgwick	6,837.1	134,722	$469,500	$234,750	$234,750			
261	Haysville	Sedgwick	5,556.6	104,000	$208,000	$104,000	$104,000			
266	Maize	Sedgwick	7,700.5	99,000	$198,000	$99,000	$99,000	$198,000	$99,000	$99,000
267	Renwick	Sedgwick	1,883.0	32,500	$65,000	$32,500	$32,500			
270	Plainville	Rooks	338.0	6,660	$34,620	$17,310	$17,310	$0	$0	$0
271	Stockton	Rooks	313.5	6,177	$51,720	$25,860	$25,860			
272	Waconda	Mitchell	302.3	5,957	$136,500	$68,250	$68,250	$0	$0	$0
281	Graham County	Graham	379.0	7,468	$63,137	$31,569	$31,569			
284	Chase County	Chase	354.0	6,975	$54,785	$27,393	$27,393	$0	$0	$0
285	Cedar Vale	Chautauqua	127.7	2,516	$20,000	$10,000	$10,000	$0	$0	$0
286	Chautauqua Co Community	Chautauqua	372.8	7,346	$66,096	$33,048	$33,048	$41,754	$20,877	$20,877
288	Central Heights	Franklin	504.9	9,949	$70,000	$35,000	$35,000	$70,000	$35,000	$35,000
289	Wellsville	Franklin	748.0	14,739	$527,954	$263,977	$263,977	$60,000	$30,000	$30,000
290	Ottawa	Franklin	2,241.5	14,000	$28,000	$14,000	$14,000			
293	Quinter Public Schools	Gove	309.0	6,089	$15,000	$7,500	$7,500			
294	Oberlin	Decatur	367.9	7,249	$115,055	$57,528	$57,528			
297	St Francis Comm Sch	Cheyenne	282.5	5,567	$30,000	$15,000	$15,000	$0	$0	$0
303	Ness City	Ness	276.0	5,438	$44,000	$22,000	$22,000	$0	$0	$0
305	Salina	Saline	6,724.9	37,613	$75,226	$37,613	$37,613	$0	$0	$0
306	Southeast Of Saline	Saline	676.2	10,628	$21,256	$10,628	$10,628	$0	$0	$0

2022-2023 Safe & Secure Schools Grant Recommendations				amnt per pupil $19.704515	Total Budget Request			School Resource Officer		
USD #	USD Name	County Name	Total Audited FTE of District as of 9-20-2021	State Grant Award (Purple = Federal Funds)	Total Budget Request	Total State Aid Request	Total Local Match	Budget Request	State Aid Request	Local Match
999	State	Totals	312,979.4	5,000,000	$19,176,434	$9,588,225	$9,588,225	$1,860,412	$930,206	$930,206
308	Hutchinson Public Schools	Reno	4,068.5	80,168	$450,000	$225,000	$225,000	$0	$0	$0
310	Fairfield	Reno	267.6	5,273	$25,214	$12,607	$12,607	$0	$0	$0
313	Buhler	Reno	2,251.5	44,365	$90,000	$45,000	$45,000	$0	$0	$0
315	Colby Public Schools	Thomas	945.5	18,631	$65,000	$32,500	$32,500	$0	$0	$0
320	Wamego	Pottawatomie	1,629.3	2,265	$4,530	$2,265	$2,265			
321	Kaw Valley	Pottawatomie	1,034.0	20,374	$53,960	$26,980	$26,980			
322	Onaga-Havensville-Wheaton	Pottawatomie	306.0	6,030	$90,000	$45,000	$45,000	$0	$0	$0
323	Rock Creek	Pottawatomie	1,229.1	8,202	$16,403	$8,202	$8,202			
327	Ellsworth	Ellsworth	633.7	4,936	$9,871	$4,936	$4,936	$0	$0	$0
329	Mill Creek Valley	Wabaunsee	389.6	7,677	$20,000	$10,000	$10,000			
331	Kingman - Norwich	Kingman	853.8	16,824	$220,000	$110,000	$110,000	$125,000	$62,500	$62,500
332	Cunningham	Kingman	212.0	4,177	$10,007	$5,004	$5,004	$0	$0	$0
333	Concordia	Cloud	1,109.3	21,858	$89,855	$44,928	$44,928	$67,000	$33,500	$33,500
336	Holton	Jackson	1,060.9	20,905	$82,103	$41,052	$41,052			
337	Royal Valley	Jackson	819.0	8,000	$16,000	$8,000	$8,000			
338	Valley Falls	Jefferson	386.5	7,616	$149,730	$74,865	$74,865	$0	$0	$0
339	Jefferson County North	Jefferson	435.5	8,581	$21,738	$10,869	$10,869			
340	Jefferson West	Jefferson	797.5	15,714	$65,600	$32,800	$32,800			
342	McLouth	Jefferson	440.0	8,670	$70,000	$35,000	$35,000	$0	$0	$0
343	Perry Public Schools	Jefferson	751.3	14,804	$90,714	$45,357	$45,357	$90,714	$45,357	$45,357
344	Pleasanton	Linn	346.5	6,828	$56,000	$28,000	$28,000	$24,000	$12,000	$12,000
345	Seaman	Shawnee	3,759.4	30,000	$60,000	$30,000	$30,000			
346	Jayhawk	Linn	530.5	10,453	$49,002	$24,501	$24,501	$0	$0	$0
348	Baldwin City	Douglas	1,281.5	25,251	$80,000	$40,000	$40,000	$0	$0	$0
349	Stafford	Stafford	256.0	5,044	$56,847	$28,424	$28,424	$30,000	$15,000	$15,000

2022-2023 Safe & Secure Schools Grant Recommendations				amnt per pupil $19.704515	Total Budget Request			School Resource Officer		
USD #	USD Name	County Name	Total Audited FTE of District as of 9-20-2021	State Grant Award (Purple = Federal Funds)	Total Budget Request	Total State Aid Request	Total Local Match	Budget Request	State Aid Request	Local Match
999	State	Totals	312,979.4	5,000,000	$19,176,434	$9,588,225	$9,588,225	$1,860,412	$930,206	$930,206
350	St John-Hudson	Stafford	310.0	6,108	$82,705	$41,353	$41,353	$0	$0	$0
351	Macksville	Stafford	190.5	3,754	$8,500	$4,250	$4,250	$0	$0	$0
356	Conway Springs	Sumner	385.7	3,000	$6,000	$3,000	$3,000	$0	$0	$0
357	Belle Plaine	Sumner	584.7	11,521	$100,000	$50,000	$50,000			
358	Oxford	Sumner	427.8	1,250	$2,500	$1,250	$1,250	$0	$0	$0
359	Argonia Public Schools	Sumner	162.0	3,192	$16,000	$8,000	$8,000	$10,000	$5,000	$5,000
360	Caldwell	Sumner	235.3	4,636	$29,214	$14,607	$14,607	$0	$0	$0
365	Garnett	Anderson	925.0	18,227	$70,300	$35,150	$35,150	$0	$0	$0
366	Woodson	Woodson	389.7	7,679	$16,200	$8,100	$8,100	$0	$0	$0
367	Osawatomie	Miami	1,031.5	20,325	$50,000	$25,000	$25,000	$0	$0	$0
368	Paola	Miami	1,787.8	17,024	$34,048	$17,024	$17,024	$0	$0	$0
374	Sublette	Haskell	359.0	7,074	$90,498	$45,249	$45,249	$25,000	$12,500	$12,500
375	Circle	Butler	1,961.2	38,644	$508,000	$254,000	$254,000			
377	Atchison Co Comm Schools	Atchison	481.0	9,478	$40,000	$20,000	$20,000	$0	$0	$0
379	Clay County	Clay	1,309.2	25,797	$120,000	$60,000	$60,000	$0	$0	$0
382	Pratt	Pratt	1,137.8	22,420	$83,500	$41,750	$41,750			
383	Manhattan-Ogden	Riley	6,671.4	131,457	$500,000	$250,000	$250,000	$0	$0	$0
389	Eureka	Greenwood	577.4	11,377	$99,836	$49,918	$49,918	$53,000	$26,500	$26,500
393	Solomon	Dickinson	357.0	7,035	$125,000	$62,500	$62,500	$0	$0	$0
394	Rose Hill Public Schools	Butler	1,604.8	14,556	$29,112	$14,556	$14,556	$0	$0	$0
404	Riverton	Cherokee	656.0	12,926	$65,540	$32,770	$32,770	$0	$0	$0
407	Russell County	Russell	799.0	15,744	$60,000	$30,000	$30,000	$60,000	$30,000	$30,000
408	Marion-Florence	Marion	500.7	9,732	$19,464	$9,732	$9,732			
409	Atchison Public Schools	Atchison	1,534.1	24,889	$49,777	$24,889	$24,889			
412	Hoxie Community Schools	Sheridan	405.3	7,986	$34,000	$17,000	$17,000	$0	$0	$0

2022-2023 Safe & Secure Schools Grant Recommendations				amnt per pupil $19.704515	Total Budget Request			School Resource Officer		
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999	State	Totals	312,979.4	5,000,000	$19,176,434	$9,588,225	$9,588,225	$1,860,412	$930,206	$930,206
413	Chanute Public Schools	Neosho	1,672.2	32,950	$116,419	$58,210	$58,210	$0	$0	$0
416	Louisburg	Miami	1,696.1	23,548	$47,095	$23,548	$23,548			
417	Morris County	Morris	749.5	14,769	$59,099	$29,550	$29,550	$53,272	$26,636	$26,636
418	McPherson	McPherson	2,255.5	19,500	$39,000	$19,500	$19,500	$39,000	$19,500	$19,500
420	Osage City	Osage	671.8	8,215	$16,430	$8,215	$8,215	$0	$0	$0
421	Lyndon	Osage	425.5	8,384	$31,322	$15,661	$15,661			
429	Troy Public Schools	Doniphan	320.7	6,319	$17,637	$8,819	$8,819			
430	South Brown County	Brown	504.5	2,487	$4,973	$2,487	$2,487	$0	$0	$0
431	Hoisington	Barton	739.4	14,570	$256,000	$128,000	$128,000	$0	$0	$0
432	Victoria	Ellis	274.0	5,399	$71,880	$35,940	$35,940	$0	$0	$0
437	Auburn Washburn	Shawnee	5,994.7	50,000	$100,000	$50,000	$50,000	$0	$0	$0
438	Skyline Schools	Pratt	361.5	7,123	$52,000	$26,000	$26,000	$0	$0	$0
445	Coffeyville	Montgomery	1,688.0	21,250	$42,500	$21,250	$21,250	$0	$0	$0
449	Easton	Leavenworth	627.9	12,372	$31,750	$15,875	$15,875	$0	$0	$0
450	Shawnee Heights	Shawnee	3,605.5	71,045	$222,300	$111,150	$111,150	$97,300	$48,650	$48,650
453	Leavenworth	Leavenworth	3,592.7	70,792	$378,050	$189,025	$189,025	$70,000	$35,000	$35,000
454	Burlingame Public School	Osage	267.0	5,261	$28,987	$14,494	$14,494	$0	$0	$0
456	Marais Des Cygnes Valley	Osage	207.5	4,089	$20,000	$10,000	$10,000			
457	Garden City	Finney	6,981.2	137,561	$500,000	$250,000	$250,000	$0	$0	$0
460	Hesston	Harvey	847.5	4,415	$8,830	$4,415	$4,415	$0	$0	$0
461	Neodesha	Wilson	720.8	14,203	$28,665	$14,333	$14,333	$0	$0	$0
463	Udall	Cowley	325.0	6,404	$26,000	$13,000	$13,000	$0	$0	$0
469	Lansing	Leavenworth	2,547.6	50,199	$175,000	$87,500	$87,500	$50,000	$25,000	$25,000
470	Arkansas City	Cowley	2,692.5	53,054	$130,350	$65,175	$65,175	$0	$0	$0
473	Chapman	Dickinson	1,082.0	21,320	$100,000	$50,000	$50,000	$0	$0	$0

2022-2023 Safe & Secure Schools Grant Recommendations				amnt per pupil $19.704515	Total Budget Request			School Resource Officer		
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999	State	Totals	312,979.4	5,000,000	$19,176,434	$9,588,225	$9,588,225	$1,860,412	$930,206	$930,206
475	Geary County Schools	Geary	7,187.6	141,628	$610,000	$305,000	$305,000	$0	$0	$0
479	Crest	Anderson	243.9	4,806	$115,872	$57,936	$57,936	$0	$0	$0
480	Liberal	Seward	4,485.7	88,389	$410,000	$205,000	$205,000	$0	$0	$0
483	Kismet-Plains	Seward	580.5	11,438	$119,700	$59,850	$59,850			
484	Fredonia	Wilson	637.3	12,558	$154,506	$77,253	$77,253	$0	$0	$0
489	Hays	Ellis	3,131.8	17,266	$34,531	$17,266	$17,266	$0	$0	$0
490	El Dorado	Butler	1,774.1	34,958	$125,000	$62,500	$62,500	$0	$0	$0
491	Eudora	Douglas	1,659.4	32,698	$170,000	$85,000	$85,000			
493	Columbus	Cherokee	891.5	17,567	$92,801	$46,401	$46,401			
495	Ft Larned	Pawnee	811.5	15,990	$96,360	$48,180	$48,180	$68,850	$34,425	$34,425
496	Pawnee Heights	Pawnee	137.5	2,709	$48,231	$24,116	$24,116	$12,150	$6,075	$6,075
497	Lawrence	Douglas	10,889.5	90,740	$181,480	$90,740	$90,740			
500	Kansas City	Wyandotte	20,429.8	230,000	$460,000	$230,000	$230,000	$0	$0	$0
504	Oswego	Labette	422.0	1,826	$3,652	$1,826	$1,826	$0	$0	$0
506	Labette County	Labette	1,500.0	29,557	$135,000	$67,500	$67,500			
508	Baxter Springs	Cherokee	839.0	16,532	$63,000	$31,500	$31,500	$23,000	$11,500	$11,500
509	South Haven	Sumner	189.8	3,740	$11,272	$5,636	$5,636	$0	$0	$0
511	Attica	Harper	159.5	3,143	$56,344	$28,167	$28,167			

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 19 l.**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 7/12/2022
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on request from USD 311 Pretty Prairie 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 $10,400,000) to pay the costs to improve and renovate the Elementary, Middle School and High Schools including new windows, new roofs, and weatherproofed brick; remodel the MS gym and add a new lobby space with locker rooms and concession stand; and make all necessary improvements related thereto.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is *not* experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicated that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 311 Pretty Prairie	**County: Reno**

1. Current equalized assessed tangible valuation *	$23,067,582	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$3,229,461	
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	$145,000	0.6%
6. Amount of bond indebtedness requested	$10,400,000	45.1%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$10,545,000	45.7%
8. Estimated amount of bond indebtedness authorized without approval	$3,229,461	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$7,315,539	31.7%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

June 21, 2022
Date

Dale Brungardt
Director, School Finance

June 21, 2022
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 19 m.

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 7/12/2022
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 will be held on June 28, 2022.

USD 311 plans to use the bond proceeds (not to exceed $10,400,000) to pay the costs to improve and renovate the Elementary, Middle School and High Schools including new windows, new roofs, and weatherproofed brick; remodel the MS gym and add a new lobby space with locker rooms and concession stand; and make all necessary improvements related thereto.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is *not* experiencing growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicated that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. No buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 311 Pretty Prairie **County: Reno**

1. Current equalized assessed tangible valuation *	$23,067,582	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$3,229,461	
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	$145,000	0.6%
6. Amount of bond indebtedness requested	$10,400,000	45.1%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$10,545,000	45.7%
8. Estimated amount of bond indebtedness authorized without approval	$3,229,461	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$7,315,539	31.7%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

June 21, 2022
Date

Dale Brungardt
Director, School Finance

June 21, 2022
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 19 n.**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 7/12/2022
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on request from USD 460 Hesston to hold a bond election (postponed/revised projects).

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 460, Hesston, Harvey 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:

Note: In February 2022, the SBOE approved a bond application for $35,000,000. The district postponed the April election. In June, USD 460 submitted a "revised" bond application, and several projects to be completed in the original request were added or removed, which lowered the amount of bonds issued to $33,475,000. Below is a description of projects on the ballot for the Aug 30 election:

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 460, Hesston, Harvey 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 460 plans to use the bond proceeds (not to exceed $33,475,000) to pay the costs to: (a) construct, equip and furnish additions and renovations to existing Hesston HS to consolidate HS and MS grades into one facility, includes new 2-story addition for educational and support spaces, new Fine Arts wing including auditorium, renovations to existing building to include new classrooms and locker rooms, new PE gymnasium, roofing and finishes, improvements to HVAC and electrical infrastructure; (b) raze all or portion of existing HS to create space for new construction; (c) make all other necessary improvements thereto and costs of issuing and interest on bonds.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing growth in enrollment, but is steady.
3. The community was involved in the process of the building proposal.

4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. The middle school and high school buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 460 Hesston	County: Harvey

1. Current equalized assessed tangible valuation *	$56,047,432	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$7,846,640	
4. State Aid Percentage	15.00%	21-22 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$1,145,000	2.0%
6. Amount of bond indebtedness requested	$33,475,000	59.7%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$34,620,000	61.8%
8. Estimated amount of bond indebtedness authorized without approval	$7,846,640	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$26,773,360	47.8%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
(X) Small map of the school district showing the adjoining school districts
(X) Map of the school district showing proposed facilities

June 23, 2022
Date

Dale Brungardt
Director, School Finance

June 23, 2022
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 19 o.**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 7/12/2022
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on request from USD 460 Hesston to receive Capital Improvement (Bond and Interest) State Aid (postponed election/revised projects).

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 460, Hesston, Harvey County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Note: In February 2022, the SBOE approved a bond application for $35,000,000. The district postponed the April election. In June, USD 460 submitted a "revised" bond application, and several projects to be completed in the original request were added or removed, which lowered the amount of bonds issued to $33,475,000. Below is a description of projects on the ballot for the Aug 30 election:

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 460, Hesston, Harvey County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid will be held on June 28, 2022.

USD 460 plans to use the bond proceeds (not to exceed $33,475,000) to pay the costs to: (a) construct, equip and furnish additions and renovations to existing Hesston HS to consolidate HS and MS grades into one facility, includes new 2-story addition for educational and support spaces, new Fine Arts wing including auditorium, renovations to existing building to include new classrooms and locker rooms, new PE gymnasium, roofing and finishes, improvements to HVAC and electrical infrastructure; (b) raze all or portion of existing HS to create space for new construction; (c) make all other necessary improvements thereto and costs of issuing and interest on bonds.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing growth in enrollment, but is steady.
3. The community was involved in the process of the building proposal.

4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. The middle school and high school buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 460 Hesston	County: Harvey

1. Current equalized assessed tangible valuation *	$56,047,432	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$7,846,640	
4. State Aid Percentage	15.00%	21-22 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	$1,145,000	2.0%
6. Amount of bond indebtedness requested	$33,475,000	59.7%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$34,620,000	61.8%
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June 23, 2022
Date

Dale Brungardt
Director, School Finance

June 23, 2022
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 19 p.**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 7/12/2022
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on request from USD 498 Valley Heights to hold a bond election.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 498 Valley Heights, Marshall 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 498 Valley Heights, Marshall 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 498 plans to use the bond proceeds to pay costs to: (total cost of both projects not to exceed $18,540,000) **Proposition 1**: (a) construct and equip an addition to the existing high school building to create a new K-6 elementary; (b) construct and equip a new auxiliary gymnasium facility including limited bleacher seating at high school; (c) improvements at Jr-Sr High site including new access drive and drop-off, new playground and equipment, remodel existing locker rooms, restrooms and spaces adjacent to existing competition gym, install new wood floor, bleachers at existing gym, and install new sprinkler system for the new additions; (d) make all necessary improvements related thereto and costs of issuance and interest on bonds… Project 1 est. cost of $13,865,000.
Proposition 2: (a) at existing high school, install new mechanical equipment control system, new electrical panels and additional security system upgrades; (b) improvements to Vo-Ag building includes new siding, new openings, new electrical and lighting systems, new classrooms and misc. finishes, (c) needed improvements at existing Blue Rapids gym includes a new roof and structural repairs to beams and roof support structure, (d) make all necessary improvements related thereto… Project 2 est. cost of $4,675,000.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-1.
2. The district is experiencing 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.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicated that the building(s) are in need of major repairs in order to provide the necessary student programs.
9. Several buildings are being consolidated under this proposal.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 498 Valley Heights **County: Marshall**

1. Current equalized assessed tangible valuation *	$33,861,567	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$4,740,619	
4. State Aid Percentage	0%	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	$650,000	1.9%
6. Amount of bond indebtedness requested	$18,540,000	54.8%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	$19,190,000	56.7%
8. Estimated amount of bond indebtedness authorized without approval	$4,740,619	14.0%
9. Amount of bond indebtedness above bond debt limit requested	$14,449,381	42.7%

Forms Requested

(X) 5-210-118 General Information
(X) 5-210-106 Resolution
(X) 5-210-108 Publication Notice
(X) 5-210-110 Application
(X) 5-210-114 Equalized Assessed Valuation
(X) Schematic floor plan of the proposed facilities
(X) Map of the school district showing present facilities
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June 21, 2022
Date

Dale Brungardt
Director, School Finance

June 21, 2022
Date

Craig Neuenswander
Deputy Commissioner

REQUEST AND RECOMMENDATION FOR BOARD ACTION **Agenda Number: 19 q.**

Staff Initiating:	Deputy Commissioner:	Commissioner:	Meeting Date: 7/12/2022
Craig Neuenswander	Craig Neuenswander	Randy Watson	

Item Title:

Act on request from USD 498 Valley Heights 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 498 Valley Heights, Marshall 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 498 Valley Heights, Marshall County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid will be held on June 28, 2022.

USD 498 plans to use the bond proceeds to pay costs to: (total cost of both projects not to exceed $18,540,000) **Proposition 1**: (a) construct and equip an addition to the existing high school building to create a new K-6 elementary; (b) construct and equip a new auxiliary gymnasium facility including limited bleacher seating at high school; (c) improvements at Jr-Sr High site including new access drive and drop-off, new playground and equipment, remodel existing locker rooms, restrooms and spaces adjacent to existing competition gym, install new wood floor, bleachers at existing gym, and install new sprinkler system for the new additions; (d) make all necessary improvements related thereto and costs of issuance and interest on bonds, etc. Project 1 est. cost of $13,865,000.
Proposition 2: (a) at existing high school, install new mechanical equipment control system, new electrical panels and additional security system upgrades; (b) improvements to Vo-Ag building includes new siding, new openings, new electrical and lighting systems, new classrooms and misc. finishes, (c) needed improvements at existing Blue Rapids gym includes a new roof and structural repairs to beams and roof support structure, (d) make all necessary improvements related thereto, etc. Project 2 est. cost of $4,675,000.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-1.

2. The district is experiencing a decrease in enrollment.
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Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 498 Valley Heights **County: Marshall**

1. Current equalized assessed tangible valuation *	$33,861,567	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	$4,740,619	
4. State Aid Percentage	0%	22-23 st aid %

* Includes assessed valuation of motor vehicle

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June 21, 2022
Date

Dale Brungardt
Director, School Finance

June 21, 2022
Date

Craig Neuenswander
Deputy Commissioner

Agenda Number: 20
Meeting Date: 05/10/2022

900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org

Janet Waugh District 1
Melanie Haas District 2
Michelle Dombrosky District 3
Ann E. Mah District 4
Jean Clifford District 5
Dr. Deena Horst District 6
Ben Jones District 7
Betty Arnold District 8
Jim Porter District 9
Jim McNiece District 10

Subject: Chair's Report and Requests for Future Agenda Items

These updates will include:

A. Act on Board Travel
B. Graduation Requirements Task Force
C. Policy Committee
D. Other Committee Reports
E. Board Attorney's Report
F. Requests for Future Agenda Items

Note: Individual Board Member Reports are to be submitted in writing.

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Jim Porter District 9
Jim McNiece District 10

WEDNESDAY, JULY 13, 2022
MEETING AGENDA

9:00 a.m.		1. Call to Order - Chair Jim Porter
		2. Roll Call
		3. Approval of Agenda
9:05 a.m.	(RI)	4. Receive Redesign Schools Ready for Launch and Update on Redesign Program
9:25 a.m.		5. Presentation on the Kansas Association for Conservation and Environmental Education (KACEE)
9:40 a.m.		6. Continued Discussion on the Kansans CAN Success Tour Data
10:30 a.m.		Break
10:40 a.m.		Discussion Resumes
11:30 a.m.		**ADJOURN**

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas.
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only
Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact 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: August 9 and 10, 2022

Kansas leads the world in the success of each student.

Agenda Number: 4

Meeting Date: 7/13/2022

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Receive Redesign Schools Ready for Launch and Update on Redesign Program

From: Jay Scott

The school districts/schools listed below have participated in regional Redesign workshops and persevered through the complexities of COVID to maintain their redesign planning work. They have been "cleared for launch" by a third-party Launch Readiness Committee made up of representative from the Kansas State Department of Education (KSDE) and Education Service Centers. These schools have also been approved by their local board of education to launch their redesign plans effective immediately, joining another 180 plus schools in 80 districts approved by the State Board for the launch of the Kansans Can Redesign Project plans.

These schools applied to be part of the Redesign initiative during the Gemini, Apollo and Apollo 2 phases and, upon acceptance, were given the option of planning for one or two years to launch. They adhered to the same application criteria as outlined for the original Mercury cohort. The following schools have had their Redesign launch plans approved by a launch readiness committee. The launch readiness committee recommends the State Board of Education approval all of these schools:

Apollo Schools:

eCademy

South Breeze

Frank Layden

Rossville Jr/Sr High

Hillcrest

Perry High School

Santa Fe Trail High School

Maple Hill

Apollo II Schools:

Lincoln

Village

Apollo III Schools:

Park

Timmerman

Graber

Hutchinson Middle School 8

Morgan

Whittier

Lowell

Winfield Early Learning Center

Staff will present these systems for review and provide an update on the Redesign Program.

Agenda Number: 5

Meeting Date: 7/13/2022

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Presentation on the Kansas Association for Conservation and Environmental Education (KACEE)

From:

Laura Downey, the Executive Director of the Kansas Association for Conservation and Environmental Education (KACEE), will provide the State Board of Education with an update on environmental education programs and projects in Kansas. Specifically, Laura Downey will provide an update on the Kansas Green Schools program, the microcreditials offered, a natural resource leadership summit pilot in Garden City, KS and other upcoming projects and events.

Agenda Number: 6

Meeting Date: 7/13/2022

KANSAS STATE DEPARTMENT OF EDUCATION

900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Continued Discussion on the Kansans Can Success Tour Data

From: Makayla Auldridge

Information on the Kansans CAN Success tour data (originally provided to the State Board of Education in January 2022), will be discussed in further detail.

Immediately following Dr. Randy Watson and Dr. Brad Neuenswander's tour in the summer of 2021, three research teams examined the tour data independently: R12 Comprehensive Center (McRel), Kansas State University and the Kansas State Department of Education. The three entities collaborated and by consensus, identified five core themes to support schools' needs in producing successful high school graduates.