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Michelle Dombrosky  
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Betty Arnold  
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Ann E. Mah  
District 4  
Jim Porter  
District 9

Jean Clifford  
District 5  
Jim McNiece  
District 10

## TUESDAY, JULY 13, 2021 MEETING AGENDA

10:00 a.m.	1. Call to Order — Chair Jim Porter	
	2. Roll Call	
	3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	4. Approval of Agenda	
	5. Approval of June Minutes	pg 6
10:05 a.m.	6. Commissioner's Report — Dr. Randy Watson	
10:30 a.m.	7. Citizens' Open Forum	pg 28
10:40 a.m. (RI)	8. Receive report on data collected by systems that paused accreditation activity during pandemic	pg 29
11:10 a.m.	Break	
11:20 a.m. (AI)	9. Act on Accreditation Review Council's recommendation to upgrade status for Hope Lutheran and St. Paul Elementary	pg 30
11:30 a.m. (AI)	10. Act on recommendation for Kansas Education Systems Accreditation (KESA) for USD 206 Remington-Whitewater	pg 40
11:35 a.m. (RI)	11. Receive Accreditation Review Council recommendations for KESA	pg 47
11:45 a.m. (IO)	12. Announcement of Apollo III Kansans Can School Redesign Cohort and program update	pg 157

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, KS 66612  
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only  
Safety: Visitors and KSDE staff who are fully vaccinated do not need to wear a mask or face covering.  
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Website: Electronic access to the agenda and meeting materials is available at [www.ksde.org/Board](http://www.ksde.org/Board)  
Next Meeting: Aug. 10 and 11, 2021 in Topeka

*Kansas leads the world in the success of each student.*

Noon	Lunch	(State Board Policy Committee meets)	
1:30 p.m. (IO)	13.	Kansans Can Highlight — School redesign and summer activities at USD 379 Clay County	pg 158
2:00 p.m. (AI)	14.	Presentation of Apollo and Apollo II schools' redesign plans for acceptance and launch	pg 159
2:15 p.m. (IO)	15.	Update on Kansas Educational Leadership Institute program	pg 161
2:35 p.m. (RI)	16.	Receive public school expenditure plans for ESSER II federal COVID-19 relief funds	pg 163
2:50 p.m.		Break	
3:00 p.m. (AI)	17.	Act on recommendations of the Professional Practices Commission	pg 164
3:10 p.m. (RI)	18.	Receive update on, and proposed changes to, Office of General Counsel screening of Professional Practices cases	pg 170
3:30 p.m. (IO)	19.	Quarterly update on work of Special Education Advisory Council	pg 171
3:50 p.m. (IO)	20.	Update on Sunflower Summer program	pg 172
4:20 p.m. (AI)	21.	Consent Agenda	
	a.	Receive monthly personnel report	pg 176
	b.	Act on personnel appointments to unclassified positions	pg 177
	c.	Act on recommendations for Visiting Scholar licenses	pg 178
	d.	Act on cut scores for licensure tests	pg 181
	e.	Act on recommendations of the Evaluation Review Committee for higher education accreditation and program approval	pg 182
	f.	Act on Mental Health Intervention Team program grants and applications	pg 191
	g.	Act on request to amend FY22 awards for IDEA VI-B Special Education Targeted Improvement Plan Grants	pg 195
	h.	Act on request to contract with Kansas Association of Independent and Religious Schools	pg 198
	i.	Act on request to extend Education Advocate contract through June 2022	pg 199
	j.	Act on request to contract with Renaissance Learning Inc. for professional development to Kansas educators	pg 200
	k.	Act on request to contract for production of Child Nutrition Program Public Service Announcements	pg 202
	l.	Act on request to contract with the Kansas Association of Broadcasters for Public Service Announcements to inform the public that all students eat free in School Year 2021-2022	pg 203

	m. Act on recommendations for funding after-school learning center programs supported by ESSER III	pg 204
	n. Authorize out-of-state tuition contracts for students attending Kansas School for the Deaf (KSD)	pg 207
	o. Authorize out-of-state tuition contracts for students attending Kansas State School for the Blind (KSSB)	pg 208
	p. Authorize KSSB to renew contract with Accessible Arts, Inc. for related services and facilities use	pg 209
	q. Authorize KSSB to renew contract with Baer Wilson and Company LLC for counseling and evaluation services	pg 210
	r. Authorize KSSB to renew contract with Supplemental Health for nursing services	pg 211
	s. Authorize KSSB to renew contract with Providence Medical Center for PT and OT services	pg 212
4:25 p.m. (AI)	22. Act on calendar year 2022 and 2023 State Board meeting dates	pg 213
4:35 p.m.	23. Chair Report and Requests for Future Agenda Items	pg 216
	(AI) a. Act on Board travel	
	b. Committee Reports, including Graduation Requirements Task Force	
	c. Board Attorney's Report	
	d. Requests for Future Agenda items	
5:15 p.m.	<b>RECESS</b>	



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## WEDNESDAY, JULY 14, 2021 MEETING AGENDA

- |                 |  |        |
|-----------------|--|--------|
| 9:00 a.m.       | 1. Call to Order - Chair Jim Porter  |        |
|                 | 2. Roll Call   |        |
|                 | 3. Approval of Agenda  |        |
| 9:05 a.m. (IO)  | 4. Kansans Can Highlight on Social-Emotional Growth Outcome: Highland Park, USD 501, student Jaqui Ortega                        | pg 218 |
| 9:25 a.m. (AI)  | 5. Act on public school expenditure plans for ESSER II federal COVID-19 relief funds   | pg 219 |
| 9:35 a.m. (AI)  | 6. Legislative Matters: Discuss options and act on budget recommendations for Fiscal Year 2023                                   | pg 220 |
| 10:45 a.m. (AI) | 7. Act on State Board response letter to Division of the Budget and Legislative Research regarding federal COVID-19 relief funds | pg 221 |
| 10:55 a.m.      | Break  |        |
| 11:10 a.m. (DI) | 8. Discuss legislative priorities and stakeholder engagement   | pg 222 |
| 12:30 p.m.      | <b>ADJOURN</b>   |        |





# KANSAS STATE BOARD OF EDUCATION

## MISSION

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

## VISION

Kansas leads the world in the success of each student.

## MOTTO

Kansans CAN.

## SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

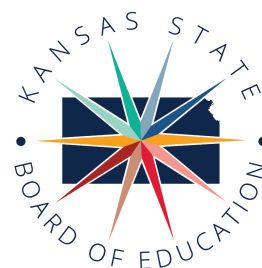
A successful Kansas high school graduate has the

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

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

## OUTCOMES FOR MEASURING PROGRESS

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



## MINUTES



Kansas State Board of Education

Tuesday, June 8, 2021

### **CALL TO ORDER**

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, June 8, 2021, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. Following the welcome, Mr. Porter thanked school staff for supporting students this summer through meal service, academic programs and enrichment activities.

(00:14:11)

### **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**

Dr. Horst moved to approve the Tuesday agenda as presented. Mrs. Arnold seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.

**MOTION**  
(00:16:23)

### **APPROVAL OF THE MAY MEETING MINUTES**

Mr. McNiece moved to approve the minutes of the May 11 and 12 regular Board meeting. Mrs. Haas seconded. Motion carried 10-0.

**MOTION**  
(00:16:52)

### **COMMISSIONER'S REPORT**

Dr. Randy Watson began his monthly report by commenting on the diversity of the state and geographic concentration of students. Each Board district, though varied in size, roughly represents 50,000 Kansas students. His presentation focused on the role of the State Board of Education as outlined in the Kansas Constitution. Among the Board's responsibilities are to set graduation requirements, currently at a minimum of 21 credits. Dr. Watson announced the establishment of a task force to examine graduation requirements, considering three broad areas: the need to add or delete courses required for graduation; competencies and multiple ways to show mastery of skills; additional requirements to earn a diploma such as CTE courses or college credit. Board member Jim McNiece will chair the task force. Participation will be about 30 individuals, including business representatives, superintendents, teachers, local board of education members, etc. Their work will begin this summer with an anticipated report to the State Board next May. The earliest implementation would be for the class of 2026. Dr. Watson also announced the organization of a Kansans Can Success Tour starting in late July, reaching 40 or more communities to validate the Kansans Can vision (review responses from 2015-16), determine if there should be adjustments to the priorities; and lastly to highlight the successes that have occurred while building momentum

(00:17:06)

for the work ahead. Data will be collected and reported to the State Board in the fall.

### **CITIZENS' OPEN FORUM**

Chairman Porter declared the Citizens' Forum open at 10:26 a.m. Speakers and their topics were: Katie Hendrickson, Code.org — support for computer science education and district flexibility; Sierra Bonn, Let's Go Full STEAM Ahead! — personal story as a former student wanting to learn computer science; Emily Meyer, Science City at Union Station — importance of training in fundamental computer science concepts and need for educator professional development; Ashley Scheideman, FlagshipKansas.Tech — support for computer science education as a foundation for many careers by teaching problem solving; Nick Poels, Ignister/Network Kansas — importance of computer science for workforce development and to build security for the industry in Kansas; Martha McCabe, KC Stem Alliance — support for computer science education as a recruitment tool. Chairman Porter declared the Citizens Forum closed at 10:49 a.m.

(00:40:56)

Board members took a break until 11 a.m.

**BREAK**

### **ACTION ON RECOMMENDATIONS FOR COMPUTER SCIENCE TO BE COUNTED AS A CORE MATH OR SCIENCE CREDIT**

Recommendations from the Computer Science Education Implementation Task Force were previously presented to the State Board. One of the recommendations centered on allowing computer science to satisfy a core math or science credit toward high school graduation. The recommendation does not change the minimum 21 credits Kansas currently requires for graduation, but it provides school districts the flexibility to allow computer science to be counted as a core math or science credit as long as the student meets the math and science concepts required in regulations. Dr. King explained that computer science standards address technical and computational thinking skills, not just coding or programming, and are designed to enhance teaching of STEM. Board members had multiple questions or comments. Kansas currently requires a minimum of three math and three science credits to graduate, therefore there was concern expressed about computer science taking up one of those core credits. The practices in other states were mentioned. Other discussion focused on the flexibility given to local districts and local boards of education without creating a mandate, the number of computer science courses currently being taught, computer science license endorsement, and the current opportunity for computer science to count as an elective.

(01:13:10)

Mrs. Waugh moved to approve the presented guidance related to the Kansas minimum graduation requirements to allow computer science to count as a core math or science credit. Mrs. Arnold seconded. Additional questions, comments and discussion followed. These centered on computer education fundamentals, academic rigor, increasing computer education in elementary schools, and a comprehensive evaluation of graduation requirements for the 21st century. Chairman Porter called for a vote. The motion, as presented, passed 8-2 with Mrs. Mah and Mrs. Dom-brosky in opposition.

**MOTION**  
(02:03:33)

Chairman Porter recessed the meeting for lunch at 12:07 p.m.

**LUNCH**

### **UPDATE ON DYSLEXIA INITIATIVES IN KANSAS**

At 1:30 p.m., Chairman Porter reconvened the meeting and welcomed Cynthia Hadicke, Education Program Consultant, to give the next report. The State Board of Education has closely followed work on dyslexia and struggling reader initiatives adapted from the Kansas Legislative Task Force on Dyslexia and approved by the Board in November 2019. One of the first tasks was to appropriately define dyslexia by clarifying what it is and is not. Another key initiative is training at multiple levels — pre-service teachers, current educators, paraprofessionals. Mrs. Hadicke reported on

**P.M. SESSION**  
(03:45:01)

free training modules offered through the Kansas Teaching and Leading Project. Other initiatives target screening and evaluation processes for students with reading difficulties; utilizing structured literacy framework; and reading intervention. The Dyslexia Task Force recommended funding a statewide dyslexia coordinator. The Kansas Legislature did not fund a position to coordinate this work within KSDE. Mrs. Hadicke then answered questions.

**ACTION ON ACCREDITATION REVIEW COUNCIL'S RECOMMENDATIONS TO UPGRADE ACCREDITATION STATUS FOR USD 368 PAOLA AND OUR LADY OF UNITY ELEMENTARY**

Systems that have been Conditionally Accredited by the State Board of Education have the opportunity to address the areas for improvement and seek redetermination. USD 368 Paola and Our Lady of Unity Elementary, Kansas City, have made such requests through the appeals process. KSDE Director Mischel Miller and Assistant Director Jeannette Nobo explained that sufficient documentation has been provided to the Accreditation Review Council (ARC) to merit reconsideration. Dr. Horst moved to accept recommendations to change the accreditation status of USD 368 Paola and Our Lady of Unity from Conditionally Accredited to Accredited. Mr. McNiece seconded. Motion carried 10-0.

(04:23:09)

**MOTION**  
(04:32:36)

**RECEIVE RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION**

Assistant Director Jeannette Nobo summarized findings of the Accreditation Review Council (ARC) regarding USD 206 Remington-Whitewater. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members received an Executive Summary, but asked to also see the USD 206 Accountability Report. Board members will act on the ARC recommendations in July.

(04:33:21)

There was a break until 2:35 p.m.

**BREAK**

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

Federal assistance to public schools has been made available through the Elementary and Secondary Emergency Relief (ESSER) fund. Federal law outlines allowable expenditures directly related to COVID-19, and to support student learning and student needs associated with the pandemic. Assistant Director Doug Boline reported on the current group of 76 screened applications from public schools for using ESSER II funds, including a profile of items submitted and a summary of expenditure categories. He noted that these requests represent an estimated value of \$74 million. Mr. Boline also relayed recommendations from the Commissioner's Task Force on ESSER Distribution of Money. The Task Force has discussed ways to manage change requests submitted by school districts. The guiding principles were shared for a reasonable change request approach. Four specific change requests were brought to the Board this month. Board action on the current submission of school district expenditure plans is anticipated at Wednesday's Board meeting.

(04:49:06)

**ACTION ON APPOINTMENTS**

The State Board of Education is responsible for approving appointments for several committees. Among these are the Special Education Advisory Council (SEAC) and Professional Standards Board (PSB).

Bert Moore, Director of Special Education and Title Services, presented recommendations from the Special Education Advisory Council's membership committee for new appointments to the Council as well as recommended reappointments. He addressed the membership criteria, fulfillment of specific categories based on federal requirements, and plans for a closer look at representation by region. He noted that there will be more nominations in the immediate future due

to additional positions re-opening. Mr. Jones moved to reappoint Heath Peine and Jennifer King each to a second three-year term on the SEAC for the period July 2021 through June 2024. Mrs. Haas seconded. Motion carried 10-0. Mr. Jones then moved to appoint Matthew Ramsey, Paul Buck, Rebecca Shultz and Whitney George as new members to fill openings on the SEAC with terms effective July 2021 through June 2024. Mrs. Mah seconded. Motion carried 10-0.

**MOTIONS**  
(05:12:59)  
(05:13:36)

Mischel Miller presented the nominees for new appointments as well as recommended reappointments for the Professional Standards Board. Mr. Jones moved to reappoint Cameron Carlson, Jamie Finkeldei and Shana Steinlage to a second term on the Professional Standards Board with their terms effective July 1, 2021 through June 30, 2024. Mr. McNiece seconded. Motion carried 10-0. Mr. Jones then moved to appoint Trevor Goertzen, Barbra Gonzales, Jori Nelson, Jill Berferhofer, Rena Duewel and Michael Reed to the PSB with their terms effective July 1, 2021 through June 30, 2024. Mr. McNiece seconded. Motion carried 10-0.

**MOTION**  
(05:16:06)  
(05:16:40)

#### **ACTION ON EXTENSION OF SUBSTITUTE TEACHER ELIGIBILITY**

In October 2020, the State Board declared a time of emergency which allowed districts flexibility in utilizing substitute teachers through June 2021. This action was a result of the COVID-19 pandemic which impacted schools' ability to fill specific teaching needs. Teacher Licensure and Accreditation has requested an extension of that declaration thus continuing to allow flexibility beyond what the standard law allows regarding the use of substitute teachers. The extension is good for one additional year. Dr. Horst moved that the Kansas State Board of Education, pursuant to K.A.R. 91-31-34(b)(5)(B), continues its previously declared time of emergency whereby any person holding a five-year substitute teaching license or an emergency substitute teaching license or certificate with a baccalaureate degree may teach through June 30, 2022. Mrs. Arnold seconded. Motion carried 10-0.

**MOTION**  
(05:19:02)

#### **ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION**

Jennifer Holt, Chair of the Professional Practices Commission, brought forth two cases for consideration and explained the particulars. Mrs. Haas moved to adopt the findings of the Professional Practices Commission and deny the applications of individuals in cases 21-PPC-03 and 21-PPC-06. Mrs. Arnold seconded. Motion carried 10-0.

**MOTION**  
(05:23:31)

#### **ACTION ON CONSENT AGENDA**

Mrs. Waugh moved to approve items on the Consent Agenda. Mrs. Haas seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. In the Consent Agenda, the Board:

**MOTION**  
(05:26:43)

- received the monthly Personnel Report for May.
- confirmed the unclassified personnel appointments of Jason Howe as Application Developer on the Information Technology team, effective May 5, 2021, at an annual salary of \$69,992; Lori Creason as Public Service Executive on the Special Education and Title Services team, effective May 16, 2021, at an annual salary of \$47,840.
- approved maintaining the current licensure fees for 2021-22 effective July 1, 2021.
- approved recommendations for funding **new** Kansas 21st Century Community Learning Centers Grants for 2021-22 as presented for a total amount not to exceed \$4,000,000.
- approved recommendations for funding **continuation** Kansas 21st Century Community Learning Centers Grants for 2021-22 as presented for a total amount not to exceed \$5,000,000.

- approved the proposed IDEA Title VI-B Special Education Targeted Improvement Plan grants for 2021-22 as presented in a total amount of \$3,627,573.
- authorized the following districts to hold elections on the question of issuing bonds in excess of the district's general bond debt limitation: USD 371 Montezuma, USD 439 Sedgwick, USD 493 Columbus.
- authorized the following districts to receive capital improvement (bond and interest) state aid as authorized by law: USD 371 Montezuma, USD 439 Sedgwick, USD 493 Columbus.

*authorized the Commissioner of Education to negotiate and*

- contract with ISG Technology, LLC for the purpose of providing an off-site location to house KSDE's data center equipment in an amount not to exceed \$49,500 annually for the period Nov. 1, 2021 through Sept. 30, 2026 with an option to renew for two additional 12-month periods.
- approve the continued funding and extension of the Education Advocate contract to Oct. 31, 2021.
- enter into a contract with the University of Kansas to work with KSDE to administer the 2021 Youth Risk Behavior Survey in selected Kansas high schools, effective from date of the award through Jan. 31, 2022 in an amount not to exceed \$10,000.
- enter into an assessment contract with ACT for the purpose of providing ACT assessments to students in accredited schools. The contract will provide one PreACT to all students enrolled in grade 9, one ACT to all students in grade 11, and one WorkKeys suite to all students enrolled in either 11th or 12th grade. The annual cost shall not exceed \$3,500,000 per year. The total contract from July 1, 2021 through June 30, 2026 shall not exceed \$17,500,000.
- enter into a contract for the purpose of continuing a web-based system for tracking school improvement activities with said contract to be for the period Oct. 1, 2021 through June 30, 2026, and for an amount not to exceed \$1150,000.
- enter into an interagency agreement for the purpose of funding the Language Assessment Program for the Deaf or Hard of Hearing at the Kansas State School for the Deaf, with said funding agreement to be for the period July 1, 2021 through June 30, 2022, in an amount not to exceed \$200,000.
- enter into a contract amendment with the Achievement and Assessment Institute at the University of Kansas for the purpose of enhancing interim state assessments. The contract amendment will be effective July 1, 2021 through June 30, 2023 in an amount not to exceed \$500,000.
- enter into a multi-year contract with Illuminate Education for the FastBridge subscription service. The initial contract from July 1, 2021 through June 30, 2024 shall not exceed \$6,300,000. The contract shall include an option to add school year 2024-2025 at \$2,105,385. The total contract for four school years shall not exceed \$8,500,000.
- enter into a contract with the Kansas State University 4-H Youth Development in an amount not to exceed \$4.3 million for the period June 1, 2021 through Sept. 30, 2024 to support the Kansas 4-H Summer Enrichment Program.
- amend the contract for the Kansas State College Advising Corps to contract with Kansas State University in an amount not to exceed \$1,000,000 for the period July 1, 2021 through June 30, 2024.

- contract with Kansas YMCAs in an amount not to exceed \$610,077 for the purpose of providing summer scholarships / financial assistance for the youth they serve in their summer camp programs.
- provide grants to Kansas venues in an amount not to exceed \$1,200,000 for the purpose of providing free admission to various events as part of the Kansas Sunflower Summer Program.
- contract with Hanover Research, Inc., in an amount not to exceed \$500,000 for the period July 1, 2021 through June 30, 2023.

#### **KANSANS CAN HIGHLIGHT—YOUTH ENTREPRENEURSHIP CHALLENGE FINALISTS**

Education Program Consultant Natalie Clark introduced this agenda item featuring the Youth Entrepreneurship Program. Youth entrepreneurship opportunities help students develop multiple skills for the business world. Middle school and high school finalists recently participated in the Kansas Entrepreneurship Challenge (YEC), a mock statewide challenge for student created, managed and owned ventures. It is sponsored by the Kansas Masonic Foundation in partnership with Kansas State University and the Network Kansas Youth Entrepreneurship Challenge series. Amara Kniep from Network Kansas provided an overview of the program, explaining that YEC builds confidence and critical thinking skills while growing entrepreneurship opportunities locally.

(05:27:11)

Several student finalists attended the meeting to showcase their presentations and products. Presenters were Carolina Barraza, Pike Valley USD 426 (polymer-clay jewelry); Mason Bettles, Salina South USD 305 (mobile detailing); Cooper Frack, Norton USD 211 (wax melts); Jaelyn Rumbach, Norton USD 211 (sugar scrubs and body butter). Each student shared his/her experiences. They then answered questions about they've learned to expand their business knowledge. Chair Porter also recognized the entrepreneurship contributions of Adam Stone, a student at Blue Valley Southwest USD 229, who was unable to attend. Adam has a landscape and lawn service.

Members took a break from 3:55 to 4 p.m.

**BREAK**

#### **ACTION ON PROPOSED AMENDMENT TO KSHSAA HANDBOOK BYLAWS**

Bill Faflick, Executive Director of the Kansas State High School Activities Association, reported on initial steps by the KSHSAA Board of Directors to amend the system of postseason classification for member high schools. The proposed handbook rule revision seeks to establish a three-year waiting period before the system of classification can be amended after a change in that system is approved. KSHSAA's Board of Directors in April voted 64-5 in favor of adding such language to the KSHSAA Handbook Bylaws. By statute, amendments to the Bylaws are to be approved by the KSHSAA Board and State Board of Education. Mrs. Haas moved to approve the inclusion of a new section indicating *"Amendments to general classification shall not be subject to revision for the first three school years following initial application"* to Bylaw Article XII of the Kansas State High School Activities Association Handbook. Dr. Horst seconded. Motion carried 10-0.

**MOTION**  
(06:24:18)

#### **RECESS**

Chair Porter recessed the meeting at 4:12 p.m. until 9 a.m. Wednesday.

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Jim Porter, Chair

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Peggy Hill, Secretary

## MINUTES



Kansas State Board of Education

Wednesday, June 9, 2021

### **CALL TO ORDER**

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on June 9, 2021.

(00:12:26)

### **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**

Mr. Jones moved to approve the Wednesday agenda as presented. Mrs. Arnold seconded. Motion carried 10-0.

**MOTION**  
(00:12:50)

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

Assistant Director Doug Boline offered to answer questions about Task Force recommendations for 76 applications and expenditure plans, which were submitted and reviewed before districts may draw down federal Elementary and Secondary School Emergency Relief (ESSER) funds from the second phase of the ESSER allocations. Dr. Horst read correspondence from USD 430 Superintendent Jason Cline regarding acceptance of expenditure requests for livestreaming school activities. It was explained that the Task Force has been consistent in staying within the federal priorities of academics and safety precautions related to the pandemic.

(00:13:33)

Mrs. Waugh moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the submission of school district expenditure plans for ESSER II federal COVID-19 relief funds as presented. Mr. McNiece seconded. Mrs. Dombrosky commented on why she cannot support ESSER II receipt of federal money. Motion carried 9-1 with Mrs. Dombrosky in opposition.

**MOTION**  
(00:20:37)

### **LEGISLATIVE MATTERS AND LEGISLATIVE LIAISON REPORT**

Review of Education Legislation — Dr. Craig Neuenswander reported on a portion of House Bill 2134, the K-12 education funding bill. The Legislature provided that three specific items would be funded through ESSER. A proposed draft letter to the Director of the Budget and Director of Legislative Research was discussed in response. It explains the federal requirements for COVID-19 related expenses and allowable expenditures under federal law. The State Board at its April meeting already approved the appropriations plan based on its authority to designate ESSER administrative funds. Chairman Porter commented that the State Board is willing to be a partner with the Legislature, but needs to be involved in discussions early in the process.

(00:23:32)



Education Budget Recommendations Discussion — 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 2023. Some categories are addressed in Kansas Statute, such as capital outlay state aid and special education state aid. He answered questions throughout the presentation. One request was to give additional budget options for Special Education State Aid, with longer phase-in periods. 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 2023 agency budget for submission to the Division of the Budget in September.

There was a break until 10:50 a.m.

**BREAK**

#### **DISCUSS CALENDAR YEAR 2022-2023 STATE BOARD MEETING DATES**

Chair Porter led a discussion of State Board meeting dates for 2022 and 2023. Board members considered draft schedules and potential conflicts for the regular monthly meeting, which is presented as the usual second Tuesday and Wednesday of each month. Board members plan to vote on establishing meeting dates for the next two years at the July meeting. Mr. Porter added that he intends for State Board spring visits to the School for the Deaf and School for the Blind to occur on separate days instead of on the same day.

(02:03:00)

#### **CHAIRMAN'S REPORT**

**Action on updates to Navigating Change document** — Dr. Watson reviewed proposed updates to guidance in *Navigating Change: Kansas' Guide to Learning and School Safety Operations*. These updates center on recommendations from the Kansas Department of Health and Environment on the effectiveness of alternative surface disinfection, such as foggers and misters. Dr. Horst moved to accept the updates to the Navigating Change document reflecting changes and new information since State Board approval on April 14. Mrs. Haas seconded. Motion carried 10-0.

**MOTION**  
(02:07:39)

**Action on Board Travel** — Mrs. Dombrosky moved to approve the travel requests and updates. Mr. Jones seconded. Motion carried 10-0.

**MOTION**  
(02:09:40)

**Committee Reports** — Updates were given on the Board Policy Committee and Student Voice Committee, requesting that student voice be included in upcoming tours.

**Board Attorney's Report** — None this month.

#### **Requests for Future Agenda Items —**

- Discussion on guidance for screen time by grade and age. (Mr. Porter and Mrs. Haas)
- Discussion next month on tentative legislative priorities for 2022; potential determination in September. This would include more aggressive support for the School for the Deaf and School for the Blind (Mr. Porter)
- Work session to review case law pertaining to State Board of Education authority and responsibilities; discuss Chair's prepared statement on this subject; explore opportunities for building relationships with education stakeholders.

There was a break until 11:20 a.m.

**BREAK**

### **DISCUSSION ON LEGISLATIVE PRIORITIES AND OPTIONS FOR ADDRESSING LEGISLATIVE ACTIVITY**

During a working lunch, Chairman Porter led a discussion on State Board's target responsibilities and Constitutional authority. Dialogue included comments or questions regarding cooperative partnerships, identifying stakeholders, protecting autonomy of local boards of education, clarifying duties of general supervision, ways to work more effectively with the Legislature and other educational partners, looking now at the Board's legislative priorities for 2022, and other potential next steps. The discussion will continue at the July meeting.

### **ADJOURNMENT**

Chairman Porter adjourned the meeting at 12:35 p.m.

The next regular monthly meeting is July 13 and 14 in Topeka.

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Jim Porter, Chair

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Peggy Hill, Secretary

**MOTION**  
(03:33:42)

# ESSER II Plan Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS					
Plan	District Number	District Name	Public School Students	% Students Approved for Free- or Reduced-Price Lunch	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student
1	101	Erie-Galesburg	433	54%	\$ 601,062	\$ 601,062	100%	\$ 601,062	100%	\$ 1,388
2	102	Cimmaron-Ensign	646	47%	\$ 277,404	\$ 277,404	100%	\$ 277,404	100%	\$ 429
3	107	Rock Hills	340	51%	\$ 295,743	\$ 295,743	100%	\$ 295,743	100%	\$ 870
4	203	Piper-Kansas City	2,498	17%	\$ 739,779	\$ 645,641	87%	\$ 645,641	100%	\$ 258
5	205	Bluestem	490	43%	\$ 265,659	\$ 265,659	100%	\$ 265,659	100%	\$ 542
6	212	Northern Valley	127	47%	\$ 109,475	\$ 105,962	97%	\$ 105,962	100%	\$ 834
7	215	Lakin	637	52%	\$ 478,839	\$ 478,839	100%	\$ 478,839	100%	\$ 752
8	242	Weskan	103	32%	\$ 36,765	\$ 36,765	100%	\$ 36,765	100%	\$ 357
9	246	Northeast	454	71%	\$ 582,331	\$ 582,331	100%	\$ 582,331	100%	\$ 1,283
10	249	Frontenac Public Schools	942	38%	\$ 414,589	\$ 382,012	92%	\$ 382,012	100%	\$ 406
11	258	Humboldt	757	36%	\$ 419,308	\$ 112,668	27%	\$ 112,668	100%	\$ 149
12	263	Mulvane	1,762	40%	\$ 781,646	\$ 780,280	100%	\$ 780,280	100%	\$ 443
13	281	Graham County	394	57%	\$ 263,016	\$ 171,884	65%	\$ 171,884	100%	\$ 436
14	315	Colby Public Schools	940	38%	\$ 418,446	\$ 418,446	100%	\$ 418,446	100%	\$ 445
15	316	Golden Plains	171	76%	\$ 185,920	\$ 185,920	100%	\$ 185,920	100%	\$ 1,087
16	320	Wamego	1,564	26%	\$ 573,379	\$ 573,379	100%	\$ 573,379	100%	\$ 367
17	323	Rock Creek	1,178	23%	\$ 348,713	\$ 166,486	48%	\$ 166,486	100%	\$ 141
18	332	Cunningham	183	37%	\$ 77,193	\$ 77,193	100%	\$ 77,193	100%	\$ 422
19	336	Holton	1,070	37%	\$ 558,548	\$ 536,391	96%	\$ 536,391	100%	\$ 501
20	337	Royal Valley	824	46%	\$ 446,632	\$ 375,230	84%	\$ 375,230	100%	\$ 455
21	338	Valley Falls	386	35%	\$ 134,927	\$ 43,259	32%	\$ 43,259	100%	\$ 112
22	361	Chaparral	775	63%	\$ 701,075	\$ 701,075	100%	\$ 701,075	100%	\$ 905
23	363	Holcomb	923	53%	\$ 566,054	\$ 348,161	62%	\$ 348,161	100%	\$ 377
24	364	Marysville	790	47%	\$ 504,336	\$ 461,573	92%	\$ 461,573	100%	\$ 584
25	366	Woodson	421	59%	\$ 440,172	\$ 440,172	100%	\$ 440,172	100%	\$ 1,046
26	380	Vermillion	573	28%	\$ 213,147	\$ 213,147	100%	\$ 213,147	100%	\$ 372
27	396	Douglass Public Schools	636	36%	\$ 255,440	\$ 251,917	99%	\$ 251,917	100%	\$ 396
28	404	Riverton	677	51%	\$ 481,549	\$ 339,318	70%	\$ 339,318	100%	\$ 501
29	430	South Brown County	472	59%	\$ 593,626	\$ 252,009	42%	\$ 251,640	100%	\$ 533
30	445	Coffeyville	1,730	77%	\$ 2,303,652	\$ 2,303,652	100%	\$ 2,303,652	100%	\$ 1,332
31	458	Basehor-Linwood	2,863	12%	\$ 729,150	\$ 95,976	13%	\$ 95,976	100%	\$ 34
32	465	Winfield	2,147	51%	\$ 1,767,075	\$ 1,767,075	100%	\$ 1,767,075	100%	\$ 823
33	470	Arkansas City	2,747	68%	\$ 2,531,321	\$ 896,849	35%	\$ 896,849	100%	\$ 326
34	512	Shawnee Mission Pub Sch	26,028	33%	\$ 10,564,463	\$ 10,564,463	100%	\$ 10,564,463	100%	\$ 406
<b>Total</b>			<b>56,681</b>	<b>38%</b>	<b>\$ 29,660,434</b>	<b>\$ 25,747,940</b>	<b>87%</b>	<b>\$ 25,747,571</b>	<b>100%</b>	<b>\$ 454</b>

## ESSER II Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS					
Plan	District Number	District Name	Total Public School Students	% Students Approved for Free- or Reduced-Price Lunch	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student
1	105	Rawlins County	344	51%	\$ 245,844	\$ 234,000	95%	\$ 234,000	100%	\$ 680
2	108	Washington Co. Schools	369	53%	\$ 259,823	\$ 166,020	64%	\$ 166,020	100%	\$ 450
3	109	Republic County	489	50%	\$ 321,806	\$ 321,707	100%	\$ 321,707	100%	\$ 658
4	202	Turner-Kansas City	3,865	71%	\$ 4,211,442	\$ 4,211,442	100%	\$ 4,211,442	100%	\$ 1,090
5	209	Moscow Public Schools	134	62%	\$ 88,010	\$ 62,301	71%	\$ 62,301	100%	\$ 465
6	214	Ulysses	1,567	64%	\$ 1,091,201	\$ 133,010	12%	\$ 133,010	100%	\$ 85
7	233	Olathe	28,828	25%	\$ 8,542,416	\$ 8,534,450	100%	\$ 8,534,450	100%	\$ 296
8	251	North Lyon County	346	42%	\$ 223,319	\$ 223,319	100%	\$ 223,319	100%	\$ 645
9	253	Emporia	4,260	58%	\$ 2,757,581	\$ 177,650	6%	\$ 177,650	100%	\$ 42
10	268	Cheney	777	26%	\$ 229,700	\$ 208,280	91%	\$ 208,280	100%	\$ 268
11	273	Beloit	782	42%	\$ 540,943	\$ 540,943	100%	\$ 540,943	100%	\$ 692
12	274	Oakley	452	42%	\$ 228,873	\$ 228,873	100%	\$ 228,873	100%	\$ 506
13	286	Chautauqua Co Community	360	64%	\$ 404,121	\$ 181,000	45%	\$ 181,000	100%	\$ 503
14	288	Central Heights	489	49%	\$ 343,315	\$ 231,828	68%	\$ 231,828	100%	\$ 474
15	294	Oberlin	366	50%	\$ 286,785	\$ 286,785	100%	\$ 286,785	100%	\$ 784
16	305	Salina	6,941	58%	\$ 6,079,698	\$ 6,079,698	100%	\$ 6,079,698	100%	\$ 876
17	306	Southeast Of Saline	649	21%	\$ 193,760	\$ 193,760	100%	\$ 193,760	100%	\$ 299
18	312	Haven Public Schools	769	40%	\$ 494,609	\$ 261,053	53%	\$ 261,053	100%	\$ 339
19	325	Phillipsburg	586	38%	\$ 317,916	\$ 317,916	100%	\$ 317,916	100%	\$ 543
20	333	Concordia	1,088	52%	\$ 692,476	\$ 692,476	100%	\$ 692,476	100%	\$ 636
21	353	Wellington	1,442	53%	\$ 1,180,206	\$ 571,280	48%	\$ 571,280	100%	\$ 396
22	368	Paola	1,775	33%	\$ 1,150,333	\$ 1,150,333	100%	\$ 1,150,333	100%	\$ 648
23	382	Pratt	1,255	47%	\$ 785,949	\$ 734,076	93%	\$ 734,076	100%	\$ 585
24	386	Madison-Virgil	229	46%	\$ 204,001	\$ 30,000	15%	\$ 30,000	100%	\$ 131
25	393	Solomon	365	55%	\$ 183,009	\$ 102,970	56%	\$ 102,970	100%	\$ 282
26	399	Paradise	104	63%	\$ 144,332	\$ 59,487	41%	\$ 59,487	100%	\$ 572
27	402	Augusta	2,084	37%	\$ 975,501	\$ 839,721	86%	\$ 839,721	100%	\$ 403
28	409	Atchison Public Schools	1,616	58%	\$ 1,612,474	\$ 1,170,988	73%	\$ 1,170,988	100%	\$ 725
29	416	Louisburg	1,701	19%	\$ 458,439	\$ 458,439	100%	\$ 458,439	100%	\$ 270
30	437	Auburn Washburn	5,998	30%	\$ 1,946,086	\$ 1,540,590	79%	\$ 1,540,590	100%	\$ 257
31	450	Shawnee Heights	3,665	36%	\$ 1,244,108	\$ 1,244,108	100%	\$ 1,244,108	100%	\$ 339
32	453	Leavenworth	3,612	50%	\$ 4,544,307	\$ 3,273,910	72%	\$ 3,273,910	100%	\$ 906
33	464	Tonganoxie	1,862	25%	\$ 627,330	\$ 616,701	98%	\$ 616,701	100%	\$ 331
34	480	Liberal	4,626	82%	\$ 4,638,494	\$ 1,385,047	30%	\$ 1,385,047	100%	\$ 299
35	483	Kismet-Plains	603	75%	\$ 589,038	\$ 589,038	100%	\$ 589,038	100%	\$ 977
36	489	Hays	3,222	38%	\$ 1,635,951	\$ 1,635,951	100%	\$ 1,635,951	100%	\$ 508
37	497	Lawrence	11,473	31%	\$ 6,039,481	\$ 6,039,481	100%	\$ 6,039,481	100%	\$ 526
38	498	Valley Heights	400	52%	\$ 285,058	\$ 285,058	100%	\$ 285,058	100%	\$ 713
39	499	Galena	791	60%	\$ 846,712	\$ 788,062	93%	\$ 788,062	100%	\$ 996
40	502	Lewis	108	62%	\$ 74,591	\$ 74,591	100%	\$ 74,591	100%	\$ 691
41	506	Labette County	1,467	59%	\$ 1,298,287	\$ 1,298,287	100%	\$ 1,298,287	100%	\$ 885
42	508	Baxter Springs	895	53%	\$ 868,582	\$ 847,902	98%	\$ 847,902	100%	\$ 947
<b>Total</b>			<b>102,754</b>	<b>41%</b>	<b>\$ 58,885,907</b>	<b>\$ 48,022,531</b>	<b>82%</b>	<b>\$ 48,022,531</b>	<b>100%</b>	<b>\$ 467</b>

## ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students	% Students Approved for Free- or Reduced- Price Lunch	Total Direct and True Up Allocation	Previously Eligible	Net Change in Requests	Total Requested (Cumulative)	% Requested of Total Allocation	Total Eligible (Cumulative)	% Eligible of Total Requested	Eligible Value Per Student
1	290	Ottawa	2,268	52%	\$ 1,569,755	\$ 1,568,000	\$ (100,000)	\$ 1,468,000	94%	\$ 1,468,000	100%	\$ 647
2	343	Perry Public Schools	747	35%	\$ 324,882	\$ 241,318	\$ 62,259	\$ 303,577	93%	\$ 303,577	100%	\$ 406
3	396	Douglass Public Schools	636	36%	\$ 255,440	\$ 251,917	\$ (69,686)	\$ 182,230	71%	\$ 182,230	100%	\$ 287
4	405	Lyons	749	71%	\$ 757,981	\$ 757,981	\$ -	\$ 757,981	100%	\$ 757,981	100%	\$ 1,012
<b>Total</b>			<b>4,400</b>	<b>50%</b>	<b>\$ 2,908,058</b>	<b>\$ 2,819,216</b>	<b>\$ (107,428)</b>	<b>\$ 2,711,788</b>	<b>93%</b>	<b>\$ 2,711,788</b>	<b>100%</b>	<b>\$ 616</b>

## MINUTES



Kansas State Board of Education

Tuesday, May 11, 2021

### CALL TO ORDER

Chairman Jim Porter called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, May 11, 2021, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas. Mr. Porter welcomed guests, acknowledged celebrating National Teacher Appreciation Week and the upcoming anniversary of the Supreme Court's landmark decision in *Brown v Board of Education*.

(00:14:11)

### ROLL CALL

All Board members participated in the meeting, in person or virtually.

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

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

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

### APPROVAL OF AMENDED AGENDA

Chairman Porter added one item to the consent agenda — request to contract with Kansas Alliance of Boys and Girls Clubs to support the Bridge to the Future initiative (17 o.). He also announced that if the full agenda was not completed on Tuesday, any remainder would be finished on Wednesday following presentations at the School for the Blind. Mrs. Dombrosky asked to pull consent items 17 e. (preschool-aged at-risk programs), 17 f. (Kansas Parents as Teachers grants) 17 g. (AmeriCorps Kansas Grant awards) 17 h. (audit services for Perkins V federal grants) 17 i. (social-emotional competencies training) to be voted on as a separate group. Mrs. Clifford moved to approve the Tuesday agenda as amended. Dr. Horst seconded. Motion carried 10-0.

**MOTION**  
(00:19:22)

### APPROVAL OF THE APRIL MEETING MINUTES

Mr. McNiece moved to approve the minutes of the April 13 and 14 regular Board meeting. Dr. Horst seconded. Motion carried 10-0. Next, Mr. Jones moved to approve the minutes of the April 19 Special Board meeting. Mrs. Arnold seconded. Motion carried 10-0.

**MOTIONS**  
(00:19:52)  
(00:20:06)

### COMMISSIONER'S REPORT

Dr. Randy Watson reiterated the Board's definition of a successful Kansas high school student and the relevant identified outcomes. Dr. Watson emphasized how the State Board outcomes help influence use of the set-aside money available through the federal Elementary and Secondary School Emergency Relief (ESSER) funds to support student success. The two-fold purpose of the set-aside funds are to recover from the pandemic and to propel the State Board's vision forward. He highlighted for members several opportunities supported with ESSER funds that span the spectrum of needs, from addressing social-emotional needs to assisting students and parents

(00:20:21)

*Kansas leads the world in the success of each student.*

with postsecondary decisions. Literacy training and summer enrichment programs are two other areas supported by the funding. Dr. Watson commended the State Board on continued work in school redesign, noting that the National Association of State Boards of Education featured Kansas' work in a recent publication about reimagining school.

#### **CITIZENS' OPEN FORUM**

Chairman Porter declared the Citizens' Forum open at 10:33 a.m. Speakers and their topics were: John Richard Schrock, Emporia — history of courses being identified as a science credit; Ryan Weber, KC Tech Council — importance of computer science education for tech workforce and companies in Kansas; Ashley Scheideman, FlagshipKansas.Tech — support for computer science education and recommendation; Sierra Bonn, FlagshipKansas.Tech — student perspective in support of computer science standards; Ben Sebree, FlagshipKansas.Tech — importance of computer science in increasingly technical world; Sascha Ohler, FlagshipKansas.Tech — computer skill set drives economy and creativity; Nick Poels, Ignister/Network Kansas — statewide collaboration of tech resources. Written public comments were received from Jared Mnich, Olathe — issuing a special license to teach American Sign Language. Chairman Porter declared the Citizens Forum closed at 10:57 a.m.

(00:48:30)

#### **RECEIVE RECOMMENDATIONS FOR COMPUTER SCIENCE TO BE COUNTED AS A CORE MATH OR SCIENCE CREDIT**

One of the recommendations from a Computer Science Education Implementation sub-committee was that Computer Science should satisfy a core graduation requirement. Dr. Stephen King, Education Program Consultant-Computer Science, shared current information on computer science education activity in Kansas and practices in other states. Dr. King noted that only Kansas and Connecticut lack "make Computer Science count" graduation policy. He outlined Kansas graduation requirements, discussed considerations for defining computer science and commented on public responses received. KSDE's math and science education program consultants have assisted with policy research. Katie Hendrickson from Code.org connected virtually to help answer questions. The recommendations are that the local Board of Education may substitute one unit of computer science as defined for one unit of science or one unit of math, providing the concepts required are satisfied. Topics during Board discussion included greater consideration for defining computer science, licensing of educators to teach computer science courses, need for a more complete conversation about graduation requirements, inclusion with career technical education courses. The Board anticipates taking action in June.

(01:12:52)

#### **UPDATE FROM E-CIGARETTE / VAPING TASK FORCE**

Since its inception in the summer of 2019, the E-Cigarette / Vaping Task Force has developed informational materials, a comprehensive Tobacco-Free School Grounds Policy, Disciplinary Recommendations based on best practices, and has identified quality web-based cessation resources for Kansas schools. Mark Thompson, Task Force Coordinator and Education Program Consultant, talked about ongoing challenges and opportunities, particularly statewide legislation that failed to progress. Jordan Roberts with KDHE talked about the cessation program "My Life, My Quit" promoted through KDHE. Hina Shah from the Kansas Health Institute talked about Project ECHO, an initiative to be piloted in 20 middle and high schools this fall. Health educator Michelene Krueger then talked about the vape recycling program to dispose of e-cigarette waste. Dr. Thompson talked about changes to the 2021 Youth Risk Behavior Survey to capture information about student vaping.

(02:03:26)

Chairman Porter recessed the meeting for lunch at 12:17 p.m. The Board's Policy Committee met over the lunch break.

**LUNCH**

### **INFORMATION ON UTILIZING KANSAS COMMUNITIES THAT CARE STUDENT SURVEY**

The meeting resumed at 1:30 p.m. Student perception data has been gathered annually from 6th, 8th, 10th and 12th graders since 1995 through the Kansas Communities That Care (KCTC) Student Survey, sponsored by the Kansas Department of Aging and Disability Service Behavioral Health Commission and administered by Greenbush Educational Service Center. Rachel Phillips, Project Manager with Greenbush, reported that this year 49 percent of eligible Kansas students participated in the optional survey. She explained modifications applied this year to reduce the number of questions plus other improvements such as an online platform. She summarized results among the categories of bullying, suicide, depression and substance use. Kelly Peak and Lisa Chaney from Greenbush were available to answer questions. Board members asked that the survey results be shared more promptly with schools and that accommodations be built in for students with special needs.

**P.M. SESSION**  
(03:44:36)

### **RECEIVE UPDATE FROM SCHOOL MENTAL HEALTH ADVISORY COUNCIL ON IMPLEMENTATION OF BULLYING TASK FORCE RECOMMENDATIONS**

The Blue Ribbon Task Force on Bullying examined issues of bullying in the state's schools and reported recommendations to the State Board of Education in December 2019. The State Board accepted the recommendations and tasked the already established School Mental Health Advisory Council with developing guidance for implementation. This update of the progress was provided by SMHAV co-chair Kathy Busch and School Mental Health Education Program Consultant Shanna Bigler. They described the work of the Advisory Council to implement the recommendations and help schools comply with K.S.A. 72-6147. Efforts with prevention policies, prevention-focused evidence-based practices and professional development were covered. Pre-service teacher training is another priority for those in the initial teacher licensure program. A bullying prevention training video was prepared and shared with schools. Kent Reed, KSDE Education Program Consultant, told how the bullying information and training is being disseminated to the field. Board members expressed the urgency in seeing reduction of bullying, including cyberbullying.

(04:26:50)

### **ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION**

Professional Practices Commission Chair Jennifer Holt brought forth the first case for consideration. Mrs. Waugh moved to issue a Professional Teaching License, with public censure, to Applicant 21-PPC-04. (Motion read by Mr. Porter) Mr. McNiece seconded. Motion carried 10-0.

**MOTION**  
(05:08:10)

The next two cases were presented. 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 licenses in cases 21-PPC-08 and 21-PPC-07. Mrs. Arnold seconded. Motion carried 10-0.

**MOTION**  
(05:10:13)

### **ACTION ON APPOINTMENTS TO THE PROFESSIONAL PRACTICES COMMISSION**

The Kansas State Board of Education is responsible for approving appointments to the Professional Practices Commission. Recommendations for reappointments and nominations for new appointments were presented. Mr. Jones moved to reappoint Jennifer Holt and Aaron Edwards each to a second term, and appoint Jamie Wetig, Dr. Christy Ziegler and Darrin San Romani to their first terms on the PPC. Mrs. Haas seconded. Motion carried 10-0.

**MOTION**  
(05:16:19)

There were two nominees for one position representing middle school teachers. Mrs. Mah moved to appoint Charrica Osborne, USD 259 Wichita, to a first term on the PPC representing middle-level public school teachers. Mrs. Arnold seconded. Motion carried 10-0. All terms are effective July 1, 2021 through June 30, 2024.

**MOTION**  
(05:17:00)



### **ACTION ON APPOINTMENTS TO THE LICENSURE REVIEW COMMITTEE**

The Kansas State Board of Education is responsible for approving appointments to the Licensure Review Committee. Recommendations for reappointments and nominations to fill a current vacancy were presented. Mr. Jones moved to reappoint Ruth Schneider to a second term, and appoint Tricia Schechter, USD 376 Sterling, to the Licensure Review Committee filling a vacancy for a middle-level classroom teacher. Mr. McNiece seconded. Motion carried 10-0. Terms are effective July 1, 2021 through June 30, 2024.

**MOTION**  
(05:18:35)

Members took a break until 3:20 p.m.

**BREAK**

### **ACTION TO SUSPEND EDUCATION SYSTEM COORDINATING COUNCIL**

The Education System Coordinating Council was created by approval of the State Board in 2012 as a vehicle for sustained cooperation between higher education and K-12 upon the dissolution of the P-20 Education Council. Commissioner of Education Randy Watson noted that in March 2021, Governor Kelly signed Executive Order No. 21-08 establishing the Advantage Kansas Coordinating Council with nearly identical objectives. He explained the history of similar councils doing similar work. Mrs. Waugh moved to suspend the current Education System Coordinating Council while the newly created Advantage Kansas Coordinating Council remains active. Mrs. Arnold seconded. Motion carried 10-0.

**MOTION**  
(05:35:55)

### **ACTION ON RECOMMENDATIONS TO RECONSIDER REQUESTS FOR EMERGENCY ASSISTANCE TO NON-PUBLIC SCHOOLS**

On April 19, State Board members approved recommendations of the Commissioner's Task Force regarding private school requests deemed eligible for federal COVID-19 relief through Emergency Assistance to Non-Public Schools (EANS I). Schools with requests deemed ineligible according to the federal stipulations could seek reconsideration by submitting updated descriptions and or quantities. Assistant Director Tate Toedman explained that internal screeners reviewed the requests for reconsideration, which advanced to the Task Force on ESSER and EANS Distribution of Money. He noted that 58 percent of requests in the reconsideration phase were deemed eligible with an estimated value at \$1.3 million. He described the categories of allowable expenses while explaining the rationale for requests deemed ineligible. There is also an appeals phase and later there will be an EANS II phase.

(05:38:30)

Mr. Jones moved to accept recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the EANS I reconsideration requests as presented for COVID-19 relief. Mrs. Haas seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. (Chart attached)

**MOTION**  
(05:56:36)

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

Federal assistance to public schools has been made available through the Elementary and Secondary Emergency Relief (ESSER) fund. Federal law outlines allowable expenditures directly related to COVID-19, and to support student learning and student needs associated with the pandemic. There are three phases of ESSER funds to be allocated. Assistant Director Doug Boline reported on the first batch (55 applications) of ESSER II expenditure plans from public schools that have been through the review process and presented to the Commissioner's Task Force on ESSER and EANS Distribution of Money for consideration. These recommendations are forwarded to the State Board as a slate. Expenditure plans must meet specific criteria, be reasonable, allowable and be tied to a pandemic-related need. These applications represent a value of \$34.5 million. Mr. Boline described examples of non-allowable requests. Mr. Jones moved to accept recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money

(05:57:26)

**MOTION**  
(06:14:37)

and approve the current submission of school district expenditure plans for ESSER II federal COVID-19 relief funds. Mr. McNiece seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining. (Chart attached)

Chair Porter stated that the Kansas legislature recommended certain allocations with the ESSER funds. However, the legislature doesn't have the authority to designate these federal funds. Federal law is very specific about what expenditures are allowable and what are not. Mr. Porter further noted that the additional oversight by KSDE and the Task Force are not required, but are extra safeguards that federal funds are managed according to the law.

#### **ACTION ON CONSENT AGENDA**

Mr. Jones moved to approve the following Consent Agenda items with the remainder to be grouped for a separate vote. Mrs. Waugh seconded. Motion carried 10-0. In this action, the Board:

**MOTION**  
(06:20:40)

- received the monthly Personnel Report for April.
- confirmed the unclassified personnel appointments of Ayesha Iqbal as Applications Developer on the Information Technology team, effective April 5, 2021, at an annual salary of \$54,121.60; Helen Swanson as Education Program Consultant on the Career, Standards and Assessment Services team, effective April 6, 2021, at an annual salary of \$56,118.40.
- accepted recommendations of the Licensure Review Committee as follows: *Approved cases* — 3361, 3363, 3368, 3369, 3364, 3373, 3374, 3375, 3376, 3377, 3378, 3379.
- issued licenses to the recommended Kansas Driver Training Schools listed for the period May 11, 2021 to Dec. 31, 2021: Premier Driving School, Emporia; Kansas International Drivers Ed. Emporia.

*authorized the Commissioner of Education to negotiate and*

- initiate the contract bid process to secure a keynote speaker for the 2021 Great Ideas in Education Conference in an amount not to exceed \$10,000.
- initiate the contract bid process with the Kansas Coalition for Career Opportunities for Hire-Paths in an amount not to exceed \$900,000 for the period July 1, 2021 through June 30, 2024.
- approve allocations not to exceed \$119,583 to the University of Kansas Center for Public Partnerships and Research for the purpose of coordinating Sunflower Summer Family Fun enrichment activities, generally outlined in the ESSER III framework for utilization of set-aside money.
- amend contract with Pittsburg State University to provide supplemental training in the science of reading to additional KSDE-identified districts, in an amount not to exceed \$15,000,000 for the period through Sept. 30, 2024.
- enter into a contract with the Kansas Board of Regents in an amount not to exceed \$1,000,000 for the period July 1, 2021 through June 30, 2024 to support the Kansas State College Advising Corps.
- enter into a contract with the Kansas Alliance of Boys and Girls Clubs in an amount not to exceed \$4.5 million for the period June 1, 2021 through Sept. 30, 2024 to support the Bridge to the Future initiative.

### SEPARATE ACTION ON CONSENT AGENDA ITEMS

At the beginning of the meeting, Mrs. Dombrosky requested five consent items be considered apart from the original consent agenda. She agreed that the group could be voted on as one unit. Mrs. Dombrosky asked questions about parent consent and notification regarding the Kansas Parent As Teachers program. Dr. Horst moved to approve consent items 17 e, f, g, h and i. Mr. McNiece seconded. Motion carried 9-1 with Mrs. Dombrosky in opposition. In this action, the Board:

**MOTION**  
(06:22:33)

- approved districts to operate Preschool-Aged At-Risk programs for 2021-22 as presented. (In districts operating approved programs, 4-year-old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending on Count Day will automatically count as a 1/2 student (0.5 FTE) in calculating a district's enrollment and accompanying weightings)
- approved grant awards for the parent education program (Kansas Parents as Teachers) for 2021-2022, subject to legislative approval of funding, with anticipated state appropriations of \$8,437,635. (If a program is unable to spend funds awarded, the KSDE is authorized to reallocate funding among programs).
- approved the 2021-22 AmeriCorps Kansas subgrantees as recommended by the Kansas Volunteer Commission: Boys & Girls Club of Lawrence \$744,602; Harvesters Community Food Network \$130,400; International Rescue Committee Inc. \$114,100; Kansas City Teacher Residency Inc. \$50,000; Kansas Department of Wildlife, Parks and Tourism \$376,230; National Lead for America Inc. \$163,000; Rosedale Development Association \$81,862; USD 260 Derby \$195,184; United Way of Douglas County \$163,000; Wichita State University \$90,861. Total not to exceed \$2,109,239;
- authorized the Commissioner of Education to negotiate and enter into a contract with Brustein and Manasevit, PLLC, for the purpose of mock monitoring audit services related to the federal Perkins V grant in an amount not to exceed \$30,000 for the period May 24, 2021 through June 30, 2022;
- authorized the Commissioner of Education to negotiate and enter into a contract with Noonan Gaumer Erickson LLC to provide supplemental professional development on school-wide implementation of integrated, tiered social/emotional competency instruction in an amount not to exceed \$1,400,000 for the period through Sept. 30, 2024.

### LEGISLATIVE MATTERS

Dr. Craig Neuenswander reported on the end of the 2021 regular legislative session, which concluded without approval of a KSDE budget, and reported on state revenue estimates. He then summarized the content of bills passed and approved by Governor Kelly this session, including any amendments. Dr. Neuenswander also addressed bills enrolled, then vetoed by the Governor. He answered questions throughout his report. Board members mentioned concerns about whether the state would meet its Maintenance of Effort proportional share for higher education in FY 2022 and FY 2023, and if not, the impact on receipt of federal funding for schools. There was also discussion about the legislature's directive to allocate federal ESSER money for specific purposes. However, federal law outlines what can and cannot be allowed for expenditures related to a need from COVID-19. The State Board will need to respond to the Director of the Budget and Legislative Research as to whether those recommended uses of the money are allowable.

(06:23:10)

Members took a break until 5 p.m.

**BREAK**

## **CHAIRMAN'S REPORT**

**Action on Board Travel** — Board members had the opportunity to make changes or additions to the travel requests for approval. Mrs. Haas moved to approve the travel requests and updates. Mrs. Arnold seconded. Motion carried 10-0.

**Committee Reports** — Updates were given on the Policy Committee's discussion of arranging more time to address agenda items; the Communication Committee's informational postcard series to legislators; and plans for a tour of schools and communities in northwest Kansas Sept. 27, 28 and 29.

**Board Attorney's Report** — Mark Ferguson announced that the U.S. Supreme Court would hear oral arguments this month on a case concerning off-campus student free speech.

## **Requests for Future Agenda Items —**

- Pre-service teacher training on bullying and suicide prevention (Follow-up from School Mental Health Advisory Council)
- Additional time in June for discussion on computer science education (Mr. Porter)
- Discussion on graduation requirements from a 21<sup>st</sup> century perspective (Mr. Porter)
- Discussion on options to address legislative action that infringes on State Board authority and legislative inaction on State Board legislative priorities (Mr. Porter, who announced an extension of Wednesday's meeting in June for this topic)

## **RECESS**

Chair Porter recessed the meeting at 5:35 p.m. until 9 a.m. Wednesday at the Kansas School for the Deaf.

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Jim Porter, Chair

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Peggy Hill, Secretary

## **MOTION**

(No recording)

# EANS I Reconsideration Overview and Table of Contents

SCHOOL PROFILES									EANS I Round 1			EANS I Reconsideration			Eligible Totals		
Application	School name	Bldg #	City	USD	K-12 grades served	Total students	Low-Income students	% Low-Income students	Total value requested	Total value eligible	Total value ineligible	Total value requested	Total value eligible	Total value ineligible	Total value eligible	% Eligible of total value requested	Total eligible value per student
1	Sacred Heart of Jesus Catholic School	0234	Shawnee	204	K-8	400	0	0%	\$ 470,340	\$ 187,328	\$ 283,012	\$ 158,928	\$ -	\$ 158,928	\$ 187,328	40%	\$ 468
2	Heritage Christian Academy	0276	Overland Park	230	K-12	541	99	18%	\$ 238,171	\$ 238,171	\$ -	\$ 26,128	\$ 24,718	\$ 1,410	\$ 262,889	99%	\$ 486
3	St Mary's Catholic School	0940	Fort Scott	234	K-6	66	23	35%	\$ 279,778	\$ 259,130	\$ 20,647	\$ 12,064	\$ 12,064	\$ -	\$ 271,194	97%	\$ 4,109
4	St. Catherine of Siena Catholic School	0941	Wichita	266	K-8	408	16	4%	\$ 353,127	\$ 274,227	\$ 78,900	\$ 44,749	\$ 44,749	\$ -	\$ 318,976	90%	\$ 782
5	St. Mary's Colgan Catholic High School	1334	Pittsburg	250	7-12	225	47	21%	\$ 443,019	\$ 202,905	\$ 240,114	\$ 123,567	\$ 97,164	\$ 26,404	\$ 300,068	68%	\$ 1,334
6	All Saints Catholic School - Wichita	1856	Wichita	259	K-8	168	114	68%	\$ 696,197	\$ 511,611	\$ 184,585	\$ 59,438	\$ 56,811	\$ 2,627	\$ 568,422	82%	\$ 3,383
7	Christ the King Catholic School	1864	Wichita	259	K-8	108	49	45%	\$ 354,044	\$ 313,375	\$ 40,668	\$ 32,539	\$ 32,539	\$ -	\$ 345,914	98%	\$ 3,203
8	St. Francis of Assisi Catholic School	1886	Wichita	259	K-8	531	12	2%	\$ 831,744	\$ 803,910	\$ 27,834	\$ 23,147	\$ 23,147	\$ -	\$ 827,057	99%	\$ 1,558
9	Resurrection Catholic School -Wichita	1887	Wichita	259	K-8	175	14	8%	\$ 684,850	\$ 542,301	\$ 142,549	\$ 12,463	\$ 12,463	\$ -	\$ 554,764	81%	\$ 3,170
10	St. Joseph Catholic School	1888	Wichita	259	K-8	121	80	66%	\$ 615,115	\$ 482,163	\$ 132,952	\$ 11,700	\$ 11,700	\$ -	\$ 493,863	80%	\$ 4,082
11	St. Margaret Mary Catholic School-Wichita	1892	Wichita	259	K-8	199	167	84%	\$ 415,471	\$ 374,095	\$ 41,376	\$ 35,627	\$ 35,627	\$ -	\$ 409,722	99%	\$ 2,059
12	Magdalen Catholic School	1900	Wichita	259	K-8	441	32	7%	\$ 453,228	\$ 267,616	\$ 185,612	\$ 79,777	\$ 79,777	\$ -	\$ 347,392	77%	\$ 788
13	St. Mary Parish Catholic School	1952	Derby	260	K-8	296	35	12%	\$ 181,888	\$ 179,858	\$ 2,030	\$ 2,030	\$ 1,219	\$ 811	\$ 181,077	100%	\$ 612
14	St. Peter Catholic School Wichita	2040	Wichita	265	K-8	302	57	19%	\$ 644,997	\$ 488,402	\$ 156,595	\$ 5,254	\$ -	\$ 5,254	\$ 488,402	76%	\$ 1,617
15	St. Joseph Catholic School Ost	2080	Mt. Hope	267	K-8	130	24	18%	\$ 352,210	\$ 212,077	\$ 140,133	\$ 6,424	\$ 6,424	\$ -	\$ 218,501	62%	\$ 1,681
16	St. John Elementary School	2244	Beloit	273	K-5	81	39	48%	\$ 325,800	\$ 90,794	\$ 235,007	\$ 109,419	\$ 43,258	\$ 66,161	\$ 134,051	41%	\$ 1,655
17	St. John High School	2246	Beloit	273	6-12	89	29	33%	\$ 700,482	\$ 320,671	\$ 379,811	\$ 164,705	\$ 45,321	\$ 119,384	\$ 365,991	52%	\$ 4,112
18	Holy Cross Catholic School	3144	Hutchinson	308	K-6	237	74	31%	\$ 322,224	\$ 308,064	\$ 14,160	\$ 6,360	\$ 6,360	\$ -	\$ 314,423	98%	\$ 1,327
19	Marysville Good Shepherd Lutheran	4560	Marysville	364	K-8	46	13	28%	\$ 85,891	\$ 55,722	\$ 30,169	\$ 10,400	\$ -	\$ 10,400	\$ 55,722	65%	\$ 1,211
20	Manhattan Catholic Schools	5152	Manhattan	383	K-8	227	13	6%	\$ 102,903	\$ 86,417	\$ 16,486	\$ 8,521	\$ 8,521	\$ -	\$ 94,938	92%	\$ 418
21	St. Joseph Catholic School McPherson	6060	McPherson	418	K-6	105	Redacted	N/A	\$ 215,551	\$ 202,820	\$ 12,731	\$ 8,694	\$ 8,694	\$ -	\$ 211,514	98%	\$ 2,014
22	St. Andrew's Elementary School	6486	Abilene	435	K-5	84	11	13%	\$ 321,390	\$ 273,501	\$ 47,889	\$ 18,719	\$ 18,719	\$ -	\$ 292,220	91%	\$ 3,479
23	Saints Peter and Paul School	6664	Seneca	115	K-8	196	19	10%	\$ 370,972	\$ 148,784	\$ 222,187	\$ 137,552	\$ 87,100	\$ 50,453	\$ 235,884	64%	\$ 1,203
24	Xavier Catholic School	7036	Leavenworth	453	K-8	115	20	17%	\$ 414,845	\$ 211,055	\$ 203,790	\$ 125,699	\$ -	\$ 125,699	\$ 211,055	51%	\$ 1,835
25	St. Dominic Catholic School	7145	Garden City	457	K-6	115	20	17%	\$ 147,690	\$ 140,599	\$ 7,091	\$ 7,091	\$ 6,738	\$ 352	\$ 147,337	100%	\$ 1,281
26	Holy Name Catholic School, Winfield	7340	Winfield	465	K-6	35	Redacted	N/A	\$ 191,684	\$ 147,328	\$ 44,356	\$ 18,823	\$ 18,823	\$ -	\$ 166,151	87%	\$ 4,747
27	Ascension Catholic School	7784	Overland Park	229	K-8	543	Redacted	N/A	\$ 348,241	\$ 74,771	\$ 273,470	\$ 42,590	\$ 42,590	\$ -	\$ 117,361	34%	\$ 216
28	Holy Family Elementary	7980	Hays	489	K-6	318	54	17%	\$ 510,253	\$ 98,121	\$ 412,132	\$ 207,813	\$ 29,551	\$ 178,262	\$ 127,672	25%	\$ 401
29	Saint Matthew Catholic School	8566	Topeka	501	K-8	167	70	42%	\$ 400,605	\$ 365,768	\$ 34,837	\$ 34,837	\$ 33,049	\$ 1,788	\$ 398,817	100%	\$ 2,388
30	Cure' of Ars Catholic School	9002	Leawood	512	K-8	618	0	0%	\$ 519,117	\$ 369,986	\$ 149,131	\$ 93,066	\$ 93,066	\$ -	\$ 463,052	89%	\$ 749
31	Good Shepherd Catholic School (Shawnee)	9015	Shawnee	512	K-8	334	12	4%	\$ 373,415	\$ 338,668	\$ 34,747	\$ 155,444	\$ 155,444	\$ -	\$ 494,112	132% <sup>1</sup>	\$ 1,479
32	St. Joseph School Shawnee	9018	Shawnee	512	K-8	377	25	7%	\$ 412,093	\$ 291,634	\$ 120,459	\$ 44,200	\$ 44,200	\$ -	\$ 335,834	81%	\$ 891
33	Holy Cross Catholic School	9023	Overland Park	512	K-8	180	41	23%	\$ 356,093	\$ 339,871	\$ 16,222	\$ 73,403	\$ 63,835	\$ 9,568	\$ 403,707	113% <sup>1</sup>	\$ 2,243
34	Bethany Lutheran School	9710	Overland Park	512	K-8	159	38	24%	\$ 203,932	\$ 184,771	\$ 19,161	\$ 15,260	\$ 15,260	\$ -	\$ 200,031	98%	\$ 1,258
35	Corpus Christi Catholic School	9892	Lawrence	497	K-8	259	10	4%	\$ 413,522	\$ 215,677	\$ 197,846	\$ 197,846	\$ -	\$ 197,846	\$ 215,677	52%	\$ 833
36	John Paul II Catholic School	9893	Overland Park	512	K-8	164	67	41%	\$ 310,573	\$ 293,535	\$ 17,038	\$ 164,102	\$ 164,102	\$ -	\$ 457,637	147% <sup>1</sup>	\$ 2,790
37	Cornerstone Classical School	9999	Salina	305	K-11	82	15	18%	\$ 79,417	\$ 10,412	\$ 69,005	\$ 15,081	\$ -	\$ 15,081	\$ 10,412	13%	\$ 127
<b>Total</b>						<b>8642</b>	<b>1339</b>	<b>15%</b>	<b>\$ 14,140,870</b>	<b>\$ 9,906,138</b>	<b>\$ 4,234,732</b>	<b>\$ 2,293,458</b>	<b>\$ 1,323,031</b>	<b>\$ 970,427</b>	<b>\$ 11,229,169</b>	<b>79%</b>	<b>\$ 1,299</b>

1. Total eligible value for this school is greater than value initially requested because some reconsideration requests increased in value above the initial request

## ESSER II Plan Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS					
Plan	District Number	District Name	Total Public School Students	% Students Approved for Free- or Reduced- Price Lunch	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student
1	216	Deerfield	192	73%	\$ 223,688	\$ 223,688	100%	\$ 223,688	100%	\$ 1,165
2	229	Blue Valley	22,278	8%	\$ 6,535,801	\$ 6,533,840	100%	\$ 6,533,840	100%	\$ 293
3	240	Twin Valley	561	52%	\$ 312,473	\$ 312,430	100%	\$ 312,430	100%	\$ 557
4	241	Wallace County Schools	209	37%	\$ 119,187	\$ 119,187	100%	\$ 119,187	100%	\$ 570
5	244	Burlington	799	41%	\$ 372,430	\$ 372,430	100%	\$ 372,430	100%	\$ 466
6	250	Pittsburg	3,276	61%	\$ 3,123,210	\$ 1,867,000	60%	\$ 1,867,000	100%	\$ 570
7	260	Derby	7,227	44%	\$ 2,642,818	\$ 1,643,082	62%	\$ 1,643,082	100%	\$ 227
8	267	Renwick	1,856	16%	\$ 533,006	\$ 533,006	100%	\$ 533,006	100%	\$ 287
9	287	West Franklin	599	48%	\$ 357,046	\$ 357,046	100%	\$ 357,046	100%	\$ 596
10	290	Ottawa	2,268	52%	\$ 1,569,755	\$ 1,568,000	100%	\$ 1,568,000	100%	\$ 691
11	298	Lincoln	328	58%	\$ 246,941	\$ 232,936	94%	\$ 232,936	100%	\$ 710
12	303	Ness City	287	46%	\$ 161,161	\$ 161,161	100%	\$ 161,161	100%	\$ 562
13	310	Fairfield	274	58%	\$ 257,962	\$ 257,962	100%	\$ 257,962	100%	\$ 941
14	313	Buhler	2,249	35%	\$ 891,835	\$ 891,835	100%	\$ 891,835	100%	\$ 397
15	322	Onaga-Havensville-Wheaton	305	51%	\$ 150,992	\$ 150,992	100%	\$ 150,992	100%	\$ 495
16	343	Perry Public Schools	747	35%	\$ 324,882	\$ 249,746	77%	\$ 241,318	97%	\$ 323
17	344	Pleasanton	346	54%	\$ 304,430	\$ 304,430	100%	\$ 304,430	100%	\$ 880
18	356	Conway Springs	481	27%	\$ 278,397	\$ 248,397	89%	\$ 248,397	100%	\$ 516
19	365	Garnett	935	50%	\$ 717,952	\$ 717,952	100%	\$ 717,952	100%	\$ 768
20	379	Clay Center	1,312	41%	\$ 737,901	\$ 737,901	100%	\$ 737,901	100%	\$ 562
21	388	Ellis	424	33%	\$ 186,836	\$ 105,152	56%	\$ 105,152	100%	\$ 248
22	405	Lyons	749	71%	\$ 757,981	\$ 757,981	100%	\$ 757,981	100%	\$ 1,012
23	415	Hiawatha	952	48%	\$ 750,300	\$ 289,625	39%	\$ 289,625	100%	\$ 304
24	419	Canton-Galva	304	39%	\$ 142,792	\$ 142,792	100%	\$ 142,792	100%	\$ 470
25	435	Abilene	1,510	47%	\$ 845,913	\$ 845,913	100%	\$ 845,913	100%	\$ 560
26	438	Skyline Schools	344	31%	\$ 129,990	\$ 129,990	100%	\$ 129,990	100%	\$ 378
27	446	Independence	2,033	65%	\$ 2,749,717	\$ 2,395,635	87%	\$ 2,395,635	100%	\$ 1,178
28	447	Cherryvale	747	67%	\$ 1,124,622	\$ 737,246	66%	\$ 737,246	100%	\$ 987
29	460	Hesston	817	26%	\$ 247,762	\$ 51,848	21%	\$ 51,848	100%	\$ 63
30	473	Chapman	1,067	42%	\$ 551,938	\$ 310,673	56%	\$ 310,673	100%	\$ 291
31	477	Ingalls	234	36%	\$ 83,381	\$ 83,381	100%	\$ 83,381	100%	\$ 356
32	479	Crest	235	51%	\$ 150,050	\$ 150,050	100%	\$ 150,050	100%	\$ 639
33	481	Rural Vista	264	51%	\$ 241,102	\$ 241,102	100%	\$ 241,102	100%	\$ 913
34	491	Eudora	1,680	28%	\$ 574,955	\$ 547,065	95%	\$ 547,065	100%	\$ 326
35	509	South Haven	201	40%	\$ 100,040	\$ 100,040	100%	\$ 100,040	100%	\$ 498
<b>Total</b>			<b>58,090</b>	<b>31%</b>	<b>\$ 28,499,246</b>	<b>\$ 24,371,515</b>	<b>86%</b>	<b>\$ 24,363,087</b>	<b>100%</b>	<b>\$ 419</b>

## MINUTES



Kansas State Board of Education

Wednesday, May 12, 2021

### SCHOOL VISITS

The State Board of Education attended scheduled visits to the Kansas School for the Deaf and Kansas State School for the Blind on Wednesday, May 12, 2021.

(No recording)

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

### KANSAS SCHOOL FOR THE DEAF

Superintendent Luanne Barron provided an overview of how KSD managed the past year in a pandemic and what adjustments were made so students could remain in-person. She previewed components of the school's application for best use of federal COVID-19 relief funds to benefit students, such as tutoring and social-emotional supports. She also commented on the Language Assessment Program; needs to fill employment vacancies; recent building renovations; extended school year, and increased enrollment. Other presentations were made on the topics of out-reach services and the importance of access for students from other school districts who need services, as well as dual placement and a virtual career fair. Student Body President Sethan Rolofson talked about challenges this past year and importance of advocating for oneself and others. Members also toured the renovated auditorium and visited classrooms.

**MOTION**

### KANSAS STATE SCHOOL FOR THE BLIND

Following lunch at KSSB, Superintendent Jon Harding introduced members to the preschool program, Wayfinding campus navigating system, and the Makerspace area where students learn multiple hands-on STEM activities. Board members heard personal journeys from two students, and a parent/grandparent. There was a presentation on field services and work of specialists all around the state. There is a need for more teachers in this field. Discussion occurred on questions about Braille and audio accommodations during assessments. One summer project is the delivery of family activity boxes with a variety of sensory projects. Other activities mentioned were the Braille Celebration and the Nov. 4 Vision Symposium. Chairman Porter offered the Board's assistance and support when presenting school budgets from both schools to the state legislature.

### ADJOURNMENT

The day's activities concluded at approximately 4:15 p.m. The next regular monthly meeting is June 8 and 9 in Topeka.

\_\_\_\_\_  
Jim Porter, Chair

\_\_\_\_\_  
Peggy Hill, Secretary

*Kansas leads the world in the success of each student.*



900 S.W. Jackson Street, Suite 600  
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(785) 296-3203  
[www.ksde.org](http://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.





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**Item Title:** Receive final report on data collected by systems that paused accreditation activity during pandemic

**From:** Jeannette Nobo

The State Board of Education granted any system an option to voluntarily pause from KESA for the 2020-2021 school year. This opportunity allowed systems to focus on social-emotional factors impacting student learning due to the COVID-19 pandemic, and to focus on student learning, without the additional concerns related to accreditation requirements during this unusual time.

A caveat to the pause period, was that all systems pausing needed to report to KSDE on the social-emotional and academic growth of students during the 2020-2021 school year. A survey was developed to capture this information. All 229 paused systems were required to complete the survey. In addition to open-ended questions about short-term and long-term goals as well as lessons learned, the survey captured information in the following areas:

### **Academics**

- Data sources being used to measure growth in student academic performance.
- Level of improvement in elementary, middle/junior high and high school students.
- Impact of academic progress by subgroups by school level.
- Impact of academic progress by content area by school level.

### **Social-Emotional Needs**

- How social-emotional needs of students were being addressed.
- Identification of evidence-based social-emotional curriculum used.
- Data collected to verify effective implementation and supports for social-emotional well-being.
- How culture and climate were being addressed.
- How social-emotional needs of staff were being addressed.

KESA staff will present the survey findings and answer questions. The 35-plus pages of raw data are available should the State Board be interested in a complete report of the findings.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

**Staff Initiating:**

Jeannette Nobo

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date:** 7/13/2021

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### **Item Title:**

Act on Accreditation Review Council's recommendation to upgrade status for Hope Lutheran and St. Paul Elementary

### **Recommended Motion:**

It is moved that the Kansas State Board of Education accept the recommendation to change the accreditation status of Hope Lutheran and St. Paul Elementary.

### **Explanation of Situation Requiring Action:**

In accordance with the Kansas Educational Systems Accreditation (KESA) process, a system that has been conditionally accredited by the State Board of Education can seek redetermination to change its accreditation status from Conditionally Accredited to Accredited provided that the "Areas for Improvement," stipulated by the Accreditation Review Council (ARC), are satisfactorily completed.

Hope Lutheran Z0026-9021, Shawnee, was granted a Conditionally Accredited status by the State Board at its September 2020 meeting. Since then, Hope Lutheran has been working diligently with KSDE and its building teachers to satisfy the Areas of Improvement outlined in their accreditation report by the Accreditation Review Council.

Additionally, St. Paul Elementary Z0029-0882, Olathe, was granted a Conditionally Accredited status by the State Board at its February 2021 meeting. St. Paul Elementary has worked in collaboration with its Diocese and building team members to satisfy the Areas of Improvement stipulated in their accreditation report by the ARC.

The Accreditation Review Council met June 16, 2021 to review the documentation submitted by both systems and upon review determined that both Hope Lutheran Z0026-9021 and St. Paul Elementary Z0029-0882 had satisfactorily completed all Areas for Improvement. The ARC determined that the work completed by both systems was sufficient and adequate to move them in meeting the needs of their students and promoting the Kansas vision for education and the State Board outcomes/goals.

The ARC has recommended continuing a yearly follow-up for Hope Lutheran.

# Conditionally Accredited Redetermination Summary

**Date:** June 16, 2021

**System:** Z0026-9021 Hope Lutheran

**City:** Shawnee

**Superintendent:** Jim Bradshaw

**Principal:** Nancy Jankowski

**OVT Chair:** Cognia – Nancy Bolz

## Areas for Improvement Response

### Area(s) for Improvement

<b>Comment</b>	Foundational Structures of MTSS is not addressed adequately.
<b>Rationale</b>	Foundational Structures are the building blocks of KESA. They are programs, models or practices which address how the system is working to improve. The ARC in 2017-18 provided the system with a letter outlining its concerns regarding foundation structures and these were only partially addressed.
<b>Tasks</b>	Provide evidence of the implementation of a tiered framework of supports for mental and behavioral support including any data to support your implementation
<b>Timeline</b>	05-31-2021
<b>System Response</b>	<p>In order to create a safe and loving environment to serve the Lord, we have certain expectations. It is our desire for discipline to be positive. We stress kindness and respect to others, giving without expecting to receive in return. BEHAVIORAL and PROCEDURAL EXPECTATIONS will be enforced by all teachers including specials and will be subject to disciplinary consequences. Hope Lutheran School Multi-Tiered Framework: Hope Lutheran School will use Positive Behavioral Interventions and Supports Positive Behavioral Interventions and Supports (PBIS) is an evidence-based tiered framework for improving practices affecting student outcomes every day. It is a way to support everyone – to create schools where all students are successful. School-wide Positive Expectations and Behaviors</p> <p>BEHAVIORAL EXPECTATIONS</p> <ol style="list-style-type: none"> <li>1. Be prepared academically and emotionally for class.</li> <li>2. Follow directions the first time they are given.</li> <li>3. Raise hand and wait for permission to speak.</li> <li>4. Keep hands, feet, and objects to yourself.</li> <li>5. Stay in your seat, unless given permission to do otherwise.</li> <li>6. Treat everyone and everything with respect.</li> </ol>

#### Hope Lutheran School Multi-Tiered Framework (Academic):

Tier 1 focuses on delivering Hope Lutheran core curriculum and is aligned with grade-level standards and expectations.

- Basic intervention - check ins, choice boards, reading levels, mentoring check for understanding, tests, projects, leveled tests/assignments, differentiation, small groups, parent investment, peer mentor, optional study hall, flexible seating, whole group incentives.

Tier 2 is what "some" students receive in addition to Tier 1 instruction/support. Tier 2 interventions are skill-specific and targeted to the needs of children within the same intervention group.

Intervention delivery can be provided by a variety of professionals (e.g., general education and special education teachers, behavior specialists provided by the public-school system) and for a variety of reasons, academics, and behavior.

- Intervention - small groups, reteaching, guided practice, modifications, math/reading groups, immediate feedback, need based instruction, Title 1 tutoring, mandated study hall, parent communication, individualized incentives, flexible seating, individualized tutoring, summer school Tier 3 is what "few" students receive, and it is the most intense level of support Hope Lutheran School can provide to a student within the MTSS framework.

Tier 3 supports are provided to small groups and individual students. Tier 3 supports require more time and a narrower focus of instruction/intervention than Tier 1 or 2 supports. Tier 3 support can include specialized instruction geared to the individual student.

- IEP, 504, OT, Speech
- Flexible seating, targeted instruction, leveled assignments, required modifications, outside resources, parent communication, mandatory meetings

### Area(s) for Improvement - #2 & #3 - Goals

<b>Comment</b>	Clearly stated goals based on data and student driven.
<b>Rationale</b>	The KESA process requires that each system identify at least two goal areas along with specific goal statements indicating areas for improvement. Due to the AdvancEd/Cognia process, the system priorities outlined in its strategic plan and the KESA goals do not show alignment. A thoughtful improvement process is important. It should include both qualitative and quantitative data and the plan should be a working document in which all teachers and stakeholders are involved.
<b>Tasks</b>	A workable student-focused improvement plan that identifies data, goal areas, goal statements, interventions, timelines, and professional development. Progress needs to be shown over time, including data trends.

**Timeline**

01-31-2021

**System Response****Goal #1 Social-Emotional Learning:**

The faculty of Hope Lutheran School has been working this year to identify and define the social-emotional and character development standards that will become the areas of focus in each grade level from preschool - 8th grade. By developing and implementing a systemic protocol to support students' social-emotional learning, faculty and staff will have the training and resources necessary to be responsive to their students' needs. Hope Lutheran School's Strategic Plan requires that we make Social-Emotional Learning (SEL) a priority by way of three objectives:

- Every student will achieve academic success through an individualized learning plan.
- Every student will develop and utilize personal resilience while mastering competencies that lead to the next grade level.
- Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community, through programs like The Collaborative for Academic, Social, and Emotional Learning (CASEL) and Skills for Growing Lion's Quest. Staff will incorporate the standards and competencies into all areas of instruction. Furthermore, training on trauma-informed and trauma-responsive methods, such as suicide training, will be implemented at the beginning of the school year. As part of our commitment to establish a data-rich culture and use data to guide our decisions, we will be implementing the Panorama Social Emotional Learning Survey starting in the 2021-2022 school year, and Cognia Surveys. The

Panorama platform and Cognia Surveys will enable Hope Lutheran to administer validated, research-based social-emotional learning surveys to students. For Hope Lutheran School, survey data will work in conjunction with our faculty and counselor to measure social-emotional learning and growth. We will monitor student growth with each administration of the survey during the beginning of the year, middle of the year, and the end of the year, to gather the following data:

**SEL Data Goals: By May 2022:**

- In Panorama the percentage of favorable responses in the area of Grit will increase by at least 10% in kindergarten - 8th grade.
- The percentage of favorable responses in the area of Growth Mindset will increase by at least 10% in grades 4th - 8th grade.
- The percentage of favorable responses in the area of School Climate will increase by at least 10% in grades 4th - 8th grade. The Panorama and Cognia Surveys allow Hope Lutheran School to measure emotion-regulation, grit, growth mindset, social awareness, self-efficacy, and categories like school climate, teacher-student relationships, school safety, and students' sense of belonging. Surveying these social-emotional traits sends a message that we care about the social-emotional well-being of our students. It also allows us to be proactive concerning issues and concerns with the individual students. With this info, teachers, principals, and SIT teams can develop specific targets and strategies to address concerns.

**Goal #2 Using data to enrich instruction in the area of mathematics:** This goal's objective is to further develop procedures for analyzing and using the assessment data by individual teachers and the school as a whole, to meet better the needs of all students in the area of mathematics. Hope Lutheran School has been analyzing and discussing the relationships with the assessment data. Grade level groups have been engaged in dialogue related to implementing a new math curriculum and supplemental program, analyzing MAP and Dibels test results in conjunction with other data, student progress, and the need for change in pacing or methodology. Hope Lutheran School's Strategic Plan requires that we make mathematics rigor a priority through three objectives:

- Every student will achieve academic success through a rigorous math program.
- Every student will develop and utilize personal resilience while mastering competencies that lead to the next grade level in math in the areas of operations and algebraic thinking, and number and operations.
- Every student will develop the skills to use technology in mathematics. Hope Lutheran School will have future staff development opportunities and will begin using NWEA Knowledge Academy, a library of self-paced lessons available online to enhance further understanding of the MAP test and reports, as well as using the NWEA Learning Continuum. The faculty will receive coaching from the MAP coordinator on how to read and analyze individual MAP reports and how to share MAP data with parents. The faculty will identify deficits in the area of math. The school will purchase and implement a new math curriculum, as well as continue to use the supplement digital resources such as Rocket Math.

**Mathematics Data Goals by May 2022:**

- Formal analysis of Dibels and MAP data to identify trends and make curricular decisions
- Designated time for cross-grade level curriculum discussion and data analysis
- 5% increase in MAP Mean RIT scores for grades kindergarten - 8th grade in the area of Operations and Algebraic Thinking.
- 5% increase in MAP Mean RIT scores for grades kindergarten - 8th grade in the area of Number and Operations.

**Area(s) for Improvement**

<b>Comment</b>	Improved system alignment with the KESA Process
<b>Rationale</b>	The system is currently undertaking three processes of improvement which may be causing some discordance with understanding how they interface/align.
<b>Tasks</b>	Seek and document professional learning opportunities to ensure understanding of the KESA process.

**Timeline**

05-31-2021

**System Response**

Throughout this year we have had staff meetings to talk about KESA and Cognia as well as how these align with the Lutheran accreditation system. Staff has had training on MTSS and KESA process. Principal has met monthly with KSDE staff throughout our conditionally accredited status to keep on track with expectations. We hope to be able to continue this throughout the following year.

## ARC Recommendation

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The Accreditation Review Council recommends a status of **Accredited** for this system based on the information provided and following justification.

**Justification**

The system has provided evidence of addressing the AFI's established during their first review and accreditation recommendation. The System now has a plan in place to address its MTSS in both the Behavioral and Academic areas. The plan now needs to be implemented with fidelity. With regard to behavior, they will now need to provide specific data on progress as to how their plan is working. Improvement on interventions in Tier 2 and Tier 3 need to be more specific on what actions are put in place. It is advised that the system demonstrates further evidence of individual student plans being implemented in the Tier 2 setting with explicit instruction tailored to student needs. Additional evidence to demonstrate data collection, such as progress monitoring, and how that will be analyzed with the Student Intervention Team is also needed.

In the area of Academics, the System now has a general plan in place including evidence of data collection. There is no evidence provided on how data will be used to inform change or the implementation of student improvement plans. Going forward, the system needs to demonstrate how this data will be analyzed and used to determine Tier movement or dismissal back to the classroom setting. This should involve the Student Intervention Team reviewing progress monitoring and screening data.

The system now has two goals in place. This includes data collection, plan for implementations of interventions, and specific areas for student expectation. It is highly recommended to continue professional development for staff related to this goal, specifically regarding the implementation of the new curriculum and increasing rigor through intentional teaching strategies.

While the system is recommended for Accreditation, we seek to provide specific feedback to assist systems in better understanding the Continual Improvement Process. **Therefore, it is highly recommended that the MTSS process (both Behavior and Academic) be a goal area for the system in this current five-year accreditation cycle. A yearly report of progress is expected during the next cycle at the end of each fiscal year.**

# Conditionally Accredited Redetermination Summary

**Date:** June 16, 2021

**System:** Z0029-0882 St. Paul Elementary

**City:** Olathe

**Superintendent:** Vincent Cascone

**Principal:** Ann Connor

**OVT Chair:** Cognia – Nancy Bolz

## Areas for Improvement Response

### Area(s) for Improvement

<b>Comment</b>	The goals written need to be measurable
<b>Rationale</b>	In order to determine growth the goal needs to be measurable. Goals should be such that will have an impact on student learning as well as help to move the data related to your building and state board outcomes.
<b>Tasks</b>	As you move to your next accreditation cycle be sure that your goals are based on your needs assessment information and that they will impact not only student learning but that they will also serve to impact state board outcomes.
<b>Timeline</b>	05-31-2021
<b>System Response</b>	<p><b>SYSTEM OF DATA ANALYSIS (RIGOR)</b></p> <p>A theme from our recent review was the need for a systematic approach to data analysis. The impact of a systematic data analysis plan will be determined by student improvement in math.</p> <p><b>Our overall goal is for 85% of our students to perform at or above the “average” level on the NWEA MAPs assessment (spring assessment).</b></p> <p>To achieve this outcome, we:</p> <ul style="list-style-type: none"><li>Created our school improvement plan to:<ul style="list-style-type: none"><li>provide direction and identify yearly benchmarks to meet the goal.</li><li>determine what MAP data is collected and how it will be used.</li></ul></li></ul>



- Developed a systematic approach to using data to:
  - drive classroom instruction (whole group)
  - determine MTSS groupings
  - identify specific interventions for small group instruction
- Participate in ongoing professional development to address:
  - MAP testing, reporting and analysis
  - school wide, systematic needs
  - individual teacher needs
- Hire additional staffing:
  - Math interventionist
  - Instructional Coach
  - Resource Teacher

## Area(s) for Improvement

**Comment** Identification of measurable goals

**Rationale** Progress on goal attainment is not possible if goals are not specific and measurable.

**Tasks** As you move to your next accreditation cycle be sure that your goals are based on your needs assessment information. Identify the gaps that you want to address and develop strategies that will help create a change in not only student improvement and success but also impact state board outcomes.

**Timeline** 05-31-2021

### **System Response** **INDIVIDUAL PLAN OF STUDY (RELEVANCE)**

Another theme from our final review was the need for a comprehensive system for the individual plan of study. The impact of a comprehensive system for the individual plan of study will be determined by student readiness for high school and a personal plan. Our overall goal is for all eighth students to be prepared for their next level of academia, high school. This will be measured through individual student portfolios demonstrating their strengths and God given aptitude for a given vocation; religious, professional, trade and/or military service.

**Goal: Portfolios will be completed by 100 % of all 8<sup>th</sup> grade students.**

To achieve this outcome, we:

- Expanded our vocation (religious, professional, trade and/or military service) awareness program to encompass the entire year
- Utilize the tools provided by the Archdiocese of Kansas City in KS, developed with Stacey Smith and approved by KSDE (included in the artifacts)

- created a process to document activities
- determined a timeline for specific activities and reflections/inventories
- Utilize the tools of Second Step as they pertain to personality traits and attributes
- Enhanced our counselor's role regarding individual plan of study
  - class sessions
  - individual sessions
- Provide opportunities for students to explore area high schools
  - in person/virtual tours
  - programs of study
- Collaborate with parents to:
  - help students discover their gifts and talents
  - determine the best possible high school placement (program options, financial implications)

## Area(s) for Improvement

### Comment

Individual Plans of Study

### Rationale

The evidence indicates that the system does not currently have individual plans of study implemented for eighth-grade students as required by statute.

**Notes:** The plans can be done in lower grades, but must be done for eighth-grade. As a religious school, this process might look different than in a public system, but it needs to be addressed.

### Tasks

As the system moves forward the system will need to implement the use of IPS with their students. A process for completing and maintaining individual plans of study for all students in the eighth grade must be implemented.

### Timeline

05-31-2021

### System Response

Through collaboration with KSDE and the Kansas City Diocese a plan of action and model for implementing Individual Plans of Study has been put into place in the school. Although the plan has not been fully implemented, student discernment worksheets are being used as well as a family information sheet that will allow families to understand and know the individual plans of students as they move into high school. These forms are currently in place for grades 7 and 8. A sample of the forms as well as the plan has been uploaded into KESA.

## ARC Recommendation

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

### Justification

The system has provided evidence of addressing the AFI's established during their first review and accreditation recommendation. The system has set two specific goals, a target and means to achieve the goal. It is recommended that a specific achievement date be set (i.e. – Our overall goal is for 85% of our students to perform at or above the "average" level on the NWEA MAPs assessment, according to spring assessments, by the end of the five-year accreditation cycle *OR* by the completion of their 8<sup>th</sup> grade year").

The system has established a process for students to systematically progress through the Individual Plan of Study continuum. Process documents provide evidence of the planning process for 7th and 8th grade students to explore career opportunities, which have been expanded to address service, vocational, and military opportunities. The Student Discernment Worksheet serves as an individual student checklist to ensure the system reaches their specific goal of 100% completion by all 8th grade students.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10

**Staff Initiating:**

Jeannette Nobo

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date:** 7/13/2021

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**Item Title:**

Act on recommendations for Kansas Education System Accreditation (KESA) for USD 206 Remington-Whitewater

**Recommended Motion:**

It is moved that the Kansas State Board of Education accept the recommendation of the Accreditation Review Council and award the status of accredited to USD 206 Remington-Whitewater.

**Explanation of Situation Requiring Action:**

In the 2020-2021 school year, there are 39 systems scheduled for an accreditation recommendation. The Accreditation Review Council (ARC) met in April to consider two accreditation redetermination requests and to review USD 206 Remington-Whitewater's documentation for an accreditation status recommendation. Upon the ARC's review it was determined that USD 206 Remington-Whitewater would be recommended for a status of Accredited.

Last month the Accreditation Review Council submitted its Executive Summary for Remington-Whitewater with a recommended status of Accredited. KESA staff will be available to answer questions before the State Board acts on the recommendation.

# Accreditation Summary

**Date:** 04/20/2021

**System:** D0206 Remington-Whitewater (0000)

**City:** Whitewater

**Superintendent:** James Regier

**OVT Chair:** Max Heinrichs

## Executive Summary/AFI

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

### ARC Comment

There are no compliance issues at this time with KSDE.

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

### ARC Comment

USD 206 does have all the foundational areas in place. Each area was reviewed and reported on. A brief summary is provided below.

**Tiered Framework of Support:** All schools in the district had some elements of MTSS in place. There are a series of intervention in place, but the data used to make decision regarding the data was not included in the description. Reading was the only area identified in the summary.

**Stakeholder Engagement:** A variety of stakeholder events were reported. Each building hosts a series of opportunities for parents and the community to engage with the schools. It was not clear what the end goal of stakeholder meetings were and what needs they filled. All schools also strive to provide communication to the community through their website, Facebook, and the community newsletter. The elementary school uses DoJo and SeeSaw to communicate with parents.

**Diversity, Equity, and Access:** USD 206 experiences about 30% poverty and has a minority population of 15-20%. Student needs are addressed in high school faculty meetings. Special education staff serves students on IEP's.

**Communication and Basic Skills:** Opportunities for students to write and give oral presentations are woven throughout a student's educational experience. Public speaking was scheduled to be added to the high school curriculum during the 2019-2020 school year. It is not clear if this was done. K-12 curriculum is in place.

**Civic and Social Engagement:** The elementary school hosts quarterly events for their families. The middle school and high school also offer several activities. However, it is not apparent what the ultimate goal of civic engagement is with the offerings. Seniors are required to complete 10 hours of community service.

**Physical and Mental Health:** The Remington Middle School has a participation rate of 57% in extra-curricular activities while the high school has 97% of their students involved. The district has physical education and health K-9th grade. Wellness is focused on through health classes, counseling sessions (classroom and small groups), and a social emotional curriculum.

**Arts and Cultural Appreciation:** The typical arts program is offered in USD 206. The Flex schedule which was recently implemented allows students to be involved in more than one fine arts program.

Postsecondary and Career Preparation: Careers is discussed throughout a child's experience in the district. Xello is used by the district for student's IPS. Job shadowing, mentoring, college visits, and military service exposure is part of the high school experience. Seventy-four percent of students take at least one college credit course.

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

#### **ARC Comment**

Remington Elementary School goal was to increase communication with their families and the community. However, the focus was on Social Emotional Learning (SEL) as well as the goal of relationships. Remington Elementary School uses the Student Risk Screening Scale (SRSS) that showed improvement each year by increasing the number of students scoring in the low-risk area. Core Essentials was implemented in Year 3 which also helped the elementary school focus on SEL.

Remington Middle School focused on relationship building and social emotional learning. The Together We Inspire Excellence (TWIX) program was developed for the middle school. Specific character trait activities were embedded into lessons specifically around service learning and team building. A question was pulled out of the Gallup Survey that focused in two areas - The adults in the school care about me, and I have a mentor who encourages me and my development.

Remington High School focused on structuring classes to best serve students' learning needs. A flex mod schedule was developed that allowed for students to have more time in the day to complete what they wanted and to be mentored by a faculty member. Using the Gallup Survey students indicated that the results of "I have a mentor" and "I am enjoying Remington High School" grew over time. The high school is part of the Gemini II redesign.

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

#### **ARC Comment**

Remington Elementary School selected Kindergarten Readiness as their goal for improving responsive culture. During the KESA cycle the district implemented two full-day preschool programs. This was based on district need. Prior to that there was not a preschool program. This helped the district grow from 44% of entering kindergarteners with no concerns to 71% in the fifth year of the cycle.

Remington Middle School focused on social emotional learning and presenting real world problems. The middle school also added flex classes to their schedule for a discovery type period. Family groups were developed to address the Social Emotional Learning aspect of the goal. On a survey the question "I like school" went from 77.6% in 2019 to 92.5% in 2020.

Remington High School focused on the postsecondary success effective rate. The high school spent a great deal of time developing a flex mod schedule. Students' satisfaction has improved from 73% to 95.2%. The high school's effectiveness rate has also improved over a 3-year period going from 61% to 86%.

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**

Remington School District has committed to the intent of the KESA process. The implementation of two full-time preschool programs has been developed along with a 0 - 4 year-old program. Additionally, counselors have been added. Changes have also been made in course scheduling to personalize learning for their students at the middle and high school levels.

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

**ARC Comment**

The OVT report identified the following work accomplished by the district.

**Board Outcomes**

<b>Social-Emotional Growth</b>	Students completed a survey two times a year. Teachers complete a survey (SRSS) three times a year. This data is used to identify at-risk students. Remington Elementary School uses Character Traits of the Month. Behavior referrals are also tracked at the elementary school. Remington Middle School used the Together We Inspire Excellence (TWIX) program. Student and teachers from across grade levels were placed into inter-grade families with the focus being on team building, social awareness skills, service learning, and wellness. It was noted that in the last 2 years office referrals had dropped by 47%. The high school added more “real-world” experiences to their curriculum, post-secondary classes, and opportunities for experiences.
<b>Kindergarten Readiness</b>	The ASQ-SE and ASQ-3 surveys are used to assess each entering Kindergartener. The preschool programs began to assess their classrooms with a tool called Myigdis which is given three times a year. A 0-4 year-old program was also added to support children and families in the community.
<b>Individual Plans of Study</b>	USD 206 uses Xello to track and monitor student personalized plans. Each student has a meeting with their counselor to help them navigate their learning goals. The high school reported that since the inception of the flex mod schedule 95% of the students indicated their support of the change.
<b>High School Graduation Rate</b>	Remington High School’s graduation rate continues to be between 95 and 100%.
<b>Postsecondary Success</b>	The district continues to wait to evaluate the success of their students in post-secondary programs. It was noted that data from 2019 indicated that 86% of their students enrolled the first year after graduation but it was not identified as to what they enrolled in.

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

**ARC Comment**

Feedback was obtained from several groups affiliated with the district. Utilizing Redesign conversations, OVT feedback, leadership teams, and site council feedback the district adjusted and shifted to best serve students. The Board of Education was also part of the conversations. Throughout the Redesign process parents had the opportunity to meet with staff. Newsletters and social media sources were also used to communicate.

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

#### **ARC Comment**

Each building was reported as being responsive to the OVT during the KESA process. The process was adjusted each year as the district continued to learn about the KESA process and the needs of their learners.

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

#### **ARC Comment**

Remington School District has committed to the intent of the KESA process. They look at their data, and understand their overall goal however, they need to be sure to identify overall district goals that are aligned to their building level goals. Overall, the system has implemented two successful full-time preschool programs. Additionally, counselors have been hired for each building to support social emotional learning and responsive culture. Changes have been made in course scheduling to personalize learning for their students.

## **ARC Recommendation**

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

### **Justification**

It was demonstrated that the district followed the process with fidelity. The district worked on each goal area identified by the system and building. The district was responsive to community through the addition of their preschool program, counselors at each building, and scheduling changes for the secondary level.

### **Strengths**

The district has been able to incorporate several changes during the KESA process. They have been responsive to the needs of their community and students. The data reported demonstrated improvement in areas of student satisfaction with school. The implementation and growth of the preschool program has been a positive for the school community with 71% of Kindergarten students now entering school with the needed skills. The middle school and high schools have been proactive providing students more opportunities for learning and flexibility in what they pursue as areas of interest. The OVT provided suggestions for future work that will build on what has been accomplished the last five years.

### **Challenges**

The OVT recommended that the district work from a strategic plan with specific goals for the district and the schools. This is especially important with new leadership coming on board. The district needs specific goals to work from that are measurable and can be monitored. Each building should also have measurable goals. Finally, data needs to be included with the reports, system and especially OVT report, to show that growth or improvement is taking place to help in determination of supporting accreditation.





## Remington-Whitewater USD 206

110 S Main, Whitewater, KS 67154  
(316) 799-2115  
www.usd206.org

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12**

Superintendent: **James Regier**

### Demographics



478 Students

African American 2.93%  
Hispanic 6.07%  
Other 3.97%  
White 87.03%

### Academically Prepared for Postsecondary Success

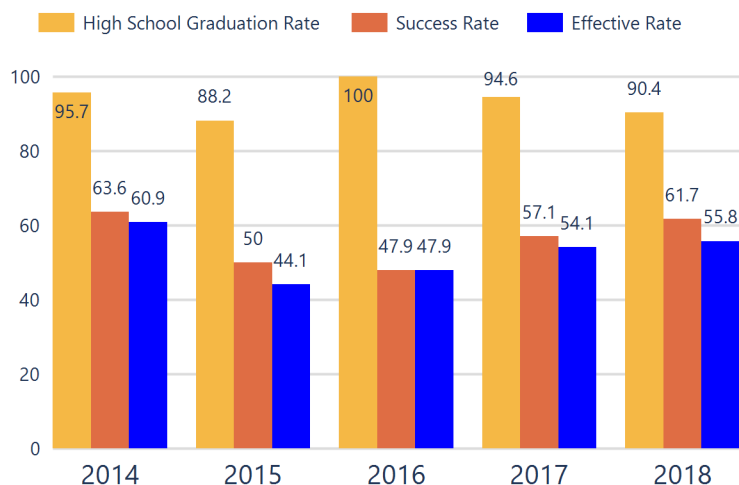
The percentage of students who scored at Levels 3 and 4 on the state assessment.

**Assessment scores are not available for the 2020 school year.**

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**94%**

Five-Year Success Avg

**56%**

Five-Year Effective Avg

**53%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**52.6 - 55.6%**

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

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

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

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

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

#### GRADUATION RATE

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

#### ATTENDANCE RATE

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

#### CHRONIC ABSENTEEISM

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

#### DROPOUT RATE

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

**97.4%**

State: 88.3

#### District ESSA Expenditures Per Pupil

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

**\$13,968**

State: \$12,193

**95.3%**

State: 94.5

**11.2%**

State: 13.9

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

**1.3%**

State: 1.3



### District Academic Success

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

#### ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	20.89	22.67	22.42	17.78	21.65	15.23	N/A	N/A	N/A
Level 2	39.92	39.40	26.16	50.19	40.15	32.38	N/A	N/A	N/A
Level 3	29.85	25.65	26.16	24.90	27.55	35.23	N/A	N/A	N/A
Level 4	9.32	12.26	25.23	7.11	10.62	17.14	N/A	N/A	N/A

#### FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	25.22	32.14	36.84	25.74	31.37	17.07	N/A	N/A	N/A
Level 2	46.84	41.96	15.78	53.46	42.15	39.02	N/A	N/A	N/A
Level 3	24.32	21.42	31.57	17.82	18.62	34.14	N/A	N/A	N/A
Level 4	3.60	4.46	15.78	2.97	7.84	9.75	N/A	N/A	N/A

#### STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	38.09	54.76	50.00	30.00	46.66	N/A	N/A	N/A	N/A
Level 2	40.47	33.33	12.50	46.66	26.66	N/A	N/A	N/A	N/A
Level 3	14.28	7.14	12.50	20.00	16.66	N/A	N/A	N/A	N/A
Level 4	7.14	4.76	25.00	3.33	10.00	N/A	N/A	N/A	N/A

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.85	61.90	N/A	40.00	50.00	N/A	N/A	N/A	N/A
Level 2	47.61	28.57	N/A	46.66	50.00	N/A	N/A	N/A	N/A
Level 3	9.52	4.76	N/A	13.33	0.00	N/A	N/A	N/A	N/A
Level 4	0.00	4.76	N/A	0.00	0.00	N/A	N/A	N/A	N/A

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

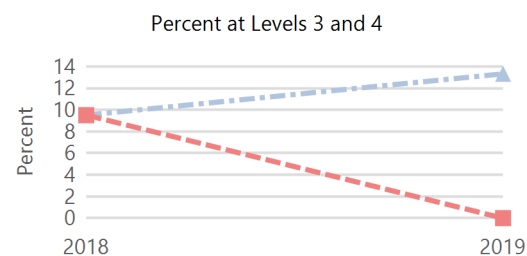
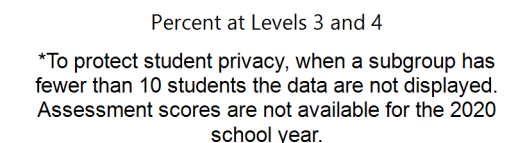
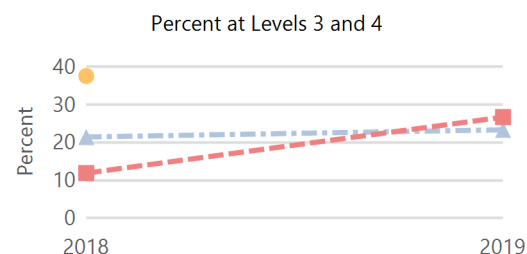
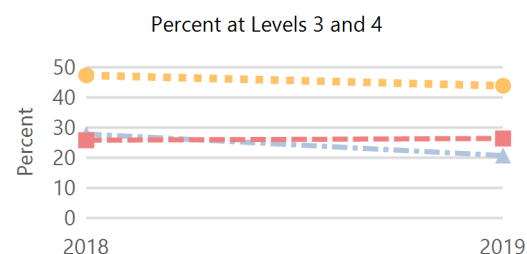
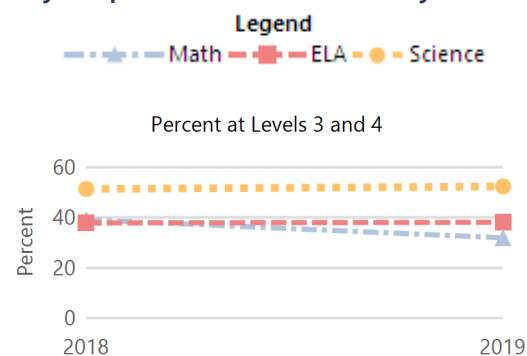
### ACT Performance (2020 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



District	19.1
State	20.4



900 S.W. Jackson Street, Suite 102  
Topeka, Kansas 66612-1212  
(785) 296-3201  
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**Item Title:** Receive Accreditation Review Council recommendations for Kansas Education Systems Accreditation

**From:** Jeannette Nobo, Mischel Miller

During the 2020-21 school year, 39 systems (25 public and 14 private) are scheduled to receive an accreditation status recommendation. These 39 systems entered KESA as year two systems. It is important to note that these systems were given the opportunity to voluntarily pause their KESA process this year as a result of the COVID-19 pandemic; however, they chose to continue and move forward with their accreditation visit.

The State Board will have the opportunity to review each system's accreditation recommendation (Executive Summary) from the Accreditation Review Council the month prior to Board action.

The ARC met two days in June to review 27 systems (17 public and 10 private systems) and prepare an accreditation status recommendation. The KESA process provides each system with a 15-day timeline to either accept or appeal the ARC's recommendation. At this time, 14 of the 27 are presented to the State Board for review. Board action is anticipated in August.

- USD 102 Cimarron-Ensign
- USD 113 Prairie Hills
- USD 233 Olathe
- USD 253 Emporia
- USD 262 Valley Center
- USD 323 Rock Creek
- USD 358 Oxford
- USD 360 Caldwell
- USD 362 Chaparral
- USD 363 Holcomb
- USD 410 Durham-Hillsboro-Lehigh
- USD 437 Auburn Washburn
- USD 443 Dodge City
- USD 509 South Haven

KSDE accreditation staff will share the ARC's review process, system findings and accreditation status recommendations.

# Accreditation Summary

**Date:** 04/21/2021

**System:** D0102 Cimarron-Ensign (0000)

**City:** Cimarron

**Superintendent:** Mike Waters

**OVT Chair:** Bill Biermann

## 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

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

Tiered Framework of Supports: USD 102 has improved their MTSS (multi-tiered system of supports) process throughout the five-year accreditation cycle. They began the five year-cycle with a solid intervention for reading and have built a program for math during the cycle. The system is proud to report that over 75% of their students are in Tier 1; with strategic plans to address the interventions that data shows them are needed. They have added a tutoring program alongside a mentor teacher for struggling students.

Family, Business and Community Partnerships: The system has worked to engage members of the community by inviting them to be members of their site councils and also by going into the community to find experts in the fields that are of interest to students. This is called the Career Lecture Series and gives high school students the ability to hear first-hand about different careers and ask questions about those careers. Parent engagement has increased across all grade levels.

Diversity, Equity and Access: USD 102 has a diverse population with almost 30% of their students being Hispanic. According to the OVT, USD 102 is aware that this trend is increasing, and therefore, requires all teachers to work towards and attain an ESOL certification within the first 2 years of employment. The system provides tutoring and/or after school homework help along with multiple clubs geared toward a variety of cultures.

Communication and Basic Skills: All high school students are required to take a speech and forensics class as part of the local BOE requirements for graduation. The system has also implemented a social emotional curriculum that has proved to be successful. The system has developed a Character Strong program that addresses various topics in communication and basic skills.

Civic and Social Engagement: USD 102 has many plans in place to engage students within their community. Upper grade high school students participate in Bluejay Buddies, a program where the older students and members of the community go to the grade school to eat lunch and socialize with younger students. Students are given multiple opportunities to engage in a job shadowing experience before their senior year in high school.

Physical and Mental Health: The system acknowledged that this was an area they needed to improve on during this cycle. They have developed a curriculum that works with students on building essential life skills. The system has also partnered with Compass Area Mental Health in order to provide on-site therapy to students in need.

Arts and Cultural Appreciation: USD 102 has almost 30% Hispanic population so they have been intentional about recognizing those students and their culture. The system provides a Latino Leadership Conference each year, except it did not occur in 2020-2021 due to COVID). The system also has worked hard to align their literature curriculum to include novels and reading material from around the world and different cultures.

Postsecondary and Career Preparation: Post-secondary success was not something they focused on 5-10 years ago, but is definitely a huge part of their program now. Their individual plans of study are helping them better prepare students for their next educational step or work place. The system has career fairs, required job shadows, work release and a good partnership with Dodge City Community College, where students can attend half a day and receive certifications.

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

#### **ARC Comment**

Goal 1: To provide opportunities for students to develop into responsible, productive citizens.

It is important to note that each building in USD102 developed their own building goals aligned to each of the system goals. The system has worked hard to create a career-focused curriculum, provide opportunities to explore various post-graduation opportunities based on interests and have plans for each student post-graduation. Students in grades 7-12 are taught a curriculum that was developed and documented as an SEL and postsecondary success program. Students in all grade levels now set academic goals and regularly discuss their progress with teachers. The system is already showing growth in their postsecondary success because of this goal area.

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

#### **ARC Comment**

Goal 2: Build relevance to increase student engagement.

Graduation data for high school graduation goals are above expectations. The five-year graduation average is 96%, well above the state average. They have created opportunities for their students to visit with multiple employers in order to connect what they are learning to what may be needed in a work environment. The system is gaging effectiveness of the new strategies learned, and are measuring on the number of students on the low-grade list as well as the number of kids that are chronically absent. Both of these areas have dramatically decreased during this KESA cycle.

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

#### **ARC Comment**

The OVT reported that the district had developed a team approach throughout the cycle that better allowed them to sustain their improvement efforts. The system felt it was not the job of one or two nor should it be a top-down administration model. In reviewing the reports, it was evident that multiple people are highly involved in the decision making and implementation process. It was reported that

the local BOE has made these developments a priority, as demonstrated by the hiring of new staff and developing curriculum. There is a plan in place to sustain and improve their efforts.

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

### ARC Comment

The OVT and System reported data that all State BOE goals are at or above expectations or showing a positive incline. The system demonstrated evidence, data and a viable plan reflecting all State BOE goals resulting in systematic improvement.

### Board Outcomes

<b>Social-Emotional Growth</b>	The system has seen a decrease in office referrals since implementing the SEL curriculum and working with students on basic life skills, such as perseverance and self-regulation. The system has also partnered with the local mental health to provide therapy on-site for students in need.
<b>Kindergarten Readiness</b>	The system has given the ASQ Kindergarten screener since the 18-19 school year with 100% participation. The school scheduled time for each individual parent to come into the school and administer the screener to their child allowing for staff to answer questions when needed. They continued to have 100% in the 19-20 school year, but fell to 60% in 20-21 due to COVID. The system has used the data to increase the percentage of students attending preschool each year. During the past three years, the screening data has shown consistent decreases on the number of students who may show possible concerns when entering kindergarten.
<b>Individual Plans of Study</b>	100% of students in grades 7-12 have an IPS and it is evaluated and updated twice per year during student-led conferences. Their engagement with families during these student-led conference increased from 87-88% in 2017-2018 to 90-95% in 2020-2021 school year. The system has also seen a dramatic increase in the number of students taking dual credit courses.
<b>High School Graduation Rate</b>	The graduation rate has consistently over the last 6 years remained above the state average. They received a Silver Star in recognition of their graduation rate.
<b>Postsecondary Success</b>	The system's five-year effectiveness average is 54%, which is slightly below their 95% confidence interval. They have shown some growth over the five-year graph. It is noted that Dodge City Community College did not start reporting to the clearinghouse until 2018 and a notable percentage of their students attend this community college.

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

### ARC Comment

According to the OVT the district office created a Friday video series to share great things happening in the district. Site councils are active; they have grown relationships with employers in the community and have strived to communicate with all stakeholders.

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

**ARC Comment**

According to the OVT, the district leadership team was responsive throughout the five-year cycle.

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

**ARC Comment**

The OVT reported that the system completed all KESA requirements, annual OVT visits were conducted, and the system responded to recommendations.

## ARC Recommendation

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

**Justification**

USD 102 has worked hard over the five-year cycle of accreditation to improve their data and their process. The system has shown that there are consistently looking at data to drive their decisions, along with getting input from teachers and the community. They have a great graduation rate but are striving for it to grow as well. This system has set themselves up for positive growth moving into the next KESA cycle.

**Strengths**

This system had great community involvement, partnerships with local employers and the local community college. Data driven decision making is a top priority.

**Challenges**

The system knows that their ESOL population is growing, but they have plans in place to address those challenges.



## Cimarron-Ensign USD 102

314 N. First, Cimarron, KS 67835-0489  
(620) 855-7743  
www.cimarronschools.net

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Mike Waters**

### Demographics



671 Students

African American 0.60%  
Hispanic 29.06%  
Other 1.94%  
White 68.41%

### Academically Prepared for Postsecondary Success

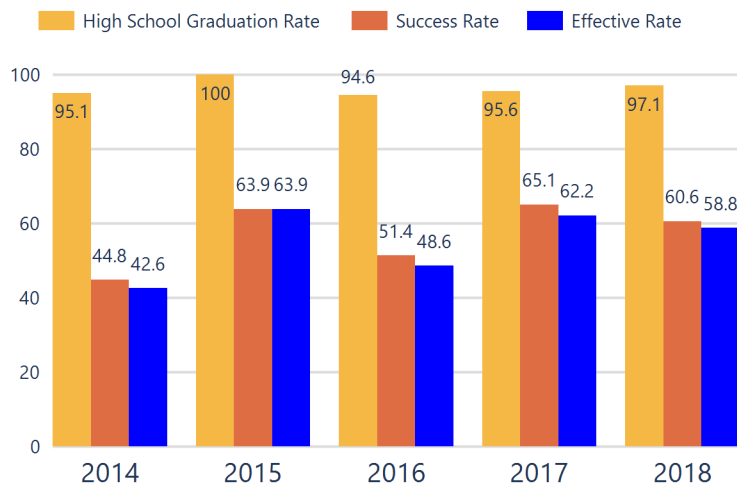
The percentage of students who scored at Levels 3 and 4 on the state assessment.

**Assessment scores are not available for the 2020 school year.**

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**96%**

Five-Year Success Avg

**56%**

Five-Year Effective Avg

**54%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**54.5 - 57.6%**

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

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

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

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

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

### GRADUATION RATE

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

### ATTENDANCE RATE

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

### CHRONIC ABSENTEEISM

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

### DROPOUT RATE

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

**92.7%**

State: 88.3

### District ESSA Expenditures Per Pupil

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

**\$11,716**

State:

**\$12,193**

**94.9%**

State: 94.5

**12.1%**

State: 13.9

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

**N/A**

State: 1.3





### District Academic Success

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

#### ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	27.73	24.15	29.23	23.78	32.33	30.14	N/A	N/A	N/A
Level 2	41.73	46.62	40.93	47.02	39.94	36.02	N/A	N/A	N/A
Level 3	25.77	25.00	22.22	24.05	23.36	26.47	N/A	N/A	N/A
Level 4	4.76	4.21	7.60	5.13	4.34	7.35	N/A	N/A	N/A

#### FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.80	32.29	38.88	33.89	42.85	43.33	N/A	N/A	N/A
Level 2	46.29	47.82	40.27	45.19	33.14	31.66	N/A	N/A	N/A
Level 3	17.28	18.63	19.44	18.64	21.71	18.33	N/A	N/A	N/A
Level 4	0.61	1.24	1.38	2.25	2.28	6.66	N/A	N/A	N/A

#### STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	64.70	54.00	68.18	55.81	67.44	53.33	N/A	N/A	N/A
Level 2	27.45	38.00	31.81	30.23	23.25	26.66	N/A	N/A	N/A
Level 3	3.92	4.00	0.00	9.30	6.97	13.33	N/A	N/A	N/A
Level 4	3.92	4.00	0.00	4.65	2.32	6.66	N/A	N/A	N/A

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.27	35.64	38.18	37.38	42.45	44.73	N/A	N/A	N/A
Level 2	41.17	46.53	38.18	41.12	34.90	31.57	N/A	N/A	N/A
Level 3	21.56	14.85	21.81	18.69	20.75	18.42	N/A	N/A	N/A
Level 4	0.98	2.97	1.81	2.80	1.88	5.26	N/A	N/A	N/A

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

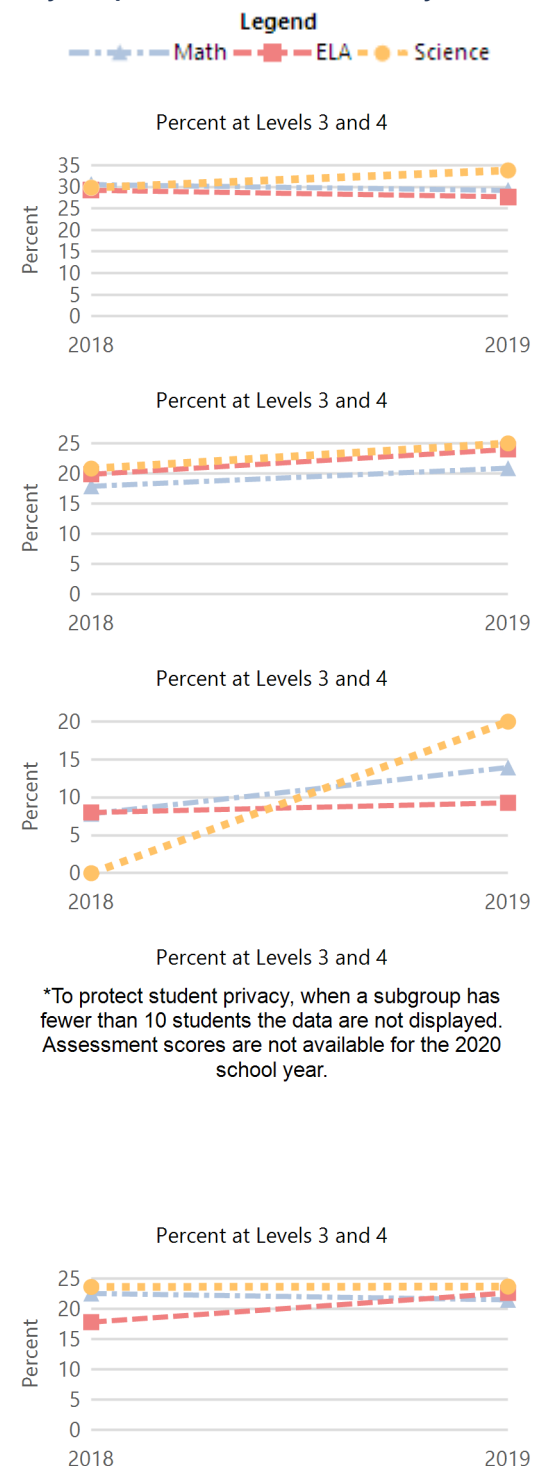
### ACT Performance (2020 School Year)

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Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



District	19.8
State	20.4

# Accreditation Summary

**Date:** 04/09/2021

**System:** D0113 Prairie Hills (0000)

**City:** Sabetha

**Superintendent:** Todd Evans

**OVT Chair:** Rhonda Frakes

## 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. The system and OVT reported that one area that continues to be a challenge is finding licensed instructors in all areas. KSDE Data Central Teacher Quality report indicates that 97% of their staff are fully licensed, with 2% out of field and 1% standard but qualified.

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

### ARC Comment

The system has made improvements in all Foundational areas.

Tiered Framework of Supports - The system started structuring for Kansas MTSS in 2016-2017 and was ready to initially implement Kansas MTSS in the 2017 - 2018 school year for reading and math. The Behavior and Social-Emotional Learning components of Kansas MTSS were initially implemented in 2018-2019. By 2019-20, the system was at full implementation of all aspects of Kansas MTSS by having data-based decision-making discussions at all levels of teams from PLCs to the DLT, and in the MTSS content areas of reading and math to behavior and social-emotional learning.

Family, Business, and Community Partnerships - The system used an Engagement Survey to monitor Family, Business, and Community Partnerships results for the past 3 years. Every category stayed above a 3.5 on a scale of 1-5. Survey results indicated that every category dropped in 2018 from a high average of 4.3 to an average of 3.9. The questions related to engaging families in student learning activities and collaborating with community organizations dropped from 4.26 to 3.89 and 4.10 to 3.86. The OVT indicated that the system has invested a considerable amount of time in student-led conferences and engaging families in community conversations. The system anticipates that these areas will improve as the system is very responsive to the communication it has received from families and community partners.

Diversity, Equity, and Access - The system highlighted the emphasis of this area in their social-emotional learning curricula. It was also stated that the system considers equity and diversity in their curriculum adoption process. When reviewing their IMIS data, the question that asks instructional staff if "All students, including students with disabilities and English learner students, are included in core instruction for reading, math, and SEL" indicated that across all content areas there were large growths in this consideration. Data showed a low of almost 70% agreeing or strongly agreeing in the first year of the survey to a high of almost 95% agreeing or strongly agreeing by the 3rd year of the survey. Through MTSS, an effort has been made to include students with disabilities and English Learners more actively in the core environment. The system plans to focus the next KESA cycle on further work with instructional practices in the core environment.

Communication and Basic Skills - The system and OVT reports that an emphasis on written communication based on local writing assessment scores was a contributing factor in adopting the Super Kids ELA addition for primary grades. It was noticed that the previous ELA core was not as comprehensive in its approach to include writing. The new resource hopes to address that, as well as improve phonics and phonemic awareness.

Examples of different activities to improve communication and basic skills include student-led conferences and a culminating legacy video for seniors.

The Kansans Can Competency Framework in the high schools is used as a tool to teach and measure communication skills in secondary students. A staff survey indicated that 89% believe the Can Competency Framework, impacted student's communication and basic skills positively. The data indicated growth in communication with others, increased ability to express thoughts and feelings, and increased ability to seek assistance and supports.

The OVT noted that many of the staff that responded to this survey also indicated that not all staff members have the skills to teach this competency nor opportunities to work together to further students' competency development in this area. In future accreditation cycles, the system was recommended to expand the use of this competency framework so that all secondary staff can teach and embed these concepts into their work with students. As well as, include the discussion of the impact of these competencies on student growth into PLC time so data can further inform instruction of these competencies.

Civic and Social Engagement - The district noted multiple opportunities for civic engagement through community service projects, club involvement, and the addition of an AP Politics and Government course.

Physical and Mental Health - The system has shown growth in relationships and empowerment climates on the Kansas Community That Care (KCTC) Climate Type Reports. With a heavier focus on relationships, student voice and agency, there can be a direct impact on lower students' self-reporting of depression, anxiety, and suicidality. The system has noted a reduction in bullying in all forms over the past 2 years (e.g. anonymous bullying reporting app and focus on bullying in the SEL curricula). The system believes there is a direct relationship between this action and the reduction in depression and suicidality.

The system also noted that their SAEBRS and MySAEBRS scores have stayed consistently at or above 80% for their students showing no risk for behavior and social-emotional needs.

Arts and Cultural Appreciation-The system outlined multiple activities supporting arts and cultural appreciation from onsite field trips and Virtual Reality field trips to additions of courses in the secondary schools.

Postsecondary and Career Preparation - The system has placed a strong emphasis on building their Individual Plans of Study framework so that students have a wide array of post-secondary and career preparatory activities to pursue while in high school. Specific items to highlight would be the scope and sequence of lessons for the IPS, student-led conferences and student ambassadors, and the Career Symposium they host each year.

In an effort to continuously improve in this area, the system is planning to start reviewing the WorkKeys Assessment. The OVT noted that they have started a Work-Based Learning initiative with an emphasis on using the ASPIRE platform.

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

**ARC Comment**

The system goals are broad, but allow for action plans to be tailored by each of its building levels needs while still aligning to the overall system plans.

The system kept track of all the action plans step development, modified, and refined efforts throughout the process. Meeting with the DLT and reviewing these plans helped the system to reflect on its growth as well as be responsive to the data and/or the need for data. There was clear indication that as years passed in the continual improvement process that the system and its buildings were able to make improvements and adjustments to their plans.

The OVT found that the refinement of goals improved the focus and succinctness to allow for measurable and meaningful progression in the classroom when used as part of the data-driven decision process aimed at curricular and instructional strategies' impact upon student engagement. The system used a variety of data sources to measure the impact upon student engagement. According to the OVT, there was a lack of cohesive understanding of what was actually needed from data sources as well as how it could be used to further advance the goals. Similar progress in knowing what to do and how to do it and how to provide evidence to measure it occurred at each of the five buildings and system levels.

Over the cycle, the system realized that not only did the goals need a sharper focus they also needed to rely on specific information and so they modified the tool to reflect specific data.

The OVT observed over the cycle the establishment and then refinement of this goal to focus on the key elements and modifications in action plans, specifically in prioritizing steps for establishing the needed foundations for growth in the area of aligned curriculum and instructional strategies to impact student engagement and achievement.

The system has enough data to ensure that in its next cycle it's system and building goals are measurable.

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

**ARC Comment**

Strategies to reach this goal and ways the system demonstrated progress include:

- \*Providing and promoting professional development opportunities aligned to the state board vision and school redesign.

- \*Refining the MTSS process by using the data collected at building and district levels to determine the effectiveness of all tier levels 1,2 & 3.

- \* Used a PLC format to review data, share implementation strategies and district initiatives, created data review meetings, and developed a consistent system of record-keeping for assessment data shared across grade levels.

The system developed a system to organize and share data with needed stakeholders, and BLT meetings have data-based discussions. Other examples include using the tier triangle data to notice tier 1 reading level concerns to determine what components of their curriculum needed to be enhanced. After analyzing the different options, the SuperKids curriculum was added to the K- 2 reading curriculum.

According to the OVT, a systematic review of current curriculum alignment and in many cases a parallel resources adoption has occurred because of this goal. Using new materials to cover standards in SEL, reading and science has increased the staff's belief that the tier one core materials and curriculum are meeting the needs of the students. (IMIS 2021)

The OVT has confidence the system is able to measure the success of the implemented programs as well as understanding the relationship between the goals and implementation of the State BOE Outcomes.

During the next cycle the system should be looking at goals that reflect improvement and use its available data to show progress.

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

### **ARC Comment**

According to the OVT, it is evident through many of the reviews of the data sources that the system has sufficiently moved to a one-system mindset. During the 5-year KESA cycle, the system has moved from building functioning independently to a more cohesive process led by shared professional learning, shared data decision making, and shared resources. This process led to the system 's second KESA goal being focused on coherent and cohesive curriculum resources and instructional practices as well as collaborative efforts at fidelity to the resources and practices. Starting with an effort focused on the Kansas MTSS process to bring teams together around similar data sources and content, which led to a systems mindset. Having regular DLT meetings and shared PLC time as well as resources that the entire system used and received professional development on improving the probability for the system to sustain its coherency efforts.

According to the OVT, their efforts at working as one system have resulted in a core belief that investment in data-based decision-making supports student achievement. When asked what was one thing that each DLT member could pinpoint as the "recipe for success" for their system, overwhelmingly they all said a focus on everyone in the district doing MTSS with fidelity. They believed that this structure was a cornerstone of how they continued to grow and work as one system.

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

### **ARC Comment**

The system has made process and results improvements in the areas of the Kansas Vision for Education and State Board Outcomes. It is very important for this system to be looking at its building level trend data to ensure that all buildings are improving equally.

### **Board Outcomes**

#### **Social-Emotional Growth**

The system implemented using the Kansas Competency Wheel curriculum at the high school level. After evaluating data, the system implemented Second Step K-8 to better meet student's needs. They also adjusted how they were using the KS competency curriculum, instead of using one area of focus building wide they created a plan for each 9-12 grade level to focus on a different strategy to create a more well-rounded plan for students 9-12. The system uses SAEBRS Fastbridge tool as their social-emotional screener.

**Kindergarten Readiness**

According to the OVT, the system has made huge gains in the area of Kindergarten Readiness. The system is working with the local preschools who have responded favorably to working with the system to provide the needed instruction to assist students being more prepared to enter school. The district began giving the ASQ-3 and the ASQ-SE in 2018. The gains they reported on the ASQ-3 from 2018 to 2019 were 55.8% to 57.89% in overall no concerns. It is important for the system to take a closer look at this data and see if progress in students progresses as they move through K - 3 grades. Data for 2020 is not available due to COVID.

**Individual Plans of Study**

According to the OVT, the system started this cycle with the IPS process in place in two of their three high schools. In year five, all three high schools now have a strong IPS process. Students are utilizing Xello (formerly Career Cruising) to assist with the process. The system plans to create a scope and sequence of lesson plans within Xello so each grade level works on needed activities to help them be prepared for post-secondary success.

In addition to creating a plan of study, the system has initiatives that allow students to explore the careers they are interested in. According to the OVT, the system has a curriculum to support the educational needs of students to be prepared for their career path whether that path is college, technical school, the workforce, or the military.

**High School Graduation Rate**

The system has an improving graduation rate as seen by the data: 2018 92.2 %, 2019 94.8 %, 2020 96.8 %. They continue to look at ways to reach ALL students and assist students in successfully graduating from high school.

**Postsecondary Success**

The system's post-secondary success rate continues to be above the state's predicted indicator for them. In 2015 they had a 61% success rate (their lowest high school being 40%, this was also the high school that did not have an IPS process in place at the time). In 2018 their district success rate was 63%, and the previous lowest high school increased to 63%.

According to the OVT, students have access to advanced placement/college classes, technical skills classes, and a solid core curriculum. In addition, the system also provides a PLE (professional learning experience) for their students which allows for an opportunity to work in an area of interest 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**

The system regularly used three different measures for stakeholder involvement: the IMIS which gathers feedback from instructional staff, the Family Engagement Survey (FES) which gathers feedback from families, and the Communities that Care (CTC) survey which gathers feedback from students in

6th, 8th, 10th, and 12th grades. These three data sources have been woven throughout the 5-year cycle as measures of fidelity to their system (IMIS), measures for communication improvement (FES), and measures for climate improvement (CTC).

In addition to these surveys given annually, the system also obtains anecdotal data from stakeholders through community conversations, district and building site councils, and board of education meetings and reports.

Stakeholder communication with families and the community has occurred in the form of newsletters, BOE reports, site council meetings, and community conversation meetings. Stakeholder communication with students has been through the Social Emotional Learning curriculum lessons. The stakeholder communication with staff has been through the Self-Correcting Feedback Loop with much of the discussions being around how to interpret and analyze data and then use the data to inform instruction.

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

#### **ARC Comment**

The members of the leadership team for this blended district were persistent in working together in the KESA process. The process accounted for the different attendance centers, two with K 12 buildings and the 3rd with 3 buildings K-12, as far as needs, geography, size, and opportunities. The process continually showed a unified effort to focus on the established goals as a district rather than by individual buildings. Over the 5 years, they grew more cohesive in the process.

For each visit, the team was provided with access to all needed documentation and data. The leadership team was well prepared as a whole and provided presentations to the OVT team as well as participated in reflective discussions and proactive planning for the next steps. Presentations were thorough and highlighted the use of data and gathered evidence throughout the individual years and the overall cycle to determine progress and next steps in a continuous drive for improvement. The system's desire to change and improve was especially evident by their responsiveness to much of the feedback given to them by the OVT.

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

#### **ARC Comment**

The OVT provided evidence that the system is reporting to their local board and stakeholders, reports were completed in a timely manner. A system plan with action steps and goals that drove academic improvement priorities are evident, the system plan was aligned with the local board strategic plan. OVT reports indicated that all buildings have an aligned action plan to the system goals. OVT visits were conducted in a timely fashion. The system and OVT established improvement priorities and the process was evaluated through the use of data and a feedback loop exists.

## ARC Recommendation

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

### Justification

The system and OVT reports provided evidence that they have met the expectations of KESA. The system has built a strong foundation upon which they can continue to build and improve education at Prairie Hills. They took the time and did the work necessary to put into place organizational tools and procedures that have established protocols for them to evaluate the strategies, curriculum, and data they work with on a daily basis.

### Strengths

Strength for this district is their willingness to analyze the data and identify where changes needed to be made. They followed through and made changes to benefit their students. A second strength for the system is including everyone in the decisions making process by using the data to decide what is best for students. The improvement process appears to have become embedded into their culture, it was not just top-down decisions. They met with stakeholders and listened to concerns, the teachers met and had discussions about what the data was telling them. The system is willing to do the hard work at all levels.

### Challenges

According to the OVT, the SEL curriculum is young especially at the Elem levels; and they will need to continue to refine Second Step lessons to meet students' needs. At the secondary level, they will need to evaluate ways they can assist with improving bullying behaviors.

With regard to their goals, they need to continue to use their data and be sure that their next cycle goals are written in measurable terms. It was evident that they learned a lot during this first cycle of KESA.





## Prairie Hills USD 113

1619 S. Old HWY 75, Sabetha, KS 66534-2898  
(785) 284-2175  
usd113.org

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Todd Evans**

### Demographics



1,103 Students

African American 1.00%  
Hispanic 1.45%  
Other 5.71%  
White 91.84%

### Academically Prepared for Postsecondary Success

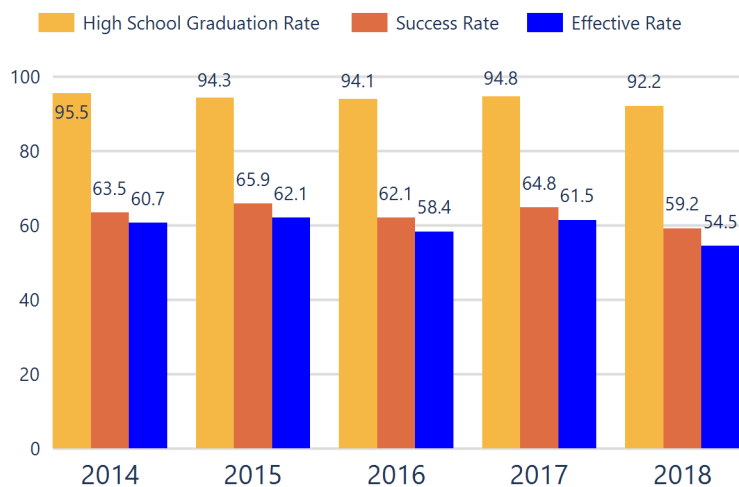
The percentage of students who scored at Levels 3 and 4 on the state assessment.

**Assessment scores are not available for the 2020 school year.**

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**94%**

Five-Year Success Avg

**63%**

Five-Year Effective Avg

**60%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**55.4 - 58.6%**

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

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

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

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

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

#### GRADUATION RATE

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

#### ATTENDANCE RATE

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

#### CHRONIC ABSENTEEISM

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

#### DROPOUT RATE

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

**96.8%**

State:  
88.3

#### District ESSA Expenditures Per Pupil

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

**\$12,197**

State:  
\$12,193

**95.7%**

State:  
94.5

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

**7.8%**

State:  
13.9

**0.8%**

State:  
1.3



### District Academic Success

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

#### ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	13.79	19.05	24.57	17.08	20.64	25.20	N/A	N/A	N/A
Level 2	34.30	31.21	27.96	34.16	30.96	30.00	N/A	N/A	N/A
Level 3	36.84	38.29	33.05	32.74	37.90	34.00	N/A	N/A	N/A
Level 4	15.06	11.43	14.40	16.01	10.49	10.80	N/A	N/A	N/A

#### FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	20.21	32.24	40.00	27.00	30.50	42.64	N/A	N/A	N/A
Level 2	42.62	31.69	27.14	38.50	34.50	26.47	N/A	N/A	N/A
Level 3	28.96	29.50	22.85	27.00	29.50	25.00	N/A	N/A	N/A
Level 4	8.19	6.55	10.00	7.50	5.50	5.88	N/A	N/A	N/A

#### STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.93	64.06	71.42	53.73	68.65	62.96	N/A	N/A	N/A
Level 2	37.50	18.75	28.57	34.32	17.91	22.22	N/A	N/A	N/A
Level 3	25.00	17.18	0.00	8.95	11.94	14.81	N/A	N/A	N/A
Level 4	1.56	0.00	0.00	2.98	1.49	0.00	N/A	N/A	N/A

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

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

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

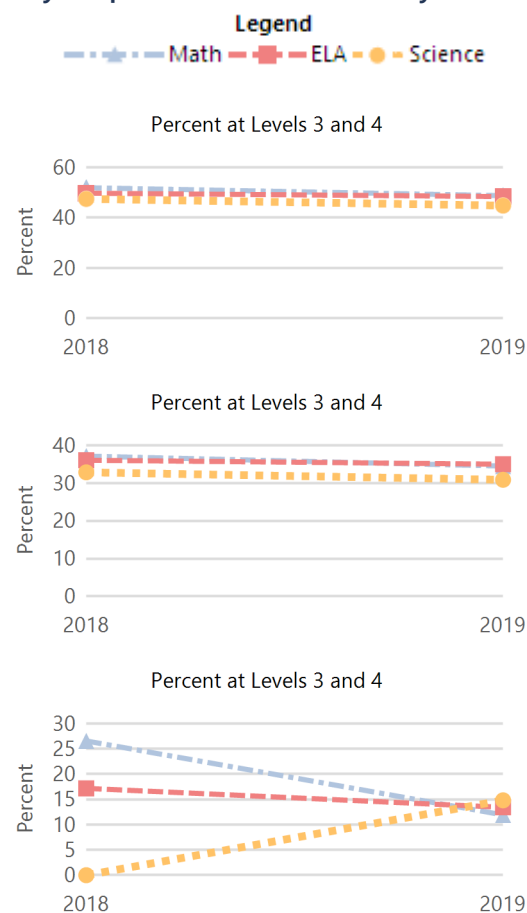
### ACT Performance (2020 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



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

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

District	21.1
State	20.4

# Accreditation Summary

**Date:** 03/08/2021

**System:** D0233 Olathe (0000)

**City:** Olathe

**Superintendent:** John Allison

**OVT Chair:** Verenda Edwards

## Executive Summary/AFI

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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 as verified by KSDE.

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

### ARC Comment

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

**Tiered Framework of Supports:** The system has a comprehensive protocol to implement MTSS at all levels in reading, math, and behavior at each level. All three areas will be integrated during the implementation. Each school is monitored for performance and will be phased in as it completes the necessary professional development. The plans for MTSS are very prescriptive, with a universal screener used and specific protocols for support depending on the needs of the student. The system also ensures that staff has the needed staff development before implementation so that success rates will be high.

**Stakeholder engagement:** The system has established and maintained both district-level and building-level site councils with regular meetings. In addition, they have engaged their stakeholders through various focus groups, surveys, interactions with students, staff, parents, business partners, civic partnerships, and faith-based partnerships.

**Diversity and Equity:** The system established a Department of Diversity and Engagement in June 2019 with two full-time staff members dedicated to carrying out the district's mission of promoting a diverse, equitable, and inclusive environment for all students, staff, and community stakeholders. The department delivers training on diversity, equity, and inclusion to all certified and classified staff. In August 2020, the Diversity and Engagement Advisory Council (DEAC), a 33-member council comprised of community leaders, students, administrators, Board of Education member, and district employees, was established. The DEAC ensures the fidelity of all diversity initiatives throughout the district.

**Communication and Basic Skills:** Speaking and listening standards are incorporated in all courses. In addition, a prek-12 multi subject group has been established as the literacy leadership team.

**Civic and Social Engagement:** The system offers many opportunities for volunteering, participating in events, and real-work experience for students. Additionally, student clubs and organization exist at all levels based on different interests and current issues.

Physical and Mental Health: A physical education requirement continues to be present for all students in secondary schools. Curriculum resources related to mental health are being used proactively in all schools. The elementary and middle schools use Second Step and high schools SOS signs of suicide. The district's use of Panorama, SEL Assessments, also includes specific interventions to be utilized with students. The addition of Positive and Behavioral Support (PBIS) staff also supported the work in the area of Social Emotional Learning (SEL).

Arts and Cultural Appreciation: The system prioritizes arts and cultural opportunities for students. All students visit the Nelson Art Museum and the Kansas City Symphony at least one time. Both middle and high schools offer strong performing arts programs. In addition, the district is now offering high school courses that now include Black American History, Women's Studies, and LatinX Studies.

Postsecondary and Career Preparation: The system implemented the Pre-ACT and Work-Keys to align with the ACT and PSAT to give all high school students the opportunities they need. Starting in elementary school, students are exposed to various careers. Students at the secondary level participate in real-life work experiences, interview processes, 21st Century Academies, and CTE pathways.

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

### ARC Comment

The Olathe School District identified Relevance as their first goal area. The data that Olathe collected around this goal also reflect an alignment to the work and included the specific goals of 100% of students completing the following: positive teacher student relationships, ability for all students to self-regulate behavior, 3rd graders reading on grade level, successful completion of algebra by freshman, graduation rates and market value assets. Olathe has interim assessments in place utilizing Mastery Connect to ensure students are on track without waiting until the end of a school year or cycle. The system's work has been centered around the work on the Portrait of a Graduate. The process involved a sustained conversation leading to shared agreement focused on a unique community-owned picture of what graduates need for success.

Representatives included communities of faith, business, higher education, community members at large, social service agencies, district leaders, school leaders, families, teachers, and students. Once the top six competencies were agreed upon, representatives from the Community Advisory Committee presented the plan to the Board of Education, who then approved the Portrait of a Graduate in January 2019.

Within the plan are metrics to determine success at each level and include assessments such as Measure of Academic Proficiency (MAP), Kansas Assessment Program (KAP), ACT, Panorama and building or district level assessments utilizing Mastery Connect. Olathe holds individual classrooms accountable for the progress toward these long-range goals. Data submitted regarding the current effectiveness rate of the district was 59. This was higher than the predictive effectiveness rate which was 53.7 – 56.7. Other data reflected a 91.2% graduation rate, a mean percentage rate of 41% of students in level 3 and 4 for reading and 38% students proficient in mathematics. ACT average scores for the five high schools in the district are an average of 23.9% with a chronic absenteeism at 6.3%.

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

### ARC Comment

In alignment with goal 2 related to rigor, the district and schools focused on the following measurable goals:

1. Students not meeting projected growth on the MAP assessment will be reduced by 50% over the 2017-2018 school year in both reading and in math.

2. Students scoring in level one on the Kansas assessment will be reduced by 50% over the 2017-2018 school year in both reading and math.
3. The number of students scoring in level three or four will increase on the Kansas assessment in both reading and in math.
4. The district's ACT composite score will continue to improve each year. Each school has set its own goal based on school-wide data. ACT average scores for the five high schools in the district are an average of 23.9%.

Olathe students outperformed state averages on the KSA in most grade levels in ELA and Math. The district is aware of gaps between some buildings at each level and is working to eliminate those differences. Work was done with each high school and significant movement in ACT scores at some high schools could be seen from the beginning of the KESA process to its accreditation year.

In ELA, Olathe students outperformed the state with regard to both percentage of students at Level 1 and the percentage of students at CCR. Olathe students had at least 6% fewer Level 1s at every grade level and at least 6% more students at CCR than the state average.

In MATH, Olathe students outperformed the state with regard to both percentage of students at Level 1 and the percentage of students at CCR. Olathe students had at least 6% fewer Level 1s at every grade level and at least 6% more students at CCR than the state average.

In Science, Olathe students outperformed the state with regard to both percentage of students at Level 1 and the percentage of students at CCR. Olathe students had at least 4% fewer Level 1s at every grade level and at least 4% more students at CCR than the state average.

Schools each have SMART measurable tied to each of these in literacy, math, and Behavior Social Emotional Learning (BSEL) outlined within their individual school improvement plans.

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 reports that Olathe has closely aligned the school improvement work around their most recent Strategic Plan. The Strategic Plan is comprehensive and includes elements of the Kansas Vision for Education. The system ensured that all departments support the goals established by the district and schools. The plan has been developed around the needs of the system as well as the required KESA process.

Staff and departments have been added to ensure that the new initiatives stay in place and show growth. For example, there is now a director and staff members responsible for Social-Emotional Learning. The purpose of this group is to continue to move the work forward and monitor improvements. There is also a new department for equity and diversity. During the accreditation process, Olathe adjusted and expanded the instructional coaching model that was used in the system. Each building currently has a learning coach to support teachers and students around the academic standards at each grade level. Additional coaches have been added for specific areas such as behavior, pre-school, and Kindergarten.

Olathe is working with the Kaufmann Center on strengthening the skills of its graduates on the MVA and expanding their Career Technical Education (CTE) programs. Currently, the district has 21st Century Programs in each building as well as CTE programs. An expansion of the Olathe Career Technical Center has occurred over the past four years. Olathe is also looking to offer core classes while taking CTE courses.

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

### **ARC Comment**

The OVT and System reported data for all State BOE goals at or above expectations or showing a positive incline. The system demonstrated evidence, data and a viable plan reflecting all State BOE goals will result in change.

### **Board Outcomes**

#### **Social-Emotional Growth**

The Olathe team continued to focus on a systematic approach to SEL. The pre-schools, elementary schools, and middle schools are currently using the Second Steps curriculum taught by general education teachers. Additionally, the high schools are delivering lessons during the advisory time that all students attend. The counselors are closely involved with the implementation of all of this work as well as the delivery of the counseling curriculum for all students. Through the use of Panorama the district is able to monitor areas of improvement as well as needed growth.

The district now has a full Behavior Social Emotional Learning Department (BSEL) focused on supporting this work. During the 2019-2020 school year, the district's BSEL team studied various behavior management systems that could be utilized system-wide to include PK-12 students. In January, this team selected Positive Behavioral Interventions and Support (PBIS) as the system Olathe will use moving forward. PBIS will be implemented within the system over the next two years by dividing schools into four different cohorts. In order to support this work, a PBIS Coordinator and five PBIS coaches have been hired. In addition, because of the continual pressure of student behavior, additional behavior coaches and specialized paraprofessionals have also been hired. This will complement the work currently happening across the system to support the implementation of SEL curriculums.

#### **Kindergarten Readiness**

Olathe, has been implementing the ASQ assessment for incoming kindergarten students. They saw a dip in the percentage of parents completing it this year. They have put plans in place to get data when parents attend Kindergarten Roundup. All district programs supporting students' birth – age 5 were assigned as the responsibility of the Assistant Director for Early Childhood. Beginning with the 2020-2021 school year, an instructional coach was hired with responsibilities to support pre-kindergarten and kindergarten teachers exclusively. Additionally, they are training all preschool and kindergarten teachers on LETRS to support the literacy instruction of all students.

### **Individual Plans of Study**

The district is in the fifth year of student IPSs. Plans include high school years as well as the first two years of college/career and is completed at all middle and high schools. Each school has the opportunity to develop the model they feel will work best for their students. Some schools have teams of teachers working with counselors to deliver this while others have it solely within the counselors' responsibility. Students can adjust the plan each year and parents have an opportunity to review and comment as well. The Individual Plans of Study are a part of the district strategic plan. Olathe Public Schools' dedication to a personalized learning experience for each student that encompasses high academic standards coupled with real-world engagement to best prepare our students for life-success. The biggest component of real-world engagement comes in the expectation that 100% of students will earn a Market Value Asset before high school graduation.

### **High School Graduation Rate**

The district monitors aggregated data for graduation rates as well as for each subgroup. They have noticed a slight dip in the last year, which could be a result of COVID. The district monitors early warning signs, chronic absenteeism and tardy data. The district is also looking at the integration of curriculum to support student completion of the needed credits. High schools utilize this data as a part of their School Improvement Plans. Graduation Rates for 2016 (beginning of cycle) was above the state average at 89.4% and the graduation rate for 2020 (end of cycle) was above the state average at 92.4%.

### **Postsecondary Success**

The district has added assessments such as the Pre-ACT and Work-Keys to align with the ACT and PSAT to give all high school students the opportunities they need. ACT average scores for the five high schools in the district are an average of 23.9%. Starting in elementary school, students are exposed to various careers. Students at the secondary level participate in real-life work experiences, interview processes, 21st Century Academies, and CTE pathways. Additionally, all secondary students have an individual plan of study. The ultimate goal is for every student to graduate with at least one market value asset, which includes work-based learning experiences, college credit, regionally vetted industry recognized credentials or entrepreneurial experiences. The system's predictive effective rate is 56.6-59.9 and the system has exceeded that rate with the most recent effectiveness rate of 61.6.

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

### **ARC Comment**

The OVT and system reported multiple examples of involvement and engagement from students, parents, and community during strategic planning and system decision-making. In addition stakeholder involvement was documented with the development of the Portrait of a Graduate, building site councils meetings, the different advisory committees, and outreach programs. Olathe has demonstrated that patron feedback is valued throughout this process.

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

#### **ARC Comment**

Evidence of work between the system and OVT team was provided in the annual OVT reports. Each year the OVT team would write their report and identify work to be considered as the KESA process moved forward. Olathe responded to these suggestions as they continued to move goals forward.

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

#### **ARC Comment**

The OVT reported that the system ensured regular visits were completed and responded to recommendations. The OVT team reports that Olathe has been committed to incorporating the KESA process. Each year Olathe and the OVT team communicated about the work Olathe was moving forward. Olathe has always been forthcoming about their work and the work that stills needs to be accomplished. Growth in many areas has been reported. The team has been most impressed with the preparations made to meet identified goals to ensure the Vision of the State Board and the Foundational Structures have been implemented in a way that will be sustained and improvement will be shown. The system has taken its time to ensure that staff has the resources at each building to accomplish the goals established. By doing this, the work has become part of the culture. There is no doubt in the minds of the current OVT team that this process has been meet with fidelity and that Olathe will stay committed to the work.

## **ARC Recommendation**

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

#### **Justification**

The OVT and system documented that the system met the requirements of the KESA process, the system has a continuous improvement process in place that involves all stakeholders, and that the system has demonstrated improvement.

#### **Strengths**

Stakeholder engagement and documenting system growth are strengths of the system. The system has developed a strong improvement culture through adjusting plans based on data and stakeholder feedback.

#### **Challenges**

The OVT team was concerned that Olathe might be over-extending themselves given all they want to accomplish. That being said, the system has a firm eye on the work that needs to be done and closely monitor for the success they want for their students.





## Olathe USD 233

14160 Black Bob Road, Olathe, KS 66063-2000  
(913) 780-7000  
www.olatheschools.org

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **John Allison**

### Demographics



29,773 Students

African American 7.32%  
Hispanic 17.09%  
Other 9.55%  
White 66.04%

### Academically Prepared for Postsecondary Success

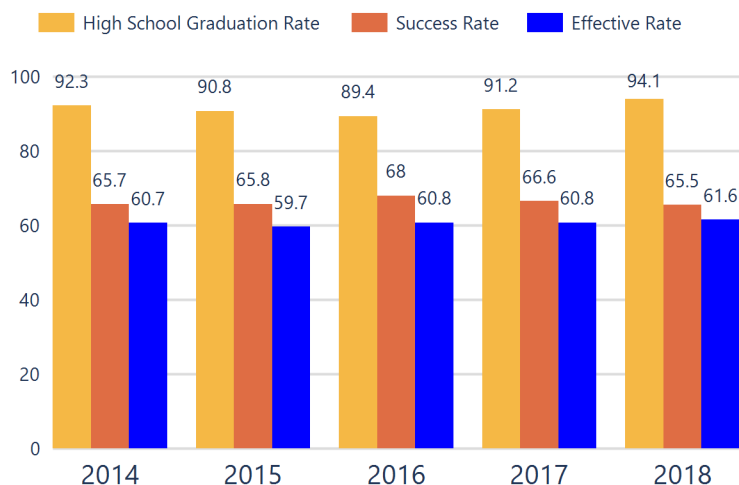
The percentage of students who scored at Levels 3 and 4 on the state assessment.

**Assessment scores are not available for the 2020 school year.**

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**92%**

Five-Year Success Avg

**66%**

Five-Year Effective Avg

**61%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**56.6 - 59.9%**

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

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

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

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

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

#### GRADUATION RATE

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

**92.4%**

State: 88.3

#### District ESSA Expenditures Per Pupil

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

**\$12,934**

State: \$12,193

#### ATTENDANCE RATE

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

**94.8%**

State: 94.5

#### CHRONIC ABSENTEEISM

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

**12.3%**

State: 13.9

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

#### DROPOUT RATE

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

**0.5%**

State: 1.3



### District Academic Success

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

#### ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	20.34	20.42	27.08	19.91	21.02	27.84	N/A	N/A	N/A
Level 2	37.46	33.69	29.56	38.12	34.11	29.50	N/A	N/A	N/A
Level 3	28.56	34.19	28.29	27.95	32.70	28.35	N/A	N/A	N/A
Level 4	13.62	11.68	15.04	14.00	12.15	14.29	N/A	N/A	N/A

#### FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	39.22	39.07	46.33	39.52	39.86	48.55	N/A	N/A	N/A
Level 2	42.39	37.64	32.28	42.91	37.14	30.12	N/A	N/A	N/A
Level 3	15.28	19.81	16.57	13.89	18.93	17.04	N/A	N/A	N/A
Level 4	3.09	3.46	4.81	3.66	4.04	4.27	N/A	N/A	N/A

#### STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	53.86	54.80	59.33	54.40	53.99	62.55	N/A	N/A	N/A
Level 2	30.23	25.24	24.13	30.27	26.26	21.52	N/A	N/A	N/A
Level 3	10.66	16.14	11.92	9.83	14.46	11.47	N/A	N/A	N/A
Level 4	5.23	3.80	4.59	5.48	5.27	4.44	N/A	N/A	N/A

#### AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	34.98	33.83	48.28	33.24	33.50	49.14	N/A	N/A	N/A
Level 2	42.31	35.96	31.71	42.27	36.46	27.56	N/A	N/A	N/A
Level 3	16.87	24.33	16.16	19.44	24.36	16.88	N/A	N/A	N/A
Level 4	5.83	5.86	3.83	5.03	5.65	6.41	N/A	N/A	N/A

#### HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	38.03	36.83	47.15	37.27	38.30	48.32	N/A	N/A	N/A
Level 2	42.34	39.09	31.83	43.57	38.06	29.83	N/A	N/A	N/A
Level 3	15.39	19.88	15.87	14.49	19.34	16.91	N/A	N/A	N/A
Level 4	4.22	4.18	5.13	4.65	4.28	4.92	N/A	N/A	N/A

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

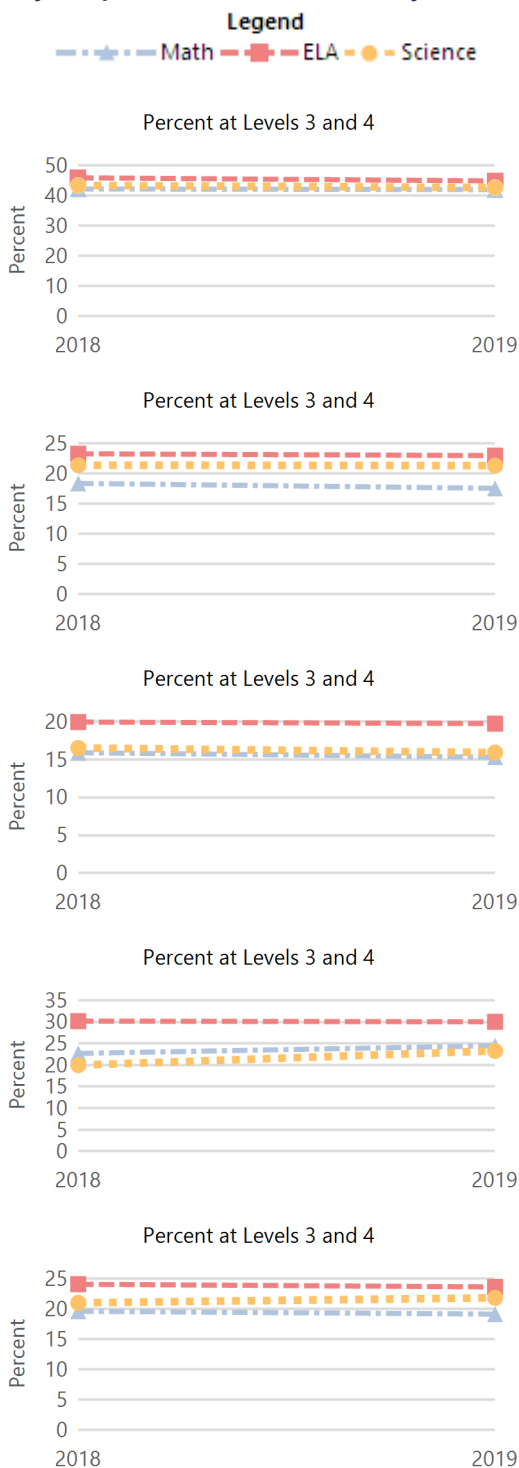
### ACT Performance (2020 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



District	22.7
State	20.4

# Accreditation Summary

**Date:** 06/17/2021

**System:** D0253 Emporia (0000)

**City:** Emporia

**Superintendent:** Allison Anderson-Harder

**OVT Chair:** Heidi Paquin

## Executive Summary/AFI

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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 as verified by KSDE.

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

### ARC Comment

- Tiered Framework of Supports: Emporia Public Schools (EPS) designed an MTSS framework at the beginning of the accreditation cycle. This framework has grown over the years of the accreditation cycle. The pandemic did slow down the work and required the interventionists to be placed back in the classroom. During the final visit, the EPS leadership discussed the need to retrain staff to progress monitor and refocus on supporting at risk students. EduClimber was recently purchased to support EPS's ability to analyze academic and SEL data.
- Family, Business, and Community Partnerships: Each OVT visit highlighted partnerships with organizations in the county, city, and Emporia University. Some of those partnerships include Crosswinds Counseling, Tyson Foods, Ignite Emporia, Emporia Chamber of Commerce, and the Jones Foundation. Because of declining attendance at site-council meetings EPS continues to look for ways to increase participation. Even though the pandemic has limited outside learning experiences for students, EPS worked with partners to increase Project Based-Learning (PBL).
- Diversity, Equity, and Access: COVID-19 tested the district's ability to provide equitable access to all students. The system used CARES funds to purchase needed technology and internet access. The most significant loss of students seemed to be at the preschool level. The district is currently working to find ways to support those students who were lost. During this accreditation cycle EPS made the financial commitment to AVID (a program to support middle schools and high school students at risk).
- Communication and Basic Skills: All KSDE graduation requirements have been maintained for communications and basic skills. A commitment to PBL has been made by the district. Professional development sessions have been provided for this.
- Civic and Social Engagement: The district has provided professional development for staff on how to embed components of civic engagement into PBL projects. The strong partnerships enjoyed by the district also supports civic engagement.
- Physical and Mental Health: EPS has committed to several programs that support students' overall physical and mental health, including Capturing Kids' Hearts, Second-Step Curriculum, and the use of Zones of Regulation. Each building also has a list of strategies to personalize support of students.
- Arts and Cultural Appreciation: EPS is fortunate to be able to work with the Emporia Arts Council. Elementary utilizes the arts council, providing numerous opportunities for activities. Graduation requirements for the arts and cultural appreciation are met through multiple electives.
- Postsecondary and Career Preparation: EPS reports that the numerous community partnerships continue to allow growth in the area of post-secondary and career preparation. Elementary schools begin exploring careers and beginning in 6th grade, students use Xello to help identify strengths and

weaknesses. Post-secondary data shows growth in the graduation rate as well as the effectiveness rate. EPS seems to be performing above the predictive level.

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

### **ARC Comment**

Goal 1: Relationships: Support the social-emotional development within the educational community and the enhancement of communication and relationships with all stakeholders.

Evidence of Meeting Goal 1:

- The OVT conversations with the various stakeholder groups emphasized the alignment between the district and the buildings in this goal area. Stakeholder groups included district/building administrators as well as BOE, site council, and teacher representatives.
- Buildings repeatedly spoke to the addition of EduClimber as a tool that is used to identify students for interventions in SEL.
- The system identified an SEL screener during this accreditation cycle (Student Risk Screening Scale, SRSS). EPS piloted the screener in select buildings last year and implemented the screener district-wide this school year. Baseline data are available within the system's annual summary.
- Chronic absenteeism declined from 19.45% in 2018-2019 to 17.94% in 2019-2020. Current 2020-2021 chronic absenteeism data shows an increase to 20.2%. While the system continues to decrease this rate, it seems likely that the challenges of the COVID-19 pandemic prevent us from seeing the clear impact of the system's efforts.
- All buildings can provide data that demonstrate SEL progress. Building specific SEL data are included in the system's annual summary and is central to all building stakeholder discussions with the OVT.
- Emporia High School stakeholders spoke to the high school's responsiveness in providing communication choices for parent/teacher conferences. Parent options included meeting face to face, through Zoom, or by receiving an email progress report.
- Elementary and middle school staff use the Second-Step curriculum. The elementary has moved to a teacher delivery model of the curriculum versus a narrow counselor delivery model. SEL is not another subject taught but rather integrated into all subjects.
- Buildings are utilizing SEL support strategies that fit the needs of each building while allowing for individualization. Some support strategies the OVT heard about include a Tiger's Den at Riverside, a physical and virtual Beehive at Walnut, and Capturing Kids' Hearts at Village Elementary.
- High school referral data shows a steady decrease in the number of student referrals from 2017 to 2021.

The system has already identified next steps or potential new goals as it continues its improvement process.

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

### **ARC Comment**

Goal 2: Rigor: Support the academic development and improvement of all students.

Evidence provided to support this goal's impact on the buildings and alignment to the system include:

- All buildings referenced the use of tiered interventions in reading and math. EduClimber has been instrumental in tracking student progress.
- Several buildings are involved in the redesign process.
- All EPS buildings participated in ELA and Math Interim assessments in 2020-2021. Results were promising. Specific building data can be found in the systems' annual summary.
- The percent of graduating seniors using XELLO to plan all 24 credits during their high school career has increased from 18% in 2019 to 24% in 2020 and 35% in 2021.

- EPS offers 16 different pathways. This year the high school is looking for effective ways to promote the various pathways.
  - Counselors target middle school students in tiered intervention groups for additional support.
  - Middle school at-risk students received priority status when it came to on-site instruction during the 2020-2021 school year.
  - EPS substitutes received professional development in Google Classroom, and Google Meets to support remote instruction this year.
  - Many buildings referenced Project-Based Learning and the benefits during stakeholder discussions with the OVT.
  - Riverside Elementary noted a 31% increase in the use of “closure” in lessons and an increase in the percent of teachers expressing comfort with differentiated instruction based on a teacher survey.
  - Village Elementary highlighted its addition of a STREAM instructor who served 60 students this school year. Village Elementary also identified an 83% engagement rate in its classes based on walk-through data.
  - All buildings are engaged in student academic data analysis using various measures.
- The system has already identified next steps or potential new goals as it continues its improvement process.

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

#### **ARC Comment**

Emporia Public Schools and its Board seem committed to the KESA process. Monies have contributed to hiring new staff, purchasing materials, and providing professional development. All departments are involved in the process. The community recently approved a 78-million-dollar bond issue to support the repair and/or expansion of current buildings. The bond issue will also support the building of a new preschool center.

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 Emporia District met the expectations of the KESA process in relation to the State Board Outcomes.

#### **Board Outcomes**

##### **Social-Emotional Growth**

The OVT found in conversations with stakeholders’ groups and through data that social-emotional learning (SEL) that the system has established supports for addressing students’ needs. During the accreditation cycle EPS has implemented a district-wide screener, a relationship with Crosswinds Mental Health, the implementation of calming rooms, and hired additional counselors. Chronic absenteeism across the district dropped from 19.46% in 2018-2019 to 17.49% in 2019-2020.

## **Kindergarten Readiness**

### Kindergarten Readiness:

- ASQ:3 and ASQ:SE data for kindergarten students reveal small increases in some areas over the past three years and slight decreases in some areas.
- Through its Mobilizing Literacy Grant, EPS started administering the ASQ in local preschools. Data for 2020 reveal a slight decrease from 2019 in several areas, most notably fine motor skills.
- The utilization of a Kindergarten Readiness Profile provides EPS kindergarten teachers with valuable data about incoming students.
- Data guide efforts to provide professional development and programming for Lyon County public and private preschools through the Mobilizing Literacy Grant. While this grant is ending and the liaison is retiring, EPS realizes the grant's impact and plans to continue providing services.

## **Individual Plans of Study**

Conversations with EPS stakeholder groups across the district, especially at the middle and high school levels, and data provided to the OVT demonstrate that EPS has a process in place for individual plans of study and adjusts this process as warranted. Changes to the middle school Course Guide over the past year create a smoother enrollment process and align courses to students' individual career goals. High school students participate in a Career and Academic Planning (CAP) class led by the same adult over the students' course of study at EHS, which results in a stronger mentor/mentee relationship. EPS saw an increase in student planning over the accreditation cycle, as evident through IPS usage data. EPS strives to involve students and their families in the IPS process and provides numerous opportunities for dialogue.

## High School Graduation Rate

High School Graduation: Data regarding high school graduation can be seen below.

- o EHS 4-year adjusted cohort graduation rate demonstrates a steady increase over time from 78.8% (2021-2015 cohort) to 91.3% (present cohort).
- o EHS 5-year adjusted cohort graduation rate increased from 80.40% (2012-2016 cohort) to 92.9% (current cohort).
- o Students who are 1) not on track to graduate, 2) desire a technical career, or 3) desire a different type of education have the option of entering the FLEX program. This program is a combined effort of EPS/EHS and Flint Hills Technical College (FHTC), and allows students to complete a certificate program while in high school. Of the 21 students selected to participate in the FLEX class of 2020, 11 were not on track to graduate at the end of their freshman year. Of those 11 students, 10 graduated on time. Approximately half of the students selected for the FLEX class of 2021 and 2022 will graduate on time.

Approximately half of that group will also have FHTC certification.

- o EPS offers numerous CTE pathways, including five pathway introductory courses at the middle school level as of the 2019- 2020 school year.
- o The number of CTE Completers has increased from 53 students in 2017 to 307 students in 2020.

## Postsecondary Success

Emporia Public School recently received a Bronze Star for its increase in Effectiveness Rate. The district has implemented AVID and JAG to prepare students for their post-secondary success. Also, the FLEX program described under High School Graduation impacts this.

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

### ARC Comment

Emporia School District worked with internal and external stakeholders as goals were developed and programs were implemented.

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

### ARC Comment

It was stated several times in the OVT report that the district worked closely with the visiting team and provided all needed data and evidence.

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

### ARC Comment

The OVT feels the system has done a fantastic job balancing the KESA implementation with ReDesign. EPS provided annual system summaries and evidence of completion of tasks. At this time the district is working on completing a new needs assessment that will guide their work for the next 5 years.

## ARC Recommendation

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

### Justification

The Emporia School District has met and exceeded the requirements for accreditation. The process was followed with fidelity. The district has exceeded the 5-year effectiveness average. The district has also shown improvement in their rate of graduation level.

### Strengths

The district is to be complimented on the works they have been able to complete during this first cycle. It was noted that during Year 3 the district took time to set the stage for how the district moved forward. By setting these priorities and communicating them to staff, the work began to take hold. The district will continue to implement the plans that are in place and adjust as needed moving forward.

### Challenges

Recommendations from ARC and OVT: For the next cycle the district needs to write specific, measurable goals with targets to meet the goals. This will enable the district to focus on the most urgent needs of the district. EPS will need to complete its needs assessment before moving into the next accreditation cycle. The system might consider evaluating its current school improvement process in KansaStar. EPS may find it beneficial to identify what practices are working best and which require refinement. Some buildings may benefit from strengthening their building improvement plans.





## Emporia USD 253

1700 West 7th, Emporia, KS 66801-2424  
(620) 341-2200  
www.usd253.org

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Allison Anderson-Harder**

### Demographics



4,691 Students

African American 1.19%  
Hispanic 45.77%  
Other 7.65%  
White 45.38%

### Academically Prepared for Postsecondary Success

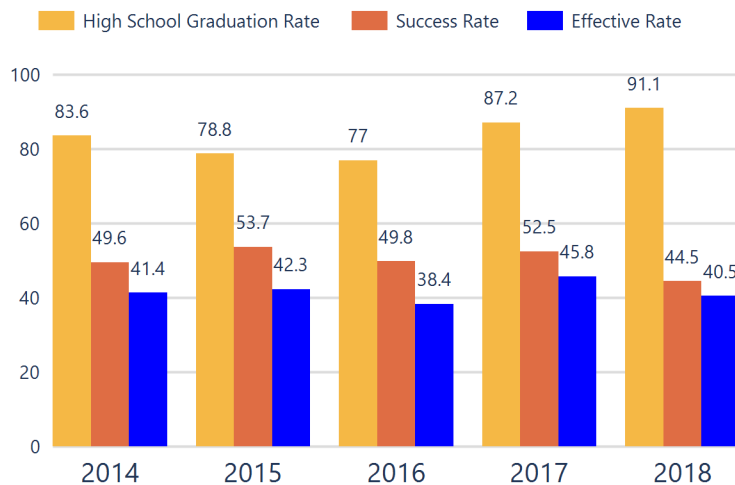
The percentage of students who scored at Levels 3 and 4 on the state assessment.

**Assessment scores are not available for the 2020 school year.**

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**84%**

Five-Year Success Avg

**50%**

Five-Year Effective Avg

**42%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**36.2 - 40.0%**

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

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

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

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

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

#### GRADUATION RATE

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

#### ATTENDANCE RATE

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

#### CHRONIC ABSENTEEISM

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

#### DROPOUT RATE

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

**91.3%**

State: 88.3

### District ESSA Expenditures Per Pupil

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

**\$11,816**

State: \$12,193

**93.7%**

State: 94.5

**17.9%**

State: 13.9

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

**1.0%**

State: 1.3



### District Academic Success

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

#### ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	31.92	31.75	36.83	32.68	34.74	43.92	N/A	N/A	N/A
Level 2	38.79	34.83	29.86	40.15	34.00	29.87	N/A	N/A	N/A
Level 3	21.23	26.46	23.34	19.39	24.18	18.76	N/A	N/A	N/A
Level 4	8.04	6.94	9.95	7.76	7.06	7.44	N/A	N/A	N/A

#### FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	38.88	38.55	45.40	40.29	42.24	53.32	N/A	N/A	N/A
Level 2	40.27	36.37	29.11	41.21	34.92	27.44	N/A	N/A	N/A
Level 3	16.08	21.41	19.15	14.53	18.63	15.38	N/A	N/A	N/A
Level 4	4.75	3.65	6.32	3.95	4.19	3.84	N/A	N/A	N/A

#### STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	63.10	60.13	56.32	59.58	62.24	64.28	N/A	N/A	N/A
Level 2	26.20	22.68	27.58	29.20	22.12	27.67	N/A	N/A	N/A
Level 3	7.58	14.43	14.94	8.55	11.79	7.14	N/A	N/A	N/A
Level 4	3.10	2.74	1.14	2.65	3.83	0.89	N/A	N/A	N/A

#### AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.50	40.00	43.75	44.82	31.03	76.92	N/A	N/A	N/A
Level 2	30.00	32.50	31.25	44.82	44.82	15.38	N/A	N/A	N/A
Level 3	22.50	22.50	18.75	6.89	20.68	7.69	N/A	N/A	N/A
Level 4	5.00	5.00	6.25	3.44	3.44	0.00	N/A	N/A	N/A

#### HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	39.52	39.41	51.10	40.31	43.04	53.59	N/A	N/A	N/A
Level 2	41.28	35.71	25.86	40.61	34.89	29.93	N/A	N/A	N/A
Level 3	14.64	21.93	18.61	15.11	17.59	13.68	N/A	N/A	N/A
Level 4	4.54	2.93	4.41	3.95	4.47	2.78	N/A	N/A	N/A

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

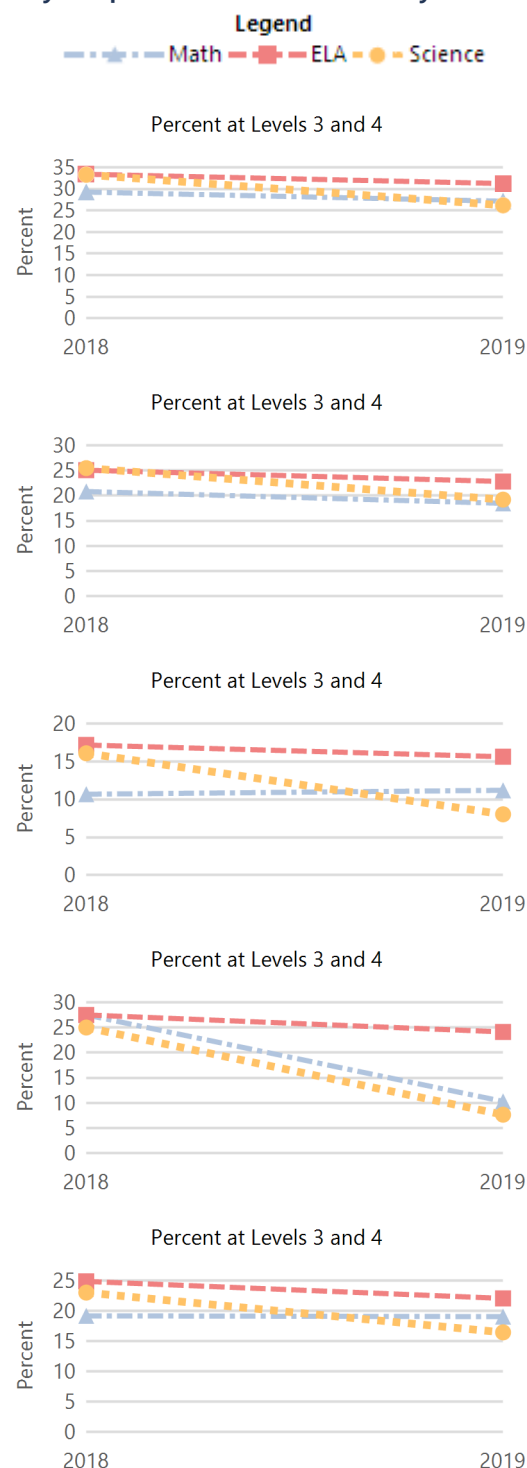
### ACT Performance (2020 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



District	18.6
State	20.4

# Accreditation Summary

**Date:** 06/15/2021

**System:** D0262 Valley Center Pub Sch (0000)

**City:** Valley Center

**Superintendent:** Cory Gibson

**OVT Chair:** Holly Francis

## Executive Summary/AFI

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

### ARC Comment

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

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

### ARC Comment

The system has addressed and embraced each of the KESA Foundational Structures. The System has moved from developing to implementing in most areas. The System recognized its strengths and challenges. They have made improvements in their strengths and made plans to improve areas that they believe are challenges.

#### Tiered Framework of Support

The system has comprehensive K-8 reading and math MTSS systems in place, Foundational skills assessments (IGDIs, AIMSWeb) are administered to K-8 students at least three times a year. Data is analyzed by teams to determine tier instruction focus for students. Special education students that are not able to take the assessments have observational assessments in their classes to determine needs as documented in IEPs. Evidence-based/state-approved Tier II resources for MTSS Reading have been reviewed and adopted. Math MTSS has been delayed because of COVID but they will continue to make progress once the pandemic ends. The system is currently working on the development of Tier II efficacy and understanding. High school staff is currently learning how to effectively implement Learning opportunities that are currently being provided. The system has become very intentional about using/analyzing data for reading, math, and SEL to ensure that quality intervention is employed.

#### Family, Business, and Community Partnerships

The system has worked to increase stakeholder engagement. They have increased the number of events offered and have strengthened communication with stakeholders. Conversations with stakeholders have occurred to acquire input/feedback regarding engaging summer school programs. A shift in the mindset from inviting stakeholders to events to strategically and purposefully asking for specific feedback and inviting stakeholders into more decision-making has occurred. The system partners with a number of community organizations to provide a variety of opportunities and resources for students and parents (i.e. internships, job shadows, speakers, joint projects).

#### Diversity, Equity, and Access

There is a strong focus on supporting and celebrating diversity through professional development, student groups, and ongoing collaboration/conversations regarding how to better support diverse students. Based on data collected, additional positions were hired to meet the growing needs of various populations of students. KELPA scores are analyzed to determine how best to allocate resources. The system is focusing on "belonging" as compared to just "fitting in".

### Communication and Basic Skills

The development and mastery of basic skills in math and reading are very important. Currently, 75% or more of students in K-8 are proficient in basic skills as evidenced by Aimsweb- data provided. A "watch list" for dyslexia has been created by graduation year for students needing more intervention. The system is making sure that students who are identified as at-risk are placed with teachers in courses that will best support their needs. All K-8 staff members have been trained on Dyslexia by the system's learning support staff. Required staff at the high level will complete this training. High Evidence-based/approved curricula have been implemented and support that has helped to increase achievement in these areas. The "Science of Reading" is focused upon and the system is working diligently to use resources in a way that supports structured literacy. The math focus during the KESA cycle has been on both basic skills and mathematical practices. This has resulted in increasing mathematical understanding and achievement. Development and use of writing rubrics employed are to strengthen student writing and building connection between writing and reading. Currently, 75% or more of students in K-8 are proficient in basic skills as evidenced by Aimsweb.

### Civic Engagement

Civic engagement has been primarily taught in the social studies classrooms. The system has researched methods to expand civic engagement throughout the entire system and is working to expand their opportunities for students. The following are examples of expanded opportunities: Student Council working with local government, Blood Drives, Journalism Club, Community Service Day, Service Learning projects, working with a facility for handicapped adults, students interact by reading to senior citizens, participating in art projects, and practicing social skills.

### Physical and Mental Health

The KSDE Behavioral Health Intervention Program Grant is in place with the expansion of staff (liaisons, social workers, clinical therapists, and case managers from COMCARE). The system has focused efforts have been placed on structuring for SEL and as well as the development of an integrated systematic process that is powerful and efficient in order to assist students whose results demonstrate they need additional assistance in the categories of risk and/or competency.

For adults, the system's Wellness Committee provides monthly challenges for staff, a Healthy Living Incentive to offset insurance costs and EMPAC/EAP to assist adults with their mental health needs. An outside consultant worked with staff on how to apply stress management skills and thrive in a chaotic environment. Data are being collected in this area; SEL survey, discipline referrals, attendance rates, and academic data.

### Arts and Cultural Appreciation

The system has added a formal art program for grades K-5 and now has art education for grade K-12 students. The system continues to find ways to provide access to culturally relevant literature/content for staff and students. The staff has access to curricular resources to culturally relevant literature. The system is adding more culturally diverse books and materials to libraries.

### Postsecondary and Career Preparation

The system has increased focus on professional (Adulting) skills, and courses that are career preparatory based. The system has increased the number of dual credit (DC) courses to 32 taught by the HS staff, frequently with multiple sections. Students are also allowed and encouraged to take online DC courses, in lieu of traditional electives, to meet college general education requirements and/or career-focused courses that may not be offered. The system has increased their partner institutions to three area colleges. The system has taken a greater focus and is maintaining data, on at-risk students being encouraged to take DC courses. Funds have been allocated for special populations to assist with the cost of DC course materials/books. Data are collected on those who earn Technical Certificates (TCs), by Higher Education standards. Vocational programs are being promoted in all advisories in an effort to increase enrollment in those programs.

The counseling team maintains the IPS, in partnership with a daily 30-minute advisory class/teachers. During the KESA cycle, the system started tracking College and Career Reading Assignment data to ensure that students are completing assigned tasks in Xello.

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

#### **ARC Comment**

The system initially wanted licensed staff members to improve instructional teaching practices which would lead to improved student learning. The system researched and studied relevant literature and created a teaching framework. The system planned to use the McRel evaluation instrument to monitor progress toward this goal. The McRel evaluation instrument was abandoned fairly quickly when the system realized the McRel data was not in much alignment with their new framework. This led to a discussion, review, and adoption of the CUES evaluation instrument which more accurately aligns. Because this is the first year to use this instrument, the system plans to analyze the data in order to set additional goals.

The number of indicators was overwhelming when the system considered the entire intentional teaching framework. Buildings were primarily focusing on Learning Objectives; thus it is not surprising that this area had the highest growth. In Year 4 (2019-20) the system added the quantitative measure of walkthrough data in each building that tied to learning intentions. Buildings used their data to determine professional development needs. They also chose the threshold of 80% present before moving to the next indicator. The systems building Walkthrough data is now directly tied to school-level learning intentions and drives professional learning at each school. Prior to this, the primary focus area on the walkthrough tool was Learning Objectives districtwide.

As principals and BLT teams collaborate, buildings have also teamed up to provide professional development. The system plans to continue the practice of empowering buildings to track and report their data. The system found that system-wide PD did not translate to the classroom as well as building-level and specific professional development. Principals and learning specialists attended training on the Distance Learning Playbook this fall and used research that is aligned to their framework. This has helped with the quality and applicability of their professional development program.

The number of students reaching proficiency on the state math and reading assessments has increased or remained steady. The system Aimsweb Plus data is showing small gains in reading and math, with a higher % of students now performing at or above the 25%ile.

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

#### **ARC Comment**

At the beginning of the KESA cycle, the system wanted to improve communication with families and the community. They focused on increased communication by inviting stakeholders and parents to events. Events added publicized for the purpose of sharing good news. Additional events included parent nights and communications videos.

At the end of year 2, the OVT team challenged the system to change stakeholder participation by pointing out that they were communicating with stakeholders, but not necessarily engaging them. The system then focused on understanding what engagement meant and developed a definition that would support the system. As a system, they decided that engagement meant providing stakeholders with opportunities to have a voice and provide input into decision-making. The system realized that they needed avenues such as site councils, advisory boards, KESA teams, and surveys to accomplish the

goal of obtaining feedback from their stakeholders. They worked to be more transparent and explicit about how to focus on engagement rather than communication. Also, the system realized that they needed to be more clear, concise, and consistent with communications to increase effectiveness.

The system administered a stakeholder perception survey and continued to analyze the data through year 4. They found that their focused efforts to communicate more effectively during a pandemic were not sufficient enough for some patrons. An increase of roughly 5% in the category of "not enough information" was procured from survey data. The survey still indicated that 73% of the patrons believe that they have the perfect amount of information. In year 3, the system added the Family Engagement Survey from TASN to measure stakeholder engagement. The baseline data indicated that all measures were at or above 3.75 on a 5-point scale. The overall rating gathered from the survey has remained the same. The system believes the area of sharing power and advocacy has grown which is believed to demonstrates that their efforts to engage stakeholders have helped. The system concluded that they didn't need to add events, rather they needed to be more focused and transparent in providing stakeholders with opportunities to participate and stay engaged.

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**

Intentional efforts were made by the system to combine the systems strategic plan with KESA requirements. Initial attempts by the system to communicate the KESA process were focused more on overall and best practices of improvement rather than specific KESA requirements. Combining the systems' strategic plans with KESA requirements allowed the system to focus on both learning and operations combined in one document. The continuous improvement allowed the system to meet their vision of being a system known for excellence in education, innovative instruction, outstanding programs, and dedication to students.

The system reports that their local board of education supports the work that they do to support students learning and strive for continuous improvement. The local board is anxious to hear how students are performing and measures staff are taking to make improvements. Data and advances are reported regularly with the local board.

According to the system, any additions in staffing must meet the strategic plan/KESA initiatives and goal areas. The systems leadership team collectively prioritizes the list of needed personal which is then shared with the local school board to make final decisions.

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

## **Board Outcomes**

### **Social-Emotional Growth**

At the beginning of the KESA cycle, the system did not have a formal Social Emotional Learning (SEL) program. The following structures have been added to improve SEL:

- SECD standards adopted locally. (Curriculum)
- SEL curricular resource adoption.
- Professional development regarding behaviorsupports provided.
- Gallup and Communities Care surveys administered in the secondary schools. (Assessments)
- SRSS-IE assessments given in grades K-8. (Assessments)
- Additional counselor in grades 4-5
- Started participating in the MHIT grant;
- Added 2 full-time licensed, clinical social workers grades 6-12.

Also, in the beginning of the cycle the system's Mental Health Initiative Program was able to help 28 students and believed there were many more that needed assistance. At the end of the cycle, the system is helping 73 students. A second liaison was added and the system restructured the program to include liaisons with LCSW credentials. With the increasing needs, the system has prioritized the addition of counseling staff for grades 4-8 so that more individual and group counseling could be implemented.

Since COVID, a staff survey was administered to staff to determine the stress levels of staff members. When asked to rate stress levels compared to previous years, the average rating was 4.2 out of 5 with 3 being a normal amount of stress. When asked about the staff member's personal stress level, the average was 3.8 out of 5 with 3 being a typical amount of stress. In the open-ended section staff members provided feedback on what could be done to reduce stress. Staff answers fell into the following categories: time to plan, better communication, nothing--life is stressful with COVID, and ending remote learning. As a result of the survey, administrators worked to explain what they could, PD days were added and principals worked to carve out more planning time for teachers if they could. Time during PD sessions was dedicated to acknowledging the difficulty surrounding COVID and unknowable events.

## **Kindergarten Readiness**

The system defines Kindergarten Readiness to include Pre-K indicators as well as general readiness in students that do not attend Pre-K. Data indicates that students who attend the systems Pre-K program have outperformed students who did not. Additionally, the system achievement data for Pre-K shows an increase in achievement for Pre-K students since beginning of the KESA cycle. The system believes this is a direct reflection on their structuring, standards focus, and data digs.

Currently, the IGDIs (a pre-academic screener for math and literacy skills) data is nearly at or above baseline data (winter of 2018). Data collected during the last three cycles show gains in all four assessed areas and 3 out of five literacy areas. ASQSE2 and ASQSE3 are child development screeners that assess SEL and academic skills. On the ASQSE2, student's system-wide with NO concerns increased to 88%. The percentage of students with NO concerns on the ASQSE3 increased the first two years of the cycle but declined the final year when students were assessed during the pandemic.

During this cycle the systems Pre-K program has expanded significantly and upcoming changes are being made for inclusion of new programs. The system Kinder Readiness Committee was created to ensure that communication and collaboration with non-district Pre-K programs occurs to ensure area children are kindergarten ready. The biggest change the system has seen is the mindset of Pre-K staff. To improve student success, the staff is now focused, using data and standards to drive instruction. The system developed and implemented a Home and School Connections program.



## **Individual Plans of Study**

The system indicated that IPS were previously tied to graduation requirements. At the current time, student's IPSs are now connected to the interest inventories and pathways information to make meaningful selections in courses. The system is continuing to strengthen and improve their offerings and options for students. In addition, the system is now offering an Introduction to STEM course at the middle school.

Students share their IPS, grades, growth, and future needs with counselors and advisory teachers. Advisory teachers facilitate students by pointing them towards additional resources and help with developing their portfolios.

The system is creating an IPS Framework to add continuity and transparency to their work. This framework uses the Kansas Career Advising Model and the Career Development Cycle to help students chart their path.

Student XELLO participation and activity completion data is being collected to ensure that IPS requirements are being met. Internship opportunities available to students are tracked by the high school CTE Director and is used as another data point. There were approximately 50 internships offered each school year prior to the COVID pandemic. Business Partnerships are also tracked. The number prior to the pandemic was increasing each school year beginning with 19 and ending with 22.

## **High School Graduation Rate**

The system's graduation rate has increased from 93.6% at the beginning of the KSEA cycle to 95.6% for the class of 2020. The system believes that the increase in graduation rate demonstrates that their intentional staffing, course alignments, adjustments, and additions, as well as their instructional supports, have been effective.

The system is intentional about identifying students who are at risk for not graduating and are providing instructional additional support and guidance for these students. The system monitors third grade reading proficiency levels which can be used as an indicator for high school graduation. Third grade reading proficiency levels have increased with the number of students performing at the 25<sup>th</sup> percentile or higher from 85 to 88%. ELA state assessment data is also being tracked by the system.

## **Postsecondary Success**

The system's graduation rate is increasing; internships were increasing prior to COVID; they have 80 students attending block CTE classes; students are on track to earning 1847 college credits this year; business and industry certificates are rising; and the system is helping students enroll in dual credit courses. The data indicates that their efforts are paying off and students are finding success.

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

#### **ARC Comment**

The system defines stakeholders as parents, classified and licensed staff, and board members who were involved in the selection of initial goals by completing rubrics and offering ideas. Each school shares its information and progress via site council reports and parent communications. The system site council meets to discuss progress which is reported to the Board of Education. Updates for KESA were shared with the system and building SITE Councils, system leadership team, and board of education throughout the cycle. Feedback and input were also provided by each group. A stakeholder survey was administered and data was analyzed to identify strengths and areas of growth.

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

#### **ARC Comment**

Evidence of the system taking suggestions seriously and discussing their potential impact on the improvement processes was given. Throughout the cycle, the OVT provided relevant suggestions that the system incorporated. Some examples include refocusing their District Goal 2, improving their civic engagement strategies, refining and implementing a distinct data dashboard, and becoming more strategic in how the system implemented its High Impact Instructional strategies.

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

#### **ARC Comment**

The system followed the KESA process with an expected level of fidelity. The process began with establishing leadership teams at both the system and building levels. A needs assessment was completed and system goals were developed. The system worked diligently to make improvements in each of the goal areas. The system used data to establish plans and drive the work to provide quality education for the students. Changes in plans were made when the desired results were not realized.

## **ARC Recommendation**

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

#### **Justification**

The system has complied with all of KESA guidelines. They have embraced the continuous education model and made changes to improve the quality of education for all students. Data were used to make decisions throughout the process. The stakeholder's input became a valued resource during the process. The system has already begun making plans for the next accreditation cycle.

#### **Strengths**

- The system is working with TASN on MTSS structuring which has propelled the system forward for Prek- 12 implementation. Progress is being made in all three tiers, not just Tier I and III.
- Intentional efforts are being made to redefine behavior and SEL and they are in the process to develop tiered supports for the learning of SEL standards and skills.
- Intentional efforts are being made to address the Science of Reading and development of a plan for changes that need to be made in reading instruction. In addition, LETRS training has been provided for instructional support specialists.

- At the beginning of the cycle, family and community engagement for the system was mostly related to communication to stakeholders. Great strides in improving the types of engagement opportunities available to stakeholders. Focus: stakeholder voice and power to influence decisions.
- Mental and physical health has been addressed by adding personnel, a school-based health clinic, and continual efforts to incorporate additional activities/professional learning related to staff health and wellness.
- Postsecondary and career preparation efforts are focused system-wide. Quality data is being collected to monitor this area and plans to monitor additional data points in the next cycle have been made. Post-Secondary Coordinator in place to lead the charge at the secondary level.
- Strong evidence was provided to show that the system has a strong, supportive, and collaborative leadership team that is truly focused and intentional about doing things to positively impact students.
- As compared to year 1, system and building level data analysis has increased and improved dramatically. Data are carefully and thoroughly reviewed and monitored regularly and are also used to make decisions based on the results.
- The system-wide Data Dashboard is a valuable comprehensive data collection tool for system and building level staff to enter data and reference data that are collected throughout the school year.
- The System Strategic Plan and KESA Plan are closely aligned and are integrated. Leadership efforts in the system are distributed among many stakeholders, not just 1-2 people.
- Practicality of embedding key areas, i.e. civic engagement, careers, SECD standards, etc. into already existing curriculum, classes is evident.
- When making decisions, the empty chair philosophy is always employed to ensure that changes that are made are always in the best interest of students.
- From years one to five of the KESA process, the OVT has observed tremendous growth in the collective efficacy of this educational system.

## Challenges

- Continue development of K-12 MTSS framework for Behavior/SEL as well as for secondary level structuring and professional learning for MTSS ELA and Math.
- Continue to create dashboards so data collected from each school is available for staff to review/monitor/update regularly.
- Continue developing a formal structure for 6-12 IPS/Career Development Framework & curriculum/lesson scope and sequence.
- Develop a Program of Study for CTE Pathways to ensure that families, staff, and students are well informed about pathway opportunities available at Middle and High School.



## Valley Center Pub Sch USD 262

143 S. Meridian, Valley Center, KS 67147  
(316) 755-7000  
www.usd262.net

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Cory Gibson**

### Demographics



3,136 Students

African American 2.26%  
Hispanic 11.89%  
Other 6.98%  
White 78.86%

### Academically Prepared for Postsecondary Success

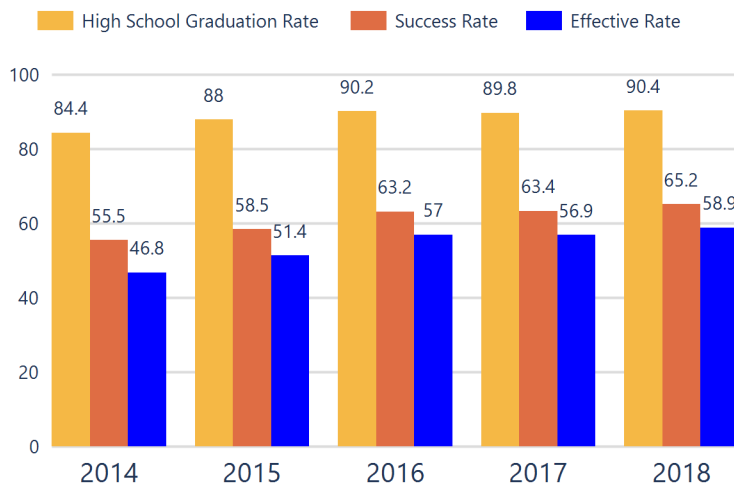
The percentage of students who scored at Levels 3 and 4 on the state assessment.

**Assessment scores are not available for the 2020 school year.**

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**89%**

Five-Year Success Avg

**61%**

Five-Year Effective Avg

**54%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**51.2 - 53.8%**

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

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

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

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

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

#### GRADUATION RATE

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

#### ATTENDANCE RATE

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

#### CHRONIC ABSENTEEISM

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

#### DROPOUT RATE

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

**92.0%**

State: 88.3

### District ESSA Expenditures Per Pupil

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

**\$10,026**

State:

**\$12,193**

**94.7%**

State: 94.5

**12.6%**

State: 13.9

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

**0.8%**

State: 1.3



### District Academic Success

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

#### ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	20.09	21.65	27.30	20.28	24.08	30.86	N/A	N/A	N/A
Level 2	39.85	34.89	33.17	40.88	32.91	31.31	N/A	N/A	N/A
Level 3	28.37	33.00	26.82	28.43	33.10	26.47	N/A	N/A	N/A
Level 4	11.67	10.43	12.69	10.39	9.89	11.34	N/A	N/A	N/A

#### FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.69	33.72	41.07	28.70	34.67	40.51	N/A	N/A	N/A
Level 2	41.98	31.86	29.46	43.38	32.74	30.17	N/A	N/A	N/A
Level 3	21.41	28.64	23.21	22.41	26.61	19.82	N/A	N/A	N/A
Level 4	5.90	5.76	6.25	5.48	5.96	9.48	N/A	N/A	N/A

#### STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	57.50	62.00	56.25	58.52	59.90	73.61	N/A	N/A	N/A
Level 2	29.50	22.00	27.50	27.18	24.88	13.88	N/A	N/A	N/A
Level 3	11.00	14.00	13.75	12.44	13.36	11.11	N/A	N/A	N/A
Level 4	2.00	2.00	2.50	1.84	1.84	1.38	N/A	N/A	N/A

#### AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	48.14	44.44	58.33	34.78	43.47	60.00	N/A	N/A	N/A
Level 2	33.33	33.33	33.33	43.47	32.60	26.66	N/A	N/A	N/A
Level 3	14.81	18.51	0.00	19.56	21.73	13.33	N/A	N/A	N/A
Level 4	3.70	3.70	8.33	2.17	2.17	0.00	N/A	N/A	N/A

#### HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.08	29.67	41.17	29.10	29.25	38.82	N/A	N/A	N/A
Level 2	44.02	39.01	35.29	40.21	32.97	32.94	N/A	N/A	N/A
Level 3	23.91	26.37	19.11	22.22	30.31	17.64	N/A	N/A	N/A
Level 4	5.97	4.94	4.41	8.46	7.44	10.58	N/A	N/A	N/A

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

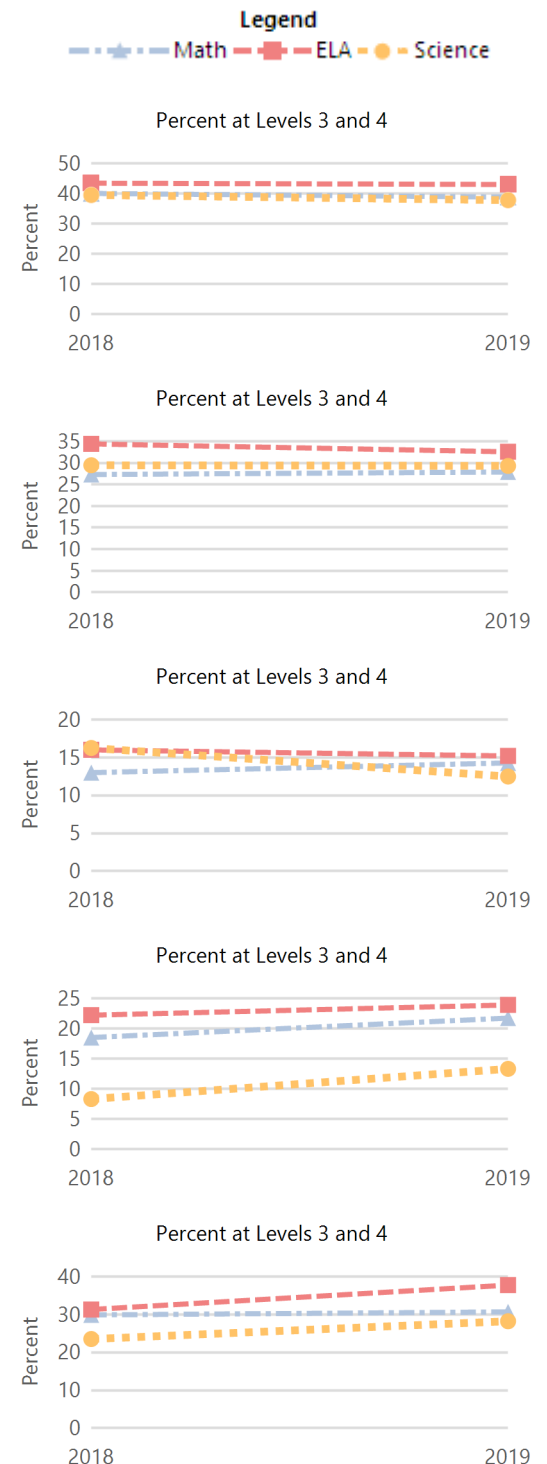
### ACT Performance (2020 School Year)

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Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



District	19.8
State	20.4

# Accreditation Summary

**Date:** 06/16/2021

**System:** D0323 Rock Creek (0000)

**City:** St. George

**Superintendent:** Kevin Logan

**OVT Chair:** Ben Proctor

## Executive Summary/AFI

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

### ARC Comment

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

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

### ARC Comment

All 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.

Evidence supporting the foundational structures have been addressed. The system has taken a systematic approach to improving their MTSS process through partnership with TASN. This includes a Tier 1 support in the classroom in addition to the Tier 2 and 3 pull-out services at both elementary and secondary level.

USD 323 has a longstanding history of Family, Business, and Community Partnerships that have continued through the KESA process including Harvester's Backpack Program and local fire department partnerships. New partnerships now include SGES Aspen Business Group, Flint Hills Nursing Home, and more.

To address Diversity, Equity, and Inclusion, the system has maintained one-to-one device access while partnering with local internet providers amid COVID to ensure equitable access during Continuous Learning. They have also developed a Spanish section within the library to serve the greater needs of their students.

Additionally, multimodal forms of communication are employed to reach all stakeholder ranging from social media accounts, local broadcasting stations, and student-produced news programming. Multiple civic engagement opportunities exist for students to develop leadership and service skills such as the Christmas Bureau and partnerships with Flint Hills Nursing Home & Westy Care Center where students visit with residents on a monthly basis.

To address the Physical and Mental Health needs of students and staff, USD 323 has increased counselor numbers from 2.5 FTE to 5.0, hired a Mental health Liaison, and established a partnership with Pawnee Mental Health and Courser-Lapo Family Mental Health for the MHIT grant.

The system has taken a proactive stance to improve their art course offerings during this cycle to ensure Arts and Cultural Appreciation. They have furthered this course of action by increasing participation Fine Arts Programs, initiation of Art Club, and an Advanced Musician course.

Finally, USD 323 has addressed Postsecondary and Career Preparation by creating key partnerships with Highland Community College for dual and concurrent course offerings and developing a Classroom to Careers partnership with local Chambers of Commerce and the Pottawatomie Economic Development Council.

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

#### **ARC Comment**

Goal: – The system will improve student-to-student, student-to-teacher, and people-to-system relationships at the building-level.

The system and OVT indicate that Kagan Cooperative Learning structures were again pivotal to improving staff relations due in part to the collaboration between staff members and the trusting relationship that grew from this collaboration. Additionally, measures were taking at the building level to promote positive relationships including Character Education Implementation during Advisory period, a study and implementation of Habitudes and The Harbor, and an analysis of SEL screening data of SAEBRS. Moreover, PTO and Site Council groups were formed to support the new middle school, each with 15 members. Finally, the overall volume of community involvement activities increased during the KESA cycle with additional emphasis on improving the quality of family engagement and communication.

Overall, the process for continuous improvement is in place. The system appears to have made intentional improvement during the cycle. However, it is recommended that more succinct and measurable goals be established in future cycles with assigned roles and timelines for completion making it clearly, and empirically, evident that the goals were achieved. While Kagan Structures are highly beneficial for improving instructional quality, it would be ideal to see baseline and end-point data, especially for relationships, to show that progress is being rigorously tracked, monitored, and used to make data-driven changes in the course to achieving the end-goal.

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

#### **ARC Comment**

Goal – As a threefold goal, the district will provide teachers with peer-coached Cooperative Learning training one-time per month; with peer coaches employed by USD 323; and with a systematic plan for new faculty to be trained in the structures.

The OVT and DLT collaboration indicate that the Kagan Cooperative Learning structures were implemented and utilized with fidelity yielding a “profound impact on instructional practices at all levels and has changed the overall approach to student engagement.” To measure progress and success related to this goal area, the district is reportedly focused on building teacher capacity to implement Kagan Cooperative Learning in a high-quality way including the creation of a peer coaching model to be performed once per month.

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**

Rock Creek is focused on system-wide improvement, beginning with their site councils. They noticed a decline in District Site Council participation. With the onset of COVID, the system moved to virtual meetings and has since seen a 360% increase in participation, thus electronic collaborative sessions will continue in the future. They have also made necessary plans to continue training of new district staff in Kagan Learning Structures, which have become a staple district initiative. The system has also identified MTSS as a key area of focus for the impending cycle. Both Kagan and MTSS have been interwoven into their administrative walk-through tools to provide necessary data for reflection and the guidance of future adjustments. They are clearly committed to the improvement process providing monthly progress reports to the local BOE, hiring additional staff to meet their goals, and focusing their professional learning around the key structures of their school improvement process.

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

#### **ARC Comment**

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

#### **Board Outcomes**

##### **Social-Emotional Growth**

The system increased their counselors from 2.5 FTE to 5.0 over the course of this cycle in addition to adjusting the master schedule to ensure greater counseling availability for students. They have further partnered with Pawnee Mental Health and Corser-Lapo Mental Health to ensure access to needed mental health services. A focused curriculum has been purchased along with professional learning for teachers to ensure its success at each level: elementary, middle, and high. SAEBRS has been used as a universal screener to ensure that students are receiving needed supports.

##### **Kindergarten Readiness**

The preschool program is continuing to expand in order to meet to growing need of the community to ensure a quality experience. The ASQ is administered on an annual basis beginning in 2018 along with the use of the myIGDI screener, which appears to show over student growth. The system identifies that they will need to use these data more intentionally during the next KESA cycle as part of their MTSS development goal. The system obtained a Copper Star Recognition in this area for the 2019-2020 school year.



**Individual Plans of Study**

During this cycle, the system has developed and implemented a full-spectrum IPS process. The process, while formalized in the secondary level, extends into the elementary level as well through Community to Career Experiences. At the middle grades, the students participate in career visits and presentations. Secondary students use Xello to create their IPS and further serves as a tracking system for course alignment with student goals and progress toward successful graduation.

**High School Graduation Rate**

Rock Creek maintains graduation rates above the state and national average by monitoring credit/non-credit achievement and grades. Their rate has steadily increased from 92% to 94% over the last five years. Tech Ed Programs have been added at the high school to improve offerings of greater interest to students. The system notes that they will continue to strive for improvement in these rates moving forward. The system has a Silver Star Recognition in this area for 2019-2020.

**Postsecondary Success**

Updated post-secondary success data shows that the Five-Year Effective Average of 62 has remained above the 95% Confidence Interval for the Predicted Effectiveness Rate. The Predicted Effectiveness Rate is at 58.7% to 62.1%. Since 2015, the updated data shows growth in the five-year graduation rate. The success and effective rates saw a significant peak in 2016 with a steady relapse since. The system achieved a Silver Star Recognition in this area for 2019-2020.

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

**ARC Comment**

The Rock Creek system has used the lessons learned during this cycle to plan for future. They plan to continue the use of virtual meeting settings to increase attendance and involvement in their Site Council meetings. They further seek to increase student presentation and voice in their work and open up membership to the county Economic Development Executive Director to provide a more well-round perspective.

**\*\*In regard to OVT collaboration, it should be noted that the Chair was unable to attend to final review accounting for the very brief OVT summary.**

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

**ARC Comment**

The Rock Creek system has used the lessons learned during this cycle to plan for future. They plan to continue the use of virtual meeting settings to increase attendance and involvement in their Site Council meetings. They further seek to increase student presentation and voice in their work and open up membership to the county Economic Development Executive Director to provide a more well-round perspective. **\*\*In regard to OVT collaboration, it should be noted that the Chair was unable to attend to final review accounting for the very brief OVT summary.**

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

### ARC Comment

Rock Creek demonstrates commitment to the intent of the KESA process. They have reflected upon their experience and aim to strategically create groups to analyze and review their data as it relates to their overall goal. However, they need to be sure to set specific and measurement goals with aligned tools of measurement. Regardless, the system has made Cooperative Learning and student engagement a priority by making systemic change to train and incorporate Kagan learning structures at the core of their instruction. Essential technology has been purchased with necessary staff training for full implementation to ensure equitable access while changes have been made in course scheduling to personalize learning for their students. Moreover, a dedication to student wellbeing has been established with the additional of counseling staff and key partnerships with mental health providers. It should also be noted the system has made tremendous improvement over the course of this cycle building a working IPS process from the ground-up.

## ARC Recommendation

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

### Justification

It was demonstrated that the district followed the process with fidelity. The district worked on each goal area identified by the system. The district was responsive to the community through the addition of mental health staff at each building and procurement of essential technology for equitable student learning. Rock Creek has strived to meet the State Board Outcomes by creating an effective preschool program, establishing an MTSS model, and designing and implementing an IPS process. All of these have been in addition to an extensive commitment and undertaking in making Kagan Learning Structures a core value centered around peer collaboration and mentoring. The system has undertaken many initiatives during this cycle.

### Strengths

The district has been able to incorporate several changes during the KESA process. They have been responsive to the needs of their community and students. They have implemented a School-Based Mental Health team in each building and implemented the Ci3T behavior intervention model in response to the noted disproportionality of behavior modification used with select groups of students, which portrays a positive awareness of needed growth. Furthermore, they added both a Technology Integration Specialist and technology assistive aide to each building in response to their goal areas. The middle school and high schools have been proactively providing students more opportunities for learning and flexibility in what they pursue as areas of interest through careful cultivation of community and business partnerships due in part to the hiring of a Career and Technology Facilitator at the secondary level. The OVT provided suggestions for future work that will build on what has been accomplished the last five years, particularly through the alignment of building and individual teacher goals with the district-wide goals.

### Challenges

In future cycles, the system needs specific goals to work from that are measurable and can be monitored over time. It was further indicated that the measurements should be carefully considered in order to align more accurately with the selected goals ensuring the intentionality of the process, most specifically, the student outcomes yielded from teacher usage of Kagan Structures. Furthermore, goals related to relationships can be difficult to quantify, however, it is important for the system establish baseline data and to then consistently monitor this data for the course of the cycle (e.g. – KCTC data related to students' safety and desire to attend and/or engage in the school system, self-created surveys, etc.). Finally, for the ease of the review committee, it would be helpful for the OVT to complete the KESA Final Report with documented evidence of progress toward the system's specified goals.



## Rock Creek USD 323

9353 Flush Road, St. George, KS 66535  
(785) 494-8597  
<http://www.rockcreekschools.org>

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Kevin Logan**

### Demographics



1,142 Students

African American 1.14%  
Hispanic 5.25%  
Other 2.54%  
White 91.07%

### Academically Prepared for Postsecondary Success

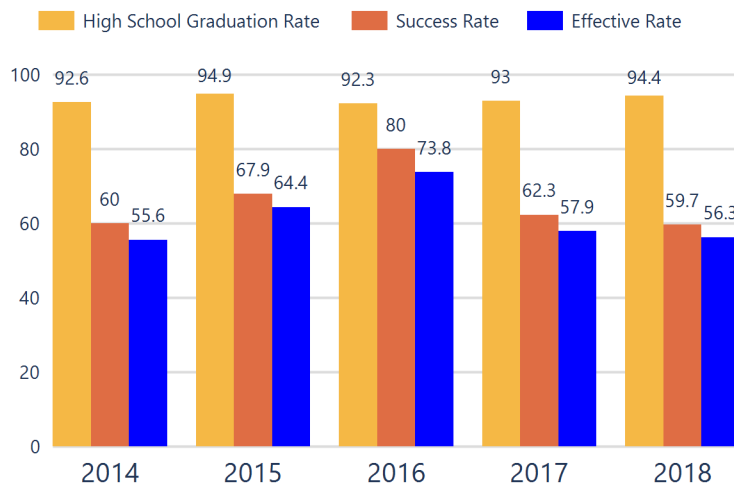
The percentage of students who scored at Levels 3 and 4 on the state assessment.

**Assessment scores are not available for the 2020 school year.**

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**93%**

Five-Year Success Avg

**66%**

Five-Year Effective Avg

**62%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**58.7 - 62.1%**

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

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

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

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

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

#### GRADUATION RATE

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

#### ATTENDANCE RATE

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

#### CHRONIC ABSENTEEISM

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

#### DROPOUT RATE

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

**95.7%**

State:  
88.3

#### District ESSA Expenditures Per Pupil

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

**\$10,195**

State:  
**\$12,193**

**95.0%**

State:  
94.5

**9.3%**

State:  
13.9

**Click here for State Financial Accountability.**

**N/A**

State:  
1.3



### District Academic Success

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

#### ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	9.82	12.10	16.35	9.68	12.13	18.21	N/A	N/A	N/A
Level 2	38.07	31.05	31.77	42.69	36.06	32.38	N/A	N/A	N/A
Level 3	30.70	43.85	30.84	33.33	38.85	35.22	N/A	N/A	N/A
Level 4	21.40	12.98	21.02	14.28	12.95	14.17	N/A	N/A	N/A

#### FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	16.66	23.18	33.33	19.14	26.05	41.17	N/A	N/A	N/A
Level 2	46.37	40.57	29.41	52.48	45.77	31.37	N/A	N/A	N/A
Level 3	26.08	30.43	27.45	21.98	21.12	21.56	N/A	N/A	N/A
Level 4	10.86	5.79	9.80	6.38	7.04	5.88	N/A	N/A	N/A

#### STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.02	48.57	44.44	28.23	34.88	30.76	N/A	N/A	N/A
Level 2	36.23	24.28	25.92	48.23	37.20	50.00	N/A	N/A	N/A
Level 3	14.49	22.85	22.22	14.11	16.27	15.38	N/A	N/A	N/A
Level 4	7.24	4.28	7.40	9.41	11.62	3.84	N/A	N/A	N/A

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	6.45	6.66	15.38	15.62	15.62	31.25	N/A	N/A	N/A
Level 2	64.51	46.66	69.23	43.75	59.37	37.50	N/A	N/A	N/A
Level 3	9.67	43.33	15.38	31.25	21.87	25.00	N/A	N/A	N/A
Level 4	19.35	3.33	0.00	9.37	3.12	6.25	N/A	N/A	N/A

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

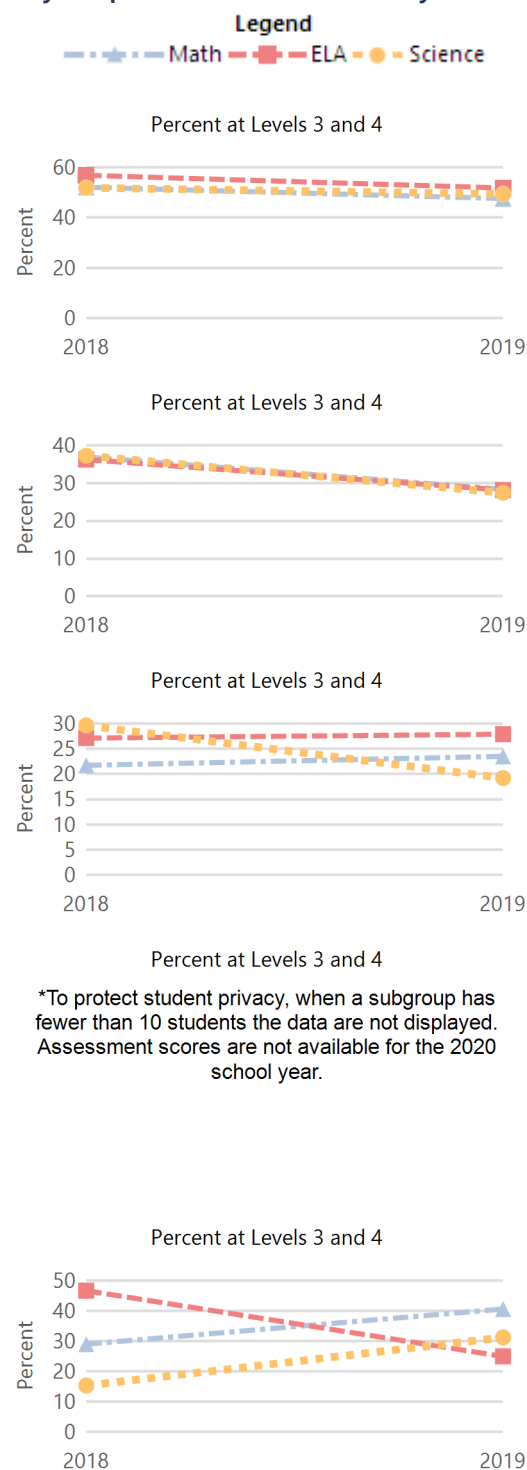
### ACT Performance (2020 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



District	21.6
State	20.4

# Accreditation Summary

**Date:** 06/14/2021

**System:** D0358 Oxford (0000)

**City:** Oxford

**Superintendent:** Cathi Wilson

**OVT Chair:** Jennifer Ray

## Executive Summary/AFI

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

### ARC Comment

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

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

### ARC Comment

All the Foundational structures have been addressed by the system. The System has moved from developing to implementing in most areas. The system has implemented MTSS services in several different models. The Elementary School uses the Walk to Intervention model for math and In-Class MTSS for reading. Grades 7-12 have Seminar time in which students can work on iReady Reading and Math individualized lessons. They also have days designated to target ACT subskills and can access teachers for tutoring. Tier 3 Reading and Math interventions are also provided by the Title 1 teachers and paraprofessionals and Special Education teachers and paraprofessionals. The System has made strides in working on their Tiered Systems of Support: Both Elementary and Jr./Sr. High have improved their knowledge of students' needs in social-emotional learning.

The system has made great strides in Stakeholder engagement with monthly building and district site councils that discuss items through the accreditation process. The System has an effective plan in place to allow all levels to improve community involvement.

Diversity: The System, like many small rural communities, lacks a wide variety of ethnic diversity, it recognizes their range in socioeconomic status, families, and students with trauma, and ability levels.

Civic and Social Engagement: There are extensive programs and opportunities for the district and families to work together. It is an open and welcoming environment that has sustained connections over the years. Despite challenges with the pandemic, relationships remain strong. The district also prides itself in high involvement in civic and social engagement. Students can participate in a variety of activities, contributing in a myriad of ways. This involvement and volunteer spirit are the tradition in Oxford and spans from local to national organizations.

Postsecondary and Career Preparation: The system continues to increase the number of college and career visits, as well as provide job shadow opportunities to better match post-secondary planning goals with training. All the Foundational structures have been addressed by the system.

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

#### **ARC Comment**

The system continues to cultivate an environment that recognizes and responds to needs for the development of a safe and open learning environment for all. This was a high priority at the start of the system's journey as they used surveys and observational data to evaluate various areas of safety. Data guided the team to determine a need for improved behavior MTSS structures, trauma-responsive strategies, and improved engagement. Efforts and focus in this area have been consistent and thriving. Tier one processes and procedures were refined which marked early success. Tier two supports for behavior and social/emotional needs are evident in both school settings. Professional development for trauma-responsive and regulation strategies is continuous, which allows for staff mastery and understanding. These strategies are integrated in a variety of settings. Throughout their progress, The System seeks out community feedback and adjusts as data indicates. Additional staff and programs enable them to thrive in their development of a truly responsive culture.

Since this goal was written early in the process it was not necessarily measurable, this will need to be addressed in the next cycle.

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

#### **ARC Comment**

The System changed after the KESA process began. Following data discussions, collaborations, and an acknowledgment of a desire to improve academic performance, the systems team combined their first two goals to allow a second one. This new goal aimed to ensure all students meet postsecondary goals. The strategies employed are stronger MTSS structures, evaluation of curriculum, focus on evidence-based instruction, and the development of an Early Childhood Coalition. Tier 1 adjustments first began at the curriculum adoption level and continue as teams evaluate and adopt math and literacy curriculum resources. Additionally, there is an aim to utilize evidence-based instructional strategies including setting objectives, providing feedback, project-based learning, effective cue/prompts, and cooperating learning. As a newer goal, the team recognizes components they wish to develop further. Most specifically, progress monitoring of student performance at various tiers. The ARC encourages the adoption of an observation tool that could further support the measure of effectiveness and implementation of the instructional strategies.

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 proven that they are working to implement a continual improvement action plan. They are making progress and have tweaked some of their strategies. The system used their implementation of Ready Math to deepen the knowledge Ready Math provides by pushing their students to do more than before. Also, the use iREADY math provides Tier 2 and 3 lessons for students based on diagnostic results. The system began curriculum mapping English Language Arts in fall 2019. This process has revealed several areas that will be addressed to improve their student's curricular opportunities in future years. The system's students participate in STEAM and PBL activities quarterly. These projects are designed in collaboration with teachers and incorporate cross-curricular standards. An Early Childhood Coalition was established during year four. The goal of this coalition is to equip parents and daycare providers with the skills and knowledge needed to prepare their children for school. This includes using Soft Landings to start schools. Staff are also continuing to use Family Time and are seeing

improvements in their peer-to-peer and student-to-staff relationships. Their advisory times with students are helping with motivation and engagement. The district has also started Clubs of all sorts of topics based on student choice to try and engage all students in areas of interests that might lie outside of the required curriculum, but also meet basic personal needs.

The system works with its local board to ensure procedures and policies exist to support improvement efforts and has some implemented. The system appears to have sufficient financial and human resources 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**

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

### **Board Outcomes**

#### **Social-Emotional Growth**

The system utilized the following data: Devereux Student Strengths Assessment (DESSA) results, chronic absenteeism rates, and KCTC survey results.

The DESSA results showed that the percent of students in need of social, emotional, and behavioral support and interventions decreased by 1% at the elementary level from the fall of 2019 to the fall of 2020 from 15% to 14%. At the secondary level, the percent of students in need of social, emotional, and behavioral support and interventions decreased by 7% from 24% to 17%. They observed an additional decrease from the fall of 2020 to the winter of 2021. The percent of students in need of intervention decreased by 7% at the elementary level from 14% to 7% and by 4% at the secondary level from 17% to 14%. Additionally, the percentage of students at the elementary level identified as having social-emotional skills as a strength area has increased by 12% from 22% to 34%.

Chronic absenteeism data shows that the percentage of students who were chronically absent has increased, however upon further investigation, it was identified that there were data errors in their student management system and reporting in years 18-19 and 19-20 which inflated the rates significantly. The correct chronic absenteeism Oxford Elementary for 19-20 is 10.5% not the reported 16.4%. This change makes the correct district percentage for 19-20 9.9%.

### **Kindergarten Readiness**

The percentage of kindergarten families who participated in the Ages and Stages Questionnaire has stayed consistent over the past three years as has the percentage of students entering kindergarten with at least one area of concern. During the 2018-2019, 40% of families completed the questionnaire and 37% of students entered kindergarten with at least one area of concern. During the 2019-2020 school year, 60% of families completed the questionnaire and 41% of students entered kindergarten with at least one area of concern. We determined that the increase in the percentage of students entering kindergarten with at least one area of concern was, in part, due to the increase in the percentage of families completing the questionnaire. During that 2020-2021 school year, 50% of families completed the questionnaire and 30% of students entered kindergarten with at least one area of concern. While the percentage of students entering kindergarten with at least one area of concern decreased, the percentage of families completing the questionnaire also decreased from the previous year. Therefore, the system determined that their data has remained fairly consistent throughout this cycle. The Early Childhood Coalition's goal is to provide an outreach program to provide families tools to better prepare their children to master kindergarten readiness skills. Activities planned included specialized family fun nights focused on specific skills models by staff with materials sent home with families so they can work on and practice skills.

### **Individual Plans of Study**

The system has students in grades 7-12 complete XELLO surveys annually to explore interests and careers. During this KESA cycle, secondary staff developed an advisory model; grades 7-8 loop with a seminar/ advisory teacher for two years. Students in grades 9-12 remain with the same seminar/advisory teacher for four years. The model has grown from just monitoring grades and attendance to a focus on developing and revising IPS and portfolios. This model has also increased the number of students enrolling in CTE courses. In the next cycle staff will be working on ways to sustain students' support after graduation to increase post-secondary retention rates.

### **High School Graduation Rate**

The system has improved its graduation rate to 90% in year 19-20 from 79.3% in year 16-17. One factor affecting this % for the 19-20 year were 3 virtual students.

### **Postsecondary Success**

The system has since focused on the social-emotional needs of students, development of an IPS system, and their success rate has declined. This area is a planned focus in the next KESA cycle.

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

### **ARC Comment**

The System demonstrated many stakeholders are involved in the goal-setting review and reflective practices. The system and building site councils, work cooperatively to increase the effectiveness of the system. Evidence shows all staff within buildings continue the practice of leadership skills, Family Time and other stakeholders provided feedback to the system about their improvement efforts. A needs



assessment survey is used to gather information from teachers, parents, and community members. The system continues to relate data to the needs of their community and gain input from many stakeholders.

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

### **ARC Comment**

The System is a dedicated and collaborative system focused on the whole child. Students are a priority in their academic progress, perceptions of safety, mental/emotional wellbeing, and connections with the community. It is a collaborative environment that enables stakeholders to work toward a common goal of student success. A problem-solving approach allows the Oxford team to think critically about practice and to adjust based on data. As efforts to improve rigor and ensure quality tiered instruction continue, the OVT encouraged the integration of reliable tools to measure instructional practices. The OVT team celebrated Oxford's enriched community experiences and noted how a connectedness cultivates success. The culmination of these elements and Oxford's successes reflects their preparedness for accreditation. The OVT felt the system to be very responsive throughout the accreditation cycle.

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

### **ARC Comment**

The system used assessments to demonstrate they made growth and tracked progress. The system demonstrated the OVT's belief that the System is a strong educational system deserving of accreditation, as stated in the OVT chair's year 5 report. All OVT chair reports were evident as well as the system reports. The system had evidence of the improvement plans for all buildings. Although their goals were not written in measurable terms, the system has Action Plans aligned with building needs. Evaluation of strategies are in place, but the evaluation of the success of its improvement process is not evident.

## **ARC Recommendation**

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

### **Justification**

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

### **Strengths**

By all indications of these reports, it is evident that the system has been putting processes in place for each of the state board outcomes that will help them identify their areas for improvement more effectively in their next accreditation cycle.

### **Challenges**

Due to the size of the system data can be easily influenced by only one or two students. In the next cycle, the system could utilize data to promote the initiatives and decisions of the system. The system needs to be mindful of including and demonstrating that data is used in an effective and intentional manner. Goals need to be measurable and sustainable. The system needs to focus more on strategies to improve graduation rates and postsecondary success.



## Oxford USD 358

515 N. Water St., Oxford, KS 67119-0937  
(620) 455-2227  
<http://www.usd358.com/>

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Cathi Wilson**

### Demographics



450 Students

African American 3.33%  
Hispanic 8.89%  
Other 7.33%  
White 80.44%

### Academically Prepared for Postsecondary Success

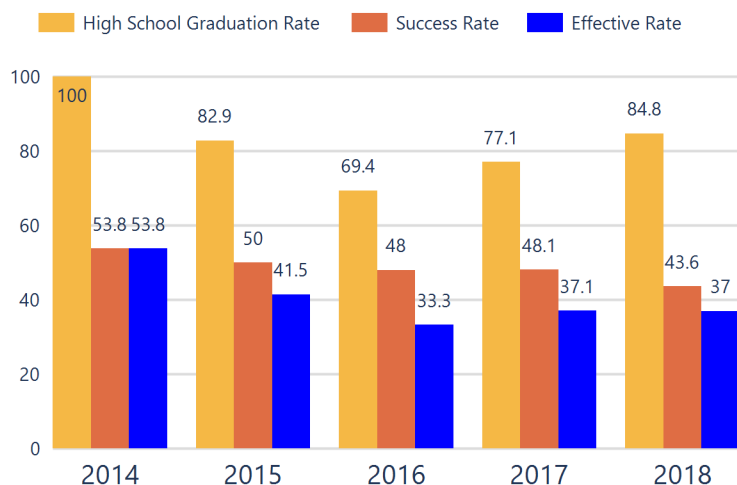
The percentage of students who scored at Levels 3 and 4 on the state assessment.

**Assessment scores are not available for the 2020 school year.**

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**82%**

Five-Year Success Avg

**48%**

Five-Year Effective Avg

**40%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**45.2 - 47.0%**

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

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

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

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

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

#### GRADUATION RATE

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

#### ATTENDANCE RATE

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

#### CHRONIC ABSENTEEISM

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

#### DROPOUT RATE

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

**90.9%**

State: 88.3

#### District ESSA Expenditures Per Pupil

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

**\$11,071**

State: \$12,193

**94.5%**

State: 94.5

**12.9%**

State: 13.9

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

**1.7%**

State: 1.3



### District Academic Success

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

#### ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	35.16	30.93	36.04	32.25	29.72	41.48	N/A	N/A	N/A
Level 2	45.05	37.56	40.69	42.47	42.70	29.78	N/A	N/A	N/A
Level 3	18.13	27.07	22.09	20.43	24.32	23.40	N/A	N/A	N/A
Level 4	1.64	4.41	1.16	4.83	3.24	5.31	N/A	N/A	N/A

#### FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.73	33.67	40.00	33.67	32.98	46.80	N/A	N/A	N/A
Level 2	45.91	41.83	46.66	50.00	47.42	36.17	N/A	N/A	N/A
Level 3	17.34	23.46	11.11	13.26	18.55	17.02	N/A	N/A	N/A
Level 4	0.00	1.02	2.22	3.06	1.03	0.00	N/A	N/A	N/A

#### STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.54	37.14	46.66	48.00	48.00	53.84	N/A	N/A	N/A
Level 2	40.54	28.57	26.66	32.00	44.00	15.38	N/A	N/A	N/A
Level 3	13.51	31.42	20.00	16.00	4.00	30.76	N/A	N/A	N/A
Level 4	5.40	2.85	6.66	4.00	4.00	0.00	N/A	N/A	N/A

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.00	36.36	N/A	50.00	41.66	N/A	N/A	N/A	N/A
Level 2	41.66	45.45	N/A	33.33	50.00	N/A	N/A	N/A	N/A
Level 3	8.33	18.18	N/A	16.66	0.00	N/A	N/A	N/A	N/A
Level 4	0.00	0.00	N/A	0.00	8.33	N/A	N/A	N/A	N/A

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

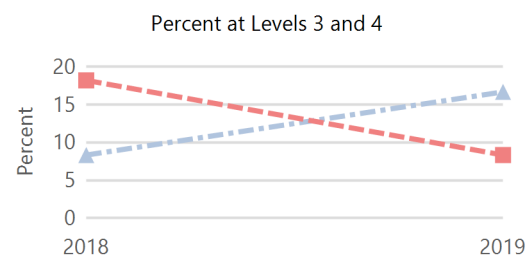
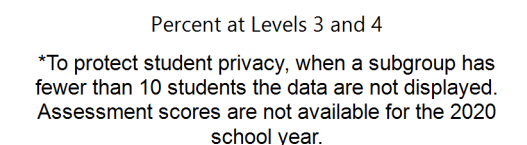
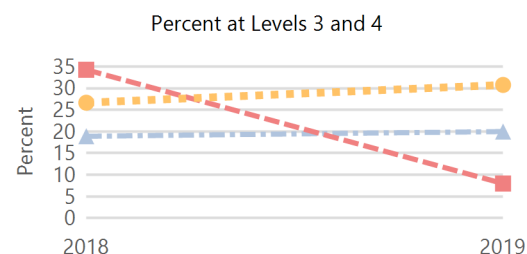
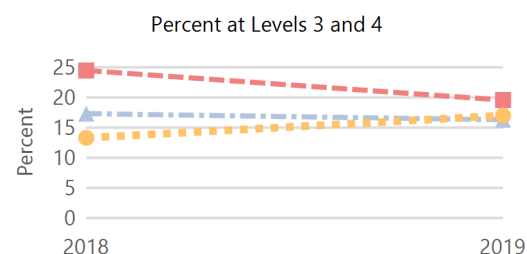
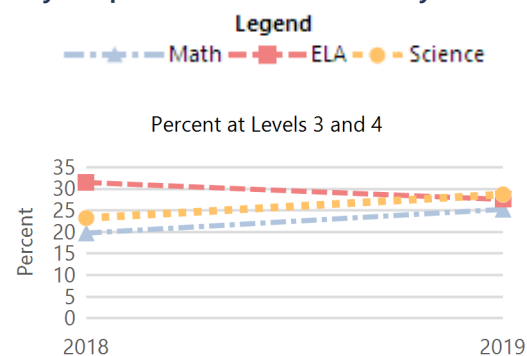
### ACT Performance (2020 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



District	16.2
State	20.4

# Accreditation Summary

**Date:** 04/16/2021

**System:** D0360 Caldwell (0000)

**City:** Caldwell

**Superintendent:** Alan Jamison

**OVT Chair:** Adam Hatfield

## Executive Summary/AFI

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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 as verified by KSDE.

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

### ARC Comment

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

Tiered Framework of Supports: The System has made strides in working on their Tiered Systems of Support. Both Elementary and Jr./Sr. High have improved their knowledge of student's needs in social-emotional learning. The system has provided classes for their struggling students through seminar and study skills classes, leadership classes, and IPS.

Logs, Positive Parent Contact Referrals, staff guidance from the Redesign Team, DLT involvement, and surveys. Along with these, they have added PBL's this year including presentations to community members. They have also increased their social media presence and a system to update the district 's website regularly.

The System has built strong building and district site councils that discuss items through the accreditation process. The System has an effective plan in place to allow all levels to improve community involvement.

Diversity: The System, like many small rural communities, lacks a lot of diversity in its population. The diversity comes from within is socioeconomic status.

Communication and Basic Skills: Students increased communication skills and opportunities through student-led conferences. Seniors complete senior projects and present their career goals and projects to community judges. The district has increased communications on Twitter, Facebook and on their website to keep families and the community engaged in school events. Additionally, staff and administration have worked hard to build relationships with parents and contact them regularly with concerns and celebrations regarding student success.

Civic and Social Engagement: The system has made great strides in increasing their Civil and Social Engagement. They have continued their Senior projects, food drives, charity fundraisers, veteran honors, field trips, and guest speakers. Along with these include new additions including an elementary student council, after-school programs, leadership community projects, student ambassadors, and school visits.

Arts and Cultural Appreciation: Project Based Learning was added in 2019, and arts and cultural appreciation was Integrated into those PBLs. The district also Increased art opportunities for students during flex days in 2019-2020.

Postsecondary and Career Preparation: The system has been in transition in their work with Postsecondary and Career Preparation. They are trying to offer more CETE Pathways now, have been incorporating Individual Plans of Study for middle school students too, offer certifications, and take advantage of more time for advisors to meet with students in middle and high school. With the Redesign Team at the forefront of their district changes, great gains should continue to be made in this area by next year

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

### **ARC Comment**

Goal Area- Responsive Culture

The KESA and Redesign team at Caldwell is proactive and making great gains with a positive impact on their relationships and social/emotional goals. It is evident with their programs such as Families, Nest Time, Rise and Shine, and Character Ed lessons, they continue to be making and creating lasting, strong relationships among students and staff. With team building, problem-solving, and celebration activities, behaviors and attitudes of students and staff, as well as parents, are positive. The system and team are looking at different means for collecting and analyzing data to monitor progress. They currently use surveys and are considering using them more than once a year, along with student/staff observations, and feedback from Student Council. Students in K-12 were given a survey about relationships in both the 2018 and 2019 school years. CES saw a 2% increase, CMS saw a 7% increase, and CHS saw a 6% increase in students feeling that have meaningful relationships with staff at school.

The staff participated in Poverty Simulation and Trauma Training professional development. They are having early outs once a month so staff can collaborate on specific subjects. Staff visiting other redesign districts has led to great ideas and outcomes.

Significant student leadership and engagement opportunities are provided for students at all levels. This is evident through the additional classes, elementary Student Council, Blue Crew, Caught with Character, Leadership courses, MS and HS student ambassadors, KTOY visits, the addition of a student support services coordinator, calm room, Sumner Mental Health, Soft Landings, and Family Time.

Career Exposure/ Work-Life Ready Career Exposure/ Career Preparation that is evidenced by, at all levels, career experiences, guest speakers, career day, and community partners.

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

### **ARC Comment**

The System had a second goal focused on increasing academic growth (rigor). Again, challenges due to the pandemic have made it difficult to keep students on track, but strategies put into place prepared the district to tackle these challenges.

The application of PBL in every classroom once a year, implementation of an after-school program to help students with homework, implementation of Pathways to Reading at the elementary level to improve reading scores, bonus specials of art, computer, counselor, and library four times a week and creating and revisiting Individual plans of study for students 6-12 are strategies that the team chose to give students additional support academically.

The system is looking at ways to measure this goal more effectively in the future. They will consider using state assessment scores and movement within levels. Another data point can be graduation rates since these took a dip from 100% to 95% in 2019.

It is important for this system to develop measurable goals to determine progress in its improvement process and see if their goals and strategies are impacting positively the State Board Outcomes.

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 district believes that the KESA system was a positive step in evaluating its schools. Presentations are done yearly to the Local Board of Education to provide them information on its KESA progress. It was reported that the local board has become more involved and receptive to the information. Additional resources have been allocated to the area of social-emotional learning as evidenced by the purchase of curriculum and additional social-emotional learning personnel support.

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

#### **ARC Comment**

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

#### **Board Outcomes**

##### **Social-Emotional Growth**

This was an area that the system focused on as part of its responsive culture goal. The system measured progress of social-emotional screener early in the KESA cycle. Throughout their process they have moved their focus to put into place supports for students needing extra help and support. Some strategies they have piloted are soft starts to the morning, after school programs, and small group supports. The system may want to think about making this a measurable goal during its next cycle.

### **Kindergarten Readiness**

Throughout this cycle the system has been strategic on how it works in the Kindergarten readiness area. In year 1 of KESA, the system looked at the data to find weaknesses in their Preschool and Kindergarten programs, as well as how they aligned. In year 2, they researched new evidence-based practices, curriculum, and assessments. The system identified a program called Frog Street that was an evidence-based curriculum with built-in assessments and hands on learning that meets state standards and incorporates social emotional learning. This program continued in Year 3 in the 4-year-old program with great results. They system also began using the ASQ-3 and the ASQ:SE-2 as a screening tool in Kindergarten in year three. In Year 4, Frog Street was implemented in their 3-year-old program. In Year 5, they are using Frog Street with more fidelity and introducing NWEA skills set screeners in their preschool program and in their Kindergarten through 5th grade in both ELA and Math. This needs to be monitored throughout the next cycle to determine effectiveness.

### **Individual Plans of Study**

The system has gone from a nonexistent IPS to electronic IPS for the students, where each student has a one on one person to help them find their potential careers, paths, and schooling. The system uses a wide variety of tools such as "Ramp Up for Readiness," "Xello," "Common Sense Media - Digital Citizenship," etc. They are all part of the IPS process. The system obtained a copper star recognition for its IPS efforts this year.

### **High School Graduation Rate**

The system has an excellent graduation rate of 97.5 % average for the last three years, well above the state average. In 2019 one student did not finish which brought their graduation rate down. The system holds a gold star recognition this year.

In reviewing the district data for student success (assessment data), the system shows that students with disability data has improved while data in the all student groups have maintained or slightly decreased.

### **Postsecondary Success**

From 2014 to 2018, The success average and effectiveness average have exceeded the predicted effectiveness rate four out of five years. Because they graduate a small number of students each year, they are able to monitor their post-secondary progress. The system holds a silver star recognition this year.

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

### **ARC Comment**

During the OVT visit, the district allowed them the opportunity to speak with stakeholders including teachers, counselors, and administrators. These stakeholders all reported how current procedures are working well to bring together everyone in the community who sees the district as the main hub. Everyone had consistent and complementary qualities to report about the district and the communication of goals to its stakeholders.

Many stakeholders are involved in the goal-setting review and reflective practices. The system and building site councils, work cooperatively to increase the effectiveness of the system. Evidence shows all staff within buildings continue the practice of leadership skills, Family Time and other stakeholders

provided feedback to the system about their improvement efforts. Attendance sheets and meeting notes were made available to the OVT to document these statements. A needs assessment survey is used to gather information from teachers, parents, and community members. The system continues to relate data to the needs of their community

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 receptive to any and all feedback given. They stated that the system provided information needed upon request.

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

#### **ARC Comment**

The system used assessments to demonstrate growth and tracked progress. The system showed both qualitative and quantitative data. All OVT chair reports were evident as well as the system reports. The system had evidence of the improvement plans for all building. The system's Action Plan exists and is aligned with building needs. Evaluation of strategies is in place, but the evaluation of the success of its improvement process is not yet fully evident.

## **ARC Recommendation**

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

### **Justification**

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

### **Strengths**

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

### **Challenges**

Due to the size of the system data can be easily influenced by only one or two students. In the next cycle, the system should utilize data to promote the initiatives and decisions of the system. The system needs to be mindful of including and demonstrating that data is used effectively and intentionally. The system could benefit from training on evaluation of the improvement process. Chronic absenteeism rates are high in the district and this may be something to look at by building to determine where there are needs for support.





## Caldwell USD 360

22 N. Webb St., Caldwell, KS 67022-1458  
(620) 845-2585  
<http://www.usd360.com>

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Alan Jamison**

### Demographics



259 Students

African American 0.00%  
Hispanic 11.58%  
Other 7.34%  
White 81.08%

### Academically Prepared for Postsecondary Success

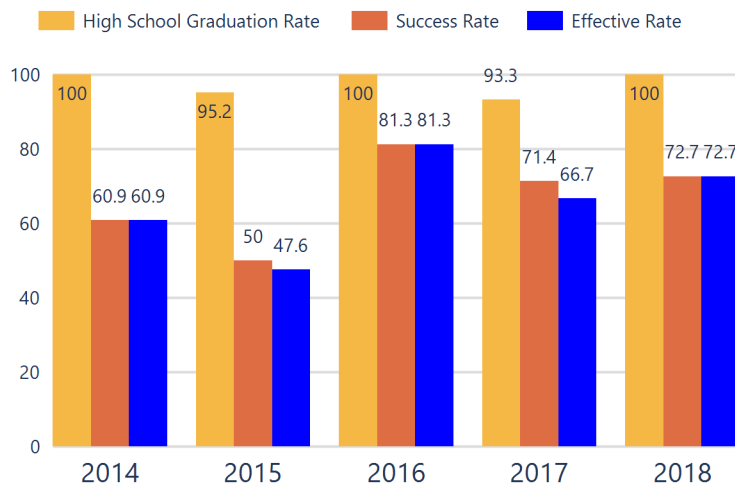
The percentage of students who scored at Levels 3 and 4 on the state assessment.

**Assessment scores are not available for the 2020 school year.**

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



Kansans CAN lead the world!  
Graduation  
**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**98%**

Five-Year Success Avg

**65%**

Five-Year Effective Avg

**64%**

95% Confidence Interval for the Predicted Effectiveness Rate

**49.1 - 52.2%**

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

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

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

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

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

#### GRADUATION RATE

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

#### ATTENDANCE RATE

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

#### CHRONIC ABSENTEEISM

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#### DROPOUT RATE

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

**95.7%**

State: 88.3

### District ESSA Expenditures Per Pupil

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

**\$16,174**

State:

**\$12,193**

**94.8%**

State: 94.5

**14.7%**

State: 13.9

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

**N/A**

State: 1.3



## District Academic Success

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

## ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	32.30	35.87	39.21	33.05	38.98	46.96	N/A	N/A	N/A
Level 2	39.23	36.64	21.56	41.52	36.44	25.75	N/A	N/A	N/A
Level 3	23.84	19.84	25.49	22.88	19.49	22.72	N/A	N/A	N/A
Level 4	4.61	7.63	13.72	2.54	5.08	4.54	N/A	N/A	N/A

## FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.36	43.28	50.00	37.50	48.21	51.61	N/A	N/A	N/A
Level 2	36.36	35.82	20.00	44.64	35.71	25.80	N/A	N/A	N/A
Level 3	24.24	14.92	20.00	17.85	12.50	16.12	N/A	N/A	N/A
Level 4	3.03	5.97	10.00	0.00	3.57	6.45	N/A	N/A	N/A

## STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	70.58	70.58	N/A	53.84	84.61	N/A	N/A	N/A	N/A
Level 2	17.64	17.64	N/A	15.38	0.00	N/A	N/A	N/A	N/A
Level 3	5.88	5.88	N/A	30.76	15.38	N/A	N/A	N/A	N/A
Level 4	5.88	5.88	N/A	0.00	0.00	N/A	N/A	N/A	N/A

## AFRICAN-AMERICAN STUDENTS

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

## HISPANIC STUDENTS

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

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

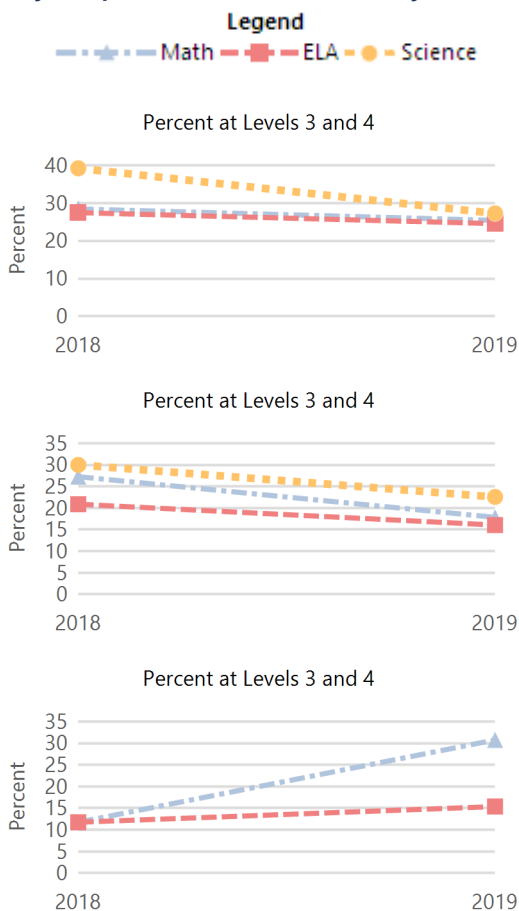
## ACT Performance (2020 School Year)

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Note: Not all eligible students completed an ACT.



## Academically Prepared for Postsecondary Success



## Percent at Levels 3 and 4

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

## Percent at Levels 3 and 4

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District 19.7

State 20.4

# Accreditation Summary

**Date:** 04/19/2021

**System:** D0361 Chaparral Schools (0000)

**City:** Anthony

**Superintendent:** Josh Swartz

**OVT Chair:** James Regier

## Executive Summary/AFI

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

### ARC Comment

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

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

### ARC Comment

All Foundational areas are addressed and evidence was provided.

- Tiered Framework of Support - Building MTSS support in reading, math, and behavior with TASN support. This process is very intentional and followed through at each building.
- Stakeholder Engagement - Programs and events support engagement of stakeholders. The Capturing kid's hearts, Character Strong and Spark to Change programs have been instrumental in forming relationships from staff to parents to the community. An additional focus was placed on job shadowing and internships at the high school level along with a Transition to Career program. This program has created CNA, mechanic, and welding opportunities for students. The mental health team provides resources and support to families in the district.
- Diversity, Equity, and Access - The entire district and community took part in a poverty simulation that is driving community and school alignment with diversity, equity, and access. The Spark after-school program assists in this endeavor. The Capturing Kids Hearts and the Character Strong programs help to support this area as well. The ESL program provides dual communication for parents. Remote learning opportunities and hotspot availability has assisted families in need of technology and the internet.
- Communication and Basic Skills - Utilizing TASN processes in communication is ongoing. The district has built presentation skills into their curriculum at each grade level. An emphasis has been placed on sharing positive district news throughout the community. SkyLert, social media, newsletters, and OTUS are all used to provide the community and families with various modes of communication.
- Civic and Social Engagement - Through the Spark the Change program, ESSDACK Poverty Simulation, job shadows, internships, and the new pathway programs, consistent communication and feedback is occurring between community and school.
- Physical and Mental Health - USD 361 has established a mental health team since receiving a 5 year School Climate Transformation Grant. This team meets weekly to discuss and plan strategies for children, staff, and families in need. At the elementary level, daily instruction is provided on character traits and social and emotional skills. An emphasis has been placed on student involvement at the secondary level that has resulted in over 70% of all students being involved in some sort of extracurricular activity. Various wellness opportunities are provided for students and staff.

- Arts and Cultural Appreciation - USD 361 students are exposed to the arts and culture in various ways; partnership with the Arts Center, field trips, various music, and theater opportunities. Participation is available to students through many of the above activities as well.
- Postsecondary and Career Preparation - Graduation rates are up from 79.7% to 85.5%. The addition of a transition to career program has introduced new programs and pathways for students that are non-college-bound College visits, job shadows, internships, and a focused IPS are intentional. Time has been spent conversing with students about their interests, post-secondary options, and next steps in their post-secondary choices.

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

**ARC Comment**

A specific district/system goal was not observed; however, it is evident that school improvement is part of this district as evidenced by their building goals.

Harper Elementary School (HES) Goal: Increase student engagement through positive relationship building.

Over the past five years, HES has been working on increasing student engagement by building better relationships between staff/students and students/students. They participated in a two-day poverty simulation to increase awareness of the challenges students and families were facing and increase their ability to empathize. At the beginning of the cycle, they targeted students for "check-in, check-out" each day to increase connections with harder-to-reach students. After implementing "Capturing Kids Hearts" they found that they were organically reaching all kids without the formality of the "check-ins and outs" and have focused on each teacher developing those relationships with their students on a daily basis. HES started an after-school program (SPARK) for families that requested it to provide extra academic support to students as well as a safe place to stay until families get off work. In addition, the School Climate Transformation Grant allowed them to add a mental health and wellness team and some support services that have made a positive impact on the culture of the building. This work has positively impacted student attendance, dropping from 8.56% chronic absence to 2.65% in the fall of 2020, and reduced the number of office referrals from 25 in 2019-20 to 5 up to this point in 2020-21. Anthony Elementary School (AES) Goal - Teaching citizenship, respect, and responsibility.

AES adjusted during this cycle from positive perception to a focus on teaching citizenship, respect, and responsibility. All staff participated in a poverty simulation which increased their ability to empathize with the experiences of their students and their families. They have implemented "Capturing Kids Hearts" and "Character Strong" for their social and emotional learning time. As a result, 9th hours, an after-school work time, has declined by 48% from the previous year. Disciplinary actions have declined by approximately 90%. Attendance rates have increased as well from 95% to 96%.

Chaparral High School - Responsive Culture

The culture of the school reflects respect, kindness, and student involvement. Office Referrals-Office referrals went from 266 offenses and 96 students in 2017 to 83 offenses and 47 students in 2020. Absenteeism rates decreased with the implementation of a new absentee policy. Student involvement was tracked for 7th-12th grade students. Over 70% of the students are involved in something extra at the junior/senior high level. The implementation of the Runners Recognizes Runners program has sparked a change in promoting kindness and respect for each other. They also use Capturing Kids Hearts and Character Strong lessons. The staff has been trained in a poverty simulation, Capturing Kids Hearts and the Character Strong programs. In addition, the School Climate Transformation grant has assisted in this area with the addition of a mental health and wellness team.

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

#### **ARC Comment**

Harper Elementary School (HES) Goal: Improve math proficiency and math fact fluency. In 2017, 31% of students scored at level 3 or level 4 on the Kansas State Assessments. HES identified math as an area of need and began its focus on increasing fact fluency and then transitioned to general math proficiency. STAR benchmarks in the Fall, Winter, and Spring are used to determine progress in this area. Fact fluency time was added to their math core as an intervention at the beginning of the cycle. Last year, dedicated MTSS time was added to increase the effectiveness of the intervention. In the winter data from 2019, 73% of the students were performing at or above benchmark. No results from the spring due to COVID. In the fall when school resumed, the students had dropped back to 50% at or above benchmark before increasing to 75% at winter benchmarks. The most recent data from Kansas State Assessments completed in 2019 looks promising as the number of students scoring at levels 3 and 4 increased to 37%. Given the increase in performance on the STAR benchmarks, HES is excited to see more gains this spring.

Anthony Elementary School (AES) Goal: Increase math fact fluency from 80% to 90% of students meeting benchmark levels on math probes by spring of 2021.

Local CBM scores; Fall 75%, Winter 82%, and Spring 80% for 2018-19. Fall 70%, 83% Winter NA Spring for 2019-20. Fall 70%, Winter 84% for 2020-21. Fact fluency has been embedded in lesson planning which has had a positive impact on student achievement.

Chaparral High School (CHS) Goal: The goal here is to increase the graduation rate.

Although they realize this will have to continue to grow, they have made huge gains. They have looked at absenteeism and also their graduation rate and the drivers behind them. The graduation rate has improved from 79.7% in 2016 to 85.5% in 2020. This is remarkable, especially with the pandemic. CHS has tracked office referrals, absences, and student involvement. They have focused on students and their own learning style by offering three pathways to graduation; traditional, PBL, and virtual learning or a combination of the three. They have increased opportunities for CTE pathways and certifications with free college credit programs. Implementation of Xello, IPS plans, job shadows, and internships continue to grow. Campus visits of post-secondary options are provided for students; Vo-Tech, Junior College, and 4-year college visits are provided.

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**

Chaparral USD 361 has shown systemic improvements the past four years especially during a pandemic that has disrupted education for over a year and a half. KESA goals of relationships and responsive culture have been embedded in all three schools' priorities and policies which ensures longevity. A large commitment on the part of the district to participate in the TASN MTSS process as well as implementing a five-year School Climate grant has been instrumental in staying on track with these goals and also achieving large gains. The practical application and professional development involved helps to make these goal areas more permanent process-driven changes.

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 evidence indicates growth in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

### **Board Outcomes**

#### **Social-Emotional Growth**

USD 361 invested a significant amount of time and resources into this area over the past five years. All of the district participated in the Poverty Simulation to improve awareness of the situations families in the community are experiencing. "Capturing Kids Hearts" and "Character Strong" curriculum are taught on a daily basis at all levels and student SEL screeners are in place to assess student and family supports that are needed. In 2019, they received the School Climate Transformation Grant and have added members to their "Mental Health Team." This team provides support and services to staff, students, and families in the community. Attendance rates have improved significantly, especially at the high school level, over the last five years demonstrating that the professional development, the instructional resources, and the staffing decisions have been effective.

#### **Kindergarten Readiness**

There has been a focus on early childhood care and education programs. They have been using ASQ-3 and the ASQ SE-2. The four-year-old at-risk program has increased from a half day program to a full day program.

#### **Individual Plans of Study**

USD 361 utilizes Xello for career exploration and as a strength finder in grades 7 -12. Information gained via Xello is utilized to build student schedules. Digital portfolios have been implemented this year. Middle and high school students are provided the opportunity to visit community colleges, vocational schools, and universities. Individual post-secondary visits are allowed for juniors and seniors as well as college representative visits. Advisors assist with maintaining individual plans of study. Student led conferences allow an opportunity for parents to learn about the IPS process along with Parent University.

#### **High School Graduation Rate**

USD 361 has improved graduation rates over the past four years with a focus on absenteeism, relationships and high school pathways. They will continue to focus on this area and continue to grow with true intentions on building positive relationships, mentoring and Individual Plans of Study especially with those students that may have an unclear focus on postsecondary success.

## Postsecondary Success

The exposure to careers changed from year 2 to year 5 through a variety of strategies. The district implemented Career Cruising for 7th to 12th grade students which then has shifted to Xello. A specific focus to career work takes place with Xello each week during a 25-minute advisory period.

The number of CTE courses and pathways has increased from 9 to 16 to include a program partnership with 2 other school districts that allows students to complete certifications in both automotive and welding. This work also has strengthened the CTE programs of these other 2 districts as well through the collaboration of staff working through the planning and implementation of these programs. Internships and job shadowing are also a part of this section that have increased in frequency and quality. Reality U started during the 17-18 school year where students experience a work & home simulation with play money and includes the goal setting and conversation work related to academics connecting to life after high school and post-secondary.

The following list of events are avenues that span all grade levels and start with COW day (Career on Wheels) where elementary students participate in a half day event highlighting local partners sharing their expertise using their work vehicle as the demonstration. Before COVID, secondary students participated in career events at ESSDACK and WSU Tech.

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

### ARC Comment

Throughout the process, improvements and updates were shared in various ways throughout the 4 year process. Each building has a parent group where updates were shared regularly. Social media also took on a higher focus during this accreditation cycle as Facebook posts and Facebook Live events helped to share information as well as engage parents in the current work of the district and school buildings. USD 361 held community meetings throughout the process to gain feedback from community members. This small group setting allowed for good conversation around all topics of school improvement and school activities. Adjustments in goals and strategies occurred as a result of the feedback gaining through these conversations.

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

### ARC Comment

The System Yearly Update Report including the Year Five and the OVT Chair Annual Summary Report reflected a strong sharing of information and communication. Mutual collaboration and communication within the system are evident and strong.

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

### **ARC Comment**

The system demonstrated a strong level of communication within the system and all stakeholders that included: sharing of information, training, collaboration, and feedback that all impacted improvement and change over the five-year cycle. Overall the system has implemented improvement plans in all of their buildings and use data to evaluate progress and make changes as needed. They followed all KESA requirements.

## **ARC Recommendation**

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

### **Justification**

Evidence indicated that the system has addressed all components of the KESA process. Fidelity and competence is demonstrated within the system and the OVT process.

### **Strengths**

- They have a strong emphasis to continue to develop, maintain and support MTSS programming
- The implementation of Capturing Kids Hearts is and will continue to be beneficial
- The districts Mental Health Team has been an asset for families, students, and staff
- The continued focus on absenteeism and specifically chronically absent students supports all programming.
- The SPARK Program has been impactful in the district
- Integrate career education in the elementary schools at an age-appropriate level as trend data is collected will be seen at the upper levels.
- Strong level of CTE offerings at Chaparral High

### **Challenges**

Limitations experienced by USD 361 are not dissimilar to other rural districts; declining enrollment, staffing issues, budget constraints, and a high percentage of low SES students are some of their challenges. They have continued to add programming and address the needs associated with these limitations.

USD 361 has improved graduation rates over the past four years from 70% to 81.4%. Students leaving the district impact this if they cannot be located by the district for state reporting. The district will continue a focus on absenteeism, relationships, and high school pathways to encourage students to continue post-secondary options that encourage students to graduate from high school. They will continue to focus on this area and continue to grow with true intentions to build positive relationships, mentoring, and Individual Plans of Study, especially with students who may have an unclear focus on post-secondary success. The system needs to look at identifying measurable goals at the system level that align with building goals.





## Chaparral Schools USD 361

124 N Jennings, Anthony, KS 67003-0486  
(620) 842-5183  
www.usd361.org

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Josh Swartz**

### Demographics



836 Students

African American 0.84%  
Hispanic 12.08%  
Other 6.82%  
White 80.26%

### Academically Prepared for Postsecondary Success

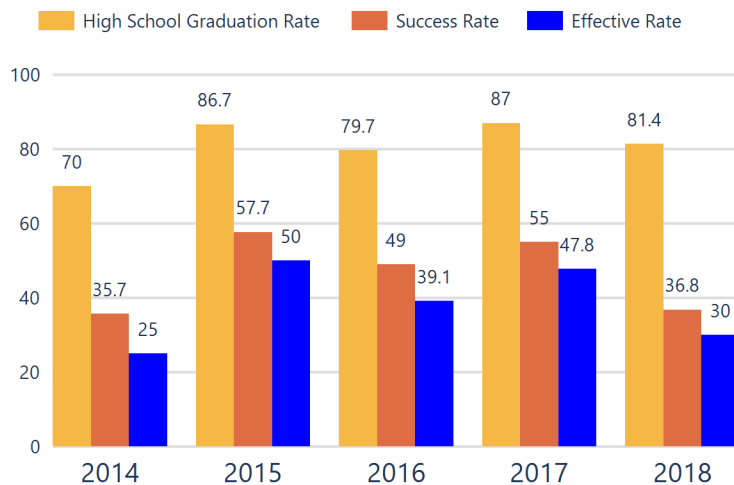
The percentage of students who scored at Levels 3 and 4 on the state assessment.

**Assessment scores are not available for the 2020 school year.**

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**81%**

Five-Year Success Avg

**47%**

Five-Year Effective Avg

**38%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**36.1 - 39.2%**

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

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

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

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

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

#### GRADUATION RATE

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

#### ATTENDANCE RATE

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

#### CHRONIC ABSENTEEISM

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

#### DROPOUT RATE

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

**87.5%**

State: 88.3

### District ESSA Expenditures Per Pupil

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

**\$13,845**

State:

**\$12,193**

**94.8%**

State: 94.5

**13.5%**

State: 13.9

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

**1.5%**

State: 1.3



### District Academic Success

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

#### ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.56	38.14	35.16	23.48	32.11	40.71	N/A	N/A	N/A
Level 2	37.40	32.76	24.72	46.00	36.00	31.73	N/A	N/A	N/A
Level 3	26.40	24.44	29.67	25.18	25.79	17.36	N/A	N/A	N/A
Level 4	5.62	4.64	10.43	5.32	6.08	10.17	N/A	N/A	N/A

#### FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	36.29	44.23	40.86	29.76	38.49	49.47	N/A	N/A	N/A
Level 2	38.99	33.07	24.34	46.42	36.50	31.57	N/A	N/A	N/A
Level 3	21.23	19.23	26.08	19.44	21.03	10.52	N/A	N/A	N/A
Level 4	3.47	3.46	8.69	4.36	3.96	8.42	N/A	N/A	N/A

#### STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	58.62	62.50	66.66	49.39	60.24	68.57	N/A	N/A	N/A
Level 2	22.98	20.45	20.51	32.53	20.48	20.00	N/A	N/A	N/A
Level 3	16.09	13.63	10.25	9.63	14.45	5.71	N/A	N/A	N/A
Level 4	2.29	3.40	2.56	8.43	4.81	5.71	N/A	N/A	N/A

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.66	42.22	50.00	21.73	29.54	63.63	N/A	N/A	N/A
Level 2	57.77	42.22	21.42	54.34	52.27	31.81	N/A	N/A	N/A
Level 3	13.33	15.55	28.57	21.73	18.18	4.54	N/A	N/A	N/A
Level 4	2.22	0.00	0.00	2.17	0.00	0.00	N/A	N/A	N/A

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

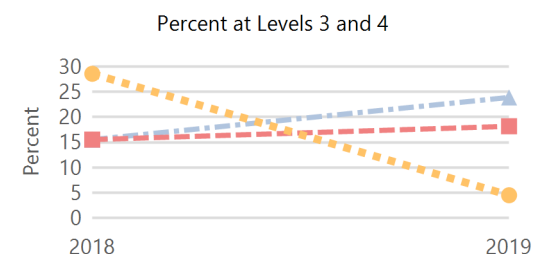
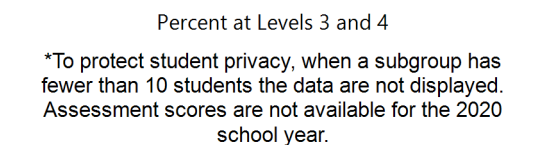
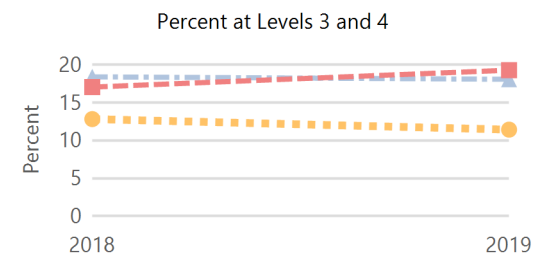
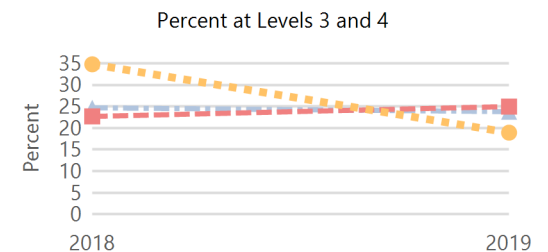
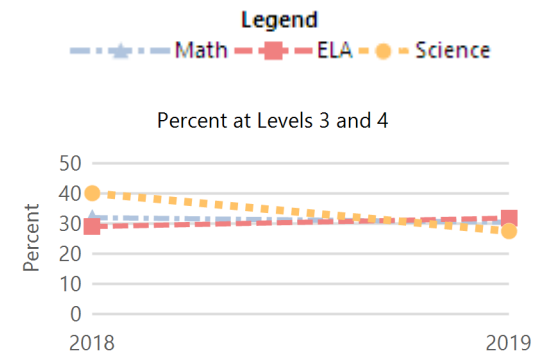
### ACT Performance (2020 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



District	18.4
State	20.4

# Accreditation Summary

**Date:** 06/17/2021

**System:** D0363 Holcomb (0000)

**City:** Holcomb

**Superintendent:** Scott Myers

**OVT Chair:** Justin Coffey

## Executive Summary/AFI

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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

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

Tiered Framework of Supports: USD 363 has worked hard to individualize supports needed per student. The system now utilizes Fast Bridge for both assessments and progress monitoring with complete fidelity. Data discussion and data analysis has become an important conversation at PLC meeting.

Family, Business and Community Partnerships: Outreach with the community has grown throughout the cycle. The system has an outstanding working relationship with both Garden City Community College and Garden City School District to offer courses to their students that they cannot provide themselves. The system has also worked with parents and employers to help families in need within their district.

Diversity, Equity and Access: USD 363 has a significant Hispanic population. The system builds opportunities to ensure that students receive a more global perspective, along with specific concepts added to the curriculum.

Communication and Basic Skills: The system has made a concerted effort to include positive and effective communication across the curriculum instead of just in language arts courses.

Civic and Social Engagement: USD 363 has created some unique opportunities for their students to become more engaged. One is a sixth-grade formal banquet where table etiquette is taught and guest speakers are brought in. Local law enforcement works with the school to teach digital citizenship.

Physical and Mental Health: All USD 363 personnel have a trauma handbook to assist them with helping students in crisis. The system has also moved from two full time counselors to four full time counselors.

Arts and Cultural Appreciation: The system employs full time music and art teachers. Students are also engaged in cultural exploration tied to the fine arts.

Postsecondary and Career Preparation: The system provides students with opportunities starting in kindergarten to help them focus on a post-secondary path or career. Engagement with students is ongoing and there is a focus in middle and high school age students.

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

#### **ARC Comment**

Goal 1: The overall goal for this area revolved around increasing parent/family involvement at school and bolstering relationships with the students within the school building.

USD 363 has data to support the increase in communication with parents, while also growing relationships within the school. PBIS has become a cornerstone of their buildings with positive results to show. Family engagement nights have grown in attendance and parent teacher conferences reached 100% participation during year 5 of the KESA cycle.

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

#### **ARC Comment**

Goal 2: No specific goal was given for the system.

Each building has goals and data to support their individual goals under relevance, but there is no system wide goal that can show growth. They have positive data to support the different programs that have begun at each building, such as play based learning for young grades and project base learning in grades 3-12. The system has also worked with students IPS programs to work more electives into the middle school schedule that relate to students interests.

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

#### **ARC Comment**

The OVT reported that the district has developed a team approach throughout the cycle that will better allow them to sustain their improvement efforts. The local BOE is supportive of the changes and resources have been set aside to sustain the changes and improvements.

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 demonstrated evidence, data and a viable plan reflecting all State BOE goals resulting in systematic improvement.

#### **Board Outcomes**

##### **Social-Emotional Growth**

The system is dedicated to both students and staff and their overall health, both physical and emotional well-being. They have activities for both physical well-being for staff and students. They have worked to teach their staff and students about zones of regulation and allow students to rate themselves each day along with having Peace Corners at two buildings that allow students to decompress and regulate before approaching the issue they are struggling with.

**Kindergarten Readiness**

The system has made great strides toward kindergarten readiness over the five-year cycle. During year one, the system only offered a 4-year-old preschool and kindergarten. During the five-year cycle, the system has added a Parents as Teachers program for birth to age 3, added a 3 year old program and have seen greater participation in all early childhood programs. The system is working toward a goal of 100% participation in the kindergarten readiness screener.

**Individual Plans of Study**

The system has 100% of students with an IPS before entering high school. They have brought career interests all the way to elementary by tying field trips to career awareness. There is a very detailed program that occurs starting in middle school and continuing until graduation. One item of note, the system has created "Adulting Day" activities so students can experience post-secondary life, including topics such as purchasing insurance and taking part in economic simulations that help students understand and experience living within a budget.

**High School Graduation Rate**

The system recognizes that their four-year graduation rate is not where they want it to be, while their five-year graduation rate is above the state average at 93%. The system wants to work on raising their four-year rate.

**Postsecondary Success**

The systems five-year effectiveness average is 59% which is well above their projected confidence interval. While four-year graduation rate may be down, the system is showing improvement in success rate and effectiveness rate. The system obtained a Bronze Star Recognition for the 22019-2020 school year.

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

**ARC Comment**

According to the OVT the system worked hard to ensure that stakeholders from all areas were included in the school improvement process.

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

**ARC Comment**

According to the OVT, the district leadership team was responsive throughout the five-year cycle.

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

**ARC Comment**

The OVT reported that the system completed all KESA requirements, held regular OVT visits and responded to recommendations.

## ARC Recommendation

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

### Justification

USD 363 has worked to create a culture of shared leadership where teachers, administrators and community stakeholders' work together to make meaningful and purposeful decisions and adjustments to better meet the Kansas State Board outcomes and to work toward the Kansas BOE vision. Although goals are not written clearly and effectively, it is evident that the system understands their improvement needs.

### Strengths

This system has worked hard to look at data and use it to drive change, most notable with their IPS and Kindergarten readiness. The system created additional pre-kindergarten opportunities.

### Challenges

The system needs to take advantage of the Hispanic community in order to have all students learn about other cultures. The system is also already aware that they need to focus on their four-year graduation rate. The system needs to make sure that moving into their second cycle, they use their needs assessment to develop two goals that are written from a system perspective that can be measured. Building level goals are to be developed to be aligned to the system goal but pertinent to the work needed in each building based on their data needs.



## Holcomb USD 363

305 Wiley, Holcomb, KS 67851-0008  
(620) 277-2629  
www.USD363.com

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12**

Superintendent: **Scott Myers**

### Demographics



993 Students

African American 0.81%  
Hispanic 43.81%  
Other 2.62%  
White 52.77%

### Academically Prepared for Postsecondary Success

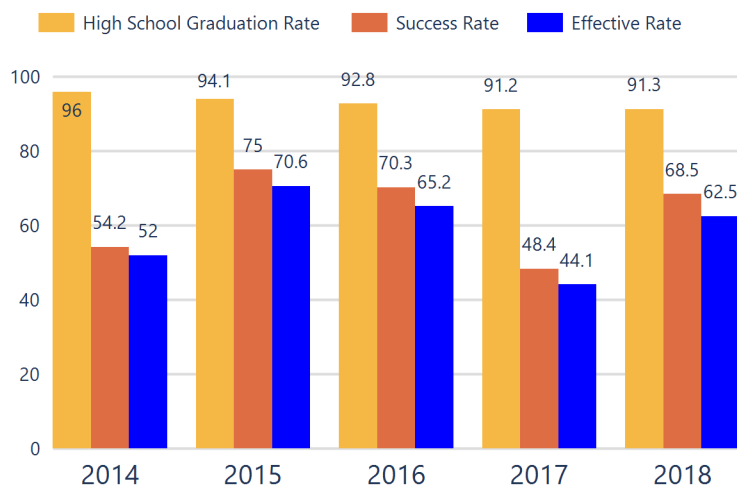
The percentage of students who scored at Levels 3 and 4 on the state assessment.

**Assessment scores are not available for the 2020 school year.**

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**93%**

Five-Year Success Avg

**63%**

Five-Year Effective Avg

**59%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**52.0 - 55.1%**

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

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

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

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

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

#### GRADUATION RATE

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

#### ATTENDANCE RATE

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

#### CHRONIC ABSENTEEISM

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

#### DROPOUT RATE

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

**84.7%**

State: 88.3

**92.8%**

State: 94.5

**21.0%**

State: 13.9

**0.9%**

State: 1.3

### District ESSA Expenditures Per Pupil

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

**\$11,251**

State:  
**\$12,193**

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



### District Academic Success

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

#### ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	24.04	25.27	35.21	26.23	35.49	32.31	N/A	N/A	N/A
Level 2	49.72	45.23	36.61	48.66	40.07	37.99	N/A	N/A	N/A
Level 3	22.22	25.27	23.47	21.48	20.99	21.83	N/A	N/A	N/A
Level 4	4.00	4.21	4.69	3.61	3.43	7.86	N/A	N/A	N/A

#### FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.76	33.00	39.47	31.35	39.73	36.29	N/A	N/A	N/A
Level 2	51.28	41.10	35.08	47.52	40.06	36.29	N/A	N/A	N/A
Level 3	15.06	22.00	18.42	18.48	17.54	19.25	N/A	N/A	N/A
Level 4	2.88	3.88	7.01	2.64	2.64	8.14	N/A	N/A	N/A

#### STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	59.52	66.66	64.28	55.76	63.46	50.00	N/A	N/A	N/A
Level 2	28.57	23.80	21.42	30.76	17.30	31.25	N/A	N/A	N/A
Level 3	9.52	7.14	7.14	9.61	15.38	18.75	N/A	N/A	N/A
Level 4	2.38	2.38	7.14	3.84	3.84	0.00	N/A	N/A	N/A

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	26.12	32.87	46.05	29.58	43.88	48.45	N/A	N/A	N/A
Level 2	53.60	42.46	27.63	49.16	40.08	34.02	N/A	N/A	N/A
Level 3	16.66	20.54	17.10	18.75	12.23	10.30	N/A	N/A	N/A
Level 4	3.60	4.10	9.21	2.50	3.79	7.21	N/A	N/A	N/A

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

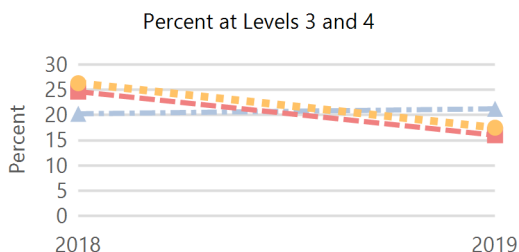
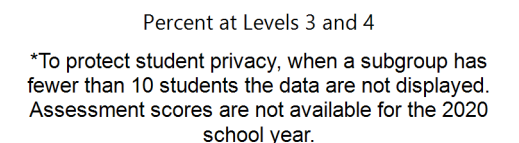
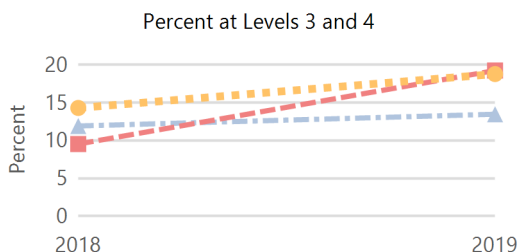
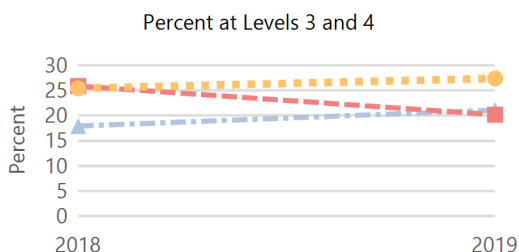
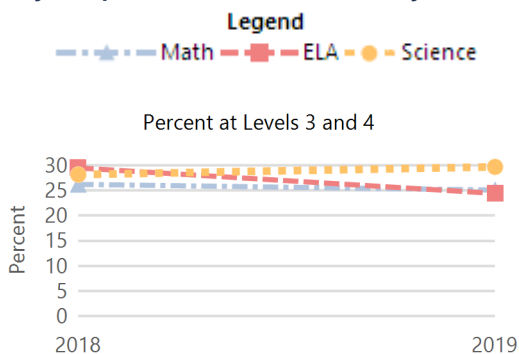
### ACT Performance (2020 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



District	17.3
State	20.4



# Accreditation Summary

**Date:** 04/20/2021

**System:** D0410 Durham-Hillsboro-Lehigh (0000)

**City:** Hillsboro

**Superintendent:** Max Heinrichs

**OVT Chair:** James Regier

## Executive Summary/AFI

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

### ARC Comment

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

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

### ARC Comment

Tiered Framework of Support:

Hillsboro USD 410 served as a statewide pilot school in MTSS implementation. Hillsboro Elementary (HES) offers tiered support for students in grades Pre-K - 5 in both reading and mathematics. Hillsboro Middle/High School offers tiered support for students in grades 6 - 8 in both reading and math. Hillsboro High students are supported with tiered courses and an academic skills class, and a dedicated teacher to provide support.

Stakeholder Engagement:

Both USD 410's buildings use various methods to engage their stakeholders, such as surveys, conferences, site councils, advisory committees, presentations, civic engagement, district and building-level meetings, and CTE internships. Both buildings have active Site Councils that are made up of parents and staff members from each building. HES holds multiple family and community events during the school year and surveys their families and the community to get their opinions about their current or new programming. HMHS has rich partnerships with business and industry, which is outstanding for a district their size.

Diversity, Equity, and Access:

USD 410 Staff members have received extensive training in Trauma-Informed Schools. USD 410 serves non-English speaking students with ELL/ESOL services. HMHS also notes that they have an unusually high number of students in courses that many would deem nontraditional.

Communication and Basic Skills:

USD 410 has implemented all of the state ELA standards and opportunities for dual credit for seniors in composition and speech. Communication skills have also been integrated into other subject areas throughout the district via presentations, PBL's, CTE, PLTW, Entrepreneurship and Network Kansas.

Civic and Social Engagement:

USD 410 Students are actively engaged with Lions Club, FFA, TSA, clubs, nursing home engagement/activities, senior center visits, churches in the community, and the Chamber of Commerce. Opportunities also exist for students to debate current events, court cases, and politics at all levels of governance. Additionally, USD 410 purposely builds Civic engagement within their curriculum. This is evident through the PBLs that their students are involved in.

#### Physical and Mental Health:

USD 410 has grown in this area during this accreditation cycle. The district now has a counselor in each building as well as a social worker. In addition, they have a partnership with Prairie View, their local mental health provider. Prairie View has designated therapists to serve student needs socially and emotionally in each of their buildings. Physical Education and health classes are offered to student's Pre-K - 12. Faculty and students have also had the opportunity to learn CPR and participate in the "Better You" program.

#### Arts and Cultural Appreciation:

USD 410 offers a wide variety of music and art courses to their students. K - 12 students have access to vocal music and art courses with instrumental music beginning at grade 5 and continuing through the 12th grade. In addition, students in Hillsboro have the opportunity to participate in various competitions, concerts, performances, and festivals around the state and their community.

#### Postsecondary and Career Preparation:

USD 410 has earned Star Recognition Awards for Graduation, Academically Preparation, Postsecondary Effectiveness and the Commissioners Award. Activities contributing to this success are; PLTW, college visits, Career Cruising, dual credit, job shadowing, CTE and various opportunities for students to earn certifications in job-related courses.

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

#### ARC Comment

USD 410 has focused its efforts in a systematic way to ensure students in the district have positive relationships with staff members who support, encourage, and interact with them. Through the use of data surveys (i.e. Communities that Care, ACES, and Resilience Indicator for staff), the district identified areas to focus on. Through training and implementation of strategies surrounding trauma-informed practices and self-regulation, practitioners across USD410 worked to address needs identified. Finally, USD 410 tracked progress through tools such as Closegap and student-staff connection matrices to gauge success and adjust as needed.

#### HMHS Relationship Data:

Staff Connections – Percentage of students stating they have an "above average relationship" with at least one staff member 2018 – 92%; 2019 – 96%; 2020 – 99.2%

#### Discipline Referral Rates:

It was estimated that HMHS would see an overall reduction in office referrals of 37% by the end of this year (Fall 2017 to Spring 2021). This decrease occurred alongside increases in enrollment. The system attributes the focus on relationships as the key reason for this impact.

#### HES Relationship Data

Staff Connections – HES focused its efforts on answering two key questions in regard to staff connections:

Question #1 – Is there an adult(s) at school you feel you can go talk to about anything (school stuff, home stuff, good stuff, bad stuff)? Of 220 students surveyed, data reflected the following: 125 – 56.8% (YES); 39 – 17.7% (NO); and 56 – 25.5% (Not Sure)  
Question #2 – Is there an adult that helps you feel safe at school? Of 220 students surveyed, data reflected the following: 188 – 85.5% (YES); 26 – 11.8% (NO); and 6 – 2.7% (Not Sure)

Student Risk Screening Scale with Internalizing Behaviors (SRSS-IE) Data:

The system saw an increase in the “low risk” category while observing decreases in the “mid risk” and “high risk” categories. The system attributes the positive movement in these categories to three key efforts: Partnership with Prairie View, implementation of mindfulness activities, and classroom check-ins with students

Professional Learning and Effective Communication provided the drive behind the above data improvements and perceptions over the 5-year cycle. According to the OVT, it is clear that the system has taken deliberate steps to train staff, implement high-yield strategies, and track data to check for progress toward their goal of creating a system where “100% of students have an above-average relationship with staff”. As USD410 continues in this effort the primary goal is to imbed Social, Emotional, Character Development (SECD) standards into their curriculum.

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

#### **ARC Comment**

Over the last 3 years, their students have shown continual growth in math and reading, as shown in the NWEA graph the OVT indicated they observed during their visit. It was clear that every single grade level showed improvement every year.

#### Effective Communication

Teachers at Hillsboro Elementary frequently send out email communication to parents on what activities and projects they will be working on in the coming weeks. Additionally, a weekly Communicator is sent to all parents via email or hard copy, which also details what Hillsboro Elementary activities are taking place and pictures of students doing various activities.

#### Professional Learning

All Hillsboro Elementary, classroom teachers were trained to become certified PLTW instructors last summer. This has greatly enhanced the ability for each of them to teach within their own structure and schedule during the school year. Each classroom teachers had to teach at least two PLTW units during the school year. HMHS teachers all received the latest updated training.

Hillsboro Elementary adopted the Amplify reading curriculum this year. They received training last spring and again in the fall and have been using the curriculum this school year. Teachers have been pleased with the assessment scores, and teachers reported their satisfaction with technical and instructional support along with results from using this curriculum.

Hillsboro has continued to grow their PBL programming in both of their buildings during these five years. The district has dedicated rooms and budgets in both buildings to support their students and staff as they grow in their PBL offerings. The district is working with ESSDACK as a pilot school to bring in Headrush Learning software to help them manage project-based learning from start to finish.

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**

District and building school improvement teams have addressed sustainability throughout the cycle. The groundwork for sustainability and improvement has been laid. The system appears to have 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**

Overall, the system shows growth in the State Board Outcomes. Each section below provides evidence of gains, planning, and implementation of plans.

### **Board Outcomes**

#### **Social-Emotional Growth**

USD 410 has focused its efforts as a system to identify areas in need of improvement, train staff in addressing gaps, implementing strategies to target for growth, and ultimately, to collect data that demonstrates growth in this area. Through the use of data surveys (i.e. Communities that Care, ACES, and Resilience Indicator for staff), the district identified areas of focus. Through training and implementation of strategies surrounding trauma-informed practices and self-regulation, practitioners across USD 410 worked to address needs. Finally, by tracking progress through the use of such tools as Closegap and a student-staff connections matrix, the district was able to gauge for success and make adjustments as needed - ultimately seeing improvements in key measures of attendance, behaviors, and student discipline.

#### **Kindergarten Readiness**

USD 410 has systems in place to support kindergarten readiness, and data demonstrate they are making a positive impact. Several programs exist across USD 410 and Marion County to prepare students for kindergarten, and the district has multi-tiered systems of support in place to ensure learning gaps are addressed as students enter early elementary grades (i.e. K - 2). Programs in place to support this key area include things like Marion County Early Childhood Task Force, Marion County Parents As Teachers, half-day preschool for 3 and 4-year-old students (4 days a week), full day preschool for 4-year-old students (5 days a week). The USD 410 Preschool is funded and run through a collaboration of partners (Kansas At-risk, MCSEC, HeadStart, USD 410, and Peer enrollment)

#### **Individual Plans of Study**

This district has a system in place to provide students at the secondary level a plan 6 - 12 to explore, plan, and implement paths toward their future goals. Students in grades 6th-8th focus their IPS on school subjects, decision making, time management, discovering learning pathways and determining skill sets. At the high school level, students go through the following process for further development of their IPS:

- Explore career clusters and a career options for each cluster
- Identify a planned pathway of focus
- Develop a four-year plan for classes
- Identify potential post-secondary plans

Additionally, if students are planning to attend a post-secondary institution, students will include in their IPS specific courses to take in postsecondary classes.

<b>High School Graduation Rate</b>	USD 410 earned the Silver Star for high school graduation rate. The inclusion of the Marion County TEEN Virtual School has influenced the graduation rate. To gather information and develop “next steps” to improve upon the district’s silver-star rate, the system plans to take a deeper look at data from students in USD 410 separately from those enrolled in the TEEN Virtual School. This effort will help to inform adjustments that can be made to continue increasing graduation rates.
<b>Postsecondary Success</b>	USD 410 has taken a systematic approach to address key goals of relationships and rigor. In doing so, students have benefited while in the district and the years that follow. USD 410 has observed a five-year success rate average of 66 and a five-year effectiveness rate of 60 - which exceeds the predicted effectiveness interval of 54.1 - 58.2. Simply put, the efforts in place at USD 410 are working, and they contribute greatly to student outcomes beyond graduation.

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

#### **ARC Comment**

USD 410 provided feedback to stakeholder groups in a variety of ways. Examples include student meetings & follow-up, parent meetings which were used to provide the opportunity for parents to meet with staff specifically regarding the redesign process, newsletters and social media to share information and decisions throughout the improvement process, and civic engagement. For civic engagement students and staff participated in local projects to support the broader community (i.e. GIS class and Marion Reservoir)

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

#### **ARC Comment**

The OVT Annual Summary Report reflected evidence of consistent and strong communication with the committee. Also, sharing of data and suggestions for future implementation was well received.

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

#### **ARC Comment**

The team was extremely responsive, answered all of our questions, and were proud of the wonderful work happening within the district. In regards to areas they were unable to fully implement (because of COVID-19), they acknowledged that those initiatives would continue to be a primary focus in the future.

## ARC Recommendation

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

### Justification

Evidence indicated that the system has strongly addressed all components of the KESA process. The fidelity and competence are demonstrated within the system and the OVT process.

### Strengths

USD 410 has excelled in its efforts to put more rigor into the curriculum. Programs such as trauma informed and mental health connections, PBL focus, Project Lead the Way and their use of data are to be commended. They continually evaluate their academic strengths and weaknesses. They are constantly looking toward the future and exploring ways to improve education for their students.

### Challenges

Limitations experienced by USD 410 are not unlike those other rural districts are facing. Concern exists regarding a decline in enrollment which subsequently leads to a loss in funding, which ultimately impacts virtually every aspect of education. Their TEEN virtual program may be a challenge with regard to graduation rates.



## Durham-Hillsboro-Lehigh USD 410

416 S. Date Street, Hillsboro, KS 67063-1698  
(620) 947-3184  
<http://www.usd410.net>

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Max Heinrichs**

### Demographics



586 Students

African American 1.88%  
Hispanic 4.95%  
Other 4.10%  
White 89.08%

### Academically Prepared for Postsecondary Success

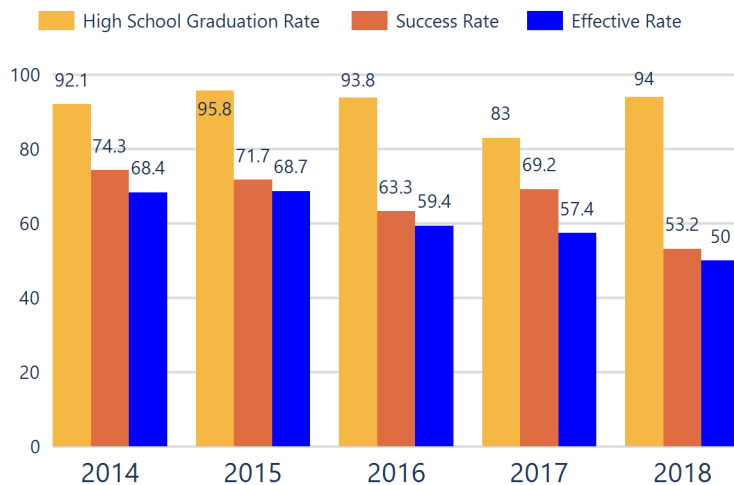
The percentage of students who scored at Levels 3 and 4 on the state assessment.

**Assessment scores are not available for the 2020 school year.**

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



Kansans CAN lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**92%**

Five-Year Success Avg

**66%**

Five-Year Effective Avg

**60%**

95% Confidence Interval for the Predicted Effectiveness Rate

**54.1 - 58.2%**

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

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

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

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

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

### GRADUATION RATE

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

### ATTENDANCE RATE

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

### CHRONIC ABSENTEEISM

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

### DROPOUT RATE

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

**80.6%**

State: 88.3

### District ESSA Expenditures Per Pupil

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

**\$14,280**

State:

**\$12,193**

**94.2%**

State: 94.5

**15.2%**

State: 13.9

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

**0.4%**

State: 1.3



### District Academic Success

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

#### ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	21.38	21.78	20.16	16.45	24.68	30.25	N/A	N/A	N/A
Level 2	38.15	38.61	33.87	37.88	28.12	33.61	N/A	N/A	N/A
Level 3	30.59	28.05	30.64	33.22	35.31	23.52	N/A	N/A	N/A
Level 4	9.86	11.55	15.32	12.42	11.87	12.60	N/A	N/A	N/A

#### FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	32.25	35.48	32.00	21.70	37.30	50.00	N/A	N/A	N/A
Level 2	43.54	45.16	30.00	48.06	28.57	30.43	N/A	N/A	N/A
Level 3	20.16	13.70	28.00	23.25	25.39	13.04	N/A	N/A	N/A
Level 4	4.03	5.64	10.00	6.97	8.73	6.52	N/A	N/A	N/A

#### STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	57.40	53.70	70.58	53.06	72.00	55.55	N/A	N/A	N/A
Level 2	27.77	33.33	11.76	36.73	16.00	27.77	N/A	N/A	N/A
Level 3	11.11	9.25	17.64	8.16	8.00	16.66	N/A	N/A	N/A
Level 4	3.70	3.70	0.00	2.04	4.00	0.00	N/A	N/A	N/A

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	23.52	47.05	N/A	17.64	38.88	N/A	N/A	N/A	N/A
Level 2	58.82	29.41	N/A	64.70	38.88	N/A	N/A	N/A	N/A
Level 3	17.64	17.64	N/A	17.64	22.22	N/A	N/A	N/A	N/A
Level 4	0.00	5.88	N/A	0.00	0.00	N/A	N/A	N/A	N/A

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

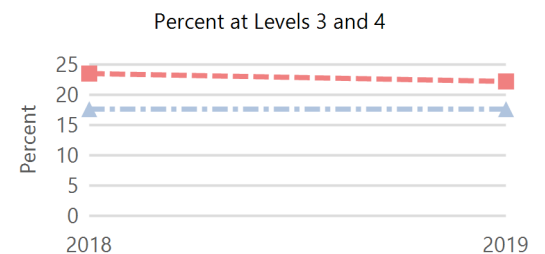
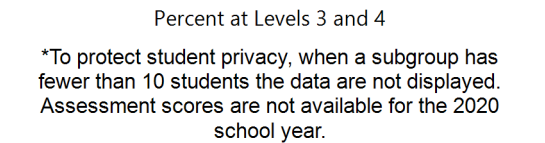
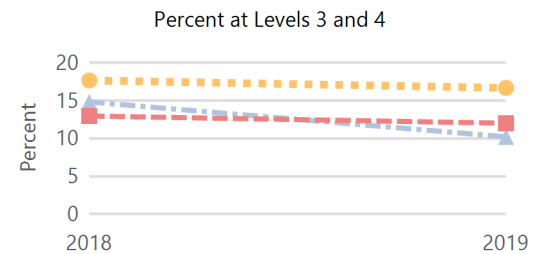
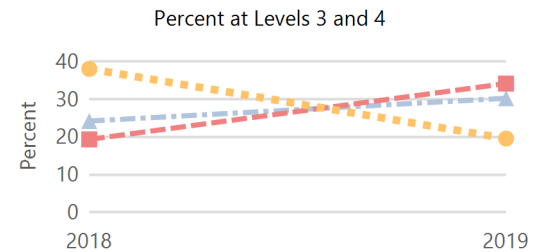
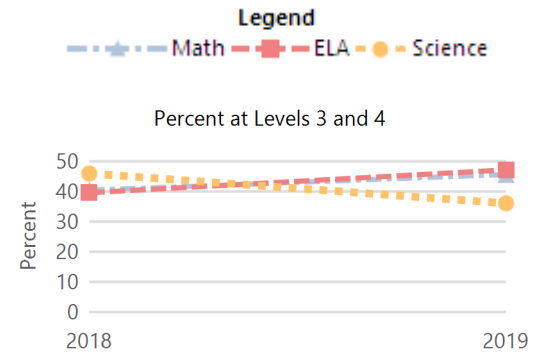
### ACT Performance (2020 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



District	20.3
State	20.4



# Accreditation Summary

**Date:** 05/17/2021

**System:** D0437 Auburn Washburn (0000)

**City:** Topeka

**Superintendent:** Scott McWilliams

**OVT Chair:** Tim Hallacy

## Executive Summary/AFI

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

### ARC Comment

All compliance requirements were met as verified by KSDE. The system went above the mandatory requirements to identify and address internal concerns of noted inequity in Emotional-Disturbance referrals and elevated instances of restraint and seclusion at a particular elementary. Furthermore, the system took extensive measures in the area of dyslexia to ensure that all teachers were extensively trained in the science of reading to prepare for the impending changes.

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

### ARC Comment

Evidence supporting the foundational structures have been addressed.

Tiered Framework of Support: The system has implemented Comprehensive Integrated Three-Tiered Model of Prevention (CI3T) process with a 94% staff approval rate of the system's ability to meet the needs of the students.

Family, Business, and Community Partnerships have been documented as essential components of the five-year Strategic Plan. Multi-modal communication has been employed to engaged students, parents, staff, and community members including surveys, meetings, and feedback sessions.

Diversity, Equity, and Access are all addressed through core curriculum adoptions by committee review to ensure appropriate representation in addition to the use of Assistive Technology Aides that support diverse learners. The system has further conducted a study to determine sub-group populations that lack technological access and have taken necessary steps to address those needs.

Furthermore, the system has made the areas of Communication and Basic Skills, Civic and Social Engagement, and Arts and Cultural Appreciation an essential focus to provide a litany of opportunities to all students, including Habitudes and Make a Difference Club as well as receiving recognition as a national School of Performing Arts.

Finally, the system has taken the necessary steps to ensure that students utilize the Naviance IPS system to its maximum efficiency by focusing on the appropriate measures for individual students whether college, technical school, military, or career. Key business partnerships have also allowed them to expand their job-training and shadowing opportunities for students.

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

#### **ARC Comment**

Goal Statement: School-based Mental Health: A focused school-based mental health plan to provide support for the academic, social-emotional, and behavioral needs of students.

The system appears to have made moderate progress toward these overarching goals. An intentional effort was made to increase support in each building through the use of counselors, social workers, and school psychologists, also referred to as the School-Based Mental Health Team. These groups addressed the basic needs and mental health needs of students and families, particularly in the wake of COVID.

Overall, quantitative measures indicate that progress was not consistently met over the four-year measurement cycle. Still, the system explained that these stagnant measures were addressed in the future plans for subsequent accreditation cycles, including the need to address strengthening the SEL curriculum and measurements of progress.

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

#### **ARC Comment**

Goal 2: To develop skills for success with each student, Auburn-Washburn will systematically implement a shared vision and planning for digital learning and effective use of technology.

Considerable effort was devoted to ensuring that all students had equitable access to technology as evidenced by the 1:1 device acquisition and implementation of Assistive Technology Aides in each building. While the system ensured equitable access to Wi-Fi hot-spots and families technical support by creating a help-line, it appears that many of the noted efforts for this goal were reactive to COVID during the later portion of the system's accreditation cycle. More information about the initial plans, implementation, and progress would be helpful demonstrating continuous effort toward addressing this particular goal.

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

#### **ARC Comment**

Auburn-Washburn has committed to the intent of the KESA process taking special care to interrelate the accreditation process with their five-year Strategic Plan. The implementation of School-Based Mental Health teams portrays their dedication to the social-emotional well-being of their students with the addition of staff including counselors, social workers, and school psychologists. They recognize the regression in academic progress, particularly at the elementary level, and addressed the need for systematic improvement in future cycles with renovated measurement processes. Regardless, they have developed an extensive and comprehensive system for collecting and analyzing data, which is reflected upon with a strategic team that includes community and stakeholder involvement, to determine effectiveness and areas of needed change

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 State Board Outcomes were met in all areas. The OVT report identified the following work accomplished by the district.

**Board Outcomes**

<b>Social-Emotional Growth</b>	Considerable fiscal allocations were dedicated to creating School-Based Mental Health teams to address the physiological and social-emotional well-being of students. This team monitors and adjusts their services based on need indicated in the SRSS- i.e., attendance, academic achievement, office discipline referral, and building-level data. The system noted that they intend to seek more intentional measurements and usages in the next cycle.
<b>Kindergarten Readiness</b>	Four of six elementary schools administer the ASQ with a participation rate of average of 91%; two schools average 28%. They recognize that involvement needs to be drastically improvement in these schools. It is the intention of the system to focus on better utilizing this collected data in the future per their prescribed plan.
<b>Individual Plans of Study</b>	Beginning in seventh grade, all students engage in an interest and engagement survey. The system has engaged in intentional efforts to increase the effective use of the Naviance IPS system. A Career and Technology Facilitator has secured partnerships with local businesses to provide job-training and showing opportunities for students, and career pathway offerings have been increased. Advisory teachers and counselors help students use the data collected in the Naviance IPS system and align that with their interests to create purposeful schedules. There has been a clear improvement in the IPS process during this cycle.
<b>High School Graduation Rate</b>	Auburn-Washburn maintains graduation rates above the state and national average by monitoring credit/non-credit achievement and grades. Their rate has steadily increased from 91% to 95% over the last five years. Credit recovery options are available during the school year and summer. The system notes that they will continue to strive for improvement in these rates moving forward.
<b>Postsecondary Success</b>	Updated post-secondary success data shows that the Five-Year Effective Average of 55 has remained above the 95% Confidence Interval for the Predicted Effectiveness Rate. The Predicted Effectiveness Rate is at 52.1% to 54.7%. Since 2015, the updated data shows growth in the five-year graduation rate. The success and effective rates have also increased.

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

#### **ARC Comment**

It is clear that the system worked very well with their OVT, engaging in numerous strategy sessions receptively employing feedback into their adjustments. Feedback was further obtained from several groups affiliated with the district. Utilizing building PTO, parent involvement in district and building leadership team meetings, OVT feedback, site council feedback, and family surveys, the district made adjustments to best serve students. Further communication regarding the improvement process has been shared with families via newsletter, district eNews, superintendent 's emails, School News articles, and Board of Education meetings.

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

#### **ARC Comment**

Auburn-Washburn has committed to the intent of the KESA process. The system was reported as being very responsive to the OVT during the KESA process. The collaborative feedback from the OVT was well received and implemented. The process was adjusted each year as the district continued to learn about the KESA process and the needs of their learners.

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

#### **ARC Comment**

Auburn-Washburn has strategically created groups to analyze and review their data and understand their overall goal. However, they need to be sure to set specific and measurement goals with aligned tools of measurement. Regardless, the system has made School-Based Mental Health a priority by hiring counselors, social workers, and school psychologists for each building to support social-emotional learning and a responsive culture. Essential technology has been purchased with necessary staff training for full implementation to ensure equitable access while changes have been made in course scheduling to personalize learning for their students. Thirty brainstorming sessions were held last year with staff, partners community, business members KSDE, Board of Regents, and Washburn University to plan and launch the integrated KESA/Strategic Plan 2021-2026.

## **ARC Recommendation**

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

#### **Justification**

It was demonstrated that the district followed the process with fidelity. The district worked on each goal area identified by the system and building through the intentional integration of the Accreditation and Strategic Plan process. The district was responsive to the community through the addition of mental health staff at each building and procurement of essential technology for equitable student learning. The system further demonstrated their dedication to a responsive culture through the thorough implementation of relief measures in response to family need during the pandemic.

## **Strengths**

The district has been able to incorporate several changes during the KESA process. They have been responsive to the needs of their community and students. They have implemented a School-Based Mental Health team in each building and implemented the Ci3T behavior intervention model in response to the noted disproportionality of behavior modification used with select groups of students, which portrays a positive awareness of needed growth. Furthermore, they added both a Technology Integration Specialist and technology assistive aide to each building in response to their goal areas. The middle school and high schools have been proactively providing students more opportunities for learning and flexibility in what they pursue as areas of interest through careful cultivation of community and business partnerships due in part to the hiring of a Career and Technology Facilitator at the secondary level. The OVT provided suggestions for future work that will build on what has been accomplished the last five years, particularly through the alignment of building and individual teacher goals with the district-wide goals.

## **Challenges**

The district needs specific goals to work from that are measurable and can be monitored. It was further indicated that the measurements should be carefully considered in order to align more accurately with the selected goals ensuring the intentionality of the process, most specifically, the social-emotional measurements. Finally, it was also observed that each building should have their own measurable goals in addition to the alignment of teacher goals with the system's KESA objectives.



## Auburn Washburn USD 437

5928 SW 53rd, Topeka, KS 66610  
(785) 339-4000  
www.usd437.net

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Scott McWilliams**

### Demographics



6,313 Students

African American 4.67%  
Hispanic 8.02%  
Other 12.89%  
White 74.42%

### Academically Prepared for Postsecondary Success

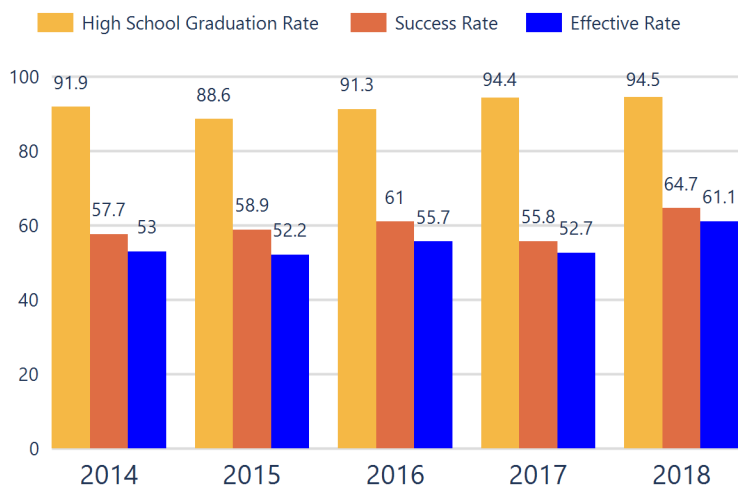
The percentage of students who scored at Levels 3 and 4 on the state assessment.

**Assessment scores are not available for the 2020 school year.**

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**92%**

Five-Year Success Avg

**60%**

Five-Year Effective Avg

**55%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**52.1 - 54.7%**

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

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

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

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

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

#### GRADUATION RATE

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

#### ATTENDANCE RATE

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

#### CHRONIC ABSENTEEISM

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

#### DROPOUT RATE

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

**91.7%**

State: 88.3

#### District ESSA Expenditures Per Pupil

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

**\$10,599**

State: \$12,193

**94.7%**

State: 94.5

**12.9%**

State: 13.9

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

**1.2%**

State: 1.3



### District Academic Success

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

#### ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	22.12	19.94	25.88	19.91	21.07	26.88	N/A	N/A	N/A
Level 2	38.13	32.48	30.06	38.23	31.81	32.66	N/A	N/A	N/A
Level 3	27.78	36.51	30.42	30.29	35.70	26.88	N/A	N/A	N/A
Level 4	11.95	11.04	13.62	11.55	11.40	13.57	N/A	N/A	N/A

#### FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	38.88	36.07	41.87	34.18	35.76	45.31	N/A	N/A	N/A
Level 2	39.28	34.76	31.03	42.09	34.53	30.20	N/A	N/A	N/A
Level 3	18.14	24.84	22.41	19.40	24.76	18.75	N/A	N/A	N/A
Level 4	3.68	4.30	4.67	4.31	4.93	5.72	N/A	N/A	N/A

#### STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	65.59	65.76	62.91	60.36	63.47	66.45	N/A	N/A	N/A
Level 2	25.80	23.98	25.82	26.19	21.00	25.46	N/A	N/A	N/A
Level 3	6.45	8.08	9.93	9.33	10.50	5.59	N/A	N/A	N/A
Level 4	2.15	2.15	1.32	4.10	5.02	2.48	N/A	N/A	N/A

#### AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	43.13	42.76	50.94	39.72	41.78	56.36	N/A	N/A	N/A
Level 2	39.86	30.26	35.84	40.41	34.24	29.09	N/A	N/A	N/A
Level 3	13.72	21.71	11.32	14.38	19.17	12.72	N/A	N/A	N/A
Level 4	3.26	5.26	1.88	5.47	4.79	1.81	N/A	N/A	N/A

#### HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	28.75	25.23	35.86	23.20	29.69	37.98	N/A	N/A	N/A
Level 2	38.33	35.14	36.55	47.78	34.12	31.00	N/A	N/A	N/A
Level 3	26.51	33.54	17.93	22.86	28.32	22.48	N/A	N/A	N/A
Level 4	6.38	6.07	9.65	6.14	7.84	8.52	N/A	N/A	N/A

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

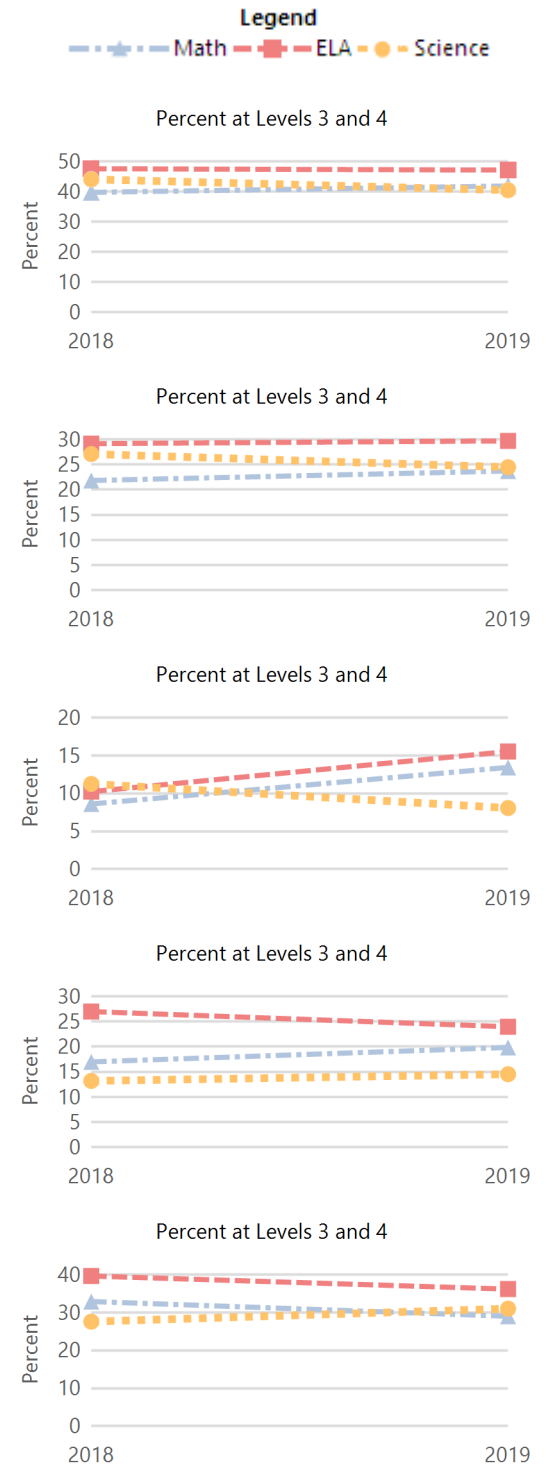
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Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



District	23.2
State	20.4

# Accreditation Summary

**Date:** 04/21/2021

**System:** D0443 Dodge City (0000)

**City:** Dodge City

**Superintendent:** Fred Dierksen

**OVT Chair:** Bill Biermann

## Executive Summary/AFI

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

### ARC Comment

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

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

### ARC Comment

Tiered Framework of Supports

USD 443 has had many successes over the course of the 5-year improvement cycle. One of the most important areas of improvement demonstrated from start to finish has been in this area of MTSS. It began with reading interventions and data implementation.

The system brought Math Tiered support along mid-cycle and now has completed the 3-pronged approach of a Tier support model with Behavior. They have moved to Fastbridge as the platform solution to offer the data and interventions needed to successfully implement the program. Fastbridge has given them better data to drive instruction. It's been a good product to give them the needed data since they didn't have something consistent K-12.

Stakeholder Engagement

Each school has a Business Partner that might help with things like reading, supplies needed, and overall support. High School continues to expand its community partnerships with more and more businesses providing pathway options and intern opportunities for students. The local Beef packing plants have provided dollars during COVID and continue to be very supportive of the work of the local school district.

Diversity and Equity

The system has been working with staff to be trained in Culturally Responsive Teaching. The system communicates with its diverse demographics effectively. The OVT states that it was evident in their visits and through multiple data points that a system of equity was in place and well established. The district prides itself on its cultural diversity and embraces it. The schools are a focal point of the community, bringing family and business leaders together.

Communication and Basic Skills

The system participates in the Striving Readers Literacy Grant which has provided a terrific opportunity over the last several years to increase professional development in the district.



## Physical and Mental Health

The establishment of the Behavior Social-Emotional Learning in the latter part of the cycle should pay dividends moving forward for the system. The district is working hard on incorporating SEL lessons at all levels and now with a positive behavior plan in place will continue to support student social and emotional health.

## Arts and Cultural Appreciation

The OVT reported that the system has a very strong program throughout.

## Postsecondary and Career Preparation

The system's score has risen throughout the cycle. The system has identified that a focus is still needed on post-graduation success. The work with IPS, student mentorship program and a strong CTE program should allow them to continue to see growth.

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

### ARC Comment

Goal 1: USD 443 will foster student relationships with peers, teachers, families, culture, and community to build student self-efficacy with a focus on cultural competency as measured through district data.

The district was intent on refining teacher awareness of the variety of cultures of their students and families and determine how to establish empowering relationships. Their intent was to collect data to support student self-efficacy and to measure the impact of teacher relationships. The two key measurements used were the Self-Efficacy Questionnaire and a Family Engagement Survey. The results from these surveys showed a consistent gain, even with the challenges of the COVID pandemic.

Each school uses the indicators in KansaSTAR to operationalize this district goal and that documentation is available within that system. Although the district focus is clear, schools can determine how they focus on student/teacher relationships through their opportunity periods, parent-teacher conferences, IMPACT time, and DOT activities. Every school has the autonomy to meet the diverse needs of students at their school. Because of the district's intense attention to this goal, it has become sustainable practice. They are highly aware of the importance of building self-efficacy and confidence within their students. Realizing the impact teachers have on initiating and nurturing those relationships will continue to be highlighted in their next KESA cycle.

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

### ARC Comment

Goal 2: USD 443 will develop, communicate, and implement a comprehensive district-wide strategic plan for all stakeholders that aligns with local and state board goals and outcomes.

The OVT team talked extensively about the comprehensive strategic plan the system developed and implemented. One of the outcomes from this strategic plan has been all buildings are using a common language and most of the district understands the direction in which the district is going. They have created an impressive feedback loop for the purpose of communicating district initiatives. They have also created a system where any instructional resources go through a process to determine if the resources are relevant and useful. The evidence to support impact on buildings and alignment to the system is the fact that USD 443 has created a strategic thinking culture. And with that, the stakeholders understand the decisions that are made because of the processes that have been put in place. The OVT mentioned that during their visit, the system mentioned data many times and how it drives instruction.

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

#### **ARC Comment**

The OVT reported that the DLT described the process of the development and implementation of their District Strategic Plan during this 5-year KESA cycle. Through this process, several key points stood out:

- They became more focused on core beliefs of the relationships in the district between the community, parents, students, and the staff. This led to the creation of the EEI pledge (Every Encounter Is Important).
- Several members of the DLT stated that this is the first time the entire district is speaking a "common language" regardless of the building.
- Throughout the process, they focused on building the family relationship piece for each student, with the goal of getting everyone on the same page. They will work to maintain this key relationship piece.

Within the parameters of the KESA cycle, the district created several new positions to help staff focus more intently on high school career pathways development, curriculum, data collection, and intervention implementation. In doing this, the building administration and the staff were able to focus their energy on targeted behavior interventions for student needs. In addition to the creation of the new positions, they reorganized the ESL/Migrant office in order to support the students and families more effectively.

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

#### **ARC Comment**

It was evidenced in the report that the OVT looked at data supporting the state board outcomes, as well as extensive data supporting each of the priorities for the goals. The OVT and system reported data for all State BOE goals are at or above expectations.

#### **Board Outcomes**

##### **Social-Emotional Growth**

Staff and students have been trained in the zones of regulation. Using the CCC Framework staff and students have learned about self-efficacy and self-regulation. Each year the district will choose another component from the framework to learn and utilize.

##### **Kindergarten Readiness**

The district's PreK program utilizes the ASQ from Birth to age 4; so although ASQ was new for Kindergarten many of their families were familiar with the tool. In 2018 they had 93% of their kindergartners complete the ASQ-3 and ASQ-SE. In the 2020-2021 school year the district participation rate was 94% in the ASQ-3 and 90% in the ASQ-SE. Participation is high from start to finish.

##### **Individual Plans of Study**

Students work in Xello to explore interests, personality traits, work values, etc., to develop a better understanding of themselves. This allows each student to be better informed when making course selections, in career exploration, and developing post-secondary goals. They have moved from just

mailing a copy of the IPS to student homes, to now involving students and parents in the process. Students develop not only parts of the IPS in Xello, but create a detailed slideshow to share with parents. Parents in turn now have a place to sign to show involvement in the IPS process.

**High School Graduation Rate**

DCHS is above the state average, with it being 2019-87.5% and 2020 - 88.3%. DCHS has a solid 90% graduation rate on average.

**Postsecondary Success**

Starting in 2016, there has been an upward trend in postsecondary success. In 2015, the postsecondary success rate was 19.7% but by 2018 it had risen to 41.2%. The district has a goal of consistently focusing on preparing students for success in their future. The district has recently added a CNA and EMT program which allows students to complete the coursework at the high school and take the certification test once they meet the age requirement. The system understands that this needs to be an area of focus.

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

**ARC Comment**

At the beginning of the KESA cycle, the district knew that although they had a positive relationship with their stakeholders they were not fully engaged with them. Parents and community members were included at the beginning of the process to assist with both goal areas. USD 443 has met with, surveyed, and involved stakeholders throughout the process. In addition to what was done at the district level, in May 2020 a Wichita State Doctoral Field Study Team commissioned a study titled "Building Bridges and Strengthening Bonds: Hispanic Family Engagement and Student Achievement." The Field Study team interviewed internal and external stakeholder groups to collect perceptual feedback data on specific areas of positive school communities, family engagement, Hispanic family engagement, and student achievement.

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

**ARC Comment**

The OVT reported that the system was responsive to the feedback they were given. Initial OVT recommendations on sharing data led the system to create a measurement report that is used and shared. Another recommendation was connected to staying focused on improvement. With a large system, multiple schools, and departments it is easy to lose focus due to the amount of work that is being done, but by staying focused, the system can ensure the priorities stay the priority.

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

**ARC Comment**

Throughout the KESA process, the district has consistently provided documentation in a timely manner. Their yearly updates captured each successive year's work. During the OVT visit, members shared how the work bridged from one year to the next. The system has followed the guidelines and structure of the KESA document. Substantial growth for this district is apparent when reading their reports, viewing their evidence, and comparing their data.

## ARC Recommendation

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

### Justification

The district's goal and commitment to establishing a better leadership model have proven themselves to be a great starting point. This focus on a concise, focused, and more collaborative approach has allowed their school district to truly be defined as a cohesive system.

### Strengths

Areas that stand out are their work in solidifying their MTSS process, embracing their culture and seeing it as an asset, the work with IPS, and truly focusing on the great people they have in place at all levels.

### Challenges

Continue to analyze data to lead to the decisions that need to be made for the students. More work to ensure postsecondary success continues to grow. There is a need to address chronic absenteeism in the district. It is recommended that KSDE review this system's data for the next two years to see if they are still on track in their improvements.



## Dodge City USD 443

2112 N First Ave, Dodge City, KS 67801  
(620) 371-1070  
<https://www.usd443.org/>

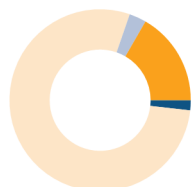
District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12,NG**

Superintendent: **Fred Dierksen**

### Demographics



7,077 Students

African American 1.78%  
Hispanic 78.52%  
Other 3.04%  
White 16.66%

### Academically Prepared for Postsecondary Success

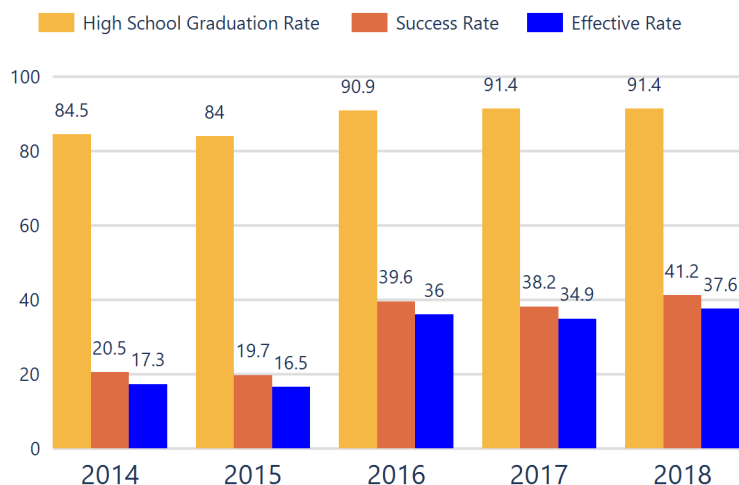
The percentage of students who scored at Levels 3 and 4 on the state assessment.

**Assessment scores are not available for the 2020 school year.**

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**89%**

Five-Year Success Avg

**33%**

Five-Year Effective Avg

**29%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**33.3 - 39.9%**

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

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

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

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

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

#### GRADUATION RATE

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

#### ATTENDANCE RATE

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

#### CHRONIC ABSENTEEISM

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

#### DROPOUT RATE

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

**89.6%**

State:  
88.3

#### District ESSA Expenditures Per Pupil

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

**\$12,094**

State:  
\$12,193

**93.5%**

State:  
94.5

**19.4%**

State:  
13.9

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

**1.7%**

State:  
1.3



### District Academic Success

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

#### ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	40.82	45.33	52.48	38.44	46.73	53.23	N/A	N/A	N/A
Level 2	37.85	34.24	29.62	39.23	33.00	26.68	N/A	N/A	N/A
Level 3	16.39	17.38	14.25	17.10	16.76	16.12	N/A	N/A	N/A
Level 4	4.91	3.04	3.63	5.22	3.48	3.96	N/A	N/A	N/A

#### FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	43.71	49.28	56.44	41.41	51.07	55.89	N/A	N/A	N/A
Level 2	38.13	33.92	29.18	39.16	32.44	26.67	N/A	N/A	N/A
Level 3	14.46	14.54	12.00	15.72	14.23	14.34	N/A	N/A	N/A
Level 4	3.68	2.24	2.36	3.70	2.24	3.08	N/A	N/A	N/A

#### STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	70.55	76.59	81.57	64.77	76.84	77.61	N/A	N/A	N/A
Level 2	21.48	17.28	14.47	28.32	15.27	13.43	N/A	N/A	N/A
Level 3	6.10	5.05	3.28	4.92	6.40	8.20	N/A	N/A	N/A
Level 4	1.85	1.06	0.65	1.97	1.47	0.74	N/A	N/A	N/A

#### AFRICAN-AMERICAN STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	69.41	67.14	85.71	66.15	73.77	73.07	N/A	N/A	N/A
Level 2	24.70	24.28	7.14	26.15	21.31	19.23	N/A	N/A	N/A
Level 3	5.88	8.57	7.14	6.15	3.27	7.69	N/A	N/A	N/A
Level 4	0.00	0.00	0.00	1.53	1.63	0.00	N/A	N/A	N/A

#### HISPANIC STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	42.90	48.46	56.09	40.60	50.10	56.38	N/A	N/A	N/A
Level 2	38.70	34.27	29.65	40.25	33.14	26.78	N/A	N/A	N/A
Level 3	14.71	15.34	11.84	15.22	14.32	13.56	N/A	N/A	N/A
Level 4	3.67	1.91	2.40	3.91	2.42	3.25	N/A	N/A	N/A

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

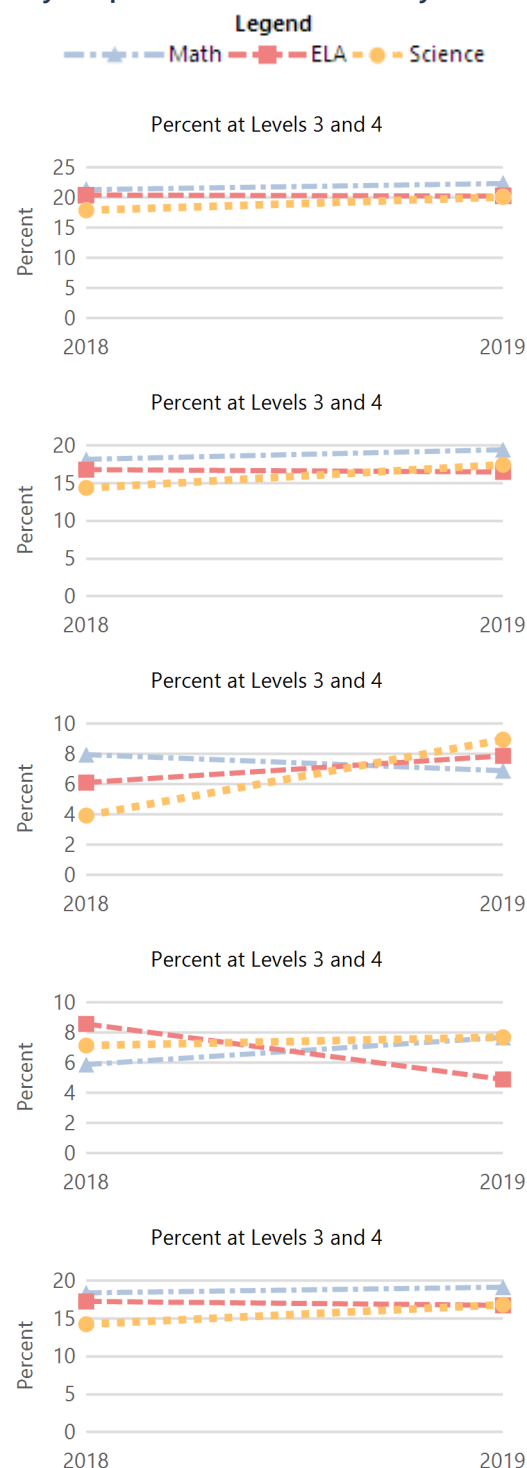
### ACT Performance (2020 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



District	17.9
State	20.4

# Accreditation Summary

**Date:** 06/16/2021

**System:** D0509 South Haven (0000)

**City:** South Haven

**Superintendent:** Dorsey Burgess

**OVT Chair:** Spencer Brown

## Executive Summary/AFI

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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

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

**Tiered Framework of Supports-** Over the past five years, with the assistance of the Kansas Technical Assistance System Network (TASN), the system developed and implemented their current Multi-Tiered System of Support (MTSS) process. The system improved its MTSS process by designating protocols and selecting research-based interventions and resources, striving for consistency across the building. The intervention tier schedule was modified so that cross-grade level student groups could be created. These student groups were created based on the learning needs as identified by AIMSWeb and other diagnostic tools. Currently, Kindergarten through 8th grade has a well-defined MTSS schedule that groups students in tiers 1, 2, and 3. Students in tiers 2 and 3 receive an additional 30 to 60 minutes of targeted instruction. South Haven is currently implementing elements of MTSS with math, reading, and behavior. The system has implemented a tiered framework of supports for all students and use data to determine what tier of support for each student requires. The system submitted the data used to determine tiered supports that was verified by the OVT team.

**Stakeholder Engagement-** The system has determined that communication is a key element when partnering with stakeholders. The system utilizes their website, social media accounts, automated communication system, and electronic billboards to communicate with their families and community. Additionally, the district relies on their Board of Education, site council, Career and Technical Education (CTE) advisory teams, and Parent-Teacher Organization (PTO) heavily to provide more opportunities for community and family partnerships. The system has partnered with KanOkla Networks, the local phone and internet provider on multiple projects. The OVT reported many instances of stakeholder input and community partnerships that drive many of the student opportunities and successes achieved by the system.

**Diversity, Equity, and Access-** The OVT reported that the system is limited in ethnic diversity but addresses diversity in other aspects such as mental health and socio-economic levels. Students requiring special physical or cognitive accommodations are provided the least restrictive environment in the classrooms and access to school facilities in partnership with their Special Education Cooperative. Their American Indian Youth Leadership Council (AIYLC) has been highly active in organization activities, volunteer events, and presenting Pow-Wows to the students.

Communication and Basic Skills- Curricula that support the structures in communication and basic skills are firmly in place. District-wide language arts and interrelated areas standards are aligned with state led curriculum standards and practices. The system implemented a Professional Learning Community (PLC) schedule that enhances cross grade-level communication among staff members and various teams.

Civic and Social Engagement- District-wide social studies and social/emotional standards are aligned with state led curriculum standards and practices. Students and staff have an abundance of opportunities to practice and learn the value of civic engagement from the primary through high school levels. Students are encouraged to apply for state offices and the system has been fortunate to have advisory leaders for the Kansas State High School Activities Association, pages at the Topeka Capital, and district FFA officers. The system has identified that the majority of their civic engagement opportunities have been organization or sponsor driven. Moving forward they indicated developing a plan of action to identify and address more local needs.

Physical and Mental Health- Curricula that support the structures in physical and mental health are in place. District-wide physical education and social/emotional standards are aligned with state led curriculum standards and practices. The system's social worker has been able to provide many different interventions to meet the needs of all students and staff. Some examples of interventions are Check-In/Check-Out, lunch groups, personal counseling conversations, and more. South Haven has the opportunity to implement a new Social Emotional summer learning program, beginning the summer of 2021. In an effort to ensure employees' mental health is protected, in the spring of 2021, the system sent out a staff survey to gauge their current wellbeing. The results were analyzed and plans were developed to address need areas.

Arts and Cultural Appreciation- District-wide fine arts standards are aligned with state led curriculum standards and practices. The district has certified Art, Instrumental, and Vocal Music programs. Students have had the opportunity to travel to arts and cultural events such as the Wichita Symphony, Cowley County Community College theater productions, and the Sterling College Theater workshop. The students perform up to two theatrical performances per school year through their drama program. Both fall and spring music programs are preceded by an Art and Woods show.

Postsecondary and Career Preparation- Curricula that support the structures in postsecondary and career preparation are evident at elementary and secondary levels. District-wide IPS and social/emotional standards are aligned with state led curriculum standards and practices. Students in 6th-12th grades utilize Xello. Career exploration includes wages, skills, education, and certifications needed for each career. Students are also able to use Xello to research college costs and class schedules along with taking a virtual tour of some campuses. Within the context of Career and Technical Education, parents and/or community members in a variety of careers have presented details of their chosen profession to the high school students.

During the five-year cycle, teachers recognized challenges in student Individual Plans of Study due to a lack of structure and class interruptions. To meet these challenges, the district designated a structure within their daily advisory time for college and career readiness, career speakers, and Social Emotional Learning. This designated time is an organized instruction time with goals and assignments each week at each grade level.

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

### **ARC Comment**

Goal 1: (Rigor) By Spring of 2021, the staff will focus on student learning by engaging in Professional Learning Communities (PLC) in order to increase student learning by analyzing data, developing goals,



implementing strategies during a protected meeting time as measured by various data related to individual team goals set.

Strategy 1: We will implement PLC's and will pivot as needed based on teacher feedback and student achievement data

In the spring of 2017, not having collaborative teams or a schedule that would support collaboration, the USD 509 team selected Professional Learning Communities (PLC) as the vehicle for professional discussions. PLC's began as smaller groups with teachers having common plan times or meetings during professional development. Due to student meetings during plan time, teachers were not consistent with PLC meetings. To correct this shortcoming, an ad hoc committee met and designated a protected PLC time in 2018-2019 by instituting a late start every Wednesday. The DLT also created three defined teams: PreK-5, 6-8, and 9-12 with seven to nine teachers per team. In the Fall of 2017, the District Leadership Team (DLT) created a Teacher Survey to measure the school's climate. This survey is reviewed annually by the DLT to implement changes. In the 2nd year of the KESA cycle, each PLC added an additional annual team impact goal, for example: PreK-5 had a reading comprehension goal, 6-8 a writing goal, 9-12 a writing with sentence stems, and presentation speaking goal. The OVT reported that the team's implementation of these impact goals is a direct link back to increased student learning. In the future, the system wants to grow their PLC teams by having monthly sub-group meetings so that their elementary, junior high, and high school teachers can collaborate to make student transitions into next levels more seamless.

The district's Professional Learning Committees (PLC's) benefit student achievement by creating opportunities for staff to analyze data and share interventions or techniques across content areas. Compared to current AIMSweb data, USD 509's Kansas State Assessment scores from 2017-2019 in both ELA and Math are less flattering. While student scores in Levels 3 and 4 increased from 2017 to 2019, the variance was minimal. With assessments being administered in the spring, no data is available for 2020 or 2021. It should be noted that the district State Assessment scores are comparable to the AIMSweb scores of the same years.

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

### **ARC Comment**

Goa 2I: By Spring of 2021, in order to ensure successful high school graduates USD 509 South Haven Schools will discuss, develop, and adopt shared vision and goal(s) for systemic family engagement by the district Board of Education based on the PTA National Family School Partnership Standards.

Action Steps:

Strategy 1: Welcome all Families into the School Community

Strategy 2: Communicate Effectively

Strategy 3: Support Student Success

Strategy 4: Speak Up for Every Child

Strategy 5: Share Power

Strategy 6: Collaborate with Community

To enhance the existing activities for family engagement, the district leadership team (DLT) along with input from the professional learning communities (PLC's) and Site Council studied the Parent Teacher Association (PTA) standards to ensure current activities focused on student learning and achievement. Based on the DLT's review of the PTA standards, the family engagement activities were enhanced to align with the standards. The system discovered that PTA Standard #4: Speaking up for every child was not being addressed with activities. In turn, the system collaborated with the OVT to added focus groups consisting of the following: parents; patrons; staff; and students.

By using the PTA standards, the DLT expanded the parent engagement by shifting focus from the number of parent activities to the quality of the activities. Interactions with parents were strengthened by the incorporation of an academic focus. The Building Site Council was brought into the collaboration loop and was very supportive of the district's goals and improvement plan. Due to the restrictions placed on schools, the system had to explore new methods to create effective parental engagement. This included Zoom meetings, virtual conferences, and more frequent use of the school's communication system. The system provided the OVT with data supporting the increased communication.

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**

In the spring of 2017, two district goals were determined by open discussions between the DLT and staff. As a group, the staff discerned which areas of the rubrics needed attention. This collaborative discussion was valuable in ensuring all staff had a voice in setting the district goals.

The district has developed a feedback loop from the DLT to the PLC teams and vice versa. The system recognizes that improvement is required in this area and utilizing the loop should be consistent. South Haven Schools will continue to work on improving the PLC process. One aspect of this improvement plan is to create mixed-level PLC teams that meet quarterly. These mixed teams would assist in creating a more collaborative culture across the district. Throughout the KESA Continuous Improvement Process, the system learned the value of pivoting and adapting approaches in many areas.

The system effectively works with its local board to ensure all needed procedures and policies to support improvement efforts are instituted. Also, 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**

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. System demonstrated evidence of data reflecting all five (5) State Board outcomes and plan to improve or sustain growth.

### **Board Outcomes**

#### **Social-Emotional Growth**

Beginning in the Fall of 2017, the district began using BASC-3 BESS, a Behavioral and Emotional Screening System. A noticeable decrease was apparent in the number of students flagged as "at risk." Numbers reflect less students flagged in the Tier 3 area. The DLT attributes this decrease to better training for staff on how to complete the screeners, altering the procedure to assigning the screener to a classroom teacher rather than a Cardinal Time advisor, and student specific interventions. Some examples of this include tutoring with a specific teacher, check-in/check-out with a teacher or social worker, lunch groups, and using an elective class as a reward for work completed.

In the fall of 2019, PreK-5th grade implemented Second Step and Zones of Regulation. Beginning in the fall of 2020, the daily advisory period for 6-12, was restructured to strengthen the teacher-student relationship and to provide structure to teaching social-emotional content. Grades 6-8 implemented Second Step and High School began utilizing The Harbor by Jostens as their Social Emotional Learning program. The district was awarded the Bronze Level STAR Recognition award in the Spring of 2021 for the district's direct attention to Social Emotional Learning.

The district recognized room for improvement when it comes to protecting the staff's mental health. In January 2021, a Staff Well-Being Survey was administered to collect data and help determine the needs of the staff regarding social-emotional health and well-being with some alarming results. This survey was helpful in determining where improvements could be made to support and protect staff well-being.

### **Kindergarten Readiness**

The ASQ is administered to parents of four-year-old and kindergarteners. While percentages have been inconsistent, the district has had close to 50% or more participation for three years of the cycle. Through this cycle, USD 509 is working to build relationships with new families and anticipates that this practice will increase the percentage of parental participation for the ASQ-3 and the ASQ:SE-2. USD 509 PreK and Kindergarten teachers review the questionnaires with all parents in order to ensure they will be better prepared for Kindergarten. This data, along with observational data, is used to identify individual student needs.

Based on AIMSWeb data and other observational data, in the fall of 2017, the district recognized a need to restructure the PreK program to have more direct instruction on letter recognition, letter naming, number recognition, rhyming, and other important skill development. In addition to the PreK direct instruction, the district has committed to the continuation of a full-time classroom aide in PreK regardless of enrollment numbers. This allows for smaller instructional groups to target specific skill development.

To address Social and Emotional learning, Zones of Regulation and 2nd Step were also adopted for the PreK classes, along with the three Universal Practices: 1) Active supervision, 2) Opportunity to respond, and 3) Behavior specific praise.

### **Individual Plans of Study**

USD 509 implemented a new, structured process surrounding IPS in the fall of 2020. Students in grades 8-12 were asked to complete a new IPS Planning tool to help students plan future courses and identify pathways of interest based on their Interest Inventories from Xello. Students actively work on the progress of their IPS weekly during a designed portion of seminar.

Each class in 6th-12th grades is assigned two advisors who they meet with daily during seminar. This move from one advisor to two advisors was made to ensure students were able to connect with a teacher that could help guide them in their journey through high school and making college or career choices. Teachers were assigned to a grade level based on their personal strengths and individual skill sets.

Seminar has also been used to allow students to schedule job shadows, meet with college representatives, and listen to guest speakers. After March of 2020, students had to pivot to virtual job shadows, virtual college visits, and virtual guest speakers. One unexpected benefit of the virtual guest speakers has been an increased number of guest speakers who cover a wider variety of careers in different parts of the country.

### **High School Graduation Rate**

The non-graduates of South Haven are generally isolated events caused by personal situations that are beyond the control of the district. Notably, the graduation rate has decreased from 100% in 2014 to 82% in 2018; still, they maintain an average five-year graduation rate of 92%. With a total enrollment size of 196 students, one or two incomplete degrees can account for this drastic decline. Still, the system has been very intentional in their response to ensure positive future outcomes.

The school looks for patterns of dropouts and focuses on individual students and their needs. To counteract as many of these instances as possible, South Haven School now offers personalized schedules based on a partnership with their local service center and their diploma completion program. The district believes this will benefit students who are at-risk of not graduating in order to get them the required credits to graduate. The system indicates that graduation rates and individual student progress will continue to be monitored.

The South Haven School administration tracks the classes completed by each high school student at the end of each school year to prepare the rest of their high school schedule. If a student needs a required course, this required course will be traded out for an elective.

South Haven School will continue to use PLC's to analyze and monitor student graduation rates, using the IPS model as a mechanism of improvement.

### **Postsecondary Success**

The system has exceeded their Predicted Effective Rate ranging from 46.2-48.4% as they maintain 49% average over the course of five years. Further, their Five-Year Success Average has remained at 54%.

South Haven has seen a trend where students will begin at a post-secondary institution, but a portion of those students do not complete a post-secondary degree or certificate program. There are also situations where students will complete their post-secondary plan, but will take additional years to complete their degree program. Each former student was contacted from prior graduating classes for feedback on what USD 509 could improve upon for preparing them for post-secondary success. The team was successful in contacting and/or identifying the current status of 80% of graduates from the past five years.

In an effort to improve students' post-secondary success, USD 509 has restructured the Individual Plan of Study approach. Students in 6th-12th grades are grouped with their grade level and assigned to two advisors. Advisors are paired based on personal strengths, then matched to a grade level that would best serve that skillset. In these assigned advisory times, teachers are covering IPS topics such as executive functioning skills, employability skills, career interests, and plan development in order to reach their goals. By implementing this structure, the district is able to better prepare students for post-secondary success.

More emphasis was made in 2019 regarding graduates earning a certificate or post-secondary degree. Because of this, the number of students enrolled in a post-secondary program increased as well.

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

#### **ARC Comment**

USD 509 has a site council consisting of administration, teachers, parents, community members, and business owners. Many community members are on a Career and Tech Educational (CTE) advisory board to volunteer time and expertise. Community members provide guidance that assists each CTE teacher with the renewal of the pathway through the Kansas State Board of Education. South Haven is a small town that has many community members who are involved in several elements that affect their district. Many of their parents serve as leaders in their community, such as the city council, fair board, and the fire department.

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

#### **ARC Comment**

The team responded well to the feedback and advice of the OVT. The majority of the OVT suggestions were acted upon by the next meeting.

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

### **ARC Comment**

The OVT's main concern through this process was ensuring data points to evaluate the impact of all action items. This was a concern up to Year 4. As the system moved beyond the action plan and into evaluating the effectiveness, USD 509 provided a great shift in practice, honing in on specific data to drive improvement. The OVT anticipates that the next cycle will be met with such precision of data collection through the entire process. While this may have been a weakness in the beginning, it became a strength in the end.

## **ARC Recommendation**

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

### **Justification**

Carried out the process with fidelity and provided data to show their improvement.

### **Strengths**

Data-based decision making has become evident at all levels of the system; PLC communities have grown tremendously through the process; and Family Engagement has been precise and intentional with clear data of impact.

The team has engaged in a remarkable amount of alterations and additions to their system within this system to better focus on the Definition of a High School Graduate as well as their local goals.

### **Challenges**

To better approach Kindergarten Readiness, PreK may need to be more systemic with their screening, participation of ASQ-SE2 and ASQ-3, and opportunities to evaluate and respond to all such data. Also, due to the size of South Haven, they will need to continue to tell their story as one or two students can create a significant change.



## South Haven USD 509

229 Kickapoo Avenue, South Haven, KS 67140-0229  
(620) 892-5215  
www.usd509.org

District Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation: **2020 data not available**

Grades: **PK-12**

Superintendent: **Dorsey Burgess**

### Demographics



196 Students

African American 0.51%  
Hispanic 0.51%  
Other 4.08%  
White 94.90%

### Academically Prepared for Postsecondary Success

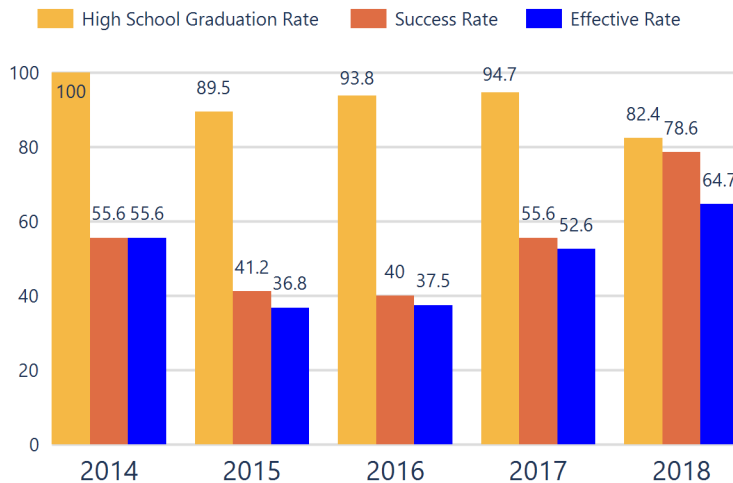
The percentage of students who scored at Levels 3 and 4 on the state assessment.

**Assessment scores are not available for the 2020 school year.**

### District Kansans Can Star Recognition

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

### District Postsecondary Effectiveness



Kansans CAN  
lead the world!  
Graduation

**95%**

Effective Rate 70-75%

Five-Year Graduation Avg

**92%**

Five-Year Success Avg

**54%**

Five-Year Effective Avg

**49%**

95% Confidence Interval  
for the Predicted  
Effectiveness Rate

**46.2 - 48.4%**

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

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

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

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

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

#### GRADUATION RATE

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

#### ATTENDANCE RATE

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

#### CHRONIC ABSENTEEISM

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

#### DROPOUT RATE

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

**88.9%**

State: 88.3

**97.2%**

State: 94.5

**7.3%**

State: 13.9

**1.1%**

State: 1.3

### District ESSA Expenditures Per Pupil

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

**\$15,489**

State: \$12,193

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



### District Academic Success

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

#### ALL STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	23.07	25.27	40.90	27.08	33.33	31.42	N/A	N/A	N/A
Level 2	49.45	40.65	38.63	48.95	36.45	34.28	N/A	N/A	N/A
Level 3	19.78	29.67	13.63	19.79	25.00	31.42	N/A	N/A	N/A
Level 4	7.69	4.39	6.81	4.16	5.20	2.85	N/A	N/A	N/A

#### FREE AND REDUCED LUNCH STUDENTS

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	29.72	32.43	47.61	29.54	36.36	43.75	N/A	N/A	N/A
Level 2	56.75	43.24	47.61	50.00	36.36	31.25	N/A	N/A	N/A
Level 3	10.81	24.32	4.76	18.18	25.00	25.00	N/A	N/A	N/A
Level 4	2.70	0.00	0.00	2.27	2.27	0.00	N/A	N/A	N/A

#### STUDENTS WITH DISABILITIES

	2017-18			2018-19			2019-20		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	33.33	44.44	N/A	40.00	33.33	N/A	N/A	N/A	N/A
Level 2	44.44	33.33	N/A	40.00	40.00	N/A	N/A	N/A	N/A
Level 3	11.11	22.22	N/A	20.00	20.00	N/A	N/A	N/A	N/A
Level 4	11.11	0.00	N/A	0.00	6.66	N/A	N/A	N/A	N/A

#### AFRICAN-AMERICAN STUDENTS

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

#### HISPANIC STUDENTS

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

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

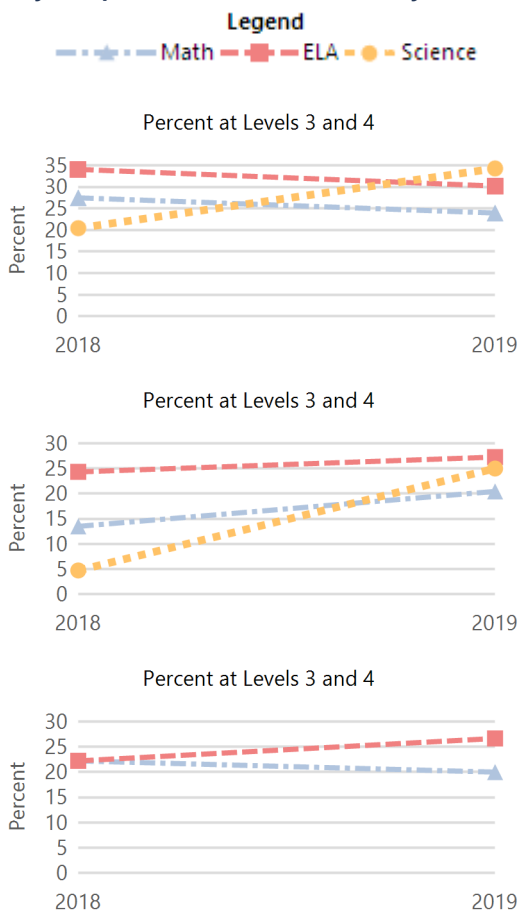
### ACT Performance (2020 School Year)

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

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



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

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

District	18.9
State	20.4





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**Item Title:** Announcement of Apollo III Kansans Can School Redesign cohort and program update

**From:** Tammy Mitchell, Jay Scott

Agency staff will announce the schools and districts that have been selected for the Apollo III cohort of the Kansans Can School Redesign Project. They will discuss this year's timeline as well as the adjustments being made in response to the ongoing pandemic.

During the August 2017 State Board of Education meeting, KSDE announced the first participants in the Kansas Can School Redesign Project. The seven districts originally selected are referred to as the Mercury 7, each representing one of the Mercury 7 astronauts. The districts designated one elementary and one secondary school to be redesigned around the five outcomes established by the State Board of Education, the five elements identified as defining a successful Kansas high school graduate, and what Kansans said they want from their school system.

Mercury, Gemini I, Gemini II, Apollo and Apollo II are the five cohorts that make up the School Redesign project. The Apollo III cohort is the most recent addition. The application window for this group closed May 31, 2021.



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**Item Title:** Kansans Can Highlight – School redesign and summer activities at USD 379 Clay County

**From:** Tammy Mitchell, Jay Scott

USD 379 Clay County serves the communities of Clay Center, Wakefield and the surrounding area. The district has two elementary, one middle and one high school in Clay Center, and one K-12 school in Wakefield. USD 379 has been active with the Kansans Can School Redesign Project, engaging several schools in the Gemini II cohort and others following as part of the Apollo II cohort.

At the July meeting, Clay County school leaders will share highlights regarding their district-wide redesign efforts and their 2021 Summer of Learning programs.

More information regarding the USD 379 Summer of Learning, including schedules and themes, can be found at <https://www.usd379.org/o/usd-379/page/summer-of-learning-2021>.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14

**Staff Initiating:**

Tammy Mitchell, Jay Scott

**Deputy Commissioner:**

Brad Neuenswander

**Commissioner:**

Randy Watson

**Meeting Date:** 7/13/2021

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### **Item Title:**

Presentation of Apollo and Apollo II schools' redesign plans for acceptance and launch

### **Recommended Motion:**

It is moved that the Kansas State Board of Education accept the Apollo and Apollo II schools identified as a "Go" for launch for the 2021-22 school year.

### **Explanation of Situation Requiring Action:**

The school districts/schools listed below have participated in regional redesign workshops and have been "cleared for launch" by a third-party Launch Readiness Committee made up of representatives from the Kansas State Department of Education (KSDE) and Educational Service Centers.

These schools are a combination of Apollo and Apollo II schools that applied to be part of the redesign effort. These schools have also been approved by their local boards of education to launch in the 2021-22 school year. A total of 193 schools and 71 districts have applied to participate in the Kansans Can School Redesign Project in the five cohorts (Mercury, Gemini I, Gemini II, Apollo and Apollo II).

All of the schools engaged in remote or hybrid regional workshops facilitated by Educational Service Center staff working with KSDE.

The Launch Readiness Committee recommends the State Board approve the following redesign schools:

#### **APOLLO**

Lawrence USD 497 - Free State High School

Goodland USD 352 - Goodland Jr/Sr High School, North Elementary School, West Elementary School

Barber County North USD 254 - Medicine Lodge Grade School, Medicine Lodge Jr/Sr High School

Northeast USD 246 - Northeast High School

Uniontown USD 235 - Uniontown High School

(continued)

APOLLO II

Emporia USD 253 - Emporia Middle School

Flinthills USD 492 - Flinthills Primary School and Intermediate School, Flinthills Jr/Sr High School

Hays USD 489 - Lincoln Elementary School

Marais des Cygnes Valley USD 456 - Marais des Cygnes Valley Elementary School, Marais des Cygnes Valley Jr/Sr High School

Additional information about the Kansas Can School Redesign Project is available from these sources:

School redesign Best Practices [Clearinghouse](#)

Aggregate School Culture [Survey](#) for Spring 2021



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Janet Waugh  
District 1

Melanie Haas  
District 2

Michelle Dombrosky  
District 3

Ann E. Mah  
District 4

Jean Clifford  
District 5

Dr. Deena Horst  
District 6

Ben Jones  
District 7

Betty Arnold  
District 8

Jim Porter  
District 9

Jim McNiece  
District 10

**Subject:** Update on Kansas Educational Leadership Institute program

The mission of the Kansas Educational Leadership Institute (KELI) is to collaborate and share resources to support professional growth of educational leaders needed in Kansas schools for the 21<sup>st</sup> Century. KELI's mission is divided into two strands:

- induction and mentoring of new superintendents, principals and special education administrators;
- ongoing professional learning opportunities for district and school leaders, and leadership teams.

KELI partners with the Kansas State Department of Education, Kansas Association of School Boards, United School Administrators, Kansas School Superintendents' Association and Kansas State University. New administrators in Kansas enrolled in the KELI program receive regular, on-site visits from trained mentors.

See attached chart showing KELI participation numbers over the past 10 years.

Dr. Rick Doll, KELI Executive Director, will be present to share additional information about the program and answer questions.

KELI Participation Numbers since 2011

Item 15 Attachment

<b>MENTEES:</b>												<b>TOTAL</b>
<b>Superintendents</b>		<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	
Supts	year 1	26	22	11	16	21	21	25	19	26	19	206
Asst Supts	year 1					3	5	5	9	8	9	39
Supts	year 2		7	3	3	3	3	5	10	2	4	40
Asst Supts	year 2						2	0	1	1	1	5
<b>TOTAL SUPTS.....</b>		<b>26</b>	<b>29</b>	<b>14</b>	<b>19</b>	<b>27</b>	<b>31</b>	<b>35</b>	<b>39</b>	<b>37</b>	<b>33</b>	<b>290</b>
<i>Supt Participating Districts....</i>		26	29	14	19	26	30	32	32	35	29	
<b>Principals</b>		<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	
Prins	year 1			19	17	20	22	24	35	30	43	210
Asst Prins	year 1					6	16	15	18	23	26	104
Prins	year 2				3	6	4	4	4	8	8	37
Asst Prins	year 2					5	2	1	1	4	6	19
<b>TOTAL PRINS....</b>				<b>19</b>	<b>20</b>	<b>37</b>	<b>44</b>	<b>44</b>	<b>58</b>	<b>65</b>	<b>83</b>	<b>370</b>
<i>Prin Participating Districts....</i>				14	13	16	29	30	33	38	44	
<b>Special Education</b>		<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	
Sp Ed Dir	year 1					2	2	0	4	9	9	26
Sp Ed Asst Dir	year 1					3	3	2	2	11	4	25
Sp Ed Coord	year 1					1	1	5	4	1	1	13
Sp Ed Dir	year 2							1	0	2	3	6
Sp Ed Asst Dir	year 2							0	0	1	1	2
Sp Ed Coord	year 2							0	0	0	1	1
<b>TOTAL SP Eds....</b>						<b>6</b>	<b>6</b>	<b>8</b>	<b>10</b>	<b>24</b>	<b>19</b>	<b>73</b>
<i>Sped Participating Districts....</i>						5	4	7	8	19	14	
<b>MENTORS:</b>		<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	
Supt Mentors		9	8	5	7	9	9	7	9	11	11	85
Prin Mentors				17	15	22	29	38	48	50	63	282
Sp Ed Mentors						6	6	4	6	14	13	49
<b>TOTAL MENTORS.....</b>		<b>9</b>	<b>8</b>	<b>22</b>	<b>22</b>	<b>37</b>	<b>44</b>	<b>49</b>	<b>63</b>	<b>75</b>	<b>87</b>	
<i>updated 1/2/20</i>												
<b>Total mentors.....416</b>												<b>416</b>



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**Item Title:** Receive public school expenditure plans for ESSER II federal COVID-19 relief funds

Federal assistance to schools has been made available through the Elementary and Secondary School Emergency Relief (ESSER) fund and Emergency Assistance to Non-Public Schools (EANS). The federal law outlines allowable expenditures directly related to the COVID-19 pandemic, and to support student learning and student needs associated with the pandemic.

The Commissioner's Task Force on ESSER and EANS Distribution of Money has the responsibility to:

- provide guidance and oversight of school districts' plans (public and private) for expenditure of those federal funds.
- maximize the use of federal K-12 relief funds to meet the acute needs of Kansas students in line with federal regulations and Kansas K-12 priorities.

The Task Force and KSDE staff will review the applications and expenditure plans to evaluate whether the requests are tied to a pandemic-related need, are reasonable and meet the allowable uses. The information will then be presented to the State Board of Education for approval.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 7/13/2021

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### **Item Title:**

Act on recommendations of the Professional Practices Commission (denial)

### **Recommended Motion:**

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions to deny the application of 20-PPC-16.

### **Explanation of Situation Requiring Action:**

#### **20-PPC-16**

The Applicant has applied for an emergency substitute teaching license after having previously been denied a license in 2017 due to convictions for mistreatment of dependent adults, her lack of remorse or belief she had done anything wrong, and a lack of evidence that she was presently fit to be placed in a position of public trust. On March 5, 2021, the Professional Practices Commission conducted a hearing whereby the Applicant appeared on her own behalf. After reviewing the testimony from the 2017 hearing as well as documents and testimony offered by the Applicant, the Professional Practices Commission found that even though the Applicant's convictions have since been expunged, she is not fit to be licensed as a teacher. Specifically, she still expresses no remorse for what occurred to the people in her care, she remains steadfast in her belief that nothing was her fault and that she did nothing wrong, and she provided no evidence of rehabilitation. For those reasons the Professional Practices Commission recommends denial of her application.



BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION  
PROFESIONAL PRACTICES COMMISSION

In the Matter of the Application of  
[REDACTED]

Case No. 20-PPC-16  
OAH No. 21ED0004 ED

**ORDER**

**Decision**

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 7 to 0 recommends to the Kansas State Board of Education that the Complaint filed by KSDE seeking to deny the emergency application for a substitute teaching license of [REDACTED] be granted, and [REDACTED]'s application for an emergency substitute teaching license be denied.

**Statement of Case**

This matter comes on for hearing before the Commission upon the Complaint filed by the KSDE seeking to deny [REDACTED]'s application for an emergency substitute teaching license.

The hearing was held on March 5, 2021. Appearing for the Commission were Acting Chairperson, Jennifer Holt, and members William Anderson, Eric Filippi, Nathan Reed, Stan Ruff, Aaron Edwards, Caroline Spaulding, and Kimberly Gilman.

[REDACTED] appeared in person and *pro se*.

KSDE appeared by and through its attorney, General Counsel, R. Scott Gordon.

**Evidentiary Rulings**

Counsel for KSDE requested that KSDE Exhibits 1 through 11 be admitted as evidence. [REDACTED] had no objection. KSDE Exhibits 1 through 11 were admitted.

[REDACTED] offered Exhibit 1, pages 1-123. KSDE had no objection to the offered exhibit. Exhibit 1, pages 1-123, as offered by [REDACTED], was admitted.

## Findings of Fact

1. [REDACTED] was formally licensed by the Kansas State Board of Education from 1996 to 2016.

2. [REDACTED] applied for an emergency substitute teaching license on June 13, 2016. That was the first time she had been required to submit to a fingerprint-based background check from the Kansas State Board of Education.

3. Thereafter, KSDE learned for the first time that [REDACTED] was convicted of five counts of misdemeanor mistreatment of dependent adults in 2003. Her convictions arose out of her operation of a group home for mentally disabled and elderly adults.

4. Five residents were under [REDACTED]'s care in the home: P. Bett (DOB 1953); J. Brown (DOB 1954); B. Gibson (DOB 1924); B. Stevenson (DOB 1943); and J. Frasure (DOB 1928).

5. Mr. Frasure was reported wandering on November 29, 2000. More specifically, Trooper Alexander Petigna responded to reports of an elderly gentleman (Mr. Frasure) wandering alongside I-635 highway in Kansas City, Kansas. I-635 is a busy north/south interstate that connects I-35 to I-70 and I-29. Upon arriving at Mr. Frasure's location, it was clear to Trooper Petigna that he was confused and likely suffered dementia. Trooper Petigna attempted to take Mr. Frasure to his home. Mr. Frasure, however, directed him to a boarded-up church whose sign indicated he had once been its minister. After further investigation, Trooper Petigna determined that Mr. Frasure resided at a home in Kansas City, Kansas. Allen operated this home.

6. Immediately upon arrival at the home, Trooper Petigna determined there were public safety concerns. The steps and handrails to the home were not safe. The woman who answered the door was a resident. [REDACTED] was not present. Concerned, Trooper Petigna asked to enter.

7. Upon entering the home, Trooper Petigna noted the smell of urine. There were structural issues with the kitchen floor and extremely unsanitary conditions: dirt, cockroaches, dog food in the oven, a deep freezer filled with mildew and rotten and refrozen food. The oven, turned to 500 degrees and the door open, was being used to heat the house and there were scorch marks on the ceiling. There was no heat in the house other than the oven.

8. The kitchen was not the only unsanitary room. A broken sewer line had flooded rooms in the basement, including Frasure's room. The bathroom contained a bathtub filled with backed-up sewage, a sink with urine on it, an unconnected drainpipe that drained onto the floor, and a weak and worn floor in danger of collapsing. Trooper Petigna noted the smell knocked him back and nauseated him.

9. Other safety concerns included an exposed fuse box, a blocked fire exit, and extension cords at the bottom of the basement stairs.

10. Local code enforcement arrived and declared the home unfit for habitation. Some of the residents were transported to KU Med for evaluation. Another was released to a family member. Mr. Frasure was moved to a nursing home.

11. Upon learning these facts, on November 30, 2016, the KSDE filed a Complaint seeking denial of [REDACTED]'s application for licensure. A hearing was conducted by the Professional Practices Commission whereby it was recommended unanimously that [REDACTED] application for a license be denied.

12. The Kansas State Board of Education adopted the findings of the Professional Practices Commission and on September 12, 2017 voted unanimously to deny [REDACTED] application for licensure.

13. On August 13, 2018, [REDACTED] convictions in 01-CR-145 were expunged in Wyandotte County District Court.

14. On December 19, 2019, [REDACTED] again applied for an emergency substitute teaching license.

### **Conclusions of Law**

1. The Kansas State Board of Education ("State Board") is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas. Kan. Const., Art. VI and K.S.A. 2017 Supp. 72-255.

2. K.A.R. 91-22-1a(b) states, "[a] license may be denied by the state board to any person who fails to meet the licensure requirements of the state board or for any act for which a license may be suspended or revoked pursuant to subsection (a)."

3. K.A.R. 91-22-1a(a), states, in part, "any license issued by the state board may be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause..."

4. K.A.R. 91-22-1a(g) sets forth what must be satisfied for a teacher that has had their license denied or revoked based on a violation of the provisions in subsection (a) of the same regulation to apply for a new license

5. K.A.R. 91-22-1a(g)(1) provides factors relevant to a determination as to rehabilitation. (*See also* K.S.A. 72-1397(c)). The factors are as follows:

(A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;

(B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;

- (C) the present fitness of the person to be a member of the profession;
- (D) the actions of the person after the denial or revocation;
- (D) the time elapsed since the denial or revocation;
- (E) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;
- (F) the number of incidents of improper conduct; and
- (H) discharge from probation, pardon, or expungement.

6. The Commission, in determining whether to recommend to the Board that an individual's application should be granted, is required to determine the extent of the applicant's efforts at rehabilitation as well as the fitness of the applicant to be a member of the teaching profession. *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012). The Commission has utilized these same principles in determining if a teacher's license should be revoked.

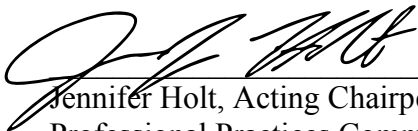
7. In considering the factors in relation to the facts in this matter, the Commission felt even though [REDACTED]'s criminal record specific to criminal case 01-CR-145 has been expunged so the conviction will not be considered, [REDACTED] has failed a number of factors listed under K.A.R. 91-22-1a(g)(1). Among other factors, the Commission considered the present fitness of the person to be a member of the profession, similar to the first case, [REDACTED]'s testimony expressed no remorse for the acts that occurred on and before November 29, 2000 related to the people she cared for in her home. [REDACTED] provided more defenses to her actions rather than accepting responsibility for what she did. She additionally demonstrated a very real concern that her ability to know right from wrong is questionable. Knowing right from wrong comes in question because [REDACTED] was a mandated reporter at the time when the incident occurred, and she did not report how the five individuals were living in her home. This is highly problematic because being a mandated reporter is not an optional duty, [REDACTED] simply neglected it in 2000. Because [REDACTED] continues to not take responsibility now, there is no confidence that she would uphold her duties as a mandated reporter now.

8. Another factor considered are the actions of [REDACTED] after the previous denial. [REDACTED] did not provide any evidence or testimony that she has taken any steps toward rehabilitation that would make her more suitable to be back in a classroom. While [REDACTED] has obtained an expungement of her criminal record specific to criminal case 01-CR-145, [REDACTED] did not demonstrate why expungement was granted, therefore there is no reason to believe it was related to rehabilitative measures.

9. The Commission felt [REDACTED] remains unsuitable to be placed in a position of trust and would be an unsuitable role model for students.

10. On a vote of 7 in favor, 0 opposed, the Commission recommends to the Kansas State Board of Education that the Complaint filed by KSDE seeking to deny [REDACTED] application for an emergency substitute teaching license be granted.

**IT IS SO ORDERED.**

  
Jennifer Holt, Acting Chairperson  
Professional Practices Commission  
Signed on June 14, 2021.

### **NOTICE**

This Initial Order of the Professional Practices Commission is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act.

You may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within **ten calendar** days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Peggy Hill  
Secretary, Kansas State Board of Education  
900 SW Jackson Street,  
Topeka, Kansas 66612

Response briefs are due within **ten calendar days** after service of the legal brief upon the opposing party. Any reply brief is due **five calendar days** after service of any response brief on the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.



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**Item Title:** Receive update on, and proposed changes to, Office of General Counsel screening of Professional Practices cases

**From:** Scott Gordon

In 2014, the Kansas State Board of Education authorized KSDE's Office of General Counsel - within certain parameters - to use its discretion in determining which licensees and which candidates for licensure need to appear before the Professional Practices Commission and the State Board.

R. Scott Gordon, General Counsel to KSDE, will update members of the State Board on how well that process has worked to maintain safe schools and the profession's integrity. Mr. Gordon will report on trends he has seen over the last two years in licensure decisions. Mr. Gordon will propose a modification to his office's authority based upon those trends.



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**Item Title:** Quarterly update on work of Special Education Advisory Council

**From:** Bert Moore, Heath Peine

The State Board of Education will receive an update on current work of the Special Education Advisory Council (SEAC). Presenters will be Bert Moore, Director of Special Education and Title Services at KSDE, and Heath Peine, Immediate Past Chair of SEAC.

SEAC's mission is to work collaboratively to provide leadership for continuous improvement of educational systems to ensure equity and enhance learning for all students in Kansas. State Board member Jim McNiece is an ex-officio member of SEAC, serving as liaison between the two groups.

The purpose of the SEAC is to provide policy guidance to the State Board with respect to special education and related services for children with exceptionalities in the state. The Council meets as mandated by both the state and federal legislation. Council membership is made up of stakeholders throughout the state with the majority being individuals with disabilities and parents of children with disabilities. The State Board of Education approves appointments to vacated positions on the Council.



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**Item Title:** Update on Sunflower Summer Program

**From:** Melissa Rooker, Brad Neuenswander

The Sunflower Summer program, which is being funded by federal money to offer summer enrichment activities for Kansas students, is a collaboration between the Kansas State Department of Education, Kansas Department of Commerce, Kansas Department of Wildlife, Parks and Tourism, Kansas Children's Cabinet and Trust Fund, KU Center for Public Partnerships and Research, and Greenbush Education Service Center.

The program has secured 71 venues to participate statewide. Venues are fun, educational, diverse and Kansas specific. The Kansas Department of Wildlife, Parks and Tourism collaborated with other partners to contact their list of family-friendly attractions. Interested venues agreed to assist with promotions, special events and in some cases, special offers.

After the State Board approved uses of ESSER III set-aside funds, KU Center for Public Partnerships and Research (KU-CPPR) engaged online app developer SLCKET (slick – it), based in Overland Park. They have a patented framework and source code they've used successfully for many passport and tour projects. Their foundation allowed organizers to complete the work very quickly. Highlights will be reviewed with the SBOE during the July meeting.

KSDE is leading Sunflower Summer promotion, supported and in coordination with KU-CPPR. Informational teasers, designed to generate awareness, began the first day of summer (June 21) in KSDE social media and listserv outlets. Media release(s) will occur just before the app becomes accessible to the public (anticipated June 30) and will continue throughout the program timeframe. KU-CPPR's design team created the website with links to app stores, video instructions, general information and FAQs.

Of the 71 programs participating, more than one-third are ticketed venues where the federal relief funds will cover the cost of admission. All ticketed venues modified their ticketing structure for Sunflower Summer, which was quite generous. There is one consolidated, two-tier, rate structure across all ticketed venues:

- Tier 1: student rate (PreK to 12 grade)
- Tier 2: parent/guardian rate (up to two accompanying adults)

(continued)



- Eisenhower Presidential Library & Museum is offering free admission for all students covered in a Sunflower Summer family app (their idea and they insisted)
- State Parks will also be reimbursed for selected fees.
  - 17 State Parks have a \$5 car fee at entry – this will be covered by an app ticket
  - Tuttle Creek Sunflower Summer Camp-out – these fees are covered by an app ticket

See attached list of participating venues.

**Sunflower Summer 2021 – 71 Programs Confirmed to Participate  
FINAL - 06.21.21**

Attractions & Landmarks

1. Cosmosphere, Hutchinson
2. Curious Minds Discovery Zone, Parsons
3. Evel Knievel Museum, Topeka
4. Exploration Place, Wichita
5. Kansas Aviation Museum, Wichita
6. Kansas Children's Discovery Center, Topeka
7. Kansas State Capitol, Topeka
8. Mid-America Air Museum, Liberal
9. Nicodemus National Historic Site, Bogue
10. Lee Richardson Zoo, Garden City
11. Rolling Hills Zoo, Salina
12. Sedgwick County Zoo, Wichita
13. The Topeka Zoo, Topeka
14. Wright Park Zoo, Dodge City

History

1. Amelia Earhart Birthplace Museum, Atchison
2. The Boot Hill Museum, Dodge City
3. The Big Well Museum, Greensburg
4. Brown v. Board of Education National Historic Site, Topeka
5. Eisenhower Presidential Library & Museum, Abilene
6. El Quartejejo Museum and Jerry Thomas Gallery & Collection, Scott City
7. Fick Fossil & History Museum, Oakley
8. Fort Larned National Historic Site, Larned
9. Johnson County Museum, Overland Park
10. Kansas Museum of History, Topeka
11. Kiowa County Historical Museum and Soda Fountain, Greensburg
12. Lindsborg Old Mill and Swedish Heritage Museum
13. Lowell Milken Center for Unsung Heroes, Ft. Scott
14. MidAmerica All Indian Center & The Keeper of the Plains, Wichita
15. Miners Hall Museum, Franklin
16. Nicodemus National Historic Site, Nicodemus
17. Old Cowntown Museum, Wichita
18. Pawnee Indian Museum State Historic Site, Republic
19. Pony Express Barn & Museum, Marysville
20. Sternberg Museum of Natural History, Hays

Art & Theater

1. Prairie Museum of Art and History, Colby
2. The Red Barn Studio Museum, Lindsborg
3. Theatre In The Park, Shawnee

### Nature Areas

1. Allen County Bike Trails, Iola
2. Botanica, The Wichita Gardens, Wichita
3. Cowley Lake Waterfall, Parkerfield
4. Ernie Miller Nature Center, Olathe
5. Flint Hills Discovery Ctr, Manhattan
6. Lehigh Portland Trails, Iola
7. Monument Rocks Natural Area (Chalk Pyramids), Oakley
8. Santa Fe Trail Center Museum & Research Library, Larned
9. Tallgrass Prairie National Preserve, Strong City
10. Wyandotte Co. Lake Park, Kansas City, KS

### State Parks

1. Cedar Bluff State Park, Ellis
2. Cheney State Park, Cheney
3. Clinton State Park, Lawrence
4. Crawford State Park, Farlington
5. Cross Timbers State Park, Toronto
6. El Dorado State Park, El Dorado
7. Fall River State Park, Fall River
8. Flint Hill Trails State Park, Osawatomie
9. Hillsdale State Park, Paola
10. Little Jerusalem State Park, Oakley
11. Lovewell State Park, Webber
12. Meade State Park, Meade
13. Milford State Park, Milford
14. Perry State Park, Ozawkie
15. Pomona State Park, Vassar
16. Tuttle Creek State Park, Manhattan
17. Webster State Park, Stockton

### Libraries

1. Clay Center Carnegie Library, Clay Center
2. Hays Public Library, Hays
3. Hoisington Public Library, Hoisington
4. Lawrence Public Library, Lawrence
5. Salina Public Library, Salina
6. Topeka & Shawnee County Public Library, Topeka

### Sunflower Summer Family Camp-out

Tuttle Creek State Park, Manhattan, Thursday, July 22<sup>nd</sup>

End of Summer Bonus (placeholder – yet to confirm a deal with Fair organizers / question about adults)  
Kansas State Fair, Hutchinson



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**Item Title:** Personnel Report

**From:** Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Total New Hires</b>	3	2	1	1	3	4	4	2	5	2	2	7
Unclassified	3	2	1	1	3	4	4	2	5	2	2	7
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Separations</b>	5	1	9	5	0	3	4	1	2	1	2	5
Classified	0	0	0	0	0	0	0	0	0	0	0	0
Unclassified	5	1	7	5	0	3	4	1	2	1	2	5
Unclassified Regular (leadership)	0	0	2	0	0	0	0	0	0	0	0	0
<b>Recruiting (data on 1st day of month)</b>	7	7	9	11	6	2	5	6	5	6	3	8
Unclassified	7	7	9	11	6	2	5	6	5	6	3	8
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0	0	0	0	0

Total employees 248 as of pay period ending 06/12/2021. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).

**REQUEST AND RECOMMENDATION FOR BOARD ACTION****Agenda Number: 21 b.****Staff Initiating:**

Marisa Seele

**Director:**

Wendy Fritz

**Commissioner:**

Randy Watson

**Meeting Date: 7/13/2021****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:

Erin John to the position of Intern on the Special Education and Title Services team, effective June 2, 2021, at a salary of \$1,800, from June through July. This position is funded by the IDEA State Admin Fund.

Josie McClendon to the position of Sr. Administrative Assistant on the Special Education and Title Services team, effective June 7, 2021, at an annual salary of \$29,161.60. This position is funded by Consolidated Admin Pool, Migrant Education, and Success for Out-of-School the Fund.

Robyn Kelso to the position of Education Program Consultant on the Career, Standards and Assessment Services team, effective June 7, 2021, at an annual salary of \$56,118.40. This position is funded by the Consolidated Pool and State General Fund.

Jessica Apodaca to the position of Public Service Administrator on the Teacher Licensure and Accreditation team, effective June 13, 2021, at an annual salary of \$43,680. This position is funded by the Teacher Licensure Fee Fund.

Renee Brant to the position of Administrative Specialist on the Special Education and Title Services team, effective June 14, 2021, at an annual salary of \$36,504. This position is funded by the ESSER State Admin, Title I Admin, and Early Childhood Discretionary Fund.

Andrew Huffman to the position of Intern on the Child Nutrition and Wellness team, effective June 14, 2021, at a salary of \$1,200, for four weeks. This position is funded by the Federal School Food Service Admin Fund.

Angela Rice to the position of Public Service Executive on the Special Education and Title Services team, effective June 7, 2021, at an annual salary of \$47,840. This position is funded by the ESSER State Admin, School Improvement Admin, and IDEA Early Childhood Fund.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 c.

Staff Initiating:

Susan Helbert

Director:

Mischel Miller

Commissioner:

Randy Watson

Meeting Date: 7/13/2021

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### **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 Visiting Scholar licenses.

### **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 2021-22 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 teach a full schedule. Courses are available for college credit. She has participated in appropriate professional learning while employed in this position during the past eight 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 2021-22 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 William Allen Skeens**

Blue Valley USD 229 requests that William Allen Skeens be granted a renewal of a Visiting Scholar license valid for the 2021-22 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

(continued)

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 eight 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 2021-22 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**

**Kelly Welch**

The Lawrence school district requests that Kelly Welch be granted renewal of a Visiting Scholar license valid for the 2021-22 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.

Kelly Welch's educational background and studies along with her almost two decades of teaching experience in family studies and human ecology at the postsecondary 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 2021-22 school year for Kelly Welch be approved, based on continuing to meet two of the established criteria, and appropriate professional learning during the last four years of teaching as a Visiting Scholar.

**Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program**

**Robin Bacon**

Blue Valley USD 229 requests that Robin Bacon be granted renewal of a Visiting Scholar license valid for the 2021-22 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 seven school years.

Robin Bacon, with her varied experiences and a graduate degree in nursing, continues to provide a

(continued)

unique educational opportunity for students in the CAPS program. I recommend that the request for renewal of a Visiting Scholar license valid for the 2021-22 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.

**Central Heights, USD 288**

**Norman Schmidt**

The Central Heights school district requests that Norman Schmidt be granted renewal of a Visiting Scholar license valid for the 2021-22 school year. The district will assign Mr. Schmidt to teach a full schedule of chemistry, physics and earth/space science.

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 2020-21 school year for Norman Schmidt be approved, based on meeting two of the established criteria for Visiting Scholar and verification of appropriate professional learning during his first year as a Visiting Scholar.

**Olathe, USD 233**

**Daniel Trebe**

The Olathe school district requests that Daniel Treber be granted renewal of a Visiting Scholar license valid for the 2021-22 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 valid for the 2021-22 school year for Daniel Treber be approved, based on meeting two of the established criteria for Visiting Scholar and appropriate professional learning during the last two school years.



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 d.

**Staff Initiating:**

Susan Helbert

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date:** 7/13/2021

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**Item Title:**

Act to approve cut scores for licensure tests

**Recommended Motion:**

It is moved that the Kansas State Board of Education adopt and set cut scores as follows for licensure assessments: Mathematics (Test #5165) with a recommended cut score of 159; Middle School Mathematics (Test #5164) with a recommended cut score of 157; Principles of Learning and Teaching PreK-12 (Test #5625) with recommended score 157; Journalism (Test #5224) with a recommended cut score of 153; Computer Science (Test #5652) with a recommended cut score of 149; Japanese: World Language (Test #5661) with a recommended cut score of 156; and the American Sign Language Proficiency Interview (ASLPI) with a recommended rating score of 3+.

**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.

The mathematics tests are regenerated tests. The remaining tests are newly available tests generated by ETS, or are existing test options that Kansas is implementing (Computer Science and American Sign Language Proficiency Interview).

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: 21 e.

**Staff Initiating:**

Catherine Chmidling

**Director:**

Mischel Miller

**Commissioner:**

Randy Watson

**Meeting Date:** 7/13/2021

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**Item Title:**

Act on recommendations of the Evaluation Review Committee for higher education accreditation and program approval

**Recommended Motion:**

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee: "Accreditation" for Benedictine College and "Program Approval" for Newman 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.

May 26, 2021

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Benedictine College

**Introductory Statement:**

On May 18, 2021, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Benedictine College School of Education.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, and Visitation Team Final Report.

**ACCREDITATION RECOMMENDATION**

Recommend "Accreditation" status through December 31, 2028.

**Areas for Improvement:**

Standards 1-5; A1-A5

None

**Stipulations:**

Standards 1-5; A1-A5

None

Standards		Team Findings	
		Initial	Advanced
1	Content and Pedagogical Knowledge	Met	Met
2	Clinical Partnerships and Practice	Met	Met
3	Candidate Quality, Recruitment, and Selectivity	Met	Met
4	Program Impact	Met	Met
5	Provider Quality Assurance and Continuous Improvement	Met	Met

Next visit: Spring 2028.

**Previous Areas for Improvement (NCATE October 2014):**

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.**<sup>3</sup> 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.

<sup>3</sup>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.

May 27, 2021

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Newman University

**Introductory Statement:**

On May 18, 2021, the Evaluation Review Committee reviewed an application for program approval for Newman University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

**PROGRAM APPROVAL RECOMMENDATIONS**

Recommend “**Approved**” status for the following program through June 30, 2026:

**Early Childhood Unified I, B-3, continuing**

Areas for Improvement:

**Standards 1-8**

None

## PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of the unit.

## PROGRAM DECISIONS

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-235 and 91-1-236.

### **91-1-235. Procedures for initial approval of teacher education programs.**

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

- (A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;
- (B) at least 12 weeks of student teaching; and
- (C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status. Each new program shall be approved with stipulation or not approved.

(g) Annual report.

(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.

(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.

(h) Change of approval status.

(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the



current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.

(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

**91-1-236. Procedures for renewing approval of teacher education program.**

(a) Application for program renewal.

(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and

(B) at least 12 weeks of student teaching.

(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.

(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall

specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status.

(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 f.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/13/2021

John Calvert

Craig Neuenswander

Randy Watson

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### **Item Title:**

Act on Mental Health Intervention Team program state aid grants and applications for the 2021-22 school year

### **Recommended Motion:**

It is moved that the Kansas State Board of Education approve the recommended grant allocations to school districts in the amount of \$5,056,535 and grants for Local Community Mental Health Centers in the amount of \$2,533,931 for the Mental Health Intervention Team Program for the 2021-22 school year.

### **Explanation of Situation Requiring Action:**

The Mental Health Intervention Team (MHIT) pilot program was originally approved in 2018 Substitute for Senate Bill 423, later amended in House Substitute for Senate Bill 61 and in Senate Bill 109. During the 2019 Legislative session, the program was passed by the Legislature for the 2019-20 school year in House Substitute for Senate Bill 25 and approved by the Governor. The 2020 Legislature passed Senate Bill 66 and it was approved by the Governor for the MHIT program (2020-21). The 2021 Legislature passed House Substitute Bill 2134 and it was approved by the Governor for the MHIT program (2021-22).

Applications were open to all unified school districts currently in the program, and all 43 fiscal districts submitted grant requests. The districts are required to match \$1 for each \$3 of state aid. In addition to the state aid for districts, local community mental health centers (CMHCs) are eligible for state aid to help fund their costs of providing services for students. The amount is calculated by taking one-third of the state aid amounts granted to districts in 2020-21. Pilot CMHCs were funded at their 2019-20 agreed amount or a proration of such amount. During the 2020-21 school year, other mental health providers and the CMHCs were allowed to provide services to students in the districts. This option continues for the 2021-22 school year.

This is the first year since the inception of the grant, that the total dollar amount requested was more than the total of the grant. Requests totaled \$8,700,869. However, the grant total was \$7,590,466, a difference of \$1,110,403. Districts that chose to have no increases or chose to reduce their amounts from last year, were fully funded. All others received the lesser of approximately 1.6 percent of their 2020-21 grant amount or their full request. For the 2021-22 school year, it is proposed that \$5,056,535 be allocated for school districts to hire liaisons while \$2,533,931 be allocated to CMHCs.

(continued)

The grant requests were reviewed by a team from the Kansas State Department of Education.

Attached is a table that provides the districts applying for grants, the amount requested, the amount recommended for approval and the amount for the local community mental health centers/other mental health providers. Approval of these grants will allow school districts to begin the process of hiring staff for the upcoming school year.

## Mental Health Intervention Team 2021-22 Applications

1	2	3	4	5	6	7	8	9	10
USD #	USD Name	County	Districts Served	Liaisons	State Aid Request: School Liaisons	Total Budget Request School Liaisons	State Aid Recommended School Liaisons	State Aid Recommended Mental Health Provider	Total State Aid Recommended (Column 8 + Column 9)
D0204	Bonner Springs	Wyandotte	1	3.0	126,082	168,109	126,082	42,027	168,109
D0233	Olathe	Johnson	1	2.0	117,548	156,731	110,991	36,997	147,988
D0239	N. Ottawa Co. (239 & 240)	Ottawa	2	2.0	79,950	106,600	45,477	15,159	60,636
D0255	South Barber	Barber	1	2.0	70,500	94,000	35,052	11,684	46,736
D0259	Wichita	Sedgwick	1	30.0	1,924,268	2,565,691	1,321,023	1,049,031	2,370,054
D0262	Valley Center	Sedgwick	1	6.0	139,890	186,520	92,523	30,841	123,364
D0266	Maize	Sedgwick	1	3.0	139,517	186,023	90,936	30,312	121,248
D0270	Plainville	Rooks	1	1.0	38,592	51,456	20,546	6,849	27,395
D0271	Stockton (271 & 403)	Rooks	2	0.5	20,174	26,899	20,174	6,725	26,899
D0272	Waconda	Mitchell	1	0.3	12,023	16,031	10,906	3,635	14,541
D0282	West Elk	Elk	1	2.0	46,740	62,320	46,740	15,580	62,320
D0286	Chautauqua County	Chautauqua	1	1.0	47,480	63,307	46,830	15,610	62,440
D0293	Quinter (274, 275, 291, 292, 293, 468)	Gove	6	1.5	63,491	84,655	63,491	21,164	84,655
D0305	Salina	Saline	1	6.0	279,000	372,000	279,000	93,000	372,000
D0306	Southeast of Saline	Saline	1	1.0	47,400	63,200	43,433	14,478	57,911
D0307	El Saline	Saline	1	0.0	0	0	0	0	0
D0309	Nickerson	Reno	1	2.0	82,294	109,725	39,772	13,257	53,029
D0310	Fairfield	Reno	1	1.0	34,187	45,583	33,310	11,103	44,413
D0311	Pretty Prairie (311 & 312)	Reno	2	1.0	42,156	56,208	41,757	13,919	55,676
D0323	Rock Creek	Pottawatomie	1	1.0	48,083	64,111	42,483	14,161	56,644
D0329	Wabaunsee County	Wabaunsee	1	0.8	25,481	33,975	25,481	8,494	33,975
D0332	Cunningham (332 & 511)	Kingman	2	1.0	44,205	58,940	42,478	14,159	56,637
D0337	Royal Valley	Jackson	1	0.5	20,428	27,237	19,843	6,614	26,457
D0349	Stafford	Stafford	1	1.0	40,541	54,055	40,541	13,514	54,055
D0382	Pratt	Pratt	1	1.0	52,706	70,275	52,706	17,569	70,275
D0383	Manhattan	Riley	1	2.0	122,250	163,000	116,713	38,904	155,617
D0402	Augusta	Butler	1	4.0	58,970	78,627	58,970	19,657	78,627

## Mental Health Intervention Team 2021-22 Applications

1	2	3	4	5	6	7	8	9	10
USD #	USD Name	County	Districts Served	Liaisons	State Aid Request: School Liaisons	Total Budget Request School Liaisons	State Aid Recommended School Liaisons	State Aid Recommended Mental Health Provider	Total State Aid Recommended (Column 8 + Column 9)
D0413	Chanute	Neosho	1	1.0	51,291	68,388	51,028	17,009	68,037
D0435	Abilene (393, 435, 473, 487)	Dickinson	4	2.0	82,620	110,160	80,226	114,143	194,369
D0438	Skyline	Pratt	1	1.0	39,990	53,320	38,814	12,938	51,752
D0445	Coffeyville	Montgomery	1	2.0	90,000	120,000	45,721	15,240	60,961
D0446	Independence	Montgomery	1	2.0	74,172	98,896	74,172	24,724	98,896
D0447	Cherryvale	Montgomery	1	1.0	41,910	55,880	41,910	13,970	55,880
D0453	Leavenworth	Leavenworth	1	1.0	51,875	69,167	41,526	13,842	55,368
D0457	Garden City	Finney	1	1.0	55,890	74,520	55,890	51,011	106,901
D0461	Neodesha	Wilson	1	1.0	48,219	64,292	46,310	15,437	61,747
D0462	Central of Burden	Cowley	1	1.0	41,353	55,137	37,027	12,342	49,369
D0484	Fredonia	Wilson	1	2.0	101,709	135,612	101,709	33,903	135,612
D0489	Hays	Ellis	1	2.0	110,392	147,189	105,962	35,321	141,283
D0490	El Dorado	Butler	1	2.0	88,554	118,072	86,534	28,845	115,379
D0500	Kansas City	Wyandotte	1	21.0	930,731	1,240,975	855,576	310,244	1,165,820
D0501	Topeka	Shawnee	1	8.0	424,441	565,921	424,441	208,000	632,441
D0503	Parsons	Labette	1	1.0	58,875	78,500	58,875	48,000	106,875
D0506	Labette County	Labette	1	1.0	43,556	58,075	43,556	14,519	58,075
<b>Totals</b>			<b>56</b>	<b>126.6</b>	<b>\$6,059,534</b>	<b>\$8,079,382</b>	<b>\$5,056,535</b>	<b>\$2,533,931</b>	<b>\$7,590,466</b>

Mental Health Centers receive one-third of the State Aid Grant for school liaisons, while the 2018-19 pilot CMHC's receive the amount of the grant they received during the 2019-20 year, whichever is higher.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 g.

**Staff Initiating:**

Kerry Haag

**Director:**

Bert Moore

**Commissioner:**

Randy Watson

**Meeting Date:** 7/13/2021

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### **Item Title:**

Act on request to amend FY22 awards for IDEA VI-B Special Education Targeted Improvement Plan Grants

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to amend three awards for the IDEA VI-B Special Education Targeted Improvement Plan Grants.

### **Explanation of Situation Requiring Action:**

The State Board of Education approved funding for 78 awards to local education agencies, cooperatives and/or interlocals on June 8, 2021. Adjustments to the Targeted Improvement Plan Grants supplemental funds resulted in revisions to three special education cooperatives' awards for the 2021-2022 school year.

Funding per IDEA Section 34 CFR 400.704 (b)(4)(vii) is to support capacity building activities and enhance delivery of services by LEA to improve results for children with disabilities. The continuance of 78 federal IDEA Title VI-B Targeted Improvement Plan awards to local education agencies, cooperatives and/or interlocals will support procedural compliance with the IDEA law and improve achievement for students with disabilities, specifically the areas identified by the IDEA Part B Performance Plan (SPP), the Kansas Integrated Accountability System (KIAS), and Kansas Education Systems Accreditation (KESA). The 2021-2022 school year is the 16th year the Targeted Improvement Plan grants have been awarded. Participants plan activities such as staff development which include regular and special educators, administrators, related service providers, families, university faculty and students. Districts that earn a KIAS meets requirement level of determination for compliance with IDEA receive supplemental funds in the amount of \$2,000 - \$5,000.

To be eligible for funding, LEAs must submit an application which identifies SPP Indicators to be targeted, a description of activities, a detailed budget, and annual fiscal report. Applications are reviewed and approved by Special Education and Title Services staff. Examples of allowable costs include, but are not limited to, extra-duty stipends for teachers, costs of professional development, assistance and instructional technology for students.

See the attached revised list for individual special education LEA allocations. Total amount of federal funds available for 2021-2022 is \$3,633,323.

<b>2021-2022 Targeted Improvement Plan (TIP)</b>		
<b>District</b>		<b>Total</b>
<b>Number</b>	<b>District/Agency Name</b>	<b>Allocation</b>
D0115	Nemaha Central (Marshall-Nemaha Co Ed Serv Coop)	16,675
D0202	Turner-Kansas City	31,443
D0207	Ft Leavenworth	14,386
D0229	Blue Valley	121,200
D0230	Spring Hill	12,761
D0231	Gardner Edgerton	21,887
D0232	De Soto	29,134
D0233	Olathe	150,814
D0234	Ft Scott	16,986
D0244	Burlington (Coffey Co Spec Educ Coop)	17,741
D0253	Emporia (Flint Hills Spec Educ Coop)	59,356
D0259	Wichita	351,381
D0260	Derby	50,609
D0261	Haysville	33,813
D0262	Ark Valley Special Education Coop*	21,517
D0263	Mulvane	18,094
D0265	Goddard Special Education Coop*	47,262
D0266	Maize Special Education Coop*	52,516
D0273	Beloit (Beloit Spec Educ Coop)	22,801
D0282	West Elk (Chautauqua & Elk Co Spec Educ Srvcs)	17,225
D0290	Ottawa	19,229
D0305	Salina (Central Kansas Coop in Educ)	111,383
D0308	Hutchinson Public Schools	42,846
D0320	Wamego (Spec Srvcs Coop of Wamego)	25,203
D0321	Kaw Valley	12,978
D0330	Mission Valley	10,865
D0333	Concordia (Learning Coop of North Central Kansas)	35,407
D0336	Holton (Holton Spec Educ Coop)	30,887
D0345	Seaman	27,035
D0353	Wellington	16,708
D0364	Marysville (Marshall Co Spec Educ Coop)	14,402
D0368	Paola (East Central KS Spec Educ Coop)	69,962
D0372	Silver Lake	11,420
D0373	Newton (Harvey Co Spec Educ Coop)	39,845
D0379	Clay Center (Twin Lakes Educ Coop)	26,142
D0383	Manhattan-Ogden	43,550
D0389	Eureka	12,315
D0405	Lyons (Rice Co Spec Srvcs Coop)	21,084
D0407	Russell County	13,693
D0409	Atchison Public Schools	18,908
D0418	McPherson (McPherson Co Spec Educ Coop)	38,785
D0428	Great Bend (Barton Co Coop Program of Spec Services)	39,231
D0437	Auburn Washburn	40,066
D0450	Shawnee Heights	27,193
	Continued	



<b>District</b>		<b>Total</b>
<b>Number</b>	<b>District/Agency Name</b>	<b>Allocation</b>
D0453	Leavenworth	24,953
D0457	Garden City	54,589
D0458	Basehor-Linwood	15,283
D0465	Winfield (Cowley Co Spec Srvcs Coop)	52,477
D0469	Lansing	19,440
D0475	Geary County Schools	51,398
D0480	Liberal	31,084
D0489	Hays (Hays West Central KS Spec Educ Coop)	34,343
D0495	Ft Larned (Tri-Co Spec Srvcs Coop)	17,136
D0497	Lawrence	79,744
D0500	Kansas City (Wyandotte Comprehensive Spec Educ Coop)	170,158
D0501	Topeka Public Schools	113,195
D0512	Shawnee Mission Public Schools	216,822
D0602	Northwest KS Educational Serv Center	57,958
D0603	ANW Special Education Coop	54,770
D0605	South Central KS Spec Ed Coop	63,464
D0607	Tri County Spec Education Coop	71,443
D0608	Northeast KS Education Serv Center	42,460
D0610	Reno County Education Coop	41,148
D0611	High Plains Educational Coop	76,130
D0613	Southwest Kansas Area Coop	77,120
D0614	East Central KS Coop in Education	26,430
D0615	Brown County KS Special Education Coop	20,703
D0616	Doniphan Co Education Coop	16,093
D0617	Marion County Spec Education	26,637
D0619	Sumner Co Educational Services	19,012
D0620	Three Lakes Educational Coop	33,019
D0636	North Central Kansas Spec Ed Coop Interlocal	37,736
D0637	Southeast Kansas Special Education Interlocal	96,333
D0638	Butler Co Spec Education Interlocal	96,827
S0507	St Hospital Training Center Parsons	3,705
S0521	Dept of Corrections-Lawrence Gardner High School	19,440
S0604	School for the Blind	5,300
S0610	School for the Deaf	10,235
		<b>3,633,323</b>
	* Adjustment to funds	

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 h.

**Staff Initiating:**

Tate Toedman

**Director:**

Bert Moore

**Commissioner:**

Randy Watson

**Meeting Date:** 7/13/2021

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**Item Title:**

Act on a request to contract with the Kansas Association of Independent and Religious Schools

**Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the Kansas Association of Independent and Religious Schools for the reimbursement of funds for professional development of non-public school teachers and leaders, in an amount not to exceed \$51,000.

**Explanation of Situation Requiring Action:**

Under the Every Student Succeeds Act, Kansas retains 4.0 percent of Title II, Part A funds for state level activities described under Section 2101, including professional development of teachers and leaders.

KSDE is required to support equitably the Kansas non-public schools by providing funds for professional development of non-public teachers and leaders. By approving this contract, KSDE will be allowed to reimburse the Kansas Association of Independent and Religious Schools, the largest private school organization in Kansas, for professional development activities provided to private school educators during the 2021-2022 school year.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 i.

**Staff Initiating:**

Bert Moore

**Director:**

Bert Moore

**Commissioner:**

Randy Watson

**Meeting Date:** 7/13/2021

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**Item Title:**

Act on request to extend Education Advocate contract through June 2022

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the continued funding and extension of the Education Advocate contract to June 30, 2022, in an amount not to exceed \$350,000 out of IDEA VI-B funds.

**Explanation of Situation Requiring Action:**

The Special Education and Title Services team requests the extension of the Education Advocate contract in order to avoid service disruption and continue with the Kansas Department of Administration competitive bidding process.

At the June Kansas State Board of Education meeting, the State Board of Education approved an extension of this contract through October 2021. However, the Kansas State Department of Administration suggested an extension of the current award for one year through June 30, 2022 in order to avoid service disruption and to account for the Kansas Department of Administration's current increased workload.

An education advocate (referred to as "surrogate parents" in the Federal law) is appointed to act on behalf of a child with a disability or suspected of having a disability when parents are unknown, unavailable, or parental rights have been severed. The state special education statutes and regulations give the Kansas State Board of Education the authority to appoint education advocates to act on behalf of the child, if parents are unknown, unavailable, or parental rights have been severed or relinquished.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 j.

Staff Initiating:

Brad Neuenswander

Deputy Commissioner:

Brad Neuenswander

Commissioner:

Randy Watson

Meeting Date: 7/13/2021

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### **Item Title:**

Act on request to contract with Renaissance Learning, Inc. to provide professional development to Kansas educators

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with Renaissance Learning, Inc., to provide professional development to Kansas educators for three years using the Star assessment tools to measure learning in Language Arts and Math. The timeline is Aug. 1, 2021 through Sept. 30, 2024, and the contract amount is not to exceed is \$650,000.

### **Explanation of Situation Requiring Action:**

Leaders within the Kansas State Department of Education (KSDE) want to ensure that administrators and educators throughout the state have the ongoing support they need to effectively use the Star assessments to help accelerate learning for their students. Research proves that Renaissance solutions have the greatest effect on student achievement when they are implemented with quality and fidelity. Professional development services are designed to teach educators new strategies and skills, help them apply what they learn in their classrooms, and monitor outcomes to drive continuous improvement.

Renaissance has 35 years of experience helping teachers implement instructional best practices. The organization's coaches and consultants have advanced degrees, years of educational experience and expertise in facilitating adult learning. This ensures educators get the support, guidance and encouragement they need to accelerate learning for every student. Renaissance's customer success team will oversee the implementation of the Star assessments. A Renaissance Project Manager will be responsible for developing a project plan that articulates a clear strategy and schedule of activities to ensure a successful launch and ongoing monitoring to reach district goals. The project manager will also gather data sharing agreements from participating districts and will partner with the state to develop state-level reports based on the KSDE's needs.

Furthermore, the project manager would govern the implementation of Renaissance solutions by:

- Leading project planning and development of professional development plan
- Establishing key milestones
- Providing ongoing monitoring
- Measuring success
- Overseeing product implementation

(continued)

Services provided by the project manager:

- On-site services
- Strategic planning meeting
- End-year executive review
- Remote services
- Project kick-off meeting
- Internal resource planning and alignment
- Mid-year executive review
- Monthly program status updates
- Project plan development and sign-off
- Professional services coordination
- Technical and implementation support facilitation and escalations
- Monthly office hours as needed, by appointment
- Introduction to district stakeholders

The plan will guide educators throughout the state of Kansas for three years for the purpose of impacting student learning using the Star assessments and best research-based practices. A successful implementation of this plan will give educators the necessary background data knowledge, resources and effective strategies to use in the classrooms across the state. This will impact student learning and achievement, as well as build leader and teacher capacity.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 k.

**Staff Initiating:**

Cheryl Johnson

**Director:**

Cheryl Johnson

**Commissioner:**

Randy Watson

**Meeting Date:** 7/13/2021

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### **Item Title:**

Act on a request to contract for production of Child Nutrition Program Public Service Announcements

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to purchase services from Gizmo Pictures under a Prior Authorization in an amount not to exceed \$20,000 for the period Aug. 15, 2021- Sept. 30, 2021.

### **Explanation of Situation Requiring Action:**

Objective:

Increase communication with students, parents, school personnel and community members by developing Public Service Announcements, a digital banner, and ads that could be aired on social media. The message is to inform audiences that Kansas students can receive a free breakfast and lunch each school day during SY2021-2022. Kansas schools have requested assistance from KSDE in informing the public and increasing awareness that breakfast and lunch will be available free to students during SY2021-2022.

Approach:

Gizmo Pictures, Inc. will create and produce digital assets to be used in a statewide campaign to create awareness that all students can receive a free healthy breakfast and healthy lunch each school day including creative development of campaign brand, two 30-second Public Service Announcements, and editing and formatting for digital media. Gizmo will work directly with Child Nutrition & Wellness to develop the creative approach, scripts, schedules and approval.

Funding:

Child Nutrition & Wellness receives State Administrative Expense (SAE) Funds from the United States Department of Agriculture (USDA) to be used exclusively for the state-level administration of the federal Child Nutrition Programs and for activities to encourage and teach children to eat healthy food and be physically active. KSDE has up to \$20,000 in federal fiscal year 2021 SAE funds available for this project.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 I.

**Staff Initiating:**

Cheryl Johnson

**Director:**

Cheryl Johnson

**Commissioner:**

Randy Watson

**Meeting Date:** 7/13/2021

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### **Item Title:**

Act on a request to contract with the Kansas Association of Broadcasters for Public Service Announcements to inform the public that all students eat free in SY2021-2022

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the Kansas Association of Broadcasters in an amount not to exceed \$100,000 for the purpose of disseminating public service announcements to inform the public that all Kansas students can receive a free breakfast and lunch each school day in School Year 2021-2022, ensuring they are fueled and ready to learn.

### **Explanation of Situation Requiring Action:**

#### Objective:

Increase communication with students, parents, school personnel and community members by disseminating Public Service Announcements (PSAs) to provide information that all Kansas students can receive a free breakfast and lunch each school day in SY 2021-2022.

#### Approach:

The Public Education Partnership (PEP) program of the Kansas Association of Broadcasters (KAB) is only made available to non-profits and government agencies. It is based upon "Total Fair Market Value" and provides a market value ratio of 3 to 1. There are more than 120 radio stations and 15 television stations that pledge a bank of airtime for use by the KAB for the PEP. Since 2011, Child Nutrition & Wellness has aired PSAs through this program and has been pleased with the results. During the time periods the PSAs aired throughout Kansas, KAB data showed that they aired when families and community members would be watching and listening.

#### Content:

The Public Service Announcements are high quality and developed by Gizmo Pictures, Inc.

#### Funding:

Child Nutrition & Wellness receives State Administrative Expense (SAE) funds from the United States Department of Agriculture (USDA) to be used exclusively for state-level administration of the federal Child Nutrition Programs. KSDE has \$100,000 in federal fiscal year 2021 SAE funds available for this project. Due to the market value ratio of 3 to 1, the \$100,000 will result in at least \$300,000 of airtime during SY2021-2022. The KAB has exceeded the 3 to 1 market value ratio in all years we have aired PSAs. In 2019, the market value ratio exceeded 4 to 1. Any federal fiscal year 2021 SAE funds that are not obligated by Sept. 30, 2021 must be returned to USDA.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 m.

**Staff Initiating:**

Christine Macy

**Deputy Commissioner:**

Brad Neuenswander

**Commissioner:**

Randy Watson

**Meeting Date:** 7/13/2021

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**Item Title:**

Act on recommendations for funding after-school learning center programs supported by ESSER III

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve allocations to fund after-school learning center programs in an amount not to exceed \$2,971,812 effective through Sept. 30, 2024.

**Explanation of Situation Requiring Action:**

At their April 14 meeting, the State Board of Education approved prioritizing the framework for using ESSER III set-aside money through 2024. The Elementary and Secondary Education Relief (ESSER) funds are part of the federal investments directed to prepare for and respond to the coronavirus pandemic. KSDE leadership has created a coordinated strategy to maximize the impact of this one-time investment. Community learning programs that were not funded through other competitive-based grants were considered for ESSER III funding.

ESSER III community learning centers and after-school programs are designed to expand learning opportunities for children and community members.

The attached list of programs is recommended for funding in an amount not to exceed \$2,971,812 for a period of three years.



ESSER III - Considered Programs		
21st CCLC Applicants (Non-Funded)		
USD	District/ Organization	Requested
	BGC Topeka (Logan)	\$75,000
462	Central	\$115,900
218	Elkhart	\$100,000
453	Leavenworth	\$100,000
480	Liberal (Seymour Rogers MS)	\$100,000
274	Oakley	\$87,204
252	Southern Lyon	\$100,000
		<b>\$678,104</b>
Kansas After School Enhancement Grants (KASEG)		
	BG Club Wichita	\$11,700
	BGC Hutchinson	\$15,006
	BGC Lawrence	\$14,206
	BGC Manhattan	\$15,006
	Cherry Street Youth Center	\$9,000
396	Douglass	\$15,006
	Fairfield	\$5,495
457	Garden City	\$11,700
446	Independence	\$8,573
500	Kansas City	\$9,000
	Kansas Reading Roadmap	\$12,522
373	Newton	\$15,006
335	North Jackson	\$5,559
498	Valley Heights	\$10,327
259	Wichita	\$15,006
	Wichita YMCA	\$14,388
		<b>\$187,500</b>
Kanas Middle School After School Grants (KMSA)		
	BGC Hutchinson	\$16,375
	BGC Lawrence	\$16,375
	(continued)	

Page 2		
	BGC Manhattan	\$16,375
	BGC Topeka (Teen Center)	\$16,375
	Cherry Street Youth Center	\$10,375
491	Eudora	\$16,375
457	Garden City	\$16,375
500	Kansas City	\$16,375
		<b>\$125,000</b>
		\$678,104
		\$187,500
		\$125,000
		<b>\$990,604</b>
		x 3 years
		<b>\$2,971,812</b>

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 n.

**Staff Initiating:**

Sarah Thompson

**Superintendent:**

Luanne Barron

**Commissioner:**

Randy Watson

**Meeting Date:** 7/13/2021

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**Item Title:**

Authorize out-of-state tuition contracts for students attending Kansas School for the Deaf

**Recommended Motion:**

It is moved that the Kansas State Board of Education authorize contracts for out-of-state tuition for the 2021-2022 school year for students attending the Kansas School for the Deaf.

**Explanation of Situation Requiring Action:**

In order to prepare for the 2021-2022 school year, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas School for the Deaf (KSD) to enter into contracts for out-of-state tuition with the school districts listed below.

KSD will receive tuition payments from:

Park Hill School District, Kansas City, Missouri - 1 Day Student - \$40,000

North Kansas City School District, Kansas City, Missouri - 1 Day Student - \$40,000

Liberty School District, Liberty, Missouri - 1 Day Student - \$40,000

Kansas City Public School District, Kansas City, Missouri – 1 Day Student - \$40,000 (Tentative)

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 o.

Staff Initiating:

Deb Howser

Superintendent:

Jon Harding

Commissioner:

Randy Watson

Meeting Date: 7/13/2021

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### **Item Title:**

Authorize out-of-state tuition contracts for students attending Kansas State School for the Blind

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize contracts for out-of-state tuition for the 2021-2022 school year for students attending the Kansas State School for the Blind.

### **Explanation of Situation Requiring Action:**

In order to prepare for the 2021-2022 school year, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind (KSSB) to enter into contracts for out-of-state tuition with the school districts listed below.

KSSB will receive tuition payments from:

Lawson School District, Lawson, Missouri - 1 day student - \$40,000

Center School District, Kansas City, Missouri - 1 day student \$40,000

Ray-Pec School District, Peculiar, Missouri - 1 day student \$40,000

Warrensburg School District, Warrensburg, Missouri - 1 day student (.4) - \$16,000

Blue Springs School District, Blue Springs, Missouri - 1 day student \$40,000

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 p.

**Staff Initiating:**

Deb Howser

**Superintendent:**

Jon Harding

**Commissioner:**

Randy Watson

**Meeting Date:** 7/13/2021

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### **Item Title:**

Authorize KSSB to renew contract with Accessible Arts, Inc. for related services and facilities use

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Accessible Arts, Inc. for arts-related services for students attending KSSB in exchange for KSSB facility use and statewide outreach services in the Arts (drama, movement, dance, visual arts, music) for Kansas individuals with disabilities in an amount not to exceed \$134,000.

### **Explanation of Situation Requiring Action:**

The Kansas State School for the Blind desires to renew the contract with Accessible Arts, Inc. for student services and for KSSB facility use. The not-to-exceed amount of \$134,000 for statewide outreach is state general fund money that flows through the KSSB budget for Accessible Arts, Inc.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 q.

Staff Initiating:

Deb Howser

Superintendent:

Jon Harding

Commissioner:

Randy Watson

Meeting Date: 7/13/2021

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### **Item Title:**

Authorize KSSB to renew contract with Baer Wilson and Company, LLC for counseling and evaluation services

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Baer Wilson and Company, LLC to provide counseling and evaluation services for students who attend KSSB.

### **Explanation of Situation Requiring Action:**

In order to provide counseling and evaluation services for KSSB students for the 2021-2022 school year, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Baer Wilson and Company, LLC in an amount not to exceed \$95,000.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 r.

Staff Initiating:

Deb Howser

Superintendent:

Jon Harding

Commissioner:

Randy Watson

Meeting Date: 7/13/2021

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### **Item Title:**

Authorize KSSB to renew contract with Supplemental Health for nursing services

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Supplemental Health for nursing services in an amount not to exceed \$175,000.

### **Explanation of Situation Requiring Action:**

In order to provide nursing services for the 2021-2022 school year, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Supplemental Health in an amount not to exceed \$175,000.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 s.

Staff Initiating:

Deb Howser

Superintendent:

Jon Harding

Commissioner:

Randy Watson

Meeting Date: 7/13/2021

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### **Item Title:**

Authorize KSSB to renew contract with Providence Medical Center for PT and OT services

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Providence Medical Center for physical therapy and occupational therapy services in an amount not to exceed \$125,000.

### **Explanation of Situation Requiring Action:**

In order to provide occupational therapy and physical therapy services for the 2021-2022 school year, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Providence Medical Center in an amount not to exceed \$125,000.



**Item Title:**

Act on calendar year 2022 and 2023 meeting dates for the Kansas State Board of Education

**Recommended Motion:**

It is moved that the Kansas State Board of Education establish the regular monthly meeting dates for 2022 and 2023 as presented.

**Explanation of Situation Requiring Action:**

In June, the State Board received proposed schedules of regular meeting dates for both 2022 and 2023. The drafts followed the traditional schedule of meeting the second Tuesday and Wednesday of the month.

Setting the 2022 and 2023 Board meeting schedules at this time allows for early publication of the dates for planning purposes. The Board, by Statute, will officially adopt the Resolution of meeting dates, times and locations at its January meeting.

The meeting schedules for approval are provided.

## Kansas State Board of Education

### 2022 Meeting Dates - DRAFT

January						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

State Holiday

February						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

KEEN Conf. 10th & 11th

March						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Tent. Visit to USD 259 28th & 29th  
Spring Break 14-18

April						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

State Holiday

June						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July						
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3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

State Holiday

August						
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28	29	30	31			

September						
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18	19	20	21	22	23	24
25	26	27	28	29	30	

State Holiday

October						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

KSDE Annual Conf. 19th-21st

November						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

State Holiday

December						
S	M	T	W	T	F	S
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

State Holiday

# Kansas State Board of Education

## 2023 Meeting Dates - DRAFT

January						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
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22	23	24	25	26	27	28
29	30	31				

State Holiday

February						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

Spring Break 13-17

April						
S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May						
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

State Holiday

June						
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				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

State Holiday

August						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
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State Holiday

October						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

KSDE Annual Conf. 25th-27th

November						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

State Holiday

December						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

State Holiday



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District 10

**Subject:** Chair's Report and Requests for Future Agenda Items

These updates will include:

- a. Act on Board Travel Requests
- b. Committee Reports, including Graduation Requirements Task Force
- c. Board Attorney's Report
- d. Requests for Future Agenda Items

Note: Individual Board Member Reports are to be submitted in writing.



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## WEDNESDAY, JULY 14, 2021 MEETING AGENDA

- |                 |  |
|-----------------|--|
| 9:00 a.m.       | 1. Call to Order - Chair Jim Porter  |
|                 | 2. Roll Call   |
|                 | 3. Approval of Agenda  |
| 9:05 a.m. (IO)  | 4. Kansans Can Highlight on Social-Emotional Growth Outcome: Highland Park, USD 501, student Jaqui Ortega                        |
| 9:25 a.m. (AI)  | 5. Act on public school expenditure plans for ESSER II federal COVID-19 relief funds   |
| 9:35 a.m. (AI)  | 6. Legislative Matters: Discuss options and act on budget recommendations for Fiscal Year 2023                                   |
| 10:45 a.m. (AI) | 7. Act on State Board response letter to Division of the Budget and Legislative Research regarding federal COVID-19 relief funds |
| 10:55 a.m.      | Break  |
| 11:10 a.m. (DI) | 8. Discuss legislative priorities and stakeholder engagement   |
| 12:30 p.m.      | <b>ADJOURN</b>   |



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**Item Title:** Kansans Can Highlight on Social-Emotional Growth Outcome: Highland Park, USD 501, student Jaqui Ortega

Social-emotional growth, measured locally, is one of the State Board of Education's outcomes. Social-emotional learning is the process through which students and adults acquire the knowledge, attitudes and skills necessary to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and establish and maintain positive relationships.

Jaqui Ortega, who will be a senior at Highland Park High School, Topeka USD 501, represents one student's inspiration to enhance social-emotional growth in her school community and beyond. Jaqui created a video a few months ago to showcase the beauty of her fellow classmates. It started out as a class project for her journalism/yearbook class. She drew inspiration from a YouTube video highlighting someone telling others they were beautiful. Jaqui decided to do the same thing at her school. She recorded a five-minute video of reactions of classmates, teachers and staff members after she told them they were beautiful. Reactions ranged from giggles and smiles to tears. The video has gone viral with more than 14,000 views, hundreds of shares and likes – and that's just on the Highland Park High School's newspaper Facebook page.

Jaqui is a great student example of how social-emotional and character development are being embedded in schools across Kansas. She loves to make others happy and enjoys spending time with her five siblings – 18, 11, 9, 3 and 2. She also works 20 to 30 hours per week and is in theater and choir during the school year. She also is a cheerleader, will be school president next year, and plays six instruments. After graduation, she plans to attend the University of Kansas in Lawrence to major in music therapy.

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 5

Staff Initiating:

Tate Toedman

Deputy Commissioner:

Brad Neuenswander

Commissioner:

Randy Watson

Meeting Date: 7/14/2021

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### **Item Title:**

Act on public school expenditure plans for ESSER II federal COVID-19 relief funds

### **Recommended Motion:**

It is moved that the Kansas State Board of Education accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the submission of school district expenditure plans for ESSER II federal COVID-19 relief funds as presented.

### **Explanation of Situation Requiring Action:**

Federal assistance to schools has been made available through the Elementary and Secondary School Emergency Relief (ESSER) fund and Emergency Assistance to Non-Public Schools (EANS). The federal law outlines allowable expenditures directly related to the COVID-19 pandemic, and to support student learning and student needs associated with the pandemic.

The Commissioner's Task Force on ESSER and EANS Distribution of Money has the responsibility to:

- provide guidance and oversight of school districts' plans (public and private) for expenditure of those federal funds.
- maximize the use of federal K-12 relief funds to meet the acute needs of Kansas students in line with federal regulations and Kansas K-12 priorities.

The Task Force and KSDE staff will review the applications and expenditure plans to evaluate whether the requests are tied to a pandemic-related need, are reasonable and meet the allowable uses. The information will then be presented to the State Board of Education for approval.



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**Item Title:** Legislative Matters: Discuss options and act on budget recommendations for Fiscal Year 2023

**From:** Craig Neuenswander, John Hess

Dr. Craig Neuenswander, Deputy Commissioner of Fiscal and Administrative Services at KSDE, last month reviewed with State Board members the process for the Board to consider budget recommendations for education state aid programs. Budget options for Fiscal Year 2023 were discussed. Board members will continue discussions and act on final budget recommendations in July. This will allow KSDE staff adequate time to prepare the FY 2023 agency budget for submission to the Division of the Budget in September.



**Item Title:**

Act on State Board response letter to Division of the Budget and Legislative Research regarding federal COVID-19 relief funds

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the proposed response letter from KSDE's Division of Fiscal and Administrative Services explaining federal requirements to the Division of the Budget and Legislative Research on expenditures of federal COVID-19 relief funds.

**Explanation of Situation Requiring Action:**

Pursuant to the authority granted to state educational agencies by federal COVID-19 relief legislation, KSDE, at the direction of the State Board of Education, allocated available state-level Elementary and Secondary School Emergency Relief (ESSER) funds for allowable expenditures. The State Board approved in April 2021 the process for distribution of ESSER III federal funds to support COVID-19 response efforts in Kansas schools.

In House Bill 2134, signed into law May 24, 2021, the Kansas Legislature outlined specific expenditures for use of the federal relief funds in schools. The response letter to the Division of the Budget and Director of Legislative Research addresses each of the expenditure recommendations.



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**Discussion:**

Chairman Jim Porter and the State Board's Legislative Liaisons Deena Horst and Ben Jones will lead continued discussions on establishing the Board's legislative priorities for the next session and consider ways to increase stakeholder engagement.