



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

Danny Zeck
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Ann E. Mah
District 4

Cathy Hopkins
District 5

Dr. Deena Horst
District 6

Dennis Hershberger
District 7

Betty J. Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

TUESDAY, APRIL 11, 2023 MEETING AGENDA

10:00 a.m.	1. Call to Order – Chair Melanie Haas
	2. Roll Call
	3. Mission Statement, Moment of Silence and Pledge of Allegiance
	4. Approval of Agenda
	5. Approval of Minutes (March 14-15, 2023)
10:05 a.m.	6. Commissioner's Report – Dr. Randy Watson
10:30 a.m.	7. Citizens' Open Forum
10:45 a.m.	(IO) 8. Recognition of USD 315 Colby Student Maddie McCarty, Winner of SIFMA Foundation's National InvestWrite Competition
11:00 a.m.	Break
11:10 a.m.	(IO) 9. Announcement of 2023 Kansas Career and Technical Education Scholars
11:25 a.m.	(AI) 10. Act on ESSER II Change Requests and ESSER III Expenditure Plans for Use of Federal COVID-19 Relief Funds
11:40 a.m.	(IO) 11. Recognition of Schools Awarded the Kansas Purple Star Designation: USD 207 Fort Leavenworth, USD 260 Derby and USD 263 Mulvane
Noon	Lunch (<i>State Board Policy Committee meets</i>)

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas.
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only
Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Barbara Hughes at (785) 296-3203, at least seven business days prior to a State Board meeting.
Website: Electronic access to the agenda and meeting materials is available at www.ksde.org/Board
Next Meeting: May 9 and 10, 2023

- | | | |
|-----------|----------|---|
| 1:30 p.m. | (IO) 12. | Recognition of 2023 Kansas Teacher of the Year Team |
| 2:00 p.m. | (AI) 13. | Action on Proposed Amendments to K.A.R. 91-31-31 and 91-31-35 |
| 2:10 p.m. | (AI) 14. | Act on Accreditation Review Council's March Recommendations for KESA |
| 2:15 p.m. | (RI) 15. | Receive Accreditation Review Council's Recommendations for KESA |
| 2:30 p.m. | (IO) 16. | Teacher Licensure: Update on Registered Apprentice Program |
| 3:00 p.m. | | Break |
| 3:15 p.m. | (AI) 17. | Act on Recommendations of the Professional Practices Commission |
| 3:25 p.m. | (IO) 18. | Summary and Update of Emergency Safety Intervention (ESI) Regulations |
| 4:00 p.m. | (IO) 19. | Legislative Matters: Report on the Current Kansas Legislative Session |
| 4:30 p.m. | (RI) 20. | Memorandum of Agreement Between Kansas Department of Health and Environment and Kansas State School for the Blind |
| 4:50 p.m. | (AI) 21. | Consent Agenda <ul style="list-style-type: none"> a. Receive monthly personnel report. b. Receive report of personnel filling unclassified positions. c. Act on recommendations for licensure waivers. d. Act on recommendations for funding the 2022-23 Supplemental AmeriCorps Kansas Grant Award. e. ERC recommendations for accreditation and program approval. f. Contract with WIDA for alternate English Learner assessments. g. Amend the contract with Renaissance Learning, Inc., to provide professional development services to 98 additional systems. h. Act on request to contract with Brustein & Manasevit to support the administration of Perkins V. i. Act on request to contract with Learning Tree Institute at Greenbush to develop a CTE Digital Reference Guide and research Kansas' Career & Technical Education Career Field, Cluster and Pathway model. j. Act on recommendations of the Licensure Review Committee. k. Act on request from USD 465 Winfield for capital improvement (bond and interest) state aid. |

5:00 p.m.

22. Chair Report and Requests for Future Agenda Items

(AI) A. Act on Board Travel

B. Committee Reports

C. Board Attorney Report

D. Requests for Future Agenda Items

5:20 p.m.

RECESS



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

Danny Zeck
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Ann E. Mah
District 4

Cathy Hopkins
District 5

Dr. Deena Horst
District 6

Dennis Hershberger
District 7

Betty J. Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

WEDNESDAY, APRIL 12, 2023 ANNUAL SCHOOL VISITS

9:00 a.m.

1. Kansas State School for the Deaf, 450 East Park St, Olathe, KS

12:30 p.m.

2. Kansas State School for the Blind, 1100 State Ave, Kansas City, KS

3:00 p.m.

ADJOURN



KANSAS STATE BOARD OF EDUCATION

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

OUTCOMES FOR MEASURING PROGRESS

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



MINUTES



Kansas State Board of Education

Tuesday, March 14, 2023

CALL TO ORDER

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

(00:14:04)

ROLL CALL

The following Board members were present:

Betty Arnold	Deena Horst
Michelle Dombrosky	Ann Mah (via Zoom)
Melanie Haas	Jim McNiece
Dennis Hershberger	Cathy Hopkins
Danny Zeck	

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

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

APPROVAL OF AGENDA

Chair Haas asked to vote on consent agenda item d separately per Mrs. Dombrosky's request. Mrs. Arnold moved to approve the day's agenda as amended. Dr. Horst seconded. Motion carried 9-0.

MOTION
(00:05:32)

COMMISSIONER'S REPORT

After a recap of the recent state high school basketball championships, in his report to the Board Dr. Randy stressed an urgency for our school districts to raise their expectations in regard to graduation rates, being academically prepared for post secondary education/training and post secondary effectiveness.

(00:06:02)

APPROVAL OF THE FEBRUARY MEETING MINUTES

Mr. McNiece moved to approve the minutes of the February 14 and 15 regular Board meeting. Mrs. Arnold seconded. Motion carried 9-0.

MOTION
(00:32:45)

CITIZENS' OPEN FORUM

Chair Haas declared the Citizens' Forum open at 10:31 a.m. There were four speakers this month: USD 258 Humboldt Superintendent Amber Wheeler, expressing support for keeping the TEAL substitute license; Steve Roberts, asking to present his ideas to the Board in a more formal

(00:34:08)

presentation; Kirk Fast, support for counselors and social workers in helping students attain educational goals; and Idalia Shuman, opposing the Interstate Teaching Mobility Act. Chair Haas declared the Citizens' Forum closed at 10:45 a.m.

PRESENTATION ON IXL MATH

Deputy Commissioner Dr. Ben Proctor shared a presentation on IXL Math, which is a supplemental instructional program that can help Kansas students improve their math skills. It is funded through a bill passed by the Kansas Legislature in 2022 (HB 2567) that appropriated \$4 million for a virtual math program. IXL's math curriculum, along with professional development for educators, will be available at no charge to all Kansas accredited public and private schools, K-12, through June 30, 2024. IXL Math is aligned to Kansas standards and is evidence-based. It offers personalized learning with a comprehensive K-12 curriculum, individualized guidance and real-time analytics.

Schools will track and report on use of the program twice per year, including:

- Number of attendance centers using a virtual math program.
- Number of students using a virtual math program.
- Number of attendance centers not using a virtual math program.
- Number of students not using a virtual math program.
- Number of teachers participating in professional development.
- Effect of virtual math program(s) on student academic proficiency.

(00:49:00)

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

Assistant Director Doug Bodine reported on the most recent ESSER Task Force recommendations, which included 6 ESSER II change requests with a total net change of \$733,135. As for ESSER III, 34 new districts have submitted ESSER III plans with a total value of \$37.4M. There are 15 ESSER III change requests this month with a total net change of \$14.6M.

(01:20:06)

Mrs. Arnold moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER II change request as presented for use of federal COVID-19 relief funds. Dr. Horst seconded. Motion carried 8-0-1 with Mrs. Dombrosky abstaining.

MOTION
(01:22:03)

Mrs. Arnold moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III expenditure plans and change requests as presented for use of federal COVID-19 relief funds. Mr. McNiece seconded. Motion carried 8-0-1 with Mrs. Dombrosky abstaining.

MOTION
(01:41:04)

LEGISLATIVE MATTERS: 2023 KANSAS LEGISLATIVE SESSION UPDATE

Deputy Commissioner Dr. Craig Neuenswander updated the State Board on the current Kansas legislative session, including the following education related bills.

(01:41:44)

- Senate Bill 155: This is the full appropriations bill, includes education funding and was passed out of the Senate Ways and Means Committee.
- House Substitute for Senate Bill 113: A new education bill in K-12 Education Budget.
- House Substitute for Senate Bill 83: The original bill dealing with an increase to the Tax Credit for Low Income Students Scholarship program was stripped and several

amendments were made.

- House Bill 2048: This is a Tax Credit for Low Income Students Scholarship expansion.
- House Bill 2060: Establishes the Special Education Funding Task Force.
- House Bill 2080: Allows virtual students to take state assessments online.
- House Bill 2138: Career and Technical Education (CTE) credential incentive for students earning industry-sought credential.
- House Bill 2236: Fairness in Women's Sport Act.
- Senate Bill 66: Interstate Mobility Licensure Compact.
- Senate Bill 304: If school district patrons vote to disorganize the district, the State Board can create a new unified school district containing all or a portion of the disorganized territory. Currently, statute has no mechanism to create a new unified school district. The bill would also allow dissatisfied patrons to request an administrative review by the State Board of any local school board resolution to close a school building. The State Board would issue an advisory determination. Regardless of the State Board's determination, the resolution would be returned to the local school board for reconsideration. If a patron is dissatisfied with the local board's decision, action may be brought in district court.

ACT ON INTERSTATE TEACHING MOBILITY COMPACT

(03:32:35)

Shane Carter, KSDE's director of Teacher Licensure, and Scott Gordon, general counsel for KSDE, introduced the Interstate Teaching Mobility Compact at the State Board of Education meeting in December 2022 to reduce barriers of getting qualified teachers into the classroom. The compact would make it easier for teachers who move to Kansas from other states that are also members of the compact in which they were already licensed to become licensed in Kansas. Since it was introduced to the State Board in December, the compact has been introduced by the Kansas Legislature as Senate Bill 66. This month, they provided additional information on the compact for the Board to consider. Mrs. Arnold moved that the Kansas State Board of Education support SB 66 and ask that it be signed into law. Mr. McNiece seconded. Before the vote, Chair Haas asked Board Attorney Mark Ferguson what would happen if this motion didn't pass. He confirmed that the legislature could go pass it on their own and enter the Compact regardless of the Board's opinion. The motion carried 6-3 with Mrs. Dombrosky, Mr. Hershberger and Mrs. Hopkins in opposition. Following the vote, Mrs. Hopkins asked if she could make a second motion on the topic. Chair Haas deferred to Mr. Ferguson about the possibility of this. He responded that if she chose, Chair Haas to could allow the second motion to be made. Mrs. Hopkins then moved that the Kansas State Board of Education direct the Kansas State Department of Education to bring proposed amendments to the licensing regulations to make them consistent with the Interstate Teaching Mobility Compact or some form thereof. Mr. Hershberger seconded. Motion carried 9-0.

MOTION
(04:38:00)

MOTION
(04:46:10)

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

(04:50:10)

In June 2021, the Graduation Requirements Task Force was established to review and recommend changes to the Kansas State Board of Education's minimum graduation requirements. Last year, the Kansas State Board of Education reviewed the recommendations and asked for changes to be made to the accreditation regulations. In February 2023, KSDE's General Counsel R. Scott Gordon provided the proposed changes to K.A.R. 91-31-31 and 91-31-35 to reflect the State Board's desired changes

to graduation requirements and answered Board member's questions. Board members discussed some possible changes they would like to see in the proposed regulations. This month, Mr. Gordon presented revisions requested in February for further discussion. The regulations will be up for approval by the Board in April.

STUDENT SHOWCASE: INNOVATION ACADEMY AT BASEHOR-LINWOOD HIGH SCHOOL

(05:05:40)

Students from the Innovation Academy at Basehor-Linwood High School, Basehor-Linwood Unified School District 458, gave a presentation on their time machine project that will be interactive and inspire people to take an interest in CAD (Computer Aided Drawing) modeling and engineering design. The students' project is able to take place because of a partnership with Restored Aircraft and Siemens and they can earn both English and Industrial Robotics or business economics credits through Innovation Academy programs.

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

(05:53:10)

During the State Board meeting in February, Jay Scott, Director of Accreditation and Design, presented information on thirteen public systems that were ready for review of an accredited status recommendation. The systems that were received by the Board in February were USD 208 WaKeeney, USD 244 Burlington, USD 249 Frontenac, USD 289 Wellsville, USD 375 Circle, USD 378 Riley County, USD 383 Manhattan-Ogden, USD 448 Inman, USD 477 Ingalls, USD 505 Chetopa-St. Paul, USD 506 Labette County, Z0064-9898 Annoor Islamic School (Redetermination – Conditionally Accredited to Accredited), USD 349 Stafford (Conditionally Accredited). Jay Scott brought these thirteen systems back to the Board for action. Dr. Horst made a motion to accept the recommendations of the Accreditation Review Council and award the status of accredited to the systems presented and conditionally accredited to USD 349 Stafford. Mrs. Arnold seconded. Motion carried 9-0.

MOTION
(06:01:22)

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

(06:06:50)

The Accreditation Review Council (ARC) has recommended an accredited status for the next twenty (20) systems awaiting recommendation (18 public and 2 private). Executive summaries, accountability reports and other narratives were provided to Board members for the 20 systems. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in April 2023. The systems that were received by the Board in March are USD 204 Bonner Springs, USD 230 Spring Hill, USD 239 North Ottawa County, USD 252 Southern Lyon County, USD 294 Oberlin, USD 300 Comanche County, USD 346 Jayhawk, USD 356 Conway Springs, USD 359 Argonia, USD 364 Marysville, USD 365 Garnett, USD 366 Woodson County, USD 379 Clay County, USD 464 Tonganoxie, USD 474 Haviland, USD 481 Rural Vista, USD 489 Hays, USD 495 Ft. Larned, and for conditional accreditation – Z0060 Accelerated Schools of Overland Park. X0045-0273 Urban Preparatory Academy submitted a request to withdraw from seeking accreditation through KESA.

WORKING ON THE SUCCESS OF EACH STUDENT: ASSESSMENTS

(06:10:10)

Dr. Ben Proctor, Deputy Commissioner - Division of Learning Services, and Beth Fultz, director of CSAS, discussed academic readiness and balanced assessments. Both Kansas and federal laws require students be assessed on rigorous academic standards. To improve academic outcomes, there must be a focus on strong classroom instruction. There needs to be support in structured

literacy, standards alignment, quality instruction and balanced assessments. Board members shared their thoughts and concerns on assessments.

ACTION ON CONSENT AGENDA

Mrs. Arnold moved to approve Consent Agenda items 17 a through r, minus 17 d. Mr. McNiece seconded. Motion carried 9-0. In this action, the Board:

- Received monthly personnel report.
- Received report of personnel filling unclassified positions.
- Approved recommendations for licensure waivers.
- Approved request from USD 309 Nickerson, Reno County, for capital improvement (bond and interest) state aid.
- Approved request from USD 309 Nickerson, Reno County, to hold a bond election.
- Approved request from USD 311 Pretty Prairie, Reno County, for capital improvement (bond and interest) state aid.
- Approved request from USD 311 Pretty Prairie, Reno County, to hold a bond election.
- Approved request from USD 348 Baldwin City, Douglas County, for capital improvement (bond and interest) state aid.
- Approved request from USD 348 Baldwin City, Douglas County, to hold a bond election.
- Approved request from USD 360 Caldwell, Sumner County, for capital improvement (bond and interest) state aid.
- Approved request from USD 360 Caldwell, Sumner County, to hold a bond election.
- Approved request from USD 382 Pratt, Pratt County, for capital improvement (bond and interest) state aid.
- Approved request from USD 382 Pratt, Pratt County, to hold a bond election.
- Approved request from USD 418 McPherson, McPherson County, for capital improvement (bond and interest) state aid.
- Approved request from USD 418 McPherson, McPherson County, to hold a bond election.
- Approved request from USD 491 Eudora, Douglas County, for capital improvement (bond and interest) state aid.
- Approved request from USD 491 Eudora, Douglas County, to hold a bond election.

MOTION
(06:58:28)

SEPARATE ACTIONS ON CONSENT AGENDA

At the beginning of the meeting, Chair Haas asked to vote on consent item 17 d separately from the other submissions per Mrs. Dombrosky's request. Mr. McNiece moved to approve consent agenda item 17D. Dr. Horst seconded. Motion carried 9-0. In this action, the Board:

- Approved renewal of the Technology Excellence in Education Network (TEEN) Interlocal Cooperative Agreement

MOTION
(06:58:45)

CHAIR REPORT

Chair Haas did not have a report this month and moved directly into Action on Board travel.

(07:00:17)

Action on Board Travel —

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

MOTION
(07:02:15)

Committee Reports —

Mrs. Hopkins commented on attending the Professional Standards Board in February and was provided a summary past regulation changes pertaining to the PSB and that it was very helpful to her. Those will be sent out to all Board members with the Friday notes. Mrs. Arnold stated that the Policy Committee would convene on April 11th during the lunch break of the Board meeting.

Board Attorney's Report —

Mr. Ferguson brought attention to grant opportunities funded by opioid settlement dollars and administered through the Attorney General's office for organizations that are doing work in this area. He also informed the Board that they will be receiving information in the Commissioner's Friday Notes regarding a Memorandum of Agreement between the Kansas State School for the Blind and the Kansas Department of Health and Environment. This information will also be presented to them in the materials for the April Board meeting.

Requests for Future Agenda Items —

Mrs. Arnold requested a discussion on IPS and what can be done to support schools to provide this opportunity with fidelity. Mrs. Dombrosky requested time for certain individuals (Steve Roberts for example) to provide input on the topics the State Board is facing such as teacher shortages, assessments, etc.

RECESS

The meeting recessed at 5:10 p.m. until 9:00 a.m. Wednesday at the Kansas State High School Association.

Melanie Haas, Chair

Barbara Hughes, Board Secretary

MINUTES



Kansas State Board of Education

Wednesday, March 15, 2023

CALL TO ORDER

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

ROLL CALL

The following Board Members were present:

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

Ann Mah and Jim Porter were not present.

APPROVAL OF AGENDA

Mrs. Dombrosky moved that the agenda be accepted, and Mr. McNiece seconded. Motion carried 8-0.

BOARD RETREAT

The Board continued their series of retreats and was led by Dr. Doug Moeckel of the Kansas Association of School Boards. Board members spent the three-hour session focused on their current mission statement and the Kansas Can vision statement. They worked in small groups discussing their thoughts about the statements, current outcomes for measuring progress and potential areas of focus for the next two years. Common themes shared by Board members were enhanced messaging about success in schools, address the shortage and quality of teachers entering the profession, and improving academic success.

ADJOURNMENT

Chair Haas adjourned the meeting at noon.

The next regular meeting for the State Board of Education is April 11 and 12, 2023.

Melanie Haas, Chair

Barbara Hughes, Board Secretary

MINUTES



Kansas State Board of Education

Tuesday, February 14, 2023

CALL TO ORDER

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

(00:14:04)

ROLL CALL

All Board members were present:

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

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

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

APPROVAL OF AGENDA

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

MOTION
(00:16:50)

APPROVAL OF THE FEBRUARY MEETING MINUTES

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

MOTION
(00:17:24)

COMMISSIONER'S REPORT

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

(00:17:48)

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

CITIZENS' OPEN FORUM

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

(00:48:30)

RECOGNITION OF THE 2022 NATIONAL ESEA DISTINGUISHED SCHOOLS

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

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

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

(01:25:04)

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

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

(02:00:00)

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

MOTION
(02:05:52)

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

MOTION
(02:16:05)

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

(02:17:00)

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

MOTION
(02:30:02)

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

Motion passed 6-0-4.

LEGISLATIVE MATTERS: 2023 KANSAS LEGISLATIVE SESSION UPDATE

(03:43:57)

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

PRESENTATION ON KANSAS SCIENCE OF READING

(04:26:05)

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

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

(04:58:58)

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

MOTION
(05:04:42)

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

(05:05:48)

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

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

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION (PPC)

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

(05:34:50)

MOTION
(05:36:25)

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

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

(05:37:45)

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

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

(06:17:45)

MOTION
(06:25:10)

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

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

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

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

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

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

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

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

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

WORKING ON THE SUCCESS OF EACH STUDENT: EARLY CHILDHOOD

(06:27:49)

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

PRESENTATION FROM NIOMI NDIRANGU, 2022 MISS KANSAS OUTSTANDING TEEN

(06:45:10)

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

ACTION ON CONSENT AGENDA

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

MOTION
(07:07:38)

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

SEPARATE ACTIONS ON CONSENT AGENDA

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

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

MOTION
(07:15:54)

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

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

MOTION
(07:16:57)

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

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

CHAIR REPORT

(07:17:17)

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

Action on Board Travel —

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

MOTION
(07:23:59)

Action on Board Attorney Contract Renewal

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

MOTION
(07:25:13)

Committee Reports —

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

Board Attorney's Report —

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

Requests for Future Agenda Items —

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

RECESS

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

Melanie Haas, Chair

Barbara Hughes, Board Secretary

MINUTES



Kansas State Board of Education

Wednesday, Feb 15, 2023

CALL TO ORDER

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

ROLL CALL

The following Board Members were present:

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

APPROVAL OF AGENDA

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

BOARD RETREAT

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

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

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

Melanie Haas, Chair

Barbara Hughes, Board Secretary

Agenda Number: 8

Meeting Date: 4/11/2023



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

Item Title: Recognition of USD 315 Colby student Maddie McCarty winner of SIFMA Foundation's National InvestWrite Competition

From: Natalie Clark

Maddie McCarty played the Stock Market Game in Mrs. Brandi Jones' 8th grade class at Colby Middle School. She then wrote an essay to submit to Invest Write about her experience and about long-term investing and capital markets. Maddie is the Kansas state winner and the national winner.

The SIFMA Foundation provides the Stock Market Game and InvestWrite nationally. The Kansas Council for Economic Education coordinates these activities in Kansas with support from the Office of the Kansas Securities Commissioner.

Kansas leads the world in the success of each student.

Agenda Number: 9

Meeting Date: 4/11/2023



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

Item Title: Announcement of 2023 Kansas Career and Technical Education Scholars

From: Natalie Clark

This is an annual announcement of the Kansas students who have applied and are now recognized by the Kansas State Department of Education as Career and Technical Education (CTE) Scholars. These students exemplify with distinction the characteristics of the successful high school graduate. In addition to their academic, cognitive, technical, employability and civic engagement accomplishments, they also stand out for demonstrated leadership and a vision for their future. The honorees for 2023 will be recognized in the following ways: Certificate with student's name, Graduation honor cord, Commemorative pin, Statewide news release, KSDE website recognition. A listing of CTE Scholars will be given to the State Board members.

The Kansas CTE Scholar initiative began in 2017 as an opportunity to recognize well-rounded outstanding Career and Technical Education students.

Kansas leads the world in the success of each student.

2023 KSDE CTE Scholars

Student Name	District Number/Name	School Building	Career Cluster	SBOE District
Aashna Jaiswal	USD 233 Olathe	Northwest High	Engineering	2, 3, 4
AB Amador	USD 480 Liberal	Liberal High	Marketing	5
Abraham Ansari	USD 233 Olathe	North High	Health & BioSciences	2, 3, 4
Adam Jones	USD 233 Olathe	Northwest High/OATC	Health & BioSciences	2, 3, 4
Addie Nickel	USD 373 Newton	Newton High	Agriculture	7, 9
Addison Thurman	USD 233 Olathe	East High	Education & Training	2, 3, 4
Aeddon Fendrick	USD 233 Olathe	South High/OATC	Architecture & Construction	2, 3, 4
Aisha Patel	USD 233 Olathe	East High	Health & BioSciences	2, 3, 4
Alana Brown	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Alana Schmalzried-Lugo	USD 233 Olathe	Northwest High	Engineering	2, 3, 4
Alden Pittinger	USD 233 Olathe	Northwest High/OATC	Transportation Distribution & Logistic	2, 3, 4
Alek Sheaffer	USD 233 Olathe	South High/OATC	Manufacturing	2, 3, 4
Alessandra Porres	USD 383 Manhattan Ogden	Manhattan High	Architecture & Construction	1, 6
Alexander McCoy	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Alexandria Dahl	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Alexia Wolf	USD 233 Olathe	West High	Agriculture	2, 3, 4
Alexis Wolcott	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Allie Blume	USD 320 Wamego	Wamego High	Agriculture	1, 6
Alyssa Coleman	USD 233 Olathe	West High	Human Services	2, 3, 4
Alyssa Sobelman	USD 233 Olathe	South High	Human Services	2, 3, 4
Amber Ulrey	USD 233 Olathe	South High/OATC	Health & BioSciences	2, 3, 4
Amberly Collado	USD 233 Olathe	West High	Agriculture	2, 3, 4
Andrea Andrade	USD 233 Olathe	South High	Finance	2, 3, 4
Andrew Vance	USD 233 Olathe	South High/OATC	Transportation Distribution & Logistic	2, 3, 4
Andrika Spann	USD 233 Olathe	North High	Human Services	2, 3, 4
Angela Lira	USD 233 Olathe	KSD/OATC	Manufacturing	2, 3, 4
Anna Lobmeyer	USD 457 Garden City	Garden City High	Agriculture	5
Annabelle Konen	USD 233 Olathe	East High	Education & Training	2, 3, 4
Arleth Flores	USD 233 Olathe	West High	Human Services	2, 3, 4
Asees Kang	USD 233 Olathe	West High/OATC	Health & BioSciences	2, 3, 4
Ashley Mwangi	USD 233 Olathe	North High	Health & BioSciences	2, 3, 4
Ashly Ochoa Aguilar	USD 233 Olathe	East High/OATC	Transportation Distribution & Logistic	2, 3, 4
Audrey Norris	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
Austin White	USD 203 Piper	Piper High	Business Management & Administration	1, 2
Austyn Clevenger	USD 233 Olathe	West High	Agriculture	2, 3, 4
Ava Hansen	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Avery Harth	USD 233 Olathe	East High	Architecture & Construction	2, 3, 4
Becca Roach	USD 233 Olathe	South High	Human Services	2, 3, 4
Brandalin Book	USD 232 De Soto	De Soto High	Engineering	3, 4
Brayden Kohout	USD 233 Olathe	West High	Engineering	2, 3, 4
Breanna Bingle	USD 313 Buhler	Buhler High	Agriculture	7
Breanna Cole	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Breanna Zemencik	USD 233 Olathe	East High	Architecture & Construction	2, 3, 4
Brooklyn Jones	USD 233 Olathe	Northwest High/OATC	Health & BioSciences	2, 3, 4
Brooklyn Pitts	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Bryce Ruda	USD 313 Buhler	Buhler High	Agriculture	7
Brylee Adkins	USD 233 Olathe	West High	Agriculture	2, 3, 4
Brylee Budde	USD 373 Newton	Newton High	Agriculture	7, 9
Camilo Bustamante	USD 233 Olathe	West High	Engineering	2, 3, 4
Camryn Entz	USD 373 Newton	Newton High	Health & BioSciences	7, 9
Carissa Tepe	USD 383 - Manhattan Ogden	Manhattan High	Architecture & Construction	1, 6
Carmine Louisa	USD 233 Olathe	West High/OATC	Transportation Distribution & Logistic	2, 3, 4
Carolina Angeles	USD 233 Olathe	West High	Agriculture	2, 3, 4
Carter Ruff	USD 233 Olathe	South High	Information Technology	2, 3, 4
Cecillia Newby	USD 506 Labette Co.	Labette Co. High	Agriculture	9
Chandler Long	USD 233 Olathe	West High	Agriculture	2, 3, 4

Chanez Hachour	USD 233 Olathe	East High/OATC	Health & BioSciences	2, 3, 4
Cherilyn Hernandez	USD 233 Olathe	East High	Education & Training	2, 3, 4
Chloe Hibbs	USD 353 Wellington	Wellington High	Agriculture	10
Chloe Robertson	USD 233 Olathe	Northwest High	Human Services	2, 3, 4
Christian Harney	USD 233 Olathe	North High/OATC	Hospitality & Tourism	2, 3, 4
Christopher Taylor	USD 233 Olathe	South High	Information Technology	2, 3, 4
Clayton Bauer	USD 233 Olathe	West High	Engineering	2, 3, 4
Colby White	USD 203 Piper	Piper High	Arts, AV, Technology & Communications	1,2
Cole McCorkle	USD 353 Wellington	Wellington High	Agriculture	10
Cooper Novacek	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
Cooper Zwart	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
Coral Netten	USD 233 Olathe	South High	Finance	2, 3, 4
Corin Eighmey	USD 233 Olathe	West High	Business Management & Administration	2, 3, 4
Crislyn Frank	USD 313 Buhler	Buhler High	Agriculture	7
Cyrus Knight	USD 233 Olathe	Northwest High/OATC	Health & BioSciences	2, 3, 4
Dalyn Brown	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Damien Dixon	USD 233 Olathe	North High	Health & BioSciences	2, 3, 4
Dane Christensen	USD 233 Olathe	Millcreek/OATC	Manufacturing	2, 3, 4
Daniel McCubbins	USD 233 Olathe	Northwest High	Engineering	2, 3, 4
Darby Russell	USD 233 Olathe	West High	Agriculture	2, 3, 4
Diane Wright	USD 233 Olathe	North High	Health & BioSciences	2, 3, 4
Dominick J. Kaiser	USD 233 Olathe	South High/OATC	Hospitality & Tourism	2, 3, 4
Dorinda Schultz	USD 233 Olathe	Northwest High	Hospitality & Tourism	2, 3, 4
Easton Lane	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Eben Dawson	USD 233 Olathe	Northwest High/OATC	Transportation Distribution & Logistic	2, 3, 4
Edith Marquez	USD 232 De Soto	De Soto High	Health & BioSciences	3, 4
Eli Krogmann	USD 233 Olathe	Northwest High/OATC	Transportation Distribution & Logistic	2, 3, 4
Eli Whitacre	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Elijah Gelsheimer	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Elise Gover	USD 313 Buhler	Buhler High	Agriculture	7
Eliza Watson	USD 233 Olathe	West High	Agriculture	2, 3, 4
Ember Schroer	USD 233 Olathe	South High	Human Services	2, 3, 4
Emerson Burgett	USD 233 Olathe	East High	Architecture & Construction	2, 3, 4
Emilie Schweizer	USD 313 Buhler	Buhler High	Agriculture	7
Emily Flynn	USD 233 Olathe	North High	Human Services	2, 3, 4
Emily Nitz	USD 233 Olathe	South High/OATC	Health & BioSciences	2, 3, 4
Emily Ross	USD 233 Olathe	West High	Government & Public Administration	2, 3, 4
Emily S. Vandaveer	USD 233 Olathe	South High	Human Services	2, 3, 4
Emily Silaphanh	USD 480 Liberal	Liberal High	Arts, AV, Technology & Communications	5
Emma Stover	USD 353 Wellington	Wellington High	Agriculture	10
Emmy Sawan Wood	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Ethan Collins	USD 233 Olathe	Northwest High	Business Management & Administration	2, 3, 4
Ethan Martinez	USD 233 Olathe	Northwest High	Information Technology	2, 3, 4
Ethan Mejia	USD 233 Olathe	Northwest High/OATC	Transportation Distribution & Logistic	2, 3, 4
Evelyn Chagoya-Martinez	USD 233 Olathe	North High	Hospitality & Tourism	2, 3, 4
Gage Daniels	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
Gavin Pemberton-Flaherty	USD 233 Olathe	West High/OATC	Transportation Distribution & Logistic	2, 3, 4
Getasew Akalu	USD 233 Olathe	North High	Health & BioSciences	2, 3, 4
Gibson Crabaugh	USD 233 Olathe	South High	Information Technology	2, 3, 4
Grace Kelly	USD 233 Olathe	South High	Information Technology	2, 3, 4
Gracie Karst	USD 407 Russell	Russell High	Agriculture	5
Gurvinder Kaur	USD 233 Olathe	Northwest High	Engineering	2, 3, 4
GwynnAnn Johnson	USD 233 Olathe	South High	Human Services	2, 3, 4
Halle Young	USD 438 Skyline Schools	Skyline High	Agriculture	7
Hanna O'Dell	USD 233 Olathe	Northwest High	Human Services	2, 3, 4
Harold McElroy	USD 480 Liberal	Liberal High	Arts, AV, Technology & Communications	5
Harper Holland	USD 233 Olathe	Northwest High/OATC	Health & BioSciences	2, 3, 4
Hazel Dawbarn	USD 233 Olathe	East High	Architecture & Construction	2, 3, 4
Isaac Watts	USD 233 Olathe	East High	Human Services	2, 3, 4

Isabela Barahona-Negrete	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
Isabell Woolsoncroft	USD 233 Olathe	East High/OATC	Health & BioSciences	2, 3, 4
Isabella Dunker	USD 233 Olathe	West High	Human Services	2, 3, 4
Isabelle Labram	USD 233 Olathe	East High	Architecture & Construction	2, 3, 4
Isabelle Rodriguez	USD 233 Olathe	East High	Architecture & Construction	2, 3, 4
Isidro Contreras	USD 233 Olathe	East High	Architecture & Construction	2, 3, 4
Isra Musleh	USD 233 Olathe	South High	Finance	2, 3, 4
Ivan Penrose	USD 313 Buhler	Buhler High	Agriculture	7
Jackson Steen	USD 233 Olathe	South High/OATC	Architecture & Construction	2, 3, 4
Jacob Danner	USD 233 Olathe	North High	Health & BioSciences	2, 3, 4
Jacob Groves	USD 233 Olathe	South High	Information Technology	2, 3, 4
Jacob L Budde	USD 373 Newton	Newton High	Agriculture	7, 9
Jacob Sears	USD 233 Olathe	South High	Information Technology	2, 3, 4
Jade Arwine	USD 203 Piper	Piper High	Hospitality & Tourism	1, 2
Jaden Buttron	USD 233 Olathe	South High/OATC	Manufacturing	2, 3, 4
Jamileth Martinez	USD 233 Olathe	South High	Finance	2, 3, 4
Jared Fuller	USD 233 Olathe	West High/OATC	Manufacturing	2, 3, 4
Jared Prince	USD 233 Olathe	Northwest High	Engineering	2, 3, 4
Jayla Rush	USD 315 Colby	Colby High	Health & BioSciences	5
Jenica Vargas	USD 233 Olathe	East High/OATC	Hospitality & Tourism	2, 3, 4
Jenna DeRouchey	USD 320 Wamego	Wamego High	Agriculture	1, 6
Jenna Seibel	USD 233 Olathe	North High	Health & BioSciences	2, 3, 4
Jennifer Melo Ayala	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
Jensen Lynnes	USD 353 Wellington	Wellington High	Health & BioSciences	10
Jesse Czajka	USD 233 Olathe	West High/OATC	Health & BioSciences	2, 3, 4
Jillian Reese	USD 233 Olathe	East High	Education & Training	2, 3, 4
Jocelyn Wagon	USD 233 Olathe	East High	Education & Training	2, 3, 4
John Claymore	USD 233 Olathe	East High/OATC	Hospitality & Tourism	2, 3, 4
John McMullen	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Johnathan Gardner	USD 233 Olathe	Northwest High/OATC	Hospitality & Tourism	2, 3, 4
Joseph Lemuz	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Joshua Lee	USD 233 Olathe	South High	Information Technology	2, 3, 4
Joshua Little	USD 233 Olathe	East High	Government & Public Administration	2, 3, 4
Joshua Reyes Caro	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
Judith Marquez	USD 232 De Soto	De Soto High	Health & BioSciences	3, 4
Julius Clark	USD 233 Olathe	West High	Engineering	2, 3, 4
Julius Mott	USD 233 Olathe	South High/OATC	Transportation Distribution & Logistic	2, 3, 4
Kai Willoughby-Neal	USD 233 Olathe	North High/OATC	Agriculture	2, 3, 4
Kaitlyn Curtin	USD 233 Olathe	East High	Education & Training	2, 3, 4
Katelyn Eastman	USD 233 Olathe	East High	Education & Training	2, 3, 4
Katelyn Mia Moore	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
Kathy Vo	USD 457 Garden City	Garden City High	Health & BioSciences	5
Kaylee Sears	USD 233 Olathe	South High	Human Services	2, 3, 4
Kayli Fitzmaurice	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Kenisen O'Hara	USD 233 Olathe	North High	Human Services	2, 3, 4
Kennedy Clark	USD 233 Olathe	North High/OATC	Hospitality & Tourism	2, 3, 4
Kennedy Webber	USD 233 Olathe	East High	Architecture & Construction	2, 3, 4
Kimberly Dawson	USD 233 Olathe	East High	Architecture & Construction	2, 3, 4
Kimberly Laguna Gutierrez	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
KyLee Davis	USD 233 Olathe	Northwest High	Information Technology	2, 3, 4
Kylie Pappas	USD 233 Olathe	West High/OATC	Hospitality & Tourism	2, 3, 4
Lake Lewis	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
Lana Mayfield	USD 373 Newton	Newton High	Agriculture	7, 9
Landon Griffith	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
Levi Amos	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
Lexianni Franz	USD 480 Liberal	Liberal High	Manufacturing	5
Liam Hill	USD 233 Olathe	South High	Information Technology	2, 3, 4
Libby Ramsey	USD 233 Olathe	East High	Education & Training	2, 3, 4
Lillian Coldren	USD 313 Buhler	Buhler High	Agriculture	7

Loest van Heerden	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
Logan Sheaffer	USD 233 Olathe	South High	Arts, AV, Technology & Communications	2, 3, 4
Londyn Basham	USD 233 Olathe	East High/OATC	Agriculture	2, 3, 4
Lukas Van Ommeren	USD 233 Olathe	Northwest High	Hospitality & Tourism	2, 3, 4
Lydia Vogel	USD 203 Piper	Piper High	Health & BioSciences	1, 2
Mackenzie Wealot	USD 233 Olathe	West High	Agriculture	2, 3, 4
Madeline Perez	USD 233 Olathe	East High	Education & Training	2, 3, 4
Madison Dumas	USD 233 Olathe	South High/OATC	Agriculture	2, 3, 4
Madison Glassburn-Uitts	USD 233 Olathe	West High	Hospitality & Tourism	2, 3, 4
Makayla Whipekey	USD 233 Olathe	East High	Education & Training	2, 3, 4
Maleigha Harris	USD 232 De Soto	De Soto High	Arts, AV, Technology & Communications	3, 4
Maria Weingartner	USD 233 Olathe	East High	Architecture & Construction	2, 3, 4
Marisol Arenivas	USD 480 Liberal	Liberal High	Health & BioSciences	5
Marissa Arenivas	USD 480 Liberal	Liberal High	Business Management & Administration	5
Mason Lofton	USD 203 Piper	Piper High	Engineering	1, 2
Maximilliano Arcos	USD 480 Liberal	Liberal High	Marketing	5
McKenzie Hazen	USD 233 Olathe	West High	Government & Public Administration	2, 3, 4
Melany Busot-Reyno	USD 383 Manhattan Ogden	Manhattan High	Finance	1, 6
Meredith Russell	USD 265 Goddard	Eisenhower High	Education & Training	10
Merritt Lane	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
Miles Dalton	USD 233 Olathe	East High	Government & Public Administration	2, 3, 4
Miles Lindley	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Miranda Murillo	USD 233 Olathe	East High	Education & Training	2, 3, 4
Molly Barber	USD 233 Olathe	East High	Hospitality & Tourism	2, 3, 4
Myles Fredrick	USD 313 Buhler	Buhler High	Agriculture	7
Nathan Mendoza	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
Nathan Zhang	USD 233 Olathe	East High	Architecture & Construction	2, 3, 4
Nicholas Bartels	USD 233 Olathe	Northwest High	Engineering	2, 3, 4
Nicholas Sahrman	USD 233 Olathe	West High	Engineering	2, 3, 4
Nicole Starr	USD 233 Olathe	East High	Teach and Train	2, 3, 4
Nile Asentwa	USD 233 Olathe	West High	Engineering	2, 3, 4
Nissa Olsen	USD 383 Manhattan Ogden	Manhattan High	Agriculture	1, 6
Noah Barncord	USD 233 Olathe	East High	Government & Public Administration	2, 3, 4
Noah Kyes	USD 233 Olathe	North High	Health & BioSciences	2, 3, 4
Nyla Dean	USD 233 Olathe	North High	Health & BioSciences	2, 3, 4
Olivia Saale	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Oliviah Hall	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Owen "Robin" Gamerl	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Parker Young	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
Peyton Phillips	USD 233 Olathe	West High	Engineering	2, 3, 4
Phoebe Blair	USD 233 Olathe	South High/OATC	Hospitality & Tourism	2, 3, 4
Pierce Duncan	USD 233 Olathe	South High	Marketing	2, 3, 4
Rahi Dasgupta	USD 233 Olathe	Northwest High	Engineering	2, 3, 4
Reese Bratkovic	USD 233 Olathe	South High	Hospitality & Tourism	2, 3, 4
Riley Husted	USD 233 Olathe	East High	Architecture & Construction	2, 3, 4
Riley Jahner	USD 233 Olathe	North High	Health & BioSciences	2, 3, 4
Ryan Decker	USD 233 Olathe	South High/OATC	Transportation Distribution & Logistic	2, 3, 4
Ryan Jenkins	USD 232 De Soto	De Soto High	Health & BioSciences	3, 4
Rylan Parks	USD 313 Buhler	Buhler High	Agriculture	7
Sadira Koontz	USD 233 Olathe	East High	Architecture & Construction	2, 3, 4
Saleana Tipton	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
Samantha Morse	USD 233 Olathe	South High	Human Services	2, 3, 4
Sammuel Hanson	USD 233 Olathe	Northwest High	Finance	2, 3, 4
Sara Macoubrie	USD 233 Olathe	East High	Architecture & Construction	2, 3, 4
Selia Holmes	USD 233 Olathe	East High	Architecture & Construction	2, 3, 4
Seth Rodriguez	USD 233 Olathe	Northwest High	Hospitality & Tourism	2, 3, 4
Shaylee Jacobs-Wilson	USD 233 Olathe	West High	Arts, AV, Technology & Communications	2, 3, 4
Shianna Hughes	USD 353 Wellington	Wellington High	Agriculture	10
Sidney Sheern	USD 266 Maize	Maize South High	Health & BioSciences	7, 10

Simon Grube	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
Skyler Koehn	USD 353 Wellington	Wellington High	Agriculture	10
Sloane Bradford	USD 233 Olathe	East High/OATC	Hospitality & Tourism	2, 3, 4
Sofia VanNoy	USD 233 Olathe	East High	Education & Training	2, 3, 4
Soledad Rodriguez	USD 383 Manhattan Ogden	Manhattan High	Agriculture	1, 6
Sophia Navarro	USD 233 Olathe	Northwest High/OATC	Hospitality & Tourism	2, 3, 4
Suzanne Chaffee	USD 383 Manhattan Ogden	Manhattan High	Education & Training	1, 6
Sydney DeMartino	USD 233 Olathe	East High	Education & Training	2, 3, 4
Sydney Tizzard	USD 233 Olathe	West High/OATC	Health & BioSciences	2, 3, 4
Sydney Uher	USD 233 Olathe	Northwest High	Human Services	2, 3, 4
Tamara Wilson	USD 233 Olathe	East High	Education & Training	2, 3, 4
Teagan Trimble	USD 233 Olathe	North High	Health & BioSciences	2, 3, 4
Terran Schuman	USD 233 Olathe	West High/OATC	Law & Public Safety	2, 3, 4
Tierney Monroe	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Treverton Tilton	USD 232 De Soto	De Soto High	Architecture & Construction	3, 4
Tselot Tafete	USD 233 Olathe	Northwest High	Engineering	2, 3, 4
Tyler Flood	USD 233 Olathe	Northwest High/OATC	Transportation Distribution & Logistic	2, 3, 4
Tyler Payne	USD 233 Olathe	West High	Law & Public Safety	2, 3, 4
Tyson Grimes	USD 233 Olathe	East High/OATC	Transportation Distribution & Logistic	2, 3, 4
Valeria Lopez	USD 233 Olathe	North High	Health & BioSciences	2, 3, 4
Wendy Hernandez-Vallejo	USD 233 Olathe	Northwest High/OATC	Health & BioSciences	2, 3, 4
Weston Wertzberger	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Will Sitzmann	USD 233 Olathe	West High	Engineering	2, 3, 4
William Thompson	USD 233 Olathe	West High	Engineering	2, 3, 4
William Walker	USD 233 Olathe	West High	Engineering	2, 3, 4
Willow Schlatter	USD 313 Buhler	Buhler High	Agriculture	7
Zacharyah Smith	USD 233 Olathe	Northwest High	Arts, AV, Technology & Communications	2, 3, 4
Zander Famous III	USD 233 Olathe	Northwest High/OATC	Manufacturing	2, 3, 4

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number: 10****Staff Initiating:**

Tate Toedman

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 4/11/2023**Item Title:**

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

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

Agenda Number: 11

Meeting Date: 4/11/2023



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

Item Title: Recognition of Schools Awarded the Kansas Purple Star School Designation: USD 207 Fort Leavenworth, USD 260 Derby and USD 263 Mulvane

From: Sherry Root

These schools are being recognized as military-friendly schools and have received the designation of a Kansas Purple Star School. These schools have met specific criteria and demonstrate a major commitment to serving students and families connected to our nation's armed forces as determined by the Kansas Military Children Education Council (KMCEC). Leaders and student from the schools receiving this award have been invited to share some of the activities happening in the Purple Star School Program at their school. Certificates will be presented. Please set aside a few minutes to have pictures taken with the State Board.

Kansas leads the world in the success of each student.

Agenda Number: 12

Meeting Date: 4/11/2023



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

Item Title: Recognition of 2023 Kansas Teacher of the Year Team

From: Denise Kahler

At its April meeting, the Kansas State Board of Education will have the opportunity to hear from the eight members of the 2023 Kansas Teacher of the Year Team.

2023 Kansas Teacher of the Year

Brian Skinner, an interrelated special education, English teacher at Newton High School, Newton USD 373

2023 Kansas Regional Teachers of the Year

Jessica Gazzano teaches art and publications at Woodland Spring Middle School, Spring Hill USD 230.

Erica Huggard, biology, anatomy and physiology teacher at Emporia High School, Emporia USD 253.

Mallory Keefe, preschool teacher at Cheney Elementary School, Cheney USD 268.

Pamela Munoz, teaches kindergarten at McCarter Elementary School, Topeka USD 501.

Kendal Norberg, a fourth-grade teacher at Broadmoor Elementary School, Louisburg USD 416.

Jaimie Swindler, special education teacher at Ottawa High School, Ottawa USD 290.

Carly Torres, fifth-grade teacher at Wiley Elementary School, Hutchinson USD 308.

These exemplary teachers will briefly introduce themselves and then share with Board members their message for the year. They will be available to respond to questions from Board members.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 4/11/2023

Item Title:

Act on Proposed Amendments to Accreditation Regulations K.A.R. 91-31-31 and 91-31-35

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Kansas State Department of Education to submit the proposed amendments to K.A.R. 91-31-31 and 91-31-35 through the formal regulatory adoption process.

Explanation of Situation Requiring Action:

In February and March, the State Board received and discussed proposed amendments to the accreditation regulations. The purposes of amending the regulations are to correct definitions and to change the State Board's minimum graduation requirements as suggested by the Graduation Task Force.

91-31-31. Definitions. As used in this article of the department's regulations, each of the following terms shall have the meaning specified in this regulation:

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

(b) "Accreditation cycle" means the period of time from the beginning of the needs assessment to the point at which the state board grants an accreditation rating to an education system.

(c) "Accreditation rating" means the status granted by the state board upon recommendation of the accreditation review council.

(d) "Accreditation review council" means the body of education professionals charged with providing a recommendation of accreditation rating to the state board at the end of each accreditation cycle.

(e) "Accreditation year" means the final year, or step, of an education system's accreditation cycle.

(f) "Accredited" means the status assigned to an education system that meets the following conditions established by the state board:

(1) The education system is in good standing.

(2) The education system provides conclusive evidence of improvement in student performance.

(3) The education system provides conclusive evidence of a process of continuous improvement.

(g) "Area for improvement" means the specific issue to be corrected, as determined by the accreditation review council, that an education system shall complete in order to improve the education system's accreditation rating.

(h) “Chief administrative officer” means the person hired by a governing body to lead the work of achieving the education system’s mission and to oversee all aspects of the operation of the education system.

(i) “Commissioner” means commissioner of education.

(j) “Conclusive evidence” means data that is sufficient to the accreditation review council to justify its recommendation of accredited to the state board.

(k) “Conditionally accredited” means the status assigned to any of the following:

(1) A new education system seeking accreditation;

(2) an education system seeking accreditation after one or more years of not seeking accreditation; or

(3) an education system about which both of the following are true:

(A) The education system is in good standing; and

(B) the education system ~~provides neither conclusive evidence of growth in student performance nor conclusive evidence of a process of continuous improvement~~ fails to provide conclusive evidence of either improvement in student performance or of an intentional, quality improvement process.

(l) “Corrective action plan” means the set of actions developed by an education system in response to areas for improvement identified by the accreditation review council.

(m) “Credit” means formal acknowledgment by an education system’s governing body for criteria-based accomplishment. In Kansas K-12 education, this term is usually expressed as a number of units of credit.

(n) “Curriculum standards” means statements adopted by the state board specifying what students should know and be able to demonstrate in specific content areas.

(o) “Education system” means a Kansas unified school district, the Kansas state school for the blind, the Kansas school for the deaf, an organized body of non-public schools, or an independent private school.

(p) “Education system leadership team” means the group of education system employees that leads the education system’s work toward an accreditation rating during an accreditation cycle.

(q) “Education system site council” means the group of people from outside of the education system from whom the education system leadership team receives input related to the education system’s work toward an accreditation rating during an accreditation cycle.

~~(r) “Final analysis” means the process of reviewing education system level data at the end of an accreditation cycle.~~

(s) “Foundational structures” means programs, models, or practices prerequisite to receiving an accreditation rating of “accredited” from the state board.

(t) “Framework” means a defined set of practices that together encompass the work that education systems do to prepare successful Kansas high school graduates.

~~(u) “Goal area” means one area of performance selected by an education system for specific focus during its accreditation cycle.~~

(v) “Governing body” means either of the following:

- (1) The board of education of any public education system; or
- (2) the decision-making authority of any private education system.

(w) “Independent private school” means a non-public school that, for accreditation purposes, is not affiliated with other non-public schools.

(x) “In good standing” means in compliance with, or working with the state board to achieve compliance with, all applicable federal and state statutes and regulations.

(y) “Kansas assessment program” means the evaluation that the state board conducts in order to measure student learning within the Kansas curriculum standards.

(z) “Kansas education systems accreditation” and “KESA” mean the Kansas model for the accreditation of education systems that offer any grades kindergarten through grade 12.

(aa) “Needs assessment” means a systematic process of scoring state board-approved rubrics and examining current data supporting KESA results for the purpose of determining needs or gaps between current conditions and desired conditions.

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

(1) Is not in good standing; or

(2) ~~fails to provide conclusive evidence of either improvement in student performance or a process of continuous improvement~~ the education system provides neither conclusive evidence of improvement in student performance nor conclusive evidence of an intentional, quality improvement process.

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

(dd) “Outside visitation team” means a group of trained education professionals selected by an education system to collaborate with the education system in a coaching or mentoring role, supporting the education system for the duration of an accreditation cycle.

(ee) “Outside visitation team chair” means the member of the outside visitation team who has been specifically trained and appointed to act as the leader of the group for the duration of an accreditation cycle.

(ff) “Private education system” means either of the following:

(1) An organized body of non-public schools; or

(2) an independent private school.

(gg) “Public education system” means any of the following:

(1) A Kansas unified school district;

(2) the Kansas state school for the blind; or

(3) the Kansas school for the deaf.

~~(hh) “Qualified admissions” means the set of criteria allowing a high school graduate guaranteed admission into Kansas public universities.~~

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

(jj) “School leadership team” means the group of employees of a school leading that school’s work toward an accreditation rating during an accreditation cycle.

(kk) “School site council” means the group of people not employed by the school with whom the school leadership team consults.

(ll) “State board” means the Kansas state board of education.

(mm) “State board-approved rubrics” means the methods used by an education system during the needs assessment to evaluate the education system’s current condition.

(nn) “State technical assistance team” means a group of persons appointed by the commissioner to assist “not accredited” public education systems in achieving an upgraded status.

(oo) “Successful Kansas high school graduate” means a high school graduate who has the academic preparation, cognitive preparation, technical skills, employability skills, and civic engagement to be successful in postsecondary education, in the attainment of an industry-recognized certification, or in the workforce, without the need for remediation.

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

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution and K.S.A. 2020 Supp. 72-5170; effective July 1, 2005; amended P-_____.)

91-31-35. Graduation requirements. (a) Each governing body shall adopt a written policy specifying that pupils are eligible for graduation only after completion of at least the following graduation requirements as established by the state board:

(1) Four units of English language arts, which shall include reading, writing, literature,

~~communication, and grammar, and at least one-half unit of communication.~~ The chief

administrative officer may waive up to one unit of this requirement if the chief administrative officer determines that a pupil will benefit more by taking another subject;

(2) three units of history and government, which shall include world history; United States history; United States government, including the Constitution of the United States; concepts of economics and geography; and, except as otherwise provided in K.A.R. 91-31-32, a course of instruction in Kansas history and government;

(3) three units of science, which shall include physical, biological, and earth and space science concepts and which shall include at least one unit as a laboratory course;

(4) three units of mathematics, including algebraic and geometric concepts;

(5) one-half unit of physical education, which shall include health and which may include safety, first aid, or physiology. This requirement shall be waived if the school district is provided with ~~either of the following:~~

~~(A) A statement by a licensed physician that a pupil is mentally or physically incapable of participating in a regular or modified physical education program; or~~

~~(B) a statement, signed by a lawful custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil;~~

(6) one-half unit of health education which may include safety, first aid, or physiology. This requirement shall be waived if the school district is provided with a statement, signed by a lawful custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil;

(7) one-half unit of financial literacy;

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

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

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

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

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

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

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

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

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

(d) Any governing body may increase the number of units of credit required for graduation. Any additional requirements of the governing body that increase the number of units of credit required for graduation shall apply to those students who will enter the ninth grade in the school year following the effective date of the additional requirement.

(e) Unless more stringent requirements are specified by existing local policy, the graduation requirements specified in this regulation shall apply to those students who enter the ninth grade in the school year following the effective date of this regulation and to each subsequent class of students.

(Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution, K.S.A. 72-3235, and K.S.A. 2020 Supp. 72-5170; effective July 1, 2005; amended P-_____.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 14

Staff Initiating:

Jay Scott

Director:

Jay Scott

Commissioner:

Randy Watson

Meeting Date: 4/11/2023

Item Title:

Act on Accreditation Review Council's March Recommendations for KESA

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council and award the recommended accreditation status to USD 204 Bonner Springs; USD 230 Spring Hill; USD 239 North Ottawa County; USD 252 Southern Lyon County; USD 294 Oberlin; USD 300 Comanche; USD 346 Jayhawk; USD 356 Conway Springs; USD 359 Argonia; USD 364 Marysville; USD 365 Garnett; USD 366 Woodson; USD 379 Clay County; USD 464 Tonganoxie; USD 474 Haviland; USD 481 Rural Vista; USD 489 Hays; USD 495 Ft. Larned, Z0060 Accelerated Schools of Overland Park and accept the formal withdrawal from the KESA process from X0045-0273 Urban Preparatory Academy.

Explanation of Situation Requiring Action:

In accordance with the Kansas Educational Systems Accreditation (KESA) process, systems reviewed by the Accreditation Review Council (ARC) for an accreditation status recommendation, are forwarded to the State Board of Education one month prior to the board acting. Last month, 20 systems were forwarded to the State Board of Education for their review of an accredited status recommendation.

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

Accredited –

USD 204 Bonner Springs

USD 230 Spring Hill

USD 239 North Ottawa County

USD 252 Southern Lyon County

USD 294 Oberlin

USD 300 Comanche County

USD 346 Jayhawk

USD 356 Conway Springs

USD 359 Argonia

USD 364 Marysville

USD 365 Garnett

USD 366 Woodson

USD 379 Clay County

USD 464 Tonganoxie

USD 474 Haviland

USD 481 Rural Vista

USD 489 Hays

USD 495 Ft. Larned

Conditionally Accredited –

Z0060 Accelerated Schools of Overland Park

Withdrawal from KESA Accreditation –

X0045-0273 Urban Preparatory Academy

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



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

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

From: Jay Scott

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

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

In March, the ARC met and took its action on the accreditation recommendation for sixteen (16) systems (15 public and 1 private). The systems for the Board to receive in April 2023 are:

Accredited –

USD 106 Western Plains

USD 111 Doniphan West

USD 223 Barnes

USD 224 Clifton-Clyde

USD 235 Uniontown

USD 338 Valley Falls

USD 367 Osawatomie

USD 412 Hoxie

USD 420 Osage City

USD 431 Hoisington

USD 449 Easton

USD 469 Lansing

USD 503 Parsons

Z0026-0642 Linn Lutheran

Conditionally Accredited –

USD 245 LeRoy-Gridley

USD 422 Kiowa County

Attachments:

ARC Report

Accountability Report

Kansas leads the world in the success of each student.

Accreditation Summary

Date: 03/09/2023

System: D0106 Western Plains (0000)

City: Ransom

Superintendent: Jeff Jones

OVT Chair: John West

Executive Summary/AFI

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

ARC Comment

The system has fulfilled official applicable requirements and deadlines and/or timelines or, actively working with State BOE to achieve compliance.

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

ARC Comment

The system and OVT have provided evidence (generally) that Foundational Structures are being addressed. Some Foundational Structures are evident in the system and there are pockets of implementation and sustained efforts. There is evidence that work is being done and plans are being actively put into action.

Tiered Framework of Support: The system and OVT have provided evidence (generally) that a partial tiered framework of supports is in place for all students. The system evaluated their Tier 1 supports at the beginning of the cycle and explored curriculum options that would meet the needs of students. The system has adopted Tier 1 curriculum resources in math and ELA and accompanying professional learning. Through their Needs Assessment, the system identified a need for a reliable and valid assessment instrument. As a result, the FastBridge system has been purchased and teachers are actively participating in professional learning so they may better identify tiered interventions based on student assessment data. In addition, K-3 teachers participated in letters training, staff are working toward ESOL endorsements (currently 67% of staff are endorsed), and schedule revision is occurring to include tiered intervention time.

Family, Business, and Community Partnerships: The system and OVT have provided evidence (generally) that system's practice of engaging all stakeholders occurs irregularly. The system has worked to increase communication with families by developing their own app that connects to the system's website where teachers maintain their individual pages. The system has hired a professional counselor to work with students for work-study programs, job shadowing, and internships. In addition, the system hired an industrial arts teacher to support community partnerships. The local hospital and its long-term care facility, local farmers, and local businesses have all been recruited to assist the school to develop students' job skills.

Diversity, Equity, and Access: The system and OVT have provided evidence (generally) some student group needs are represented in the improvement process. The system's and schools' cultures are reflected in the vision and improvement process. The system has worked to move all high school students to one campus, which greatly increases the diversity of the homogeneous campus and provides opportunities that lead to more equity and access for all the district's high school students. The system has made intentional efforts to encourage staff to complete their ESOL endorsement. Currently, 67% of staff have acquired their endorsement. Families receive school information in the

language of their choice, and interpreters are provided for meetings. The district has also implemented a no-fee structure so no student is denied access to a system due to finances.

Communication and Basic Skills: The system and OVT have provided evidence (assuredly) that curricula that support the structures in communication and basic skills are evident. The system supports a student newspaper, a student yearbook, and student clubs (such as KAY) that provide students the opportunity to hone their written communication skills. Currently, 100% of the high school student body participates in KAY club, and the group is now sponsoring a middle school club that has almost reached 100% participation. Student Council and Forensics Club also provide a foundation for increasing students' opportunities to develop oral communication skills. Students who attend Honor Flight functions in Washington D.C document their experiences and the experiences of the veterans in online blogs. For elementary and middle school students, summer courses are offered to further develop students' basic skills and communication skills. The courses include photography, digital art, graphic design, and junior journalism. LETRS training was provided to bolster teachers' efforts to teach basic skills to younger students, and any teacher teaching reading has received structured literacy training.

Civic and Social Engagement: The system and OVT have provided evidence (assuredly) that curricula that support the structures in civic and social engagement are evident. Civic efforts include field trips to the local courthouse, county museum, and the state capitol in Topeka. The system works with the local nursing home where students create holiday cards, visit with residents, and sing in school choirs for residents. During this KESA cycle, the system has increased participation in KAY club to 100%. KAY club support activities such as Kid's Shopping Day for Christmas, the Red Cross's Ukraine relief efforts, Salvation Army, veterans, Heifer International, and various local needs.

Physical and Mental Health: The system and OVT have provided evidence (generally) that curricula that support the structures in Physical and Mental Health are somewhat evident. The system meets the requirements for physical education and health. All students in 6-12 are provided with free physical examination and students have access to an athletic trainer through the local hospital. The system partners with the county public health department to offer flu vaccinations during parent-teacher conferences. Vision and hearing screenings are conducted annually. High Plains Mental Health supports the system's students and families to provide private counseling sessions, as needed.

Arts and Cultural Appreciation: The system and OVT have provided evidence (assuredly) that curricula that support the structures in Arts and Cultural Appreciation are evident. The system partners with Fort Hays University so USD 106 students may attend art, music, and theater productions at Fort Hays. Students participate in contested performances, as well. Elementary students attend Wichita Children's Theater yearly. Ten elementary students were asked to participate in Elementary Honor Choir. Junior high school students are required to participate in art and choir classes and may choose instrumental music as an elective. Fifteen students qualified for KMEA Honor Choir. The system allocated resources to hire a new music teacher during the past year who earned Horizon Award recognition. The system also elicits family engagement by encouraging citizens to bring their instruments to play with the pep band during games. After-school Band Club was initiated, with 97% of eligible students participating.

Postsecondary and Career Preparation: The system and OVT have provided evidence (generally) that curricula that support the structures in Postsecondary and Career Preparation are somewhat evident. Xello is the resource used by the district to support career cruising efforts. Time has been built into and a counselor has been hired to support the Individual Plan of Study for students in grades 7-12. Mathematics requirements for graduation were increased from 3 to 4. STEM and robotics opportunities are also available throughout the system. The system hosts ACT and ACT preparation sessions. With the addition of RUS and K-12Elevate, students also have an opportunity to participate in an alternative plan of student in order to meet graduation requirements on their road to postsecondary success. The system acknowledges graduation rates are inconsistent due to the size of their small system. The most recent graduation rate is 87.5%, which is just below the state average of 89.3%. The system's 5-year

average is 84.2%. The system notes during the 6 years of this KESA cycle, they have achieved 100% graduation twice. The system currently has an attendance rate of 94.2%, which is slightly above the state average. In an effort to increase their 5-Year Effective Average of 28.9%, which is below their Predicted Effectiveness Rate of 31.7%-39.9%, the system is bolstering opportunities for students to prepare for postsecondary success. They are offering nationally recognized industrial certifications and are growing their community mentoring program.

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

ARC Comment

The system and OVT have provided evidences (assuredly) that Western Plains USD 106 has two fully developed goal statements that are measurable and complex enough to challenge the system throughout their continuous improvement process/cycle. The system has provided evidence goals developed have resulted in an impact on student learning. A goal action plan has been developed that includes strategies and action steps for each of the goal statements. This action plan is evidenced in KESA artifacts. The system's professional development program is aligned and supports the implementation of all goal statements and strategies. The system has measured the success of all implemented strategies and actions and understands the relationship between its goals to improving the state Board outcomes and ultimately having successful high school graduates.

The system has implemented a self-efficacy curriculum for 100% of students in grades 7-12. The system notes this initiative did take longer than the system's timeline indicated due to the COVID-19 pandemic, but the system has achieved its goal. Data used to support attainment is reflected in the Kansas Communities that Care survey. Specifically, in the "Low Commitment to School" section, positive student responses increased in 3 of the 4 areas. Students who feel they have opportunities for involvement in school activities outside the school day have increased 12.77%, which reflects 96.77% positive student responses. Students who feel they have lots of chances to participate in class activities and class discussions have increased 24.8%. Both of these increases support the claim the system has reached students through a self-efficacy curriculum. USD 106 report 2 out of 3 teachers have earned their ESOL endorsement.

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

ARC Comment

The system and OVT have provided evidences (assuredly) that Western Plains USD 106 has two fully developed goal statements that are measurable and complex enough to challenge the system throughout their continuous improvement process/cycle. The system has provided evidence goals developed have resulted in an impact on student learning. A goal action plan has been developed that includes strategies and action steps for each of the goal statements. This action plan is evidenced in KESA artifacts. The system's professional development program is aligned and supports the implementation of all goal statements and strategies. The system has measured the success of all implemented strategies and actions and understands the relationship between its goals to improving the state Board outcomes and ultimately having successful high school graduates.

The system developed a 1:1 technology initiative, which includes providing online access to families who cannot pay for the access. The system adopted new ELA and mathematics curriculum, which integrates SEL features. In addition, the system provides professional development to staff related to SEL and explicit SEL instruction. Social-emotional management is a necessary skill in the postsecondary world, and USD 106 continues to grow SEL so students are prepared for postsecondary life. Communication between teachers and students has adapted to include Zoom, SeeSaw, Google Classroom, and Hangouts. The system created a STEM course for the elementary school. Students prepare and deliver STEM presentations, which helps their public speaking skills, as does forensics,

which currently has a 67% high school participation rate. Robotics at the high school level requires an interview process that promotes team building. Students are required to earn credit in 4 mathematics courses to meet graduation requirements. Summer course offerings have included electronic storyboards and videos for original stories, as well as digital art and graphic design. Students have access to an expanded curriculum to meet their interests in a future career through K-12Elevate programming.

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

ARC Comment

The system and OVT have provided evidence (assuredly) the system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. Data showing increased student interest in technology produced a change in course offerings, including STEM, Robotics, and a certification program in Microsoft. Additional staff has been hired or reassigned to support these offerings. Building schedules have been adapted to include STEM, Xello, and SEL. Professional development Opportunities are provided to teachers to support sustainability efforts. A new counselor was hired to assist students. CTE options were expanded and K-12Elevate provides more course options. USD 106 artifacts document a detailed action plan with designated responsibilities and timelines. The system has identified the need to intentionally train new staff in action plan awareness and implementation. The system is creating a new staff orientation that includes a focus on the district's action plan. The Board of Education is updated between monthly meetings, when necessary. The system has changed the BOE agenda by moving topics from administrative reporting to informational and action items in the agenda. This change will continue into the next cycle as evidenced by continued school improvement and BOE engagement and 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 system and OVT have provided evidence the system has (generally) shown noticeable gains in meeting expectations of the Kansas Vision for Education and State Board outcomes. Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. The system understands and can explain its data results for some State Board outcomes. The system is beginning to collect evidence and data and is working on a plan to address all five (5) State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth

The system has implemented a self-efficacy curriculum for 100% of students in grades 7-12. The system notes this initiative did take longer than the system's timeline indicated due to the COVID-19 pandemic, but the system has achieved its goal. Data used to support attainment is reflected in the Kansas Communities that Care survey. Specifically, in the "Low Commitment to School" section, positive student responses increased in 3 of the 4 areas. Students who feel they have opportunities for involvement in school activities outside the school day have increased by 12.77%, which reflects 96.77% positive student responses. With the implementation of the new SEL curriculum, the system will expect additional growth, and the system will continue to analyze the Kansas Communities that Care survey in the future. Professional development has helped to raise awareness of social-emotional concerns and learning. With additional resources embedded within the curriculum, staff have more tools to address students' needs. By utilizing FastBridge for screening and interventions, the system has streamlined an important component of the student intervention team process for Tier II and Tier III.

Kindergarten Readiness

Preschool teachers have incorporated Conscious Discipline in preschool classrooms and embedded social-emotional learning in the ELA curriculum. The staff has focused efforts on self-regulation and self-efficacy. Additionally, elementary staff has adopted a new math and ELA curriculum resource containing rigorous instruction of early learning concepts, including reading/writing with phonological awareness activities and number sense/patterning. Kindergarten-grade 3 teachers have participated in LETRS training facilitated by KSDE. A preschool program established in each elementary offers a smooth transition from preschool to kindergarten. This year, kindergarten was screened with FastBridge, which is a change from years past when the district utilized DIBELS as the kindergarten screener. By switching to FastBridge, kindergarten data will correlate seamlessly with the rest of the elementary data.

Families of all preschool and kindergarten parents participate in the Kindergarten Readiness Snapshot activities, which include the annual ASQ-3 and ASQ: SE-2. This information is disseminated to teachers to prepare for students in the classroom. Data show risk factors are trending down with fewer preschoolers arriving for preschool with risk factors. Based on the ASQ-3, 93% present with no concerns in communication, 85% with no concerns in gross motor, 88% with no concerns in fine motor, 87% with no concerns in problem-solving skills, and 88.5% with no concerns in person/social skills. ASQ: SE-2 shows 88.5% of preschool students with no concerns with social-emotional development.

The system indicates a challenge in employing highly-qualified preschool teachers, and the district is continuing to pursue high-qualified preschool teachers.

Individual Plans of Study

At the beginning of the KESA cycle, the system reports limited engagement between the students and the school counselor through the system's Career Cruising Program. The system evolved its counseling program with a new counselor and the adoption of Xello. Since then, the system has adapted its schedule to accommodate career exploration through Xello. During this time, students participate in activities such as exploring college and career goals, writing essays for internships, scholarships, or admission letters, and finding and applying for college days to visit colleges of interest. This is facilitated by the system's new counselor. The counselor also meets with families and students to help propel students into the next phase of postsecondary preparedness. USD 106 indicates families in the community do not traditionally attend college. The system is working to help students and families explore options for postsecondary education. Western Plains collaborates with postsecondary institutions to expose secondary students to postsecondary opportunities for certification and degree attainment for future careers. Internships with local businesses also become a part of individual plans of study.

High School Graduation Rate

Based on the current KSDE Accountability Report, Western Plains USD 106's 5-Year Graduation Average is 84.2%. Beginning in 2017, Western Plains shows 2 of 5 years with 100% graduation rate. Typical graduating classes range from 3 to 10 students; thus, a single student who becomes a 5-year graduate or drops out of high school significantly impacts the yearly graduation rate and 5-year graduation average. The system indicates intentional and increased efforts related to social-emotional learning, as well as strengthened professional learning in this area, will help students to meet high school graduation requirements.

Postsecondary Success

Based on the current KSDE Accountability Report, Western Plains USD 106's 5-Year Success Average is 34.4%. The 5-Year Effective Average is 28.9%, which is below their Predicted Effectiveness Rate of 31.7-39.9%. However, data does indicate students are academically prepared for postsecondary success. The system did earn Kansas Star Recognition (copper) in the area of Academically Prepared for Postsecondary. On state science assessments, 52.37% of students scored in levels 3 and 4, compared to a state average of 31.15% of students scoring in levels 3 and 4. On state math assessments, 33.32% of students scored in levels 3 and 4, compared to a state average of 29.35% of students scoring in levels 3 and 4. On state ELA assessments, 32.13% of students scored in levels 3 and 4, compared to a state average of 32.09% of students scoring in levels 3 and 4. The system's ACT average is 16.0 points, compared to a state average of 19.8 points.

During this KESA cycle, USD 106 has taken significant steps to make nationally recognized industrial certifications available to high school students before graduating. The district anticipates a significant increase in its success rate as the majority of students that have graduated from the district have graduated with a nationally recognized certification before completing their high school diploma. The system will continue to utilize the IPS process to motivate students to choose careers of interest and build their high school to help them gain experience or certification to reach their postsecondary goals. The system reports it will continue updating existing CTE Pathways and using Xello to map courses for student attainment of postsecondary goals. The system will continue supporting students through dual college-credit courses where possible. The system added a vocational program in the 2022-2023 school year to promote the attainment of nationally recognized industry certifications.

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

ARC Comment

The system and OVT have provided evidence (generally) that the system stakeholders were involved and engaged in the system's improvement process during this accreditation cycle. Some stakeholders' feedback is gathered, and progress is shared randomly on improvement in some goal areas. Input is evidenced through the system's Needs Assessments, Kansas Communities that Care surveys, and Root Cause Analysis completion. At the beginning of the KESA cycle, this area was considered a potential area of need. The system has intentionally focused on improving communication with families and distributed surveys during parent-teacher conferences. Annual Title I surveys also provide important information to the system and allow for stakeholder input. Monthly BOE meetings provide a foundation for communicating progress and taking a transparent approach to informing stakeholders. During a significant portion of this cycle, the system relied on the school website and electronic messaging to inform stakeholder groups as a result of the COVID-19 pandemic.

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

ARC Comment

The system and OVT have provided evidence (generally) that the system followed the KESA process with an expected level of fidelity. Decisions related to goal implementation were based on a needs assessment. The system has continued to monitor needs and growth toward Foundational structures, goal attainment, and State Board Outcomes. The process generally has been followed throughout the cycle and some data indicates success, such as achievement on state assessments in ELA, math, and science. The system has had 3 different OVT chairs through this cycle, but the current OVT reports the system has taken suggestions and advice readily.

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

ARC Comment

The system and OVT have provided evidence (generally) that some evidence exists that the system is reporting to their local board and communities, some reports are completed in a timely manner, a system plan with action steps and goals that drives academic improvement priorities is taking form and there has been some alignment in action plans to the system goals. Improvement priorities and processes for evaluation are evident but not consistent and feedback loop is hit-and-miss. After reflecting on needs, the system intentionally adopted new curriculum resources that embed SEL principles. The CTE program expanded and was enhanced with the addition of a new teacher and counselor. The system is data-conscious, and they continue to examine the effects of its efforts over this KESA cycle. They have made changes such as the adoption of FastBridge and modification to communications with stakeholder groups. The process generally has been followed throughout the cycle and some data indicates success, such as achievement on state assessments in ELA, math, and science. The system has had 3 different OVT chairs through this cycle, but the current OVT reports the system has taken suggestions and advice readily.

ARC Recommendation

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

Justification

The system and OVT have provided evidence data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. The system understands and can explain its data results for some State Board outcomes. The system is beginning to collect evidence and is working on a plan to address all five (5) State Board outcomes to create change.

Successful High School Graduate: The system has demonstrated progress in supporting students in becoming successful high school graduates as defined by the State Board. Some data is disaggregated by subgroups and demonstrates that some students are improving, and some gaps are at a decline; however, ACT data is below the State Average by 3.8 points.

Academic Preparation: Based on the current KSDE Accountability Report, Western Plains USD did earn Kansas Star Recognition (copper) in the area of Academically Prepared for Postsecondary. On state science assessments, 52.37% of students scored in levels 3 and 4, compared to a state average of 31.15% of students scoring in levels 3 and 4. On state math assessments, 33.32% of students scored in levels 3 and 4, compared to a state average of 29.35% of students scoring in levels 3 and 4. On state ELA assessments, 32.13% of students scored in levels 3 and 4, compared to a state average of 32.09% of students scoring in levels 3 and 4.

The system has expanded its CTE offerings and has hired an additional part-time teacher to support this. Available courses have expanded through K-12 Elevate. The summer program offerings provide additional support for writing

skill development and technology skill development. The system offers ACT and PreACT support. Teachers have received professional learning in LETRS and/or structured literacy. The system adopted FastBridge to strengthen its multi-tiered system of support, including data collection and intervention implementation. New curriculum resources were adopted to meet learning needs in mathematics and ELA. The new high school counselor meets regularly with families and students.

Cognitive Preparations: The system has adopted new mathematics and ELA curriculum resources that also address SEL competencies. The new ELA resource (K-12) incorporates self-reflection, self-efficacy, self-regulation, and time management structures to SECD standards. The rigor of the mathematics resource intentionally reinforces deeper critical thinking skills and self-reflection. During this KESA cycle, adopted FastBridge as a screening tool, for intervention, and for progress monitoring in reading, math, and behavior. The system's ability to better collect and analyze data will support efforts related to multi-tiered system of supports. With more SEL needs being met, the system reports students are spending more time focusing on academic needs and achievement in core content areas. However, the system's ACT average is 16.0 points, compared to a state average of 19.8 points.

Technical Skills: The system continues to expand its one-to-one initiative to ensure all students have access to an online curriculum, supplemental online materials, and internet access for research and training. STEM and robotics courses are offered at elementary, junior high, and high school levels. Certifications are offered to students, including the addition of Microsoft certification. During this KESA cycle, summer school offerings have included electronic storyboard and digital technology for original stories, photography, digital art, and graphic design.

Employability Skills: New curriculum resources embed SEL principles that increase each student's ability to collaborate with others. This will help students to secure and maintain postsecondary employment. The BOE supports efforts related to work-study, job shadowing, and student internships. The system's attendance rate is 94.2%, compared to the state average of 92.1%. The system feels the continued focus on attendance will further prepare students for postsecondary success. The attendance rate has continued to grow during this KESA cycle. However, based on the current KSDE Accountability Report, Western Plains USD 106's 5-Year Success Average is 34.4%. The 5-Year Effective Average is 28.9%, which is below their Predicted Effectiveness Rate of 31.7-39.9%. However, data does indicate students are academically prepared for postsecondary success. This data does indicate a need related to employability.

Civic Engagement: Civic efforts include field trips to the local courthouse, county museum, and the state capitol in Topeka. The system supports Honor Flights for veterans, where students fundraise, create a send-off program for veterans, and help communicate the experience through online blogs. The system works with the local nursing home where students create holiday cards, visit with residents, and sing in school choirs for residents. During this KESA cycle, the system has increased participation in KAY club to 100%. KAY club support activities such as Kid's Shopping Day for Christmas, the Red Cross's Ukraine relief efforts, Salvation Army, veterans, Heifer International, and various local needs.

Strengths

The system regularly examines data to evaluate their efforts. Evidence of data is included in KESA artifacts. The system has clear goals which are providing results. Goal action plans are detailed and attainable. Based on the KSDE Accountability Report 2021-2022, the system did earn Kansas Star Recognition (copper) in the area of Academically Prepared for Postsecondary. On state science assessments, 52.37% of students scored in levels 3 and 4, compared to a state average of 31.15% of students scoring in levels 3 and 4. On state math assessments, 33.32% of students scored in levels 3 and 4, compared to a state average of 29.35% of students scoring in levels 3 and 4. On state ELA assessments, 32.13% of students scored in levels 3 and 4, compared to a state average of 32.09% of students scoring in levels 3 and 4. Attendance is also a strength of the system. The attendance rate is 94.2%, which is slightly above the state average of 92.1%. The system's enrollment is 116 students. This does provide a challenge in staffing, scheduling, and course offerings, but the system has worked to provide students with well-rounded curriculum and curriculum resources. This includes the newly adopted math and ELA curriculum resources that also maintain a focus on supporting social-emotional learning. The adoption of FastBridge as a screening assessment, resource for intervention, and progress monitoring is another area in the system that has grown. This adoption is strengthening the system's multi-tiered system of supports. The change in school counselor and career exploration resource (changed to Xello) is better supporting the development of IPS. The system is trending upward in preparing students for postsecondary success.

Challenges

Based on the current KSDE Accountability Report, Western Plains USD 106's 5-Year Success Average is 34.4%. The 5-Year Effective Average is 28.9%, which is below their Predicted Effectiveness Rate of 31.7-39.9%. However, data does indicate students are academically prepared for postsecondary success. USD 106's 5-Year Graduation Average is 84.2%. Beginning in 2017, Western Plains shows 2 of 5 years with 100% graduation rate. Typical graduating classes range from 3 to 10 students; thus, a single student who becomes a 5-year graduate or drops out of high school significantly impacts the yearly graduation rate and 5-year graduation average. The system's ACT average is 16.0 points, compared to a state average of 19.8 points. Although data from the Accountability Report indicates students are academically prepared for postsecondary, subgroup data for Free and Reduced Lunch Students and Hispanic Students is below the system and state averages for students scoring in levels 3 and 4 on state assessments:

Math

System-33.32%, State-29.35, Free and Reduce Lunch-25%, Hispanic Students-22.22%

ELA

System-32.13%, State-32.09, Free and Reduced Lunch-29.62%, Hispanic Students-16.66

It is important to note students in the subgroup for Free and Reduced Lunch are earning scores in math and ELA that show an upward trend. For students in the subgroup for Hispanic Students, math is trending upward considerably, but ELA shows a slight decline.

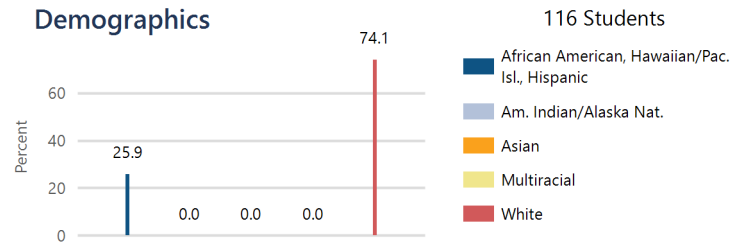
It is recommended the system take steps to address the Graduation Rate, Postsecondary Success Rate, and achievement on ACT. Although all state assessment scores are above the state average, Academically Prepared for Postsecondary is not resulting in postsecondary student success.



Western Plains USD 106

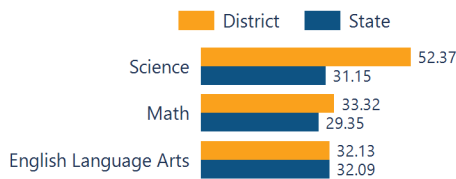
100 School St., Ransom, KS 67572
(785) 731-2352
www.usd106.org

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

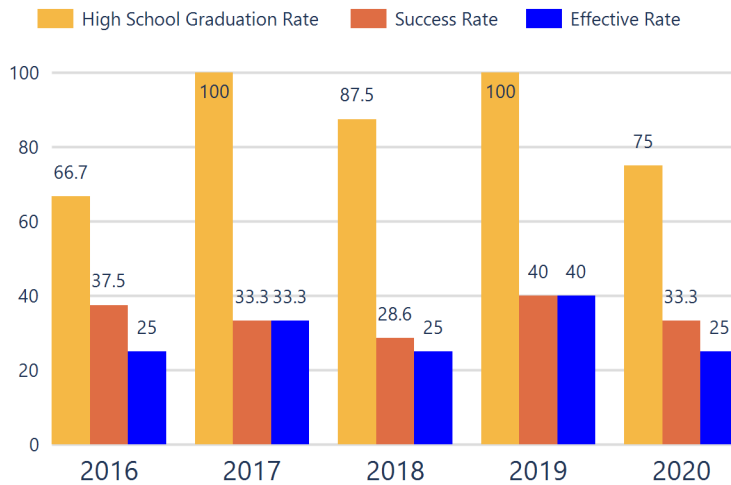


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

84.2%

Five-Year Success Avg

34.4%

Five-Year Effective Avg

28.9%

95% Confidence Interval
for the Predicted
Effectiveness Rate

31.7 - 39.9%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

87.5%

State: 89.3

94.2%

State: 92.1

15.1%

State: 25.4

N/A

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

\$21,297

State: \$13,830

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

Western Plains USD 106

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	40.42	40.42	40.00	22.80	32.14	23.80
Level 2	N/A	N/A	N/A	40.42	31.91	45.00	43.85	35.71	23.80
Level 3	N/A	N/A	N/A	17.02	25.53	10.00	26.31	23.21	33.33
Level 4	N/A	N/A	N/A	2.12	2.12	5.00	7.01	8.92	19.04

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	55.17	48.27	46.66	25.00	29.62	N/A
Level 2	N/A	N/A	N/A	34.48	24.13	40.00	50.00	40.74	N/A
Level 3	N/A	N/A	N/A	10.34	24.13	13.33	25.00	22.22	N/A
Level 4	N/A	N/A	N/A	0.00	3.44	0.00	0.00	7.40	N/A

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	27.27	45.45	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	36.36	36.36	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	36.36	18.18	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	58.82	52.94	N/A	27.77	44.44	N/A
Level 2	N/A	N/A	N/A	35.29	29.41	N/A	50.00	38.88	N/A
Level 3	N/A	N/A	N/A	5.88	17.64	N/A	22.22	16.66	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

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

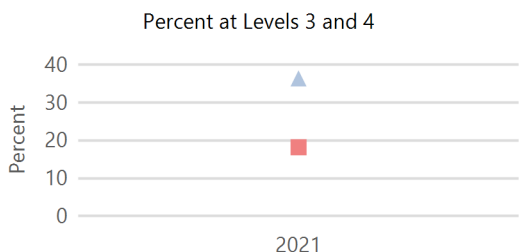
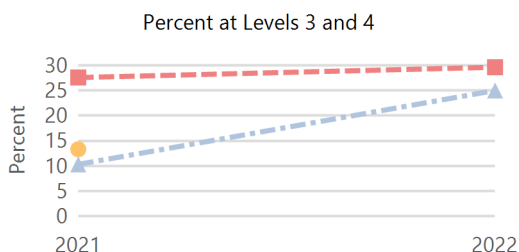
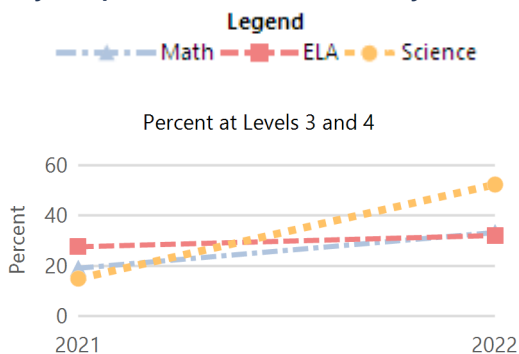
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.

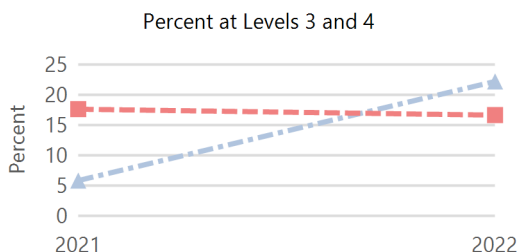


Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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



District	16.0
State	19.8

Accreditation Summary

Date: 03/08/2023

System: D0111 Doniphan West Schools (0000)

City: Highland

Superintendent: Volora Hanzlicek

OVT Chair: Joshua Snyder

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

- Tiered Framework of Support:

At the beginning of the cycle, the system did not have a tiered framework of support structure in place. The system and OVT have provided evidence supporting their report that all buildings now have a tiered framework of support, that data is disaggregated, and what improvements were made during each year of the cycle. The system has implemented screeners and intervention programming for math, reading, and behavior at all levels to help identify student needs and provide targeted interventions. The system and the Board also invested in additional staff in order to meet individual student needs.

- Family, Business, and Community Partnerships:

At the beginning of the improvement cycle, the system admittedly lacked a system-wide plan for engagement although individual programs and classrooms made efforts. Throughout the cycle, the system has established and maintained both district-level and building-level site councils with regular meetings. There is a system-wide practice of engaging all stakeholders that occurs now on a regular basis and is embedded in the overall culture. Staff, Students, Parents, Site Councils, and the school board have been involved in the KESA process. The system has a systematic structure in place that documents their efforts and the input they receive.

- Diversity, Equity, and Access:

The system and OVT have provided evidence supporting their report that all student group needs are represented in the improvement process. The system's and schools' culture is reflected in the vision and improvement process. The OVT team reports that the system has worked diligently throughout the cycle to increase opportunities for their students. Students now have access to free credit opportunities through Highland Community College and the Tech Center in Atchison, they have established a collaboration with the Iowa Tribe of Kansas and Nebraska to provide cultural programming, and the implementation of a tiered framework of supports system-wide allows staff to identify individual student needs.

- Communication and Basic Skills:

The OVT reports that the system provided evidence supporting their report that the system's

curriculum supports the structures in Communication and Basic skills. The system also requires speech classes, financial literacy, and multiple electives and clubs that expand students' communication opportunities.

- **Civic and Social Engagement:**

At the beginning of the improvement cycle, the system admittedly lacked a system-wide effort for civic and social engagement. The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in civic and social engagement. They also report that students at all levels are exposed to the community in various ways. Efforts that have been added include adding a graduation community service requirement, service projects that benefit the community or nonprofit organization, and a student-led community Veteran's Day program.

- **Physical and Mental Health:**

The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in physical and mental health. The OVT reports that the system offers a physical education requirement that continues to be present for all students in secondary schools. Curriculum resources related to mental health are being used proactively in all schools. The system has implemented system-wide SEL screeners, an SEL curriculum, and a full-time counselor to meet student mental health needs.

The system has also implemented SEL and mental health training for staff. The staff has been provided crisis training, Xello training, tiered systems of support training, SEL curriculum training, and training on the Kansas College and Career Competency framework in order to better support the individual needs of students.

- **Arts and Cultural Appreciation:**

The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in arts and cultural appreciation. Although the system is small, they make a concerted effort to expand the opportunities offered to their students through collaborations. Examples of collaborations include Boys and Girls Club programming, Iowa Tribe of Kansas and Nebraska cultural programs, 4-H, and trips to the Topeka Symphony.

- **Postsecondary and Career Preparation:**

The system's 2021-22 5-year effective average rate dipped slightly from their predictive range of 58.7-61.8% at 57.1, but the system did fall within their predictive range every other year since 2018-2019. The system has documented its system-wide plan for increased postsecondary experience opportunities and programming for students which has resulted in documented growth. They have implemented several layers of screeners, assessments, and planning structures to help ensure student success.

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

ARC Comment

Goal 1: In order to support student success, Doniphan West School District will increase family involvement in conferences systemwide by 20% (from 65.6% in Fall 2017 to 78.7% in Fall 2022), including the following targets: implementation of the IPS process K-12 and ultimately increasing post-secondary effectiveness. This goal was modified late in the improvement process.

The system and OVT report that the elementary family conferences averages approximately 95% attendance. The teachers complete the TASN Family Engagement Professional Development Modules and IPS scope and sequences activities are completed K-6. At the Junior High/High School level, the system has seen growth as well. In the fall of 2021-22 attendance was at 44% and increased to 60% in the spring. For fall 2022-23 attendance increased again to 74.3%. The IPS Scope and Sequences have been completed and dual credit, Vo-Tech, and work experience are options available to students.

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

ARC Comment

Goal 2: In order to support student success, Doniphan West School District will ensure annual growth in Reading for 85% of students by Spring 2023 (from a baseline of 74.2% in 2021), including the following targets: 100% of ELA teachers are trained and are utilizing the Fastbridge screener and progress monitors ultimately, increasing high school graduation rate. This goal was modified late in the improvement process.

The OVT reports that system-wide growth, as evidenced by Fastbridge aReading student test scores, indicate that the system has increased from 74.24% to 83.67% over the last year. There was increase at the elementary level from 73.91% to almost 97% growth across all students. The system attributes this increase to the comprehensive implementation of Tiered System of Supports.

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

ARC Comment

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

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth

Evidence reported by the system and OVT indicates that the system has established local measurements and indicators for demonstrating growth on SECD standards. The system has been implemented assuredly at every building level. The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in mental health. Curriculum resources related to mental health are being used proactively in all schools. The system has implemented system-wide SEL screeners, an SEL curriculum, and a full-time counselor to meet student mental health needs.

The system has also implemented SEL and mental health training for staff. The staff has been provided crisis training, SABEBRS/mySABEBRS training, tiered systems of supports training, SEL curriculum training, Character Trait training, and training on the Kansas CCC framework in order to better support the individual needs of students.

Kindergarten Readiness

Evidence reported by the system and OVT indicates that the system continues to make improvements with curriculum, instruction, and assessment of Kansas Early Learning Standards. The completion rate of the 2020-2021 ASQ-3 and ASQ: SE2 was at 100%. The system has incorporated quarterly collaboration meetings with Parents as Teachers, school leaders, and preschool staff in order to best meet student needs. They have also incorporated multiple other student screeners and monitoring tools in order to identify and implement support for individual students as early as possible in their academic careers.

Individual Plans of Study

Evidence reported by the system and OVT indicates that all students have an individual plan of study and electronic portfolio grades 7-12 that is reviewed annually. The system also has implemented a scope and sequence of postsecondary exploration activities grades K-6. This intentional focus has benefited students as demonstrated through graduation and postsecondary effectiveness ratings.

High School Graduation Rate

According to the 2021-2022 Accountability report, the system's graduation average is 91.1% which is above the state's graduation rate of 89.3%. The system has also exceeded the State graduation average rate every year during this accreditation cycle. In addition to exceeding the state's graduation average each year, the system has also exceeded the State's attendance average and fell below the State's chronic absenteeism average.

Postsecondary Success

The system's 2021-22 5-year effective average rate dipped slightly from their predictive range of 58.7-61.8% at 57.1, but the system did fall within their predictive range every other year since 2018-2019. In 2020-21, the effective average rate was 59.2% with a predictive range of 57.2-60.4%. In 2019-20 the effective average rate was 55% with a predictive range of 53-56.2%. In 2018-19 the effective average rate was 55% with a predictive range of 54.6-57.1%. The system has documented their system-wide plan for increased postsecondary experience opportunities and programming for students which has resulted in documented growth. They have implemented several layers of screeners, assessments, and planning structures to help ensure student success.

- Academically prepared for postsecondary:

The 2021-2022 accountability report indicated that the system is achieving above the state average (29.35) in levels 3 and 4 in Math at 30.47 and the State average in science (31.15) at 35.62. The 2021-2022 accountability report indicated that the system is achieving below the state average (32.09) in levels 3 and 4 in ELA at 29.4. The 2020-2021 accountability report indicated that the system is achieving above the state average (35.16) in levels 3 and 4 in ELA at 40.53 and the State average in science (34.54) at 37.69. The 2020-2021 accountability report indicated that the system is achieving slightly lower than the state average (27.89) in levels 3 and 4 in math at 27.27. The system continues to make academic preparation a priority through focusing efforts and resources in this area.

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

ARC Comment

The system and OVT have provided evidence supporting their report that stakeholder feedback was shared regarding progress in both goal areas. During the improvement cycle, the system developed building and district site councils. The Board of Education and all site councils are updated yearly and their feedback is encouraged. The system has also developed district leadership teams, building leadership teams, and building-level committees to work through the improvement process and provide input. Examples of collaborations also include Boys and Girls Club programming, Iowa Tribe of Kansas and Nebraska cultural programs, 4-H, and trips to the Topeka Symphony.

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

ARC Comment

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

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

ARC Comment

The system and OVT have provided evidence supporting their report that the system followed all KESA

processes with fidelity. The system submitted yearly reports one month prior to OVT visits, the yearly updates were shared with the local BOE, and the yearly OVT reports were shared with the local BOE.

ARC Recommendation

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

Justification

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

Strengths

The system's data indicates strength in the area of collecting and analyzing data. The system has been very intentional in their efforts and the development of collaborations to meet student needs.

Challenges

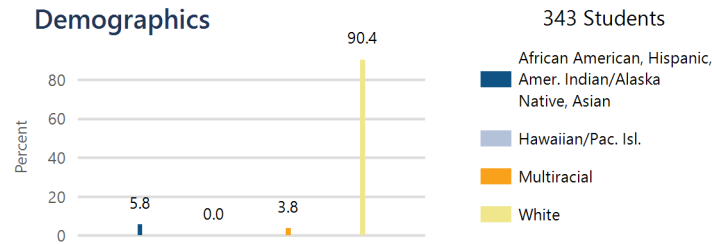
For the next improvement cycle, it is recommended that the system conduct a more structured needs assessment in order to identify the root cause(s) and establish system-wide goals with systematic action steps that are critical to student improvement.



Doniphan West Schools USD 111

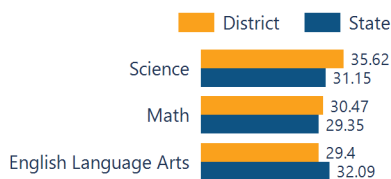
402 E Main, Highland, KS 66035
(785) 442-3286
www.usd111.org

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

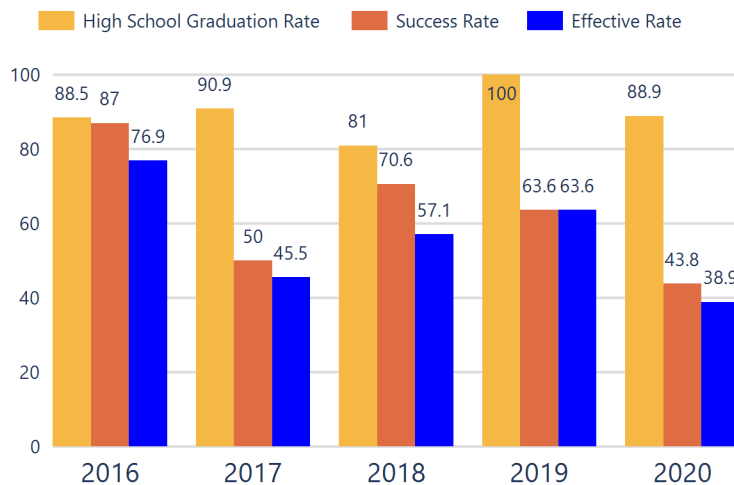


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

Kansans CAN lead the world!

Graduation
95%
Effective Rate 70-75%

Five-Year Graduation Avg
88.8%

Five-Year Success Avg
64.4%

Five-Year Effective Avg
57.1%

95% Confidence Interval for the Predicted Effectiveness Rate
58.7 - 61.8%

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

State: 91.3%	District ESSA Operating Expenditures Per Pupil	\$13,200
State: 89.3	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.	State: \$13,830
State: 93.1%		
State: 92.1		
State: 19.2%		
State: 25.4		
State: N/A		
State: 1.4		

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	28.40	20.27	32.78	25.13	32.08	35.63
Level 2	N/A	N/A	N/A	44.31	39.18	29.50	44.38	38.50	28.73
Level 3	N/A	N/A	N/A	21.02	29.05	26.22	22.45	22.45	21.83
Level 4	N/A	N/A	N/A	6.25	11.48	11.47	8.02	6.95	13.79

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	33.33	20.58	41.17	33.89	49.15	50.00
Level 2	N/A	N/A	N/A	47.91	41.17	29.41	50.84	28.81	29.16
Level 3	N/A	N/A	N/A	12.50	23.52	11.76	8.47	16.94	12.50
Level 4	N/A	N/A	N/A	6.25	14.70	17.64	6.77	5.08	8.33

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	57.69	N/A	N/A	44.44	62.96	61.53
Level 2	N/A	N/A	N/A	34.61	N/A	N/A	48.14	25.92	30.76
Level 3	N/A	N/A	N/A	7.69	N/A	N/A	7.40	11.11	0.00
Level 4	N/A	N/A	N/A	0.00	N/A	N/A	0.00	0.00	7.69

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

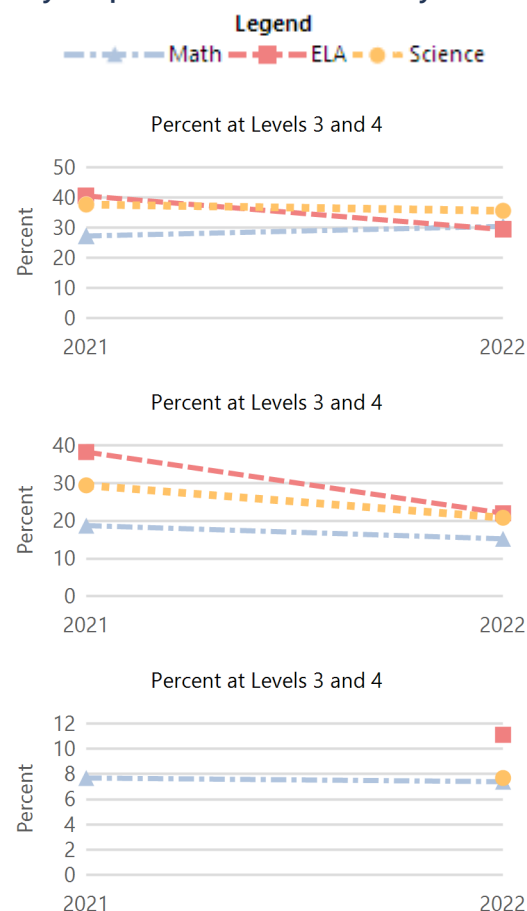
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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

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

District	20.2
State	19.8

Accreditation Summary

Date: 02/22/2023

System: D0223 Barnes (0000)

City: Barnes

Superintendent: Lee Schmidt

OVT Chair: Jaclyn Pfizenmaier

Executive Summary/AFI

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

ARC Comment

The system has fulfilled official applicable requirements and deadlines and/or timelines.

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

ARC Comment

The system and OVT have provided evidence to support Foundational Structures are generally in place for all areas.

Tiered Framework of Support: The system and OVT have provided evidence (generally) the system partially has a tiered framework of supports in place for all students and building data is used to determine students' tiers, Pre-K through Grade 12. The system reports staff implements intentional intervention with a focus on the core curriculum. As a part of intentional intervention, on-site preschools were added to elementary buildings, including transportation, to address kindergarten readiness needs for students who may be considered At-Risk. K-6 has implemented MTSS, as well. Teams are using FastBridge to collect and monitor student growth. FastBridge provides longitudinal data for implementing Tier 2 and 3 supports. In grades 1-2, students receive intervention through the Really Great Reading program; in grades 3-4, students receive intervention through Lexia; and in grades 5-6, students receive intervention through Lexia and reading fluency instruction. Each school has a Title I teacher. At the secondary levels, grades 7-12 implement "What I Need" time (WIN). Students are grouped into Tier 2 and Tier 3 groups-based classroom data. SEL needs are also being addressed through the MTSS model. Second Step is used to address Tier I SEL needs. Additionally, elementary classes meet with the school counselor twice each month for additional social-emotional skill development. At the secondary level, the school counselor provides classroom lessons twice monthly using the Overcoming Obstacles and Choose Love Movement curriculums. The school counselor utilizes small group counseling and individual counseling for Tier 2 support. Xello is used to deliver secondary lessons related to social-emotional learning. The system also employs a family advocate for connecting families in need with outside resources.

Family, Business, and Community Partnerships: The system and OVT have provided evidence (generally) that the system's practice of engaging all stakeholders occurs irregularly, but it does occur. Under Relationships, to develop a state of interconnectedness with families, businesses, and community partnerships, the system has implemented programs to build community. They have added a family advocate who assists with connecting families to state and local resources. The advocate also supports families when applying for postsecondary support such as financial aid and application for scholarships. The system has initiated a Vocational Agriculture Internship Program, which has provided a foundation for building valuable relationships with local businesses to support postsecondary career paths. Other stakeholder engagement opportunities include: KSDS, American Enterprise Day, parent nights, Trick or Treat for canned goods, community clean-up projects, blood drives, and local nursing home visits. The

system did not provide evidence community stakeholders take an active role in building or district SITE Councils.

Diversity, Equity, and Access: The system and OVT have provided evidence (generally) that some student group needs are represented in the improvement process. USD 223 has embedded the exploration of diverse cultures in the curriculum for PreK-12. The school system hosts celebrations for Hispanic Heritage Month and Black History Month and has tried to provide students access to diverse curricula and reading materials. It is recommended the system examines equity and access related to special populations, as subgroups are performing well below the district average. Students with disabilities: 17.64% are scoring at Levels 3 and 4 on state math assessments, and 11.76% are scoring at Levels 3 and 4 on state reading assessments. Hispanic students: 23.52% are scoring at Levels 3 and 4 on state math assessments, and 21.21% are scoring at Levels 3 and 4 on state reading assessments.

Communication and Basic Skills: The system and OVT have provided evidence (generally) that curricula that support structures in communication and basic skills are somewhat evident. The system hosts student-led conferences at least 1 time during the school year. Students develop presentations highlighting personal progress throughout the year and their interests in future careers. As a part of the district's efforts to focus on soft skills, particularly presentational communication skills, students are provided with multiple opportunities to grow their communication skills throughout the day.

Civic and Social Engagement: The system and OVT have provided evidence (assuredly) that the system has curricula in place that support the structures in civic and social engagement. In history, government, and social studies courses, along with reading classes, students research social movements and civic organizations through the completion of advocacy projects. The system participates in County Government Day. Students participate in the community by volunteering for community service activities, as well.

Physical and Mental Health: The system and OVT have provided evidence (assuredly) that curricula that support the structures in Physical and Mental Health are evident. In 2022, Barnes USD 223 earned Kansas Star Recognition in Social-Emotional Growth (Gold). To achieve this status, the system provides mental health training to all staff in suicide awareness and crisis management. The system's mental health professionals have a district crisis protocol for emergent situations, and the school nurse is available as well. At elementary levels, Second Step resources support SECD standards. At the secondary level, school counselors provide classroom lessons twice per month using Overcoming Obstacles and Choose More Love Movement curriculum resources. Physical education classes are offered at all levels. Schools have access to a fitness center and the system hosts various summer camps and elementary summer school. Decisions regarding physical and mental well-being for all students are guided by the completion and analysis of the MySabers screener.

Arts and Cultural Appreciation: The system and OVT have provided evidence (assuredly) that curricula that support the structures in Arts and Cultural Appreciation are evident. The system offers K-12 Art and Music, which also includes band and vocals. Several courses are offered which highlight rich cultural diversity, such as Spanish 1 and 2, World News, and STEAM. The system has an active and successful Forensics team and Thespians Club. USD 223 has embedded the exploration of diverse cultures in the curriculum for PreK-12.

Postsecondary and Career Preparation: The system and OVT have provided evidence (assuredly) that curricula that support the structures in Postsecondary and Career Preparation are evident. In 2022, Barnes USD 223 earned Kansas Star Recognition in Individual Plan of Study (Bronze), Academically Prepared for Graduation (Copper), Graduation (Gold), and Postsecondary Effectiveness (Silver). The system offers ACT preparation courses and gives the Pre-ACT, PSAT, ASVAB, and ACT and WorkKeys test. ACT Performance for the 2022 school year was an average score of 20.5. Within the district, students attend job and career fairs, job shadowing, and college visits. Students work in Xello and O*net to explore college and career options and classes focused on fiscal responsibilities and life skills.

are offered. USD 223's 5 Year Success Average is 70.4%. With a Five-Year Effective Average of 67.6%, Barnes USD 223 is outperforming its Predicted Effectiveness Rate of 59.3-63.8%.

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

ARC Comment

The system and OVT have provided evidence (assuredly) that the system has two fully developed goal statements that are measurable and are complex enough to challenge the system throughout the continuous improvement process/cycle, and the goals developed will result in an impact on student learning. There is evidence, supported by data of results in all goal statements. A KESA Goals and Data action plan includes evidence-based strategies and action steps for each of the goal statements. The system's professional development program is aligned and supports the implementation of all goal statements and strategies, and the system can measure the success of all implemented strategies and actions and understands the relationship between its goals to improving the state Board outcomes and ultimately having successful high school graduates.

The system, OVT report, KESA Goals and Data action plan, and additional artifacts have provided evidence Goal 1 was identified based on the needs analysis, contain strategies and activities that were implemented, and produced reasonable results. In 2022, Barnes USD 223 earned Kansas Star Recognition in Postsecondary Effectiveness (Silver). Recognition in this area represents USD 223 is focused on preparing students for postsecondary career paths. Barnes USD 223 has initiated student-led conferences for grades 7-12 where each student identifies their intended career choice and shares in a personal presentation to families. Grades K-6 exceeded their goal of 50% of students' increasing knowledge of career choice, as evidenced by pre and post-assessment scores. The system's KESA Goals and Data action plan (which includes a rubric for assessing soft skills) details steps taken over the KESA cycle to ensure students achieve Goal #1. From 2017-2022, the graduation rate increased 4.4%. The effective rate for postsecondary has increased 3.3%.

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

ARC Comment

The system and OVT have provided evidence (assuredly) that the system has two fully developed goal statements that are measurable and are complex enough to challenge systems throughout their continuous improvement process/cycle, and the goals developed will result in an impact on student learning. There is evidence, supported by data of results in all goal statements. A KESA Goals and Data action plan includes evidence-based strategies and action steps for each of the goal statements. The system's professional development program is aligned and supports the implementation of all goal statements and strategies, and the system can measure the success of all implemented strategies and actions and understands the relationship between its goals to improving the state Board outcomes and ultimately having successful high school graduates.

The system, OVT report, KESA Goals and Data action plan, and additional artifacts have provided evidence Goal 2 was identified based on the needs analysis, contain strategies and activities that were implemented, and produced reasonable results. In 2022, Barnes USD 223 earned Kansas Star Recognition in Postsecondary Effectiveness (Silver). Recognition in this area represents USD 223 is focused on preparing students for postsecondary career paths.

"Linn Soft Skills Average Growth" reflects the following growth by grade level:

K-6.4 points, 1st—6.8 points, 2nd—1.1 pts., 3rd—3.7 points, 4th—1.7 points, 5th—7.3 points, 6th—5.2 points, 7th—1.7 points, 8th—1.8 points, 9th—3.4 points, 10th—1.8 points, 11th—0.2 points, and 12th—1.8 points.

"Hanover Soft Skills Average Growth" reflects the following growth by grade level: K-3.0 points, 1st—1.4 points, 2nd—3.5 pts., 3rd—3.3 points, 4th—2.3 points, 5th—2.1 points, 6th—3.2 points, 7th—2 points, 8th—2.8 points, 9th—(-)0.2 points, 10th—0.9 points, 11th—2.2 points, and 12th—2.7 points.

The system's KESA Goals and Data action plan (which includes a rubric for assessing soft skills) details steps taken over the KESA cycle to ensure students achieve Goal #2. From 2017-2022, the graduation rate increased 4.4%. The effective rate for postsecondary has increased 3.3%.

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 and OVT have provided evidence (generally) that the system works with its local board to ensure procedures and policies exist to support improvement efforts and some have been implemented. The system appears to have sufficient financial and human resources to support the effective implementation of its continuous improvement plan. Based on a review of the district's professional development plan for the 2022-2023 school year, the system has incorporated practices that will help sustain Barnes USD 223's continued growth toward goals and State Board Outcomes. In anticipation of beginning their new KESA cycle, the system has already scheduled a day to focus on a Needs Assessment to support efforts during the next KESA cycle. In addition, USD 223 has allocated financial resources to purchase individual Chromebooks and iPads for all students. The financial commitment to growing their technology resources will continue to better prepare students for the postsecondary world.

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

ARC Comment

The system and OVT have provided evidence (generally) that data for some State Board Outcomes are at or above expectations or showing a positive incline. The system understands and can explain its data results for some State Board outcomes. The system is beginning to collect evidence and data and is working on a plan to address all five (5) State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth

The system and OVT have provided evidence (generally) through the system report, the OVT report, and KESA artifacts that the system has generally shown growth in meeting expectations of the Kansas Vision for Education and State Board Outcomes in Social-Emotional Growth. The system reports they are working toward Star Recognition in this area. At Linn School, Second Step is used to address Tier I SEL needs. Additionally, elementary classes meet with the school counselor twice each month for additional social-emotional skill development. At the secondary level, the school counselor provides classroom lessons twice monthly using the Overcoming Obstacles and Choose Love Movement curriculums. The system supports Red Ribbon Week, Bullying Prevention Month, and suicide awareness campaigns. The school counselor utilizes small group counseling and individual counseling for Tier 2 support. Topics tackled during small group sessions may include social skills, academic skills, first-generation college students, and stress management. At Tier 3, the school counselor works closely with outside organizations and community support to help students and families receive the services needed. At Hanover, the system reports elementary teachers have begun implementing the Second Step curriculum. Elementary classes also meet with counselors twice monthly. Xello is used to deliver secondary lessons related to social-emotional learning. To monitor progress toward SEL growth, the district is utilizing the Kansas Communities that Care data to inform future practices. District KCTC data currently indicates a need for increased focus on academic failure, as it is slightly higher than the state's scale scores and is trending upward. The system feels this may be connected to absenteeism possibly related to skipping school more often, increased bullying, missing school due to feeling unsafe, and increased suicidal thoughts. The district will continue to monitor KCTC data to better inform the next steps in social-emotional growth.

Kindergarten Readiness

The system and OVT have provided evidence (generally) through the system report, the OVT report, and KESA artifacts that the system has shown growth in meeting expectations of the Kansas Vision for Education and State Board Outcomes in Kindergarten Readiness. The system reports they are working toward Star Recognition in this area. In Barnes USD 223, 100% of Kindergarten Readiness continues to be a focus. During this KESA cycle, the system has worked to better structure preschool programs, and they added an additional location to serve more Pre-K students. This has resulted in more students scoring higher on the ASQ-3, 73%. The system had 100% of kindergarten families complete the ASQ in the Fall of 2022. This represents an increase of 91%. The system feels this is a result of their Kindergarten Round-up initiative in the Spring where they can provide families with resources to better prepare for their child's kindergarten year. Data shows students who are attending USD 223 preschools have stronger foundational skills than those students who do not attend a district preschool.

Individual Plans of Study

The system and OVT have provided evidence (generally) through the system report, the OVT report, and KESA artifacts that the system has shown growth in meeting expectations of the Kansas Vision for Education and State Board Outcomes in Individual Plan of Study. The system reports the IPS process has positively progressed with fundamental student-driven input and engagement, resulting in increased student ownership. Counselors at each building host a FAFSA expert to assist families with financial aid applications. They also host military recruiters and college representatives who come into the school system and meet with and provide information to, students. The district uses Xello for career exploration, grades 6-12. With less than 75 students in each high school, the faculty develops close relationships where they can provide guidance related to the postsecondary world. Faculty work with students to establish a 4 year plan, as they build their electronic portfolios within Xello. The portfolios are shared with families during student-led conferences. Counselors meet with students to discuss career and class interests related to their 4-year plan. USD 223 currently has 100% student participation in developing their electronic portfolios.

High School Graduation Rate

The system and OVT have provided evidence (assuredly) through the system report, the OVT report, and KESA artifacts that the system has shown growth in meeting expectations of the Kansas Vision for Education and State Board Outcomes in High School Graduation. Barnes USD 223 earned Kansas Star Recognition in High School Graduation (Gold) for 2022. Their Five-Year Graduation Average is 96%, with a Four-Year Adjusted Graduation Rate of 100%. The system's Attendance Rate is 93.4%. Barnes USD 223 currently requires 26 credits to meet graduation requirements. They encourage students to become Kansas Scholars. The system allows students to enroll in college courses that are counted toward graduation requirements and there are dual credit college classes taught by high school teachers. Based on the most recent KSDE Accountability Report, 40% of district students are scoring at levels 3 and 4 on the KS ELA assessments, compared to the state average of 32.09%. On state math assessments, 41.26% of district students are scoring at levels 3 and 4, compared to the state average of 29.35%. On state science assessments, 24.24% of district students are scoring at levels 3 and 4, compared to the state average of 31.15%. In order to ensure continued growth throughout the KESA cycle, the district has hired additional staff, created a position for an additional science teacher, changed curriculum resources, hired aides to support at-risk students, and hired a Technology Coordinator. They have also strengthened procedures related to MTSS, which is helping to propel more students toward high school graduation.

Postsecondary Success

The system and OVT have provided evidence (assuredly) through the system report, the OVT report, and KESA artifacts that the system has shown growth in meeting expectations of the Kansas Vision for Education and State Board Outcomes in Postsecondary Success. Barnes USD 223 earned Kansas Star Recognition in Postsecondary Success (Silver) for 2022. Based on the current KSDE Accountability Report, the system's ACT average is 20.5, compared to the state average of 19.8. The Four-Year Adjusted Graduation Rate is 100%, with a Five-Year Graduation Average of 96.%. The Five-Year Success Average is 70.4%, and USD 223 is exceeding their Predicted Effectiveness Rate of 59.3%-63.8% with a Five-Year Effective Average of 67.7%. In preparation for the postsecondary world, USD 223 focuses a great deal on developing "soft skills" that are critical to postsecondary success. All 8th graders and freshmen are required to complete a computer applications course where students receive targeted instruction related to cyber etiquette and bullying. The system promotes career fairs and job shadowing opportunities, and the system is working to increase the number of high school certifications students may obtain prior to leaving high school. The district schools support Future Leaders of America, Future Farmers of America, and agricultural internships. They have also strengthened their IPS process to better prepare students for postsecondary careers. These efforts have resulted in high graduation rates and successful postsecondary data.

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

ARC Comment

The system and OVT have provided evidence (generally) that the system is reporting to their local board and communities, some reports are completed in a timely manner, a system plan with action steps and goals that drives academic improvement priorities in taking form; some buildings have aligned their action plans to the system goals; improvement priorities and process for evaluation is evident but not consistent; feedback loop is hit and miss.

The system and OVT report provided limited clarity in this area. After reviewing artifacts, the system did develop a KESA Goals and Data plan, but it lacked responsibilities and a timeline for implementation. A 2022-2023 Professional Development schedule was provided, as well.

The system reports a large turnover in district and building leadership during the KESA cycle, which may account for limited evidence of the KESA process. In 6 years, there have been 5 new principals for Linn Schools, 4 new principals for Hanover, and 3 superintendents. For the last 2 years, there has been consistent leadership. The system used this opportunity to review district goals initiated in year 1, and it was unanimously determined the system would continue to build on existing goals. Despite the change in leadership, Barnes USD 223 students have continued to achieve success, as evidenced by the extraordinary number of Kansas Star Recognitions and the KSDE Accountability Report.

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

ARC Comment

The system has (generally) followed the KESA process with an expected level of fidelity. The OVT

reports the district is fully engaged in the improvement process. Staff welcomes feedback from the OVT and approach improvement with a growth mindset. The system works to incorporate feedback from year to year.

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

ARC Comment

The system and OVT have provided evidence (generally) that the system is reporting to their local board and communities, some reports are completed in a timely manner, a system plan with action steps and goals that drives academic improvement priorities in taking form; some buildings have aligned their action plans to the system goals; improvement priorities and process for evaluation is evident but not consistent; feedback loop is hit and miss.

The system and OVT report provided limited clarity in this area. After reviewing artifacts, the system did develop a KESA Goals and Data plan, but it lacked responsibilities and a timeline for implementation. A 2022-2023 Professional Development schedule was provided, as well.

The system reports a large turnover in district and building leadership during the KESA cycle, which may account for limited evidence of the KESA process. In 6 years, there have been 5 new principals for Linn Schools, 4 new principals for Hanover, and 3 superintendents. For the last 2 years, there has been consistent leadership. The system used this opportunity to review district goals initiated in year 1, and it was unanimously determined the system would continue to build on existing goals. Despite the change in leadership, Barnes USD 223 students have continued to achieve success, as evidenced by the extraordinary number of Kansas Star Recognitions and the KSDE Accountability Report.

ARC Recommendation

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

Justification

The system and OVT have provided evidence that data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. System understands and can explain its data results for some State Board outcomes. System is beginning to collect data, and is working on a plan to address all five (5) State Board outcomes to create change.

Barnes USD 223 earned Kansas Star Recognition for the 2022 school year in the following areas:

Academically Prepared for Graduation (Copper)

Graduation (Gold)

Postsecondary Effectiveness (Silver)

USD 223's Five-Year Graduation Average is 96%, with a Four-Year Adjusted Graduation Rate of 100%. The system's Attendance Rate is 93.4%. The system's ACT average is 20.5, compared to the state average of 19.8. The Five-Year Success Average is 70.4%, and USD 223 is exceeding their Predicted Effectiveness Rate of 59.3%-63.8% with a Five-Year Effective Average of 67.7%.

Regarding state assessments, 40% of district students are scoring at levels 3 and 4 on the KS ELA assessments, compared to the state average of 32.09%. On state math assessments, 41.26% of district students are scoring at levels 3 and 4, compared to the state average of 29.35%. On state science assessments, 24.24% of district students are scoring at levels 3 and 4, compared to the state average of 31.15%.

The system and OVT have provided evidence to support Foundational Structures are generally in place for all areas. The system has a functional multi-tiered system of supports for students PreK-Grade 12 for English Language Arts and Social-Emotional Learning. There is some evidence at the secondary level that there are tiered supports in place for math, such as WIN time. The system has committed resources at each level to support MTSS. There is evidence of business, family, and community partnerships. The system has a family advocate who assists with connecting families to state and local resources. They have initiated a Vocational Agriculture Internship Program, which has provided a foundation for building valuable relationships with local businesses to support postsecondary career paths. USD 223 has taken steps toward strengthening diversity, equity, and access for all students, although special populations remain an area of need. Intentional instruction in communication and basic skills has been embedded in the curriculum. Civic engagement learning opportunities are incorporated in history, government, and social studies courses, along with reading classes. The system participates in County Government Day and works with KSDE's Civic Engagement Coordinator to stay current on statewide opportunities for Civic Engagement growth. Physical and mental health needs are addressed through the multi-tiered system of support. Arts and cultural appreciation are embedded in the school culture. Significant efforts are put into place for postsecondary and career preparation, and students take an active role in preparing for the future.

The system and OVT have provided evidence that the system has two fully developed goal statements that are measurable and are complex enough to challenge systems throughout their continuous improvement cycle. A KESA Goals and Data action plan includes evidence-based strategies and action steps for each of the goal statements. The system's professional development program is aligned and supports the implementation of all goal statements and strategies, and the system can measure the success of all implemented strategies and actions and understands the relationship between its goals to improving the state Board outcomes and ultimately having successful high school graduates.

In anticipation of beginning their new KESA cycle, the system has already scheduled a day to focus on a Needs Assessment to support efforts during the next KESA cycle. In addition, USD 223 has allocated financial resources to purchase individual Chromebooks and iPads for all students. The financial commitment to growing their technology resources will continue to better prepare students for the postsecondary world.

Strengths

Success related to State Board Outcomes is a definite strength for Barnes USD 223. It is a small system of 441 students in a supportive community.

Barnes USD 223 earned Kansas Star Recognition for the 2022 school year in the following areas:

Academically Prepared for Graduation (Copper)

Graduation (Gold)

Postsecondary Effectiveness (Silver)

Students are achieving at, or beyond, the state average on the state ELA and math assessments. Graduation rate, attendance, and ACT scores are above the state average. The system is exceeding its Predicted Effectiveness Rate. The system has made progress in developing an Independent Plan of Study protocol, as well as preparing students to be college and career ready. USD 223 continues to develop their multi-tiered system of support for academic achievement and social-emotional learning. There has been an intentional focus and work related to mental health awareness and focused supports. They continue to elicit family engagement by hosting student-led conferences. The system has also added a civic/community service component to their graduation requirements. Data supports students are achieving and prepared for the postsecondary world.

Challenges

It is recommended Barnes USD 223 refine the KESA process during the upcoming KESA cycle. There are components of the KESA process in place, but the process appears to be inconsistent. The system reports a large turnover in district and building leadership during this KESA cycle, which may account for limited evidence of the KESA process. In 6 years, there have been 5 new principals for Linn Schools, 4 new principals for Hanover Schools, and 3 superintendents. Refining the process may begin with a systematic protocol for analyzing data and developing a District Strategic Plan. The DSP should include a timeline and designation of responsibilities. It is also recommended individual buildings develop Building School Improvement Plans. These steps may ensure the KESA process continues despite turnover in leadership.

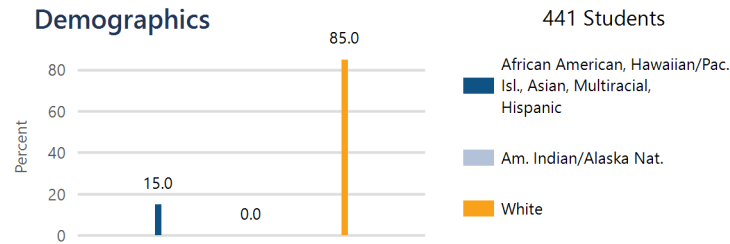
Although it is evident students, overall, are achieving in Barnes USD 223, subgroup data does stand out as an area of need. Regarding students with disabilities, 17.64% are scoring at Levels 3 and 4 on state math assessments, and 11.76% are scoring at Levels 3 and 4 on state reading assessments. Regarding Hispanic students, 23.52% are scoring at Levels 3 and 4 on state math assessments, and 21.21% are scoring at Levels 3 and 4 on state reading assessments. Both students with disabilities and Hispanic students are scoring significantly below the district's average percentage.



Barnes USD 223

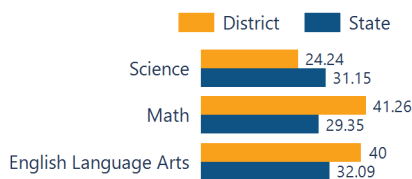
212 N. Tripp, Barnes, KS 66933-0188
(785) 763-4231
www.usd223.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Exceeding**
Grades: **PK-12,NG**
Superintendent: **Lee Schmidt**

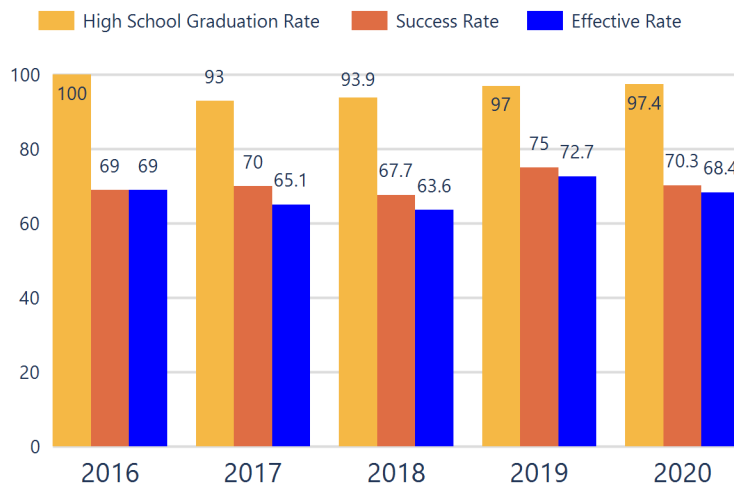


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

96.0%

Five-Year Success Avg

70.4%

Five-Year Effective Avg

67.6%

95% Confidence Interval
for the Predicted
Effectiveness Rate

59.3 - 63.8%

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

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

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

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

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

GRADUATION RATE

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

100.0%

State: 89.3

ATTENDANCE RATE

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

93.4%

State: 92.1

CHRONIC ABSENTEEISM

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

19.1%

State: 25.4

DROPOUT RATE

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

N/A

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

\$16,669

State: \$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	20.45	16.27	25.00	20.63	23.20	37.87
Level 2	N/A	N/A	N/A	41.66	37.98	25.00	38.09	36.80	37.87
Level 3	N/A	N/A	N/A	31.81	34.10	33.33	31.74	35.20	12.12
Level 4	N/A	N/A	N/A	6.06	11.62	16.66	9.52	4.80	12.12

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	30.00	25.86	38.88	33.33	31.66	45.94
Level 2	N/A	N/A	N/A	48.33	39.65	33.33	45.00	48.33	35.13
Level 3	N/A	N/A	N/A	21.66	29.31	22.22	15.00	16.66	8.10
Level 4	N/A	N/A	N/A	0.00	5.17	5.55	6.66	3.33	10.81

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	69.23	N/A	N/A	64.70	76.47	N/A
Level 2	N/A	N/A	N/A	15.38	N/A	N/A	17.64	11.76	N/A
Level 3	N/A	N/A	N/A	15.38	N/A	N/A	17.64	11.76	N/A
Level 4	N/A	N/A	N/A	0.00	N/A	N/A	0.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	46.87	43.33	N/A	38.23	36.36	60.00
Level 2	N/A	N/A	N/A	43.75	40.00	N/A	38.23	42.42	30.00
Level 3	N/A	N/A	N/A	9.37	13.33	N/A	14.70	12.12	5.00
Level 4	N/A	N/A	N/A	0.00	3.33	N/A	8.82	9.09	5.00

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

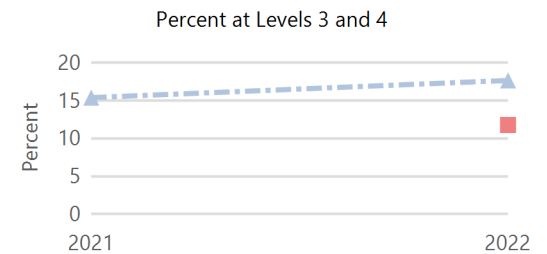
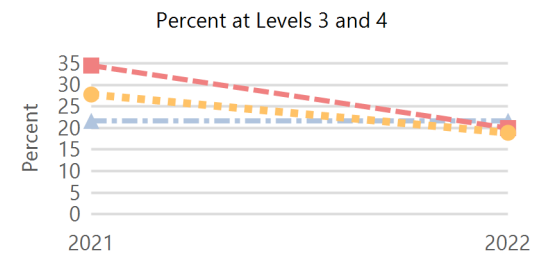
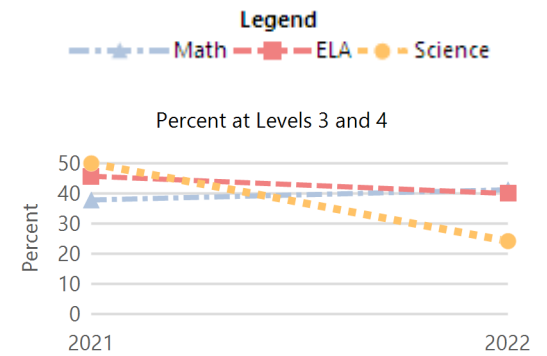
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.

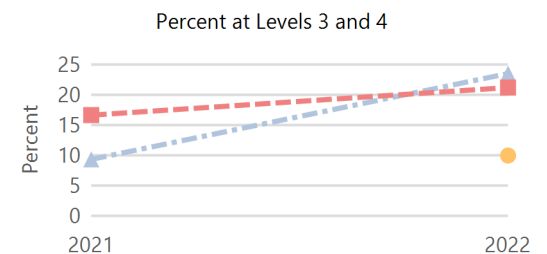


Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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



District	20.5
State	19.8

Accreditation Summary

Date: 02/20/2023

System: D0224 Clifton-Clyde (0000)

City: Clyde

Superintendent: Art Baker

OVT Chair: Jaclyn Pfizenmaier

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Overall:

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

- Tiered Framework of Support:

The system and OVT have provided evidence supporting their report that all buildings have a tiered framework of support and data is disaggregated. The system has implemented Fastbridge testing in all three buildings to help identify student needs and provided targeted interventions. The OVT reports that the system utilizes data consistently and the system has adapted the role of the PreK-8 At-Risk Coordinator to provide intervention support. Finally, the system offers alternative class options for students at the high school level in order to meet individual student needs.

- Family, Business, and Community Partnerships:

The system has established and maintained both district-level and building-level site councils with regular meetings. There is a system-wide practice of engaging all stakeholders that occurs on a regular basis and is embedded in the overall culture. Staff, Students, Parents, Site Councils, and the school board have been involved in the KESA process. The system has also implemented a variety of community partnerships through checking in with community members annually, increasing avenues of communication, and seeking feedback.

- Diversity, Equity, and Access:

The system and OVT have provided evidence supporting their report that all student group needs are represented in the improvement process. The system's and schools' culture is reflected in the vision and improvement process. The OVT team reports that the largest diverse population in the community is SES status and individuals with special needs. System data indicates that both subgroups are demonstrating increases in their state assessment levels in 3 and 4 over the improvement cycle.

- Communication and Basic Skills:

The OVT reports that the system provided evidence supporting their report that the system's curriculum supports the structures in Communication and Basic skills. The system requires speech class and financial literacy at the secondary level and offers forensics, scholars bowl, and FFA that expand

students' communication opportunities. The system has also scored above the state average in levels 3 and 4 in ELA throughout the improvement cycle.

- Civic and Social Engagement:

The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in civic and social engagement. The OVT reports that students at all levels are exposed to the community in various ways. Each building provided multiple examples of how they engage students civically and socially. The community and students also participated in a Reality U demonstration with both middle school and high school students.

- Physical and Mental Health:

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

The OVT reports that the system continuously updates and implements their wellness plan with fidelity. In addition, for their staff, they have hosted many different wellness challenges that have been organized by the district and different high school student activity groups. For their students, they have hosted speakers on the dangers of illegal substance usage, social media, human trafficking, life and people skills, and healthy relationships).

The system has implemented a Mental Health Awareness fair in the spring. Lastly, as a system they hired an additional person in the support services department to specifically support the students and families at the younger levels. This employee works with students on their SEL lessons and also is able to provide parents of younger students with resources to support them as well.

- Arts and Cultural Appreciation:

The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in arts and cultural appreciation. The OVT reports that the system has no concerns about the arts and cultural opportunities afforded to students.

- Postsecondary and Career Preparation:

The system's 2021-22 5-year effective average rate is above their predictive range of 56.4-59.2% at 64.2. In 2020-21 the effective average rate was 64.0%, and in 2019-20 the effective average rate was 62.0%. The system continues to perform above their Predicted Effectiveness Rate. The system has increased postsecondary experiences and programming which has resulted in documented growth over time.

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

ARC Comment

Goal 1: The system set a goal to increase parent involvement in open houses as well as student-led conferences. The system provided data indicating that they met their goal. The System and OVT indicate that achievement has benefited both the system and their families. 6-12 had 100% attendance most recently for student-led conferences. The elementary school has achieved 90% or greater at open houses/ conferences.

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

ARC Comment

Goal 2: The system set a goal of 75% postsecondary effective rate.

The system has yet to reach a 75% postsecondary effectiveness rate, but they have made continuous progress toward their goal and outperformed their predictive rate throughout the improvement cycle.

The system's 2021-22 5-year effective average rate is above their predictive range of 56.4-59.2% at 64.2. In 2020-21 the effective average rate was 64.0%, and in 2019-20 the effective average rate was 62.0%.

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

ARC Comment

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

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth

Evidence reported by the system and OVT indicates that the system has established local measurements and indicators for demonstrating growth on SECD standards. The system has been implemented assuredly at every building level. The system utilized the SAEBRS assessment data to make intentional intervention decisions. The system has also implemented an SEL curriculum systemwide.

Kindergarten Readiness

Evidence reported by the system and OVT indicates that the system has made significant improvements in curriculum, instruction, and assessment of Kansas Early Learning Standards. The system has retained 100% of its students in their PK program, into their Kindergarten programming. They also have seen a decrease in their "concern" areas of the Ages and Stages over the past six years.

Individual Plans of Study

Evidence reported by the system and OVT indicates that all students have an individual plan of study by the end of the 8th grade and every student's plan is reviewed annually. The IPS rubric evaluation increased from no examples at the beginning of the improvement cycle to an average score of 3.625. This intentional focus has benefited students as demonstrated by increased postsecondary effectiveness ratings.

High School Graduation Rate

According to the 2021-2022 Accountability report, the system's graduation average is 100.0% which is above the state's graduation rate of 89.3%. The system is also meeting the State Board Outcome goal of 95%.

Postsecondary Success

The system's 2021-22 5-year effective average rate is above their predictive range of 56.4-59.2% at 64.2. In 2020-21 the effective average rate was 64.0%, and in 2019-20 the effective average rate was 62.0%. The system continues to perform above their Predicted Effectiveness Rate. The system has increased postsecondary experiences and programming which has resulted in documented growth over time.

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

ARC Comment

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

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

ARC Comment

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

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

ARC Comment

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

ARC Recommendation

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

Justification

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

Strengths

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

Challenges

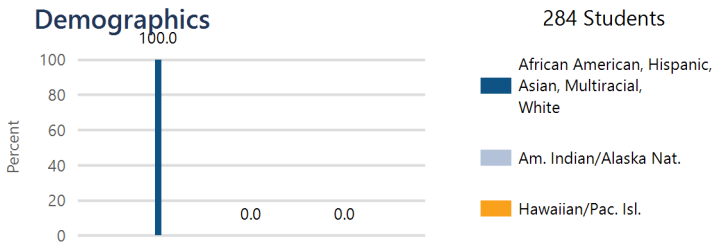
The system continues to be challenged by low math assessment scores. The system will need to identify the root cause(s) for depressed rates and continue to focus on implementing effective interventions. In addition, due to the system's size fluctuating graduation rates will need to remain a focus.



Clifton-Clyde USD 224

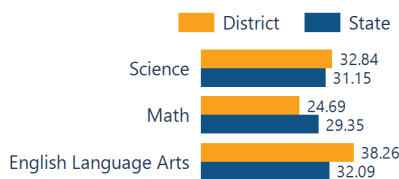
616 North High, Suite 2, Clyde, KS 66938-9637
(785) 446-2098
www.usd224.com

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

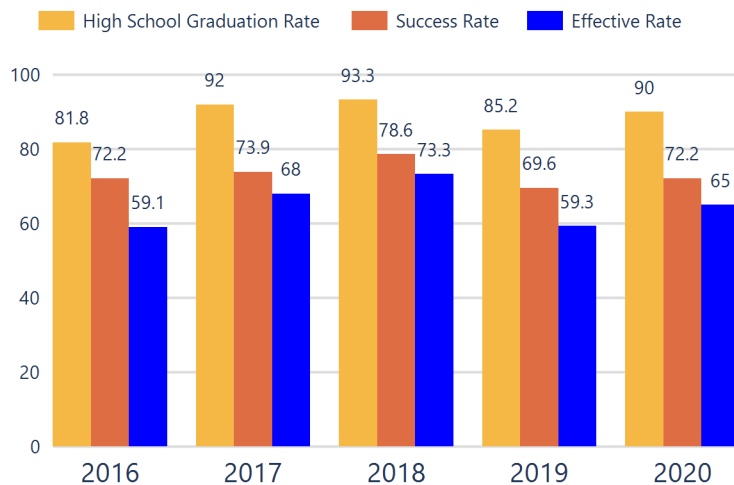


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

88.1%

Five-Year Success Avg

72.9%

Five-Year Effective Avg

64.2%

95% Confidence Interval
for the Predicted
Effectiveness Rate

56.4 - 59.2%

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

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

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

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

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

GRADUATION RATE

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

100.0%

State: 89.3

ATTENDANCE RATE

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

92.5%

State: 92.1

CHRONIC ABSENTEEISM

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

26.5%

State: 25.4

DROPOUT RATE

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

N/A

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

\$17,297

State: \$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.25	19.71	22.41	28.31	20.37	30.00
Level 2	N/A	N/A	N/A	51.02	41.54	27.58	46.98	41.35	37.14
Level 3	N/A	N/A	N/A	15.64	33.80	36.20	21.68	30.86	21.42
Level 4	N/A	N/A	N/A	4.08	4.92	13.79	3.01	7.40	11.42

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	40.90	18.60	35.29	39.34	25.00	35.00
Level 2	N/A	N/A	N/A	52.27	53.48	23.52	49.18	48.33	45.00
Level 3	N/A	N/A	N/A	4.54	25.58	41.17	8.19	20.00	15.00
Level 4	N/A	N/A	N/A	2.27	2.32	0.00	3.27	6.66	5.00

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	65.00	33.33	N/A	50.00	35.00	N/A
Level 2	N/A	N/A	N/A	30.00	46.66	N/A	41.66	40.00	N/A
Level 3	N/A	N/A	N/A	0.00	20.00	N/A	8.33	25.00	N/A
Level 4	N/A	N/A	N/A	5.00	0.00	N/A	0.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

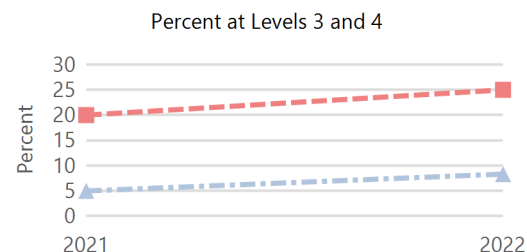
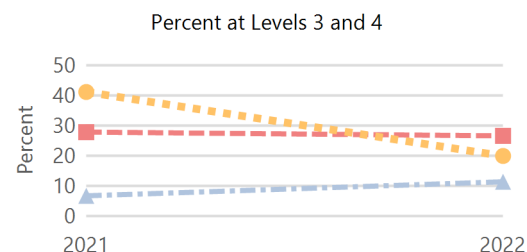
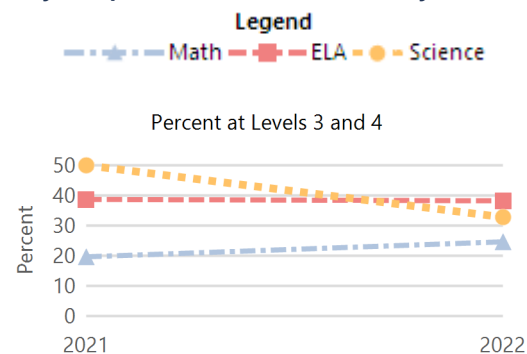
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

District	17.4
State	19.8

Accreditation Summary

Date: 03/09/2023

System: D0235 Uniontown (0000)

City: Uniontown

Superintendent: Bret Howard

OVT Chair: Amber Wheeler

Executive Summary/AFI

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

ARC Comment

Per KSDE guidelines, the system has met compliance and the associated timelines or deadlines.

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

ARC Comment

All foundational structures are in place or have been put in place over the course of their KESA cycle. They have identified continued areas of improvement in order to bolster their systematic approach to each of the individual components.

Tiered Framework of Support:

They have grown as a district with respect to tiered systems of support and currently use the MTSS process district-wide. They keep working to fine-tune the process which was already started at the elementary level. They have also trained staff in the structured literacy approach throughout their district. The system has continued to utilize their data in order to drive their respective interventions.

Family, Business, and Community Partnerships:

It is apparent by the many activities that USD 235 engages its stakeholders and that stakeholder engagement is a priority. There are many events mentioned and incorporated at the middle and upper levels. The district recognizes and understands its need for viable SITE Councils and stakeholder feedback loops, and they look to improve upon that in the next cycle. They also understand the importance of a network of partnerships that supports student success.

Diversity, Equity, and Access:

It is apparent that all student groups are represented at Uniontown. They have specifically focused on the SEL needs of their students, maintaining existing partnerships and creating new partnerships with area agencies in order to better provide needed services for their students. The district recognizes this need and has hired a Communities in School coordinator in order to further facilitate their work.

Communication and Basic Skills:

The OVT reports that the district curriculum supports basic skills are evident. Additionally, the district reports implementing "life-success" groups to provide direct instruction for students on needed soft skills. Additionally, they have implemented the second-step curriculum to systematically teach soft skills through SEL lessons.

Civic and Social Engagement:

Over the KESA cycle, this system has made significant growth with respect to supporting the physical and mental health of their students. They have provided evidence that supports this by hiring an additional counselor, implementing "Teammates mentoring," and involving communities in the school

case management system in addition to other various partnerships to support physical and mental health.

Arts and Cultural Appreciation:

There has been continued growth with respect to this benchmark throughout their cycle. The system has continued to grow their extracurricular art club at the junior high and high school levels. They have also taken advantage of the Art Museums and historical centers through cultural field trips system-wide. Additionally, they have created a drama club at the Elementary level and have continued the growth of their "Singing Eagles" program at WBE.

Postsecondary and Career Preparation:

Being a Redesign school, this benchmark was a focus and has received much attention over the course of this KESA cycle. They have implemented project-based learning in career-centered ways. In addition, they are an EMints Grant recipient at the JH high level focusing on implementing the design thinking model and more CTE pathways at the high school level. They have also partnered with Laharpe Regional Tech School in order to provide more opportunities for their students. They have also implemented "Reality U" and career investigations in grades 7-12 guided by Xello.

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

ARC Comment

Goal 1: USD 235 will increase the student and staff social-emotional supports while also building engagement with those needed supports.

The system has not only focused on students but staff SEL supports throughout this cycle. They have added another counselor, purchased SEL programming, and entered into a partnership with SEKMHC for students to receive on-site therapy and case management. They are currently providing therapy to 40 students and case management to 25. They have also added Communities in Schools case management in the buildings as well as employee assistance to ensure staff has adequate access to appropriate SEL supports.

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

ARC Comment

Goal 2: USD 235 will increase the opportunities to connect the academic experience to the real world.

The focus of their KSDE redesign efforts has been with respect to this goal. Through this process, they have implemented a student-run coffee shop and a merchandise-printing business. Adults serve as mentors and guides in the process as students develop individual ideas. At the elementary, they have "First Fridays" which is a set-aside time where teachers use project-based learning and other innovative practices to build competencies that are tied directly to the real world.

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

ARC Comment

Through the KESA process and their Redesign efforts the district has devoted money and time in doing what's best for their district. They have taken an explicit look at growth areas and used the KSDE CBA and other locally-created feedback in order to track growth across the district. Both of these goal areas will continue to be a priority as they look to the future. Students and staff currently have greater SEL support than they ever had previously in the district. They have been mindful for the duration of the

cycle to allocate appropriate funds in order to ensure resources are available to meet the identified goal areas.

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 information submitted to the ARC shows that the system has undoubtedly taken steps and made gains in meeting the expectation of the KESA process and the State Board outcomes.

Board Outcomes

Social-Emotional Growth

There was a little bit of a disconnect with SECD data with the turnover in administration over the course of this systems KESA cycle. They collected data from xsel at the start of the cycle and from SAEBRS at the end of the cycle. The move to SAEBRS allowed them to be more strategic in how they addressed the needs of their students. They have been mindful to allocate funds in order to maintain SEL as a focus in the future. District-wide they have had a greater level of exposure through setting aside time to explicitly teach SEL curriculum guided through the Second-Steps curriculum as well as greater support through Communities in School and the partnership with SEKMHC. Additionally, with respect to staff SEL and the implementation of the Greenbush Employee Assistance program, their staff morale has improved by almost one full point on a 6-point Likert scale.

Kindergarten Readiness

The ASQ-3 and ASQ:SE-2 have been given during each year of the cycle. They have sought ways to increase parent participation during the cycle. During year 1, they had a completion rate of 42% and were able to improve that to 59% in 21-22. They believe that MTSS has been an integral part of Kindergarten Readiness. Through quality core instruction and interventions, they were able to move their PK kids on target from 27% to 61% at the end of the year while simultaneously decreasing their need for intensive interventions from 38% of their kids to 11%.

Individual Plans of Study

The district prioritized IPS through the KSDE redesign process. They have implemented XELLO and have done what they can to broaden their students' awareness. They have brought counselors on board and implemented XELLO at 7th-grade continuing participation through 12th grade. They have also implemented a USD 235 Life-skills Team in order to partner with stakeholders in order to bring in industry and career professionals to broaden their students' horizons.

High School Graduation Rate

This system has made significant growth with respect to high-school graduation rate growing from 82.9% in 2019 to 93.54% in 2022. While the goal of 95% has not been achieved they have seen an 11% gain. They feel like their focus on SEL support for their students over this time has positively impacted the overall graduation rate. The data speaks to the effort that they've made to connect with and support their students' individual learning.

Postsecondary Success

The district has moved from 48% in 2019 to 52% in 2022 on their post-secondary success rate, all while battling the covid implications in 2020. The OVT reports that the system is determined to continue to track the appropriate data and engage the correct stakeholders in order to ensure student success beyond the walls of their school. They have plans in place in order to ensure that this will be a focus on the next cycle.

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

ARC Comment

The system participated in the KASB strategic planning process in 2019 and involved the community and stakeholders in that process. Building-level SITE councils are in place and BLT's have been an integral part of the redesign and KESA process. The system has learned that stakeholder engagement requires a level of intentionality beyond what they first had at the start of this KESA cycle. They are focused on improving this during their next cycle.

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

ARC Comment

The OVT reports that the system was ahead of the deadlines and everything was completed as necessary. In working with the OVT chair, the system will continue to build upon a strong process-oriented approach to improve their school. The discontinuity the district has faced with respect to leadership turnover has created some system issues with respect to processes in place that they are focused on in the future.

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

ARC Comment

This system has recognized that the revolving door of leadership in the district and on the OVT team has led to some discontinuity across the district's systems. The system has taken steps to ensure there are appropriate processes in place so that the system will continue to flourish despite the turnover. The system has taken steps to ensure they are being adaptive to feedback from stakeholders and using data to drive their decisions.

ARC Recommendation

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

Justification

The system provided evidence towards their growth based upon the KESA goals and state board outcomes. They have recognized their strengths and have owned their weaknesses and understand that the system has to have sustainable processes in place despite the turnover in administration.

Strengths

The system is focused on continuous improvement and has great knowledge about the KESA and redesign process. They understand that building relationships with stakeholders and creating a feedback loop will only bolster the current relationships they have with their students, staff, and community. They have focused on and allocated funds to address the SEL needs of not only their students but their staff as well and they have seen great growth because of it.

Challenges

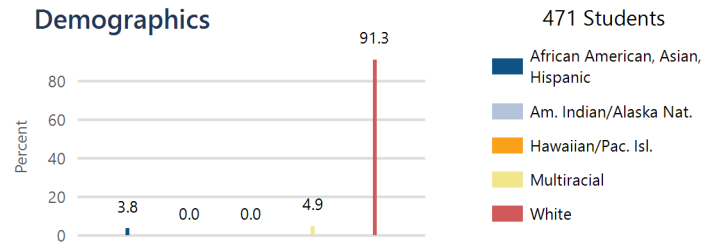
The glaring challenge has been turnover in administration. Another area of challenge is a system-wide process for stakeholder engagement and feedback. I encourage them to continue to build a systems-wide approach with respect to data collection.



Uniontown USD 235

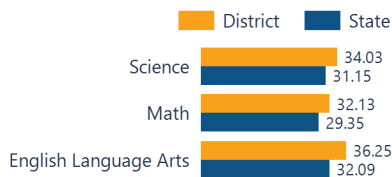
601 Fifth Street, Uniontown, KS 66779
(620) 756-4302
www.uniontown235.org

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

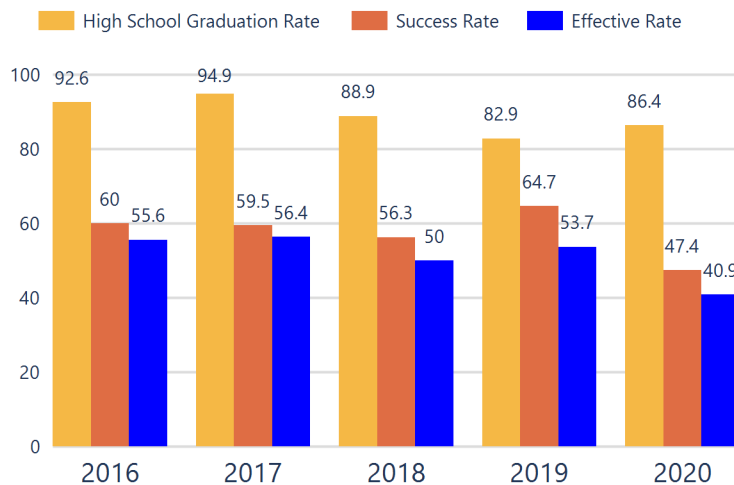


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

89.1%

Five-Year Success Avg

58.5%

Five-Year Effective Avg

52.1%

95% Confidence Interval
for the Predicted
Effectiveness Rate

47.4 - 50.3%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

82.6%

State:
89.3

93.8%

State:
92.1

16.2%

State:
25.4

1.5%

State:
1.4

District ESSA Operating Expenditures Per Pupil

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

\$14,207

State:
\$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	26.90	25.90	42.85	24.20	29.48	38.29
Level 2	N/A	N/A	N/A	41.70	36.36	26.66	43.65	34.26	27.65
Level 3	N/A	N/A	N/A	22.42	29.54	15.23	22.61	27.49	14.89
Level 4	N/A	N/A	N/A	8.96	8.18	15.23	9.52	8.76	19.14

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	31.85	31.34	45.76	27.92	36.60	48.14
Level 2	N/A	N/A	N/A	44.44	44.02	30.50	43.50	33.33	24.07
Level 3	N/A	N/A	N/A	20.00	20.89	13.55	20.77	24.18	9.25
Level 4	N/A	N/A	N/A	3.70	3.73	10.16	7.79	5.88	18.51

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	54.54	55.00	N/A	48.14	59.25	N/A
Level 2	N/A	N/A	N/A	40.90	30.00	N/A	44.44	25.92	N/A
Level 3	N/A	N/A	N/A	4.54	15.00	N/A	3.70	11.11	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	3.70	3.70	N/A

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

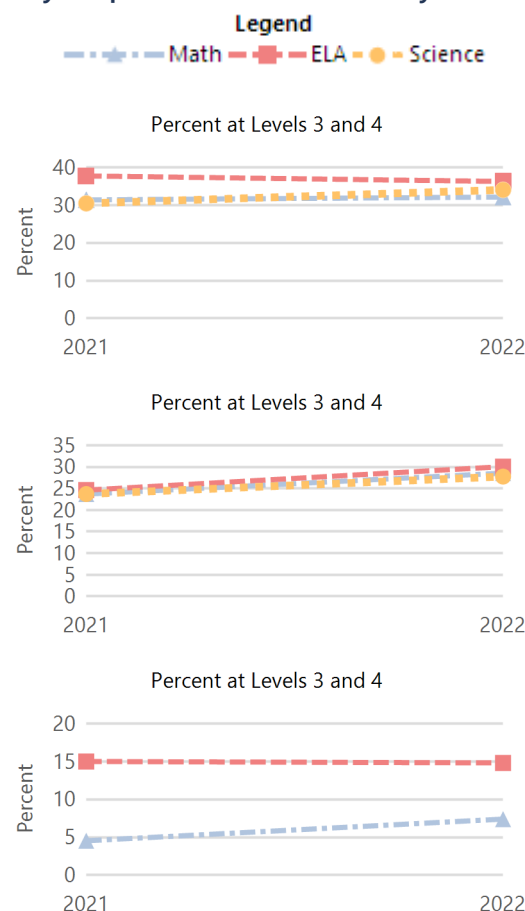
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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

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

District	19.3
State	19.8

Accreditation Summary

Date: 02/16/2023

System: D0245 LeRoy-Gridley (0000)

City: LeRoy

Superintendent: Matt Thomsen

OVT Chair: Brian Smith

Executive Summary/AFI

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

ARC Comment

No Compliance issues were noted.

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

ARC Comment

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

Tiered Framework of Support

MTSS was implemented in 2022 for K-5 in reading only. Resources have been purchased and an interventionist has been hired. Reading MTSS was expanded to Grades 6-8 in the Spring of 2023 with modified schedules to accommodate. These modifications were made very late in the cycle and still have a significant way to go for full implementation.

Family, Business, and Community Partnerships

Many activities are hosted at the school to bring in community members such as Family Lunches, Career Fairs, and Library Programs. Events are hosted to assist the community such as Community Clean-up Days, Blood Drives, and Election Day Assistance. Further opportunities have been developed by collaborating with local businesses to support student internships and career shadowing.

Diversity, Equity, and Access

Despite being a small school that is largely homogenous, they try to set up multiple opportunities for diversity exposure such as cultural and historical studies and field trips, which they have expanded with virtual options. To increase equity and access, the system was responsive to the needs of their families making adjustments to their transportation, thus impacting their attendance. Still, limited examples exist for equity services.

Communication and Basic Skills

The district embeds communication skills within the SEL curricula, which is supplemented with speakers, classroom discussions, and co-curricular opportunities such as FFA and leadership group public speaking. Presentations are embedded within coursework. To improve instruction based on data, reading and writing are assessed through MAP screening.

Civic and Social Engagement

USD 245 hosts a myriad of activities and events to promote student engagement with the community, both civically and socially, ranging from coordinating Honor Flights with full student body participation to student-run holiday donation drives. Students engaged with BOE meetings, hosted student-led

elections and government day, and assist with voter registration.

Physical and Mental Health

A diversified approach is taken to support healthy development of students combining the efforts of the PE teacher, counselor, and social worker to ensure both physical and mental health are addressed. The district has needed to be creative and flexible in meeting the PE requirements of students with a part-time PE instructor.

Arts and Cultural Appreciation

The district embraces a robust arts program with varied mediums incorporating FACS, FFA/Welding, Graphic Design, Fine Arts, and multiple field trips to arts and culture events. The students also host an annual school musical.

Postsecondary and Career Preparation

USD 245 offers dual credit, college course options, online coursework, and other career educational services. Students participate in career fairs, vocational courses, college visits, and internships. Resume planning events are hosted, and they are expanding certificate and CPass assessment opportunities.

Areas For Improvement

Comment	Tiered System of Supports
Rationale	Incomplete Implementation
Tasks	<p>Implement MTSS Math at the elementary and junior high levels. Implement MTSS Reading and Math at the high school level.</p> <ul style="list-style-type: none">• Create Framework for:<ul style="list-style-type: none">- Identification/Screeners- Diagnostic Assessment- Creating/monitoring Student Intervention Plan- Process/Tool for Progress Monitoring- Criteria for Releasing Students to Tier 1 or Moving through System
Timeline	06-01-2024
System Response	

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

ARC Comment

Not Evident Goal 1 – USD 245 will show a 1% overall district growth annually in K-10 MAP assessment RTI scores (Math, Reading, Science) using spring scores.

During the cycle, the system pivoted from a focus on MAP and content assessment scores to focusing on Relationships, which is why you'll see a third goal listed. Though the data-sheet is challenging to decipher, it appears scores tend to trend downward overall. Though important to be responsive to the emotional well-being of staff and students, the district needs to make instruction a priority. State assessment and MTSS screening data are both declining. A concerted effort focused on implementing instructional protocols and programs, such as MTSS with fidelity to improve student outcomes. Understandably, the district added an MTSS coordinator to address these efforts, but this did not happen until the end of the cycle.

Generally Goal 2 – Using the bi-annual, social emotional (SE) local evaluation in all USD 245 buildings,

75% of 245 staff will identify an annual classroom SE & utilize 1 specific intervention tool annually.

It is reported that 100% of staff have attended training to secure common language and understanding of SEL through in-service. A universal screener has been used at elementary for two years with usage just beginning at secondary levels this year; it is accessible district-wide. This goal has also had delayed implementation, and it is unclear whether Tier 1 interventions/instruction support the goal or are available to staff.

Areas For Improvement

Comment	Goal 1
Rationale	While understandable the strains of COVID necessitate the need to focus on relationships, the low performance - which continues to decline - on state assessments and academic preparation cannot be overlooked. Understanding that shifts in practice require time for results to be seen, emphasis should be placed on implementing achievable structures that will impact outcomes over time.
Tasks	1. Analyze state assessment data for trends, looking specifically at low socio-economic student performance. 2. Fully Implement MTSS to provide targeted supports for both math and reading at all grade levels. 3. Analyze curricular materials for standard alignment and vertical sequence with other grade levels to ensure gaps do not exist.
Timeline	06-01-2024
System Response	

Comment	Goal 2
Rationale	While a screener is in place, Tier 1 instruction/interventions are not apparent to support improvement in students' social-emotional development related to relationship improvement.
Tasks	Implement SEL Curriculum or Universal Framework for Tier 1 SEL Instruction
Timeline	06-01-2024
System Response	

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

ARC Comment

Not Evident Goal 3 – USD 245 district will increase district student attendance by 2% annually with a 7% student increase over 5 years.

: It is valuable the district has identified attendance as a challenge toward student outcomes – particularly assessment results. The current report, as noted in other areas, lacks historical evidence of strategies and supports to improve attendance aside from providing transportation at the elementary level. Understanding that COVID has an impact on results (such as goal 1), staff burnout (goal 2), and student wellbeing (goal 3), data still indicates that attendance decreased over the cycle.

Areas For Improvement

Comment	Goal 3
Rationale	Attendance data, although surely impacted by COVID, decreased over the cycle, therefore falling short of the goal. Strategies employed to address or improve attendance were not evident beyond possible transportation at the elementary level.
Tasks	1. Identify further strategies for improving attendance beyond transportation. 2. Outline processes for routinely monitoring attendance with increased frequency to adjust practices as needed, evidenced by trends in the data.
Timeline	06-01-2024
System Response	

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

ARC Comment

The board has allocated funding to support the goals of Relationships and Relevance through a commitment to technology with 1:1 devices and building out their staffing to support goal implementation for MTSS, social work and health services, and busing to impact attendance. Board members are invited to participate in the KESA meetings giving them a voice in the continuous 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. The system understands and can explain its data/results. The system demonstrated evidence, and data reflecting all five (5) State Board outcomes and plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth	An SEL screener has been implemented and staff have undergone year-long social-emotional training. SEL screening data is triangulated with Kansas Communities That Care data identify underlying student concerns. Greater depth could be provided related to SEL tier 1 instruction.
Kindergarten Readiness	The district averaged 90.5% participation in the ASQ over the past four years. The district has a 3- and 4-year-old program and houses a Parents as Teachers program to assist families with children birth to age 3. They collaborate with local entities such as the health department to provide health screenings.

Individual Plans of Study	An IPS is designed and used by students in all grade levels. Elementary focus on career explorations, junior high on interests, and high school on career planning. Each student creates a portfolio in coordination with the counselor. Students engage in college visits, internships, and shadowing events. They don't yet have a program like Xello or Career Cruising but will consider this in the next cycle.
High School Graduation Rate	The five-year graduation rate is 96.5%. To ensure students progress to and beyond graduation, postsecondary measures are employed. 50% of students on an IEP are currently attending Vo-Tech programs. 100% of sophomores take the ASVAB assessment and have. A follow-up meeting with a representative. 97% of juniors took the ACT and WorkKeys assessments. They will continue to focus on ways to improve attendance in the next cycle.
Postsecondary Success	The Effective Average of 52.9% exceeds the predicted range of 48-50.5%. The items noted above for Graduation Rate also impact Postsecondary Success. Intentional focus should be placed on improving postsecondary readiness. The system acknowledges they need a better system for maintaining contact with students upon graduation and enhancing opportunities for certificate acquisition during high school.

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

ARC Comment

The system gathered stakeholder feedback via multiple formats: Community Meetings; Site Councils; Surveys; Staff Meetings; and Board Meetings. In this way, they have included the community, families, students, staff, and board members. These collaborations have driven the goals and necessary adjustments for their district, particularly regarding IPS and Social Emotional Growth.

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

ARC Comment

The OVT reported responsiveness and willingness to collaborate throughout the cycle.

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

ARC Comment

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

ARC Recommendation

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

Justification

The system has implemented many new processes during this cycle, which can be a challenge for small districts. Regardless, accreditation requires both results and process. Pertaining to process, the Foundational Structures and Goal areas, as reported, do not demonstrate full or sufficient implementation. The tiered systems of support lack elementary/junior high math and a high school framework for supporting and remediating identified students from the universal screener. It does not appear, whether by design or lack of reporting, that considerations have been given to implementing Diversity, Equity, and Access measures within the curriculum and instructional programming. Based upon state assessment and universal screening data that was presented, it does not appear the system met their first goal for academic improvement. Understandably, it seems they adjusted this first goal to address relationship/social-emotional factors through which they set out to implement an SEL instructional tool. Based upon the current report, it is unclear whether explicit Tier 1 SEL instruction is provided or paired with the recently adopted screener. The third goal of increasing attendance, by presented data, indicates that attendance decreased despite the transportation efforts for elementary students.

Strengths

The current graduation rate is exceptionally high, especially considering the impact one nongraduate can have on their rate. The district notes the strong community connections, which has helped in providing the opportunities for students. Understanding the need for academic improvement, the district and board have leveraged their resources to bring key instructional staff on-board such as interventionists and social workers.

Challenges

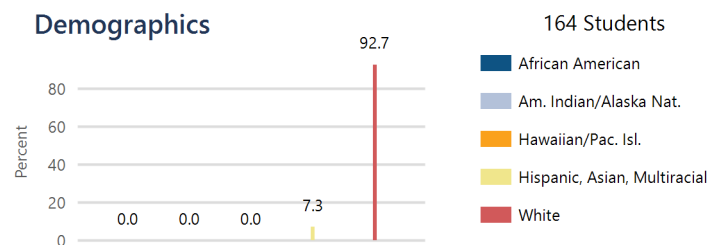
The district faces multiple financial challenges in meeting the needs of students with numerous part-time positions. PE, social work, and intervention are offered on a part-time basis due to staffing issues. Still, processes need to be in place for improving student outcomes where current scores are declining in Reading, Math, and Science. A consistent SEL instructional program should also be implemented.



LeRoy-Gridley USD 245

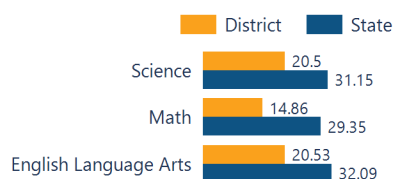
1013 N. Main Street, LeRoy, KS 66857
(620) 964-2212
www.usd245ks.org

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

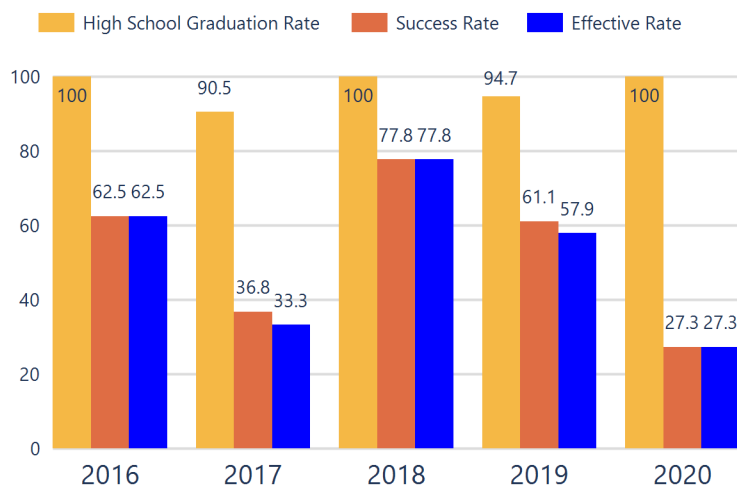


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

Kansans CAN lead the world!
Graduation
95%

Effective Rate 70-75%

Five-Year Graduation Avg

96.5%

Five-Year Success Avg

54.9%

Five-Year Effective Avg

52.9%

95% Confidence Interval for the Predicted Effectiveness Rate

48.0 - 50.5%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

90.9%

State: 89.3

92.0%

State: 92.1

31.4%

State: 25.4

1.5%

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

\$21,156

State: \$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	27.84	43.03	31.25	37.83	38.35	46.15
Level 2	N/A	N/A	N/A	51.89	36.70	31.25	47.29	41.09	33.33
Level 3	N/A	N/A	N/A	17.72	18.98	25.00	10.81	16.43	15.38
Level 4	N/A	N/A	N/A	2.53	1.26	12.50	4.05	4.10	5.12

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	30.50	47.45	36.36	44.23	36.53	52.00
Level 2	N/A	N/A	N/A	52.54	37.28	27.27	42.30	44.23	32.00
Level 3	N/A	N/A	N/A	16.94	13.55	27.27	9.61	15.38	8.00
Level 4	N/A	N/A	N/A	0.00	1.69	9.09	3.84	3.84	8.00

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	58.33	66.66	N/A	72.72	72.72	N/A
Level 2	N/A	N/A	N/A	33.33	25.00	N/A	27.27	27.27	N/A
Level 3	N/A	N/A	N/A	8.33	8.33	N/A	0.00	0.00	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

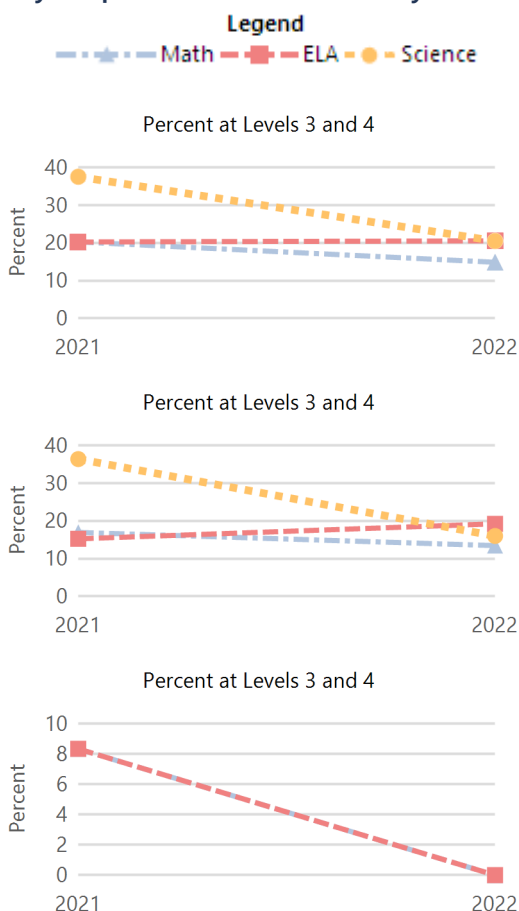
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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

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

District	19.9
State	19.8

Accreditation Summary

Date: 02/16/2023

System: D0338 Valley Falls (0000)

City: Valley Falls

Superintendent: John Hamon

OVT Chair: Adrienne Walsh

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered Framework of Support: According to the OVT and Systems report, the System has done extensive work on its MTSS system with 100% staff involvement. The System's Tiered System of Support and Interventions saw growth in the development of its structure and the solidification of the overall tiered system of support structure at all levels for all of their K-12 students. Teachers have been empowered to try new interventions. All staff have access to the fluid Tiered System of Guidance Document and can contribute as the process evolves over time addressing academics, social-emotional support, and behavior.

Family, Business, and Community Partnerships: According to the OVT and System's report, the System has done outstanding work on getting stakeholder engagement and formed various community partnerships. The System has established a longstanding collaborative relationship with community members and businesses. They have seen growth in their job shadowing, internships, and SPARKS (Supporting Productive And Responsible Knowledgeable Students) program/projects. The System uses parent, student, and staff surveys for feedback throughout the year to assess their effectiveness.

Diversity, Equity, and Access: The System continues to ensure a culturally responsive environment for all students. According to the reports, all curriculum is reviewed through their Subject Area Committees (SAC) to ensure alignment academically but also to ensure diversity and equity for all students at all intellectual levels. A part-time counselor was added at the elementary level and two at-risk aide positions for middle school/high school to be able to better assist students with diverse needs. A need to involve more students in CTE courses was noted by the System, three staff members were trained on strategies for expanding student enrollment. The System has provided training to staff to meet student and family needs with involvement by teachers, students, counselors, and parents.

Communication and Basic Skills: According to the reports, communication and speaking skills are taught and used in daily coursework at both elementary and secondary levels. Students are also provided with knowledge of skills to reflect on their school success through various projects inside and outside of school.

Civic and Social Engagement: The System promotes school service through the Dragon Service-Learning Program and incorporates the Capstone projects to build rapport with community businesses. A specific example of student civic engagement occurred when USD 338 students participated in the entire legislative process to lobby for the Sandhill plum to be the Kansas state fruit and were at the statehouse when Governor Kelly signed the bill.

Physical and Mental Health: The System's staff has continued their implementation of the K-12 Positive Behavioral Interventions Support. A counselor/social worker position who does monthly classroom lessons and works with small groups to support students based on their social-emotional needs was added. At the high school, time is dedicated weekly to social-emotional learning and all grade levels continue to implement Lion's Quest, a social-emotional program. The System supports good health practices by providing free personal hygiene products for 6th-12th students through community donations. Additional examples for improving support and student learning of social-emotional, physical, mental, and nutritional health through your PK – 12 curricula, programs, and services include; utilizing their new district greenhouse by providing fresh produce to supplement the school lunch program, an annual Walk Away From Drugs Program for Red Ribbon Week, and developing a food innovation project by developing healthy snacks with healthy recipes.

Arts and Cultural Appreciation: The Systems students experience an appreciation for Arts and Cultural through cross-curricular activities involving art, music, drama, graphic design, and Spanish class. Students have opportunities to be involved in many activities including high school theatrical production, grade school classroom play performances, and art displays/competitions. Additionally, students take fine arts field trip opportunities to perform at the Renaissance festivals in Kansas City and attend the "Nutcracker" performance at the Topeka Performing Arts Center.

- Postsecondary and Career Preparation: According to the reports, 75% of the system's graduates met the state's postsecondary success definition in the most recent data from KSDE, and the district currently offers 17 CTE pathways. Student-led parent-teacher conferences have been implemented at the high school level allowing students to engage in a dialogue with their parents about their post-secondary goals and career choices. In addition, the System has implemented a work-study/job shadowing program for students along with providing opportunities to apply for local, state, and national-level scholarships.

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

ARC Comment

- Goal 1 - USD 338 will increase communication to improve the connection of students, families, and stakeholders with the school.

- Summarize the system's efforts and improvement in this goal during the cycle.

ARC Comment: According to the reports, the System has shown growth in the area of improving connections between students, families, and stakeholders within the school during this accreditation cycle. Evidence includes a 60% increase in the use of social media platforms during the cycle. More than 90% of parents feel welcome at events and informed about school according to the annual family survey conducted by the System which is a 10% increase during the cycle. Additionally, 92% of parents agreed or strongly agreed that the staff communicates in numerous, interactive ways both formally and informally.

The System the emphasis on their strategies for improving these connections changed with the Pandemic. Another shift occurred again as the System transitioned out of the pandemic where they were able to maintain some strategies that proved to be effective but also had to readjust others. Examples of strategies include a school and community committee that has been established and meets quarterly, the SITE council meets monthly, and presenters speaking to our students and their

parents. Topics that were shared with families included digital citizenship and sportsmanship. When schools were shut down in April 2020, the System provided every family with a computer or iPad and help them with a WiFi connection. Parent/Teacher conference attendance percentages are high and continue to rise at all levels.

During the Covid pandemic, the System realized it was critical to stay connected with parents and stakeholders. Weekly parent newsletters are sent to families and Facebook, Thrillshare, weekly and monthly teacher classroom newsletters, and the district website are used to routinely communicate events to parents and stakeholders. There have also been consistent weekly communication from the superintendent and building principals. A social worker also communicates with parents weekly with topics that help include significant social-emotional support.

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

ARC Comment

- Goal 2 - USD 338 will increase college and career readiness by being more responsive to individual student needs.

- Summarize the system's efforts and improvement in this goal during the cycle.

ARC Comment: The reports indicate that there has been an increase in college and career readiness. This increase is evidenced by: 75% of the district graduates meeting the state's post-secondary success definition in the most recent data from KSDE. While the USD 338 post-secondary success rate took a dip during COVID to 55.6%, the System has increased back up to 75%, 100% of students in grades 8-12 have an individual plan of study with artifacts demonstrating career development activities, interest inventories, and classes taken related to those interest inventories, and 100% of high school (120 students) completed a Capstone event in 2022-23.

The System has adopted the philosophy that social-emotional wellness correlates directly to academic success. In the social and emotional character development category, the System conducted two surveys: Kansas Communities that Care Student Survey (KCTC), which collects information regarding substance abuse and school climate; and Social Academic and Emotional Behavior Risk Screener (SAEBRS), which asks teachers regarding student self-esteem and relationships with others. Data from the KCTC indicates that improving the bullying situation in the System should be an area of concern and an ongoing goal in the improvement process. Lion's Quest is a Social Emotional Learning program that teaches students intrapersonal and interpersonal communication. The data from this program indicated that students are learning values and communication skills that will help prepare them for their futures. In support of academic standards and social-emotional learning, the system embarked on a standards campaign, "Dragon PRIDE." This program is a System framework that sets expectations for procedures and behaviors. These policies are implemented in all areas of the System both in and out of the classroom. Individual Plans of Study were implemented during the 2019-2020 school year. The System created an overall framework for IPS programming at each grade level, culminating with Senior portfolio development and a two-year post-secondary success plan through Xello

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 indicated that systemic change has occurred during the cycle starting with the System supporting the school improvement cycle. This has happened as a result of the System's commitment to quality professional development to bring new staff up to speed and for veteran staff to stay current in a variety of areas. Mentors and the instructional coach can be accessed when needed. The System's leadership team has already had discussion about how to ensure involvement of all and maintain an

investment from the staff in the improvement process. Finally, the district has made fiscally sound decisions when adding programs and personnel.

The System has indicated that it will continue to allocate resources for the accreditation process. During this cycle, they have increased the number of staff to address student needs. A successful bond issue has allowed them to enhance their early childcare programs with an additional preschool classroom. They were also able to add a Greenhouse within an agricultural pathway that will benefit all the students.

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, data reflecting all five (5) State Board outcomes and plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth

The System has taken a team approach, provided professional development and added support personnel in this area of Social-Emotional Growth. Hiring the additional personnel was a result of being more responsive to the increased mental health concerns noted during COVID. The System has also paid close attention to data becoming more consistent with the System data tracking utilizing Fastbridge and monitoring KCTC Survey data for increases and decreases in a variety of areas. In the fall of 2022, the district noted that Fastbridge data showed that only 3% of the System students were noted as high risk within the teacher SAEBRS.

Kindergarten Readiness

USD 338 has maintained high participation in the Ages and Stages (ASQ) data completion, and district personnel has reflected on the data. The highest percentage of those in the "monitor or concerns" status was 24% in the first year they tracked data, the fall of 2019. These numbers have fallen to 10% in fall 2022 with consistent percentages of those with no concerns in the 90% or higher range. The System attributes this to providing transportation for every preschool student and the preschool teachers now having collaboration time with K-2 staff.

Individual Plans of Study

Individual Plans of Study were implemented during the 2019-2020 school year. The System created an overall framework for IPS programming at 8-12 grades, culminating with Senior portfolio development and a two-year post-secondary success plan through Xello. USD 338 was recognized with a KSDE STAR Copper award for their work with IPS.

High School Graduation Rate

The 4-year cohort-adjusted graduation rate has increased from 87.5% to 96.6% during this school improvement cycle. USD 338 will continue to strive for a 100% graduation rate. With the smaller numbers, one student has a large impact on their overall percentages. The System's efforts in building a responsive learning environment will help to ensure student's needs are being met, increasing motivation and student desire to learn.

Postsecondary Success

Increased growth in the System's postsecondary success indicates that they have implemented programs that meet the needs of their individual students. This trend can be attributed to the increased offerings to students through CTE pathways, opportunities to attend technical school programs, and the successful engagement the system has from the community and stakeholders. The System is also seeing a direct correlation between increasing the college and career readiness of their students showing a data-driven approach to meeting their goals throughout the five-year cycle. The System wants to continue to look at procedures to build responsiveness to their student's needs to ensure students are college and career ready.

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

ARC Comment

The system began the cycle with a Needs Assessment Process that involved all staff, student representatives, and community members. A district Strategic Plan was created based on this process. There was great input from all stakeholders. Throughout the improvement cycle, the system shared multiple survey opportunities with staff, students, and community members soliciting their input on what the system is doing and what they would like to see improvement. The school improvement process was shared through public meetings, newsletters, and social media. The System wants to ensure a more focused approach as they continue to involve all stakeholders in the second cycle.

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

ARC Comment

The system was responsive to the Outside Visitation Team and was appreciative of working with their OVT team. The system and OVT felt like the visits were beneficial. Struggles the system had early in the cycle were indicated and the process is moving in the right direction.

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

ARC Comment

The system followed the KESA process beginning with a Needs Assessment Process that involved all staff, student representatives, and community members. Annual meetings were held with the OVT and the system completed and submitted its System Yearly Update report. A system plan with action steps and goals that drives academic improvement priorities is evident, system plan is aligned with the local board strategic plan, all buildings have an aligned action plan to the system goals; OVT visits are conducted, improvement priorities and process is evaluated through the use of data, a feedback loop exists.

ARC Recommendation

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

Justification

- Evidence was provided indicating that the system has in place all Foundational Structures, two active goals, sustainability of the improvement process, Kansas vision for education and State Board Outcomes, stakeholder involvement, and fidelity of implementation.
- The system has a Five-Year Graduation Average of 94.2%, a Five-Year Success Average of 74.3%, and a Five-Year Effective Average of 70%.
- The 95% Confidence Interval for the Predicted Effectiveness Rate is 59.9 - 62.9%.

Strengths

- Copper Star Recognition in Social-Emotional Growth and Individual Plan of Study
- Gold Star Recognition in High School Graduation and Postsecondary Success
- The fidelity of the KESA process
- Dropout Rate .05 below the state rate of 1.4

Challenges

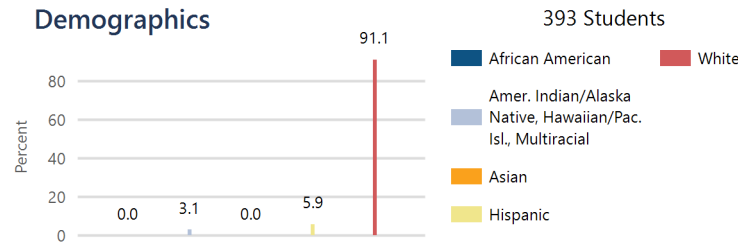
- Based on the data provided, bullying prevention and education are areas of improvement for the system for the next accreditation cycle.
- Kindergarten Readiness- continue addressing early learning needs and community collaboration
- Academically Prepared for Postsecondary- continue increasing opportunities for postsecondary experiences and collection of data and documentation
- Increase Civic Engagement learning and opportunities for students
- Constructing SMART Goals that are clear, reachable, meaningful, motivating, and time-bound
- Chronic Absenteeism- Address the root cause of Chronic Absenteeism and develop strategies to improve.
- Develop strategies to improve State assessment scores that fall below the state average or declining data.



Valley Falls USD 338

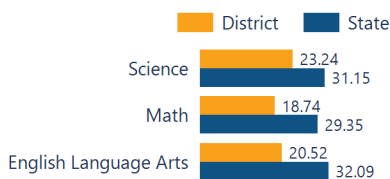
700 Oak Street, Valley Falls, KS 66088-1263
(785) 945-3214
www.usd338.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Approaching**
Grades: **PK-12**
Superintendent: **John Hamon**

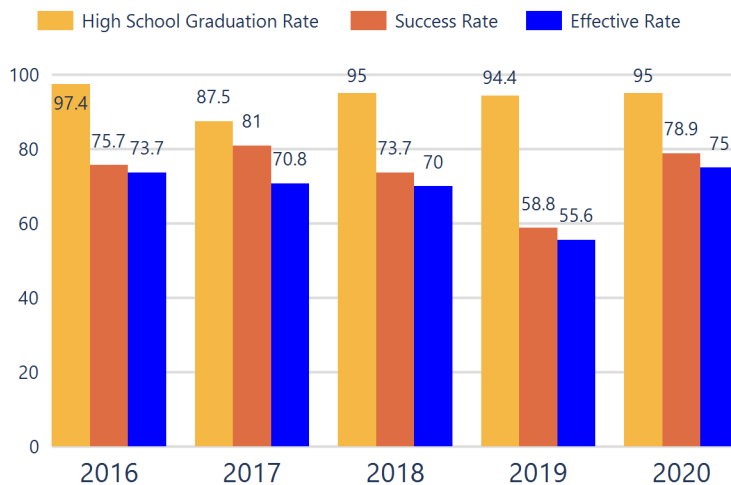


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

94.2%

Five-Year Success Avg

74.3%

Five-Year Effective Avg

70.0%

95% Confidence Interval for the Predicted Effectiveness Rate

59.9 - 62.9%

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

92.6%

State: 89.3

District ESSA Operating Expenditures Per Pupil

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

\$12,556

State: \$13,830

91.6%

State: 92.1

28.4%

State: 25.4

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

0.5%

State: 1.4



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	31.37	25.39	38.55	36.16	35.71	39.53
Level 2	N/A	N/A	N/A	50.49	50.79	36.14	45.08	43.75	37.20
Level 3	N/A	N/A	N/A	15.19	20.63	18.07	14.73	17.85	19.76
Level 4	N/A	N/A	N/A	2.94	3.17	7.22	4.01	2.67	3.48

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	32.85	41.26	34.61	39.68	41.26	38.46
Level 2	N/A	N/A	N/A	50.00	42.85	30.76	46.03	39.68	38.46
Level 3	N/A	N/A	N/A	17.14	15.87	23.07	9.52	19.04	19.23
Level 4	N/A	N/A	N/A	0.00	0.00	11.53	4.76	0.00	3.84

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	62.85	50.00	66.66	74.35	69.23	72.72
Level 2	N/A	N/A	N/A	31.42	41.66	26.66	15.38	23.07	18.18
Level 3	N/A	N/A	N/A	2.85	8.33	6.66	7.69	5.12	9.09
Level 4	N/A	N/A	N/A	2.85	0.00	0.00	2.56	2.56	0.00

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	15.38	30.76	N/A	46.15	38.46	N/A
Level 2	N/A	N/A	N/A	69.23	46.15	N/A	38.46	38.46	N/A
Level 3	N/A	N/A	N/A	15.38	0.00	N/A	15.38	7.69	N/A
Level 4	N/A	N/A	N/A	0.00	23.07	N/A	0.00	15.38	N/A

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

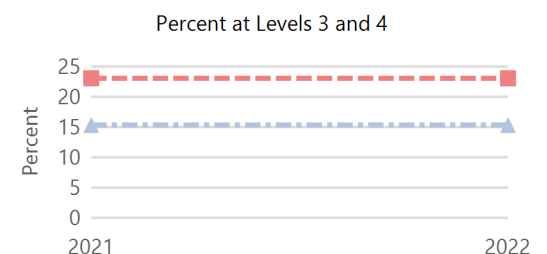
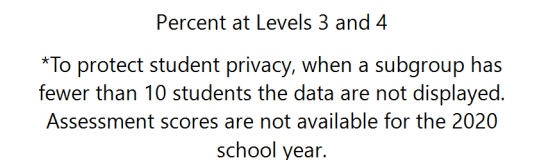
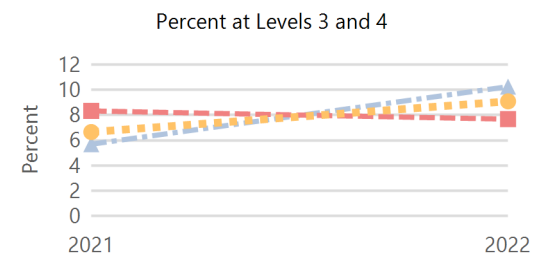
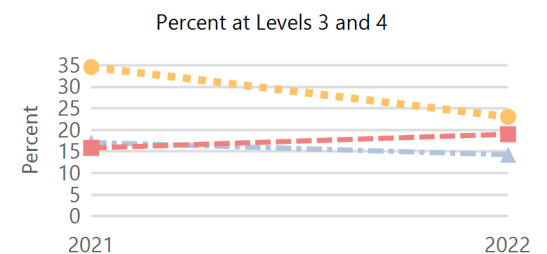
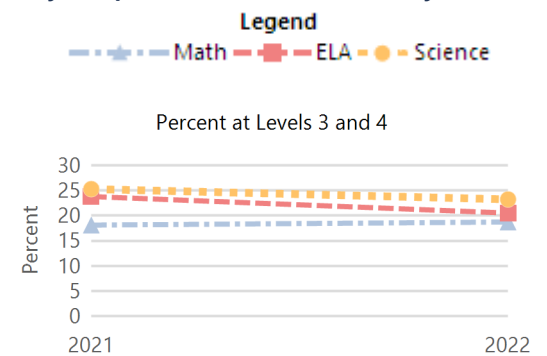
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	16.7
State	19.8

Accreditation Summary

Date: 02/08/2023

System: D0367 Osawatomie (0000)

City: Osawatomie

Superintendent: Greg Clark

OVT Chair: Verneda Edwards

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Overall USD 367 has addressed the foundational areas. Some areas have been more of a focus during this first KESA cycle, while others will become more prevalent moving forward.

Tiered Framework of Supports- all district buildings have implemented a tiered framework with some buildings being more robust. The high school is working to full implementation this school year.

Family, Business, and Community Partnerships- the district level administration has worked to increase the awareness and involvement of the community in the schools, especially in the area of career and technical services.

Diversity, Equity, and Access- The district focus has been on equity for students and access. While the need for diversity is important, the district focused on insuring that all learners had access to quality education.

Communication and Basic Skills- This has been a focus for the district to get back to teaching basic skills well so their academic success can grow.

Civic and Social Engagement- The system has community partnerships that focus on community involvement including a veterans day program that is widely attended.

Physical and Mental Health- The system uses screeners to look at data and has implemented an SEL curriculum, this is an area the district could focus on moving forward.

Arts and Cultural Appreciation- The system has an arts program and music program at all levels.

Postsecondary and Career Preparation- This is an area that the district focused on during this cycle.

They hired a dedicated counselor to work with seniors on postsecondary skills, jobs, and educational opportunities.

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

ARC Comment

Goal #1- To encourage and increase family involvement in their child's academic career, USD 367 will hold one high-impact family engagement activity per semester, per building which will be measured by our district family engagement rubric.

While the system has some data this goal is too generic to be able to see real growth. The system reports a lot of things that they are doing, but no strong data to show growth. While some schools are doing specific things the system as a whole does not seem to be implementing this goal the same way.

Moving forward it would be beneficial to set more data-driven specific goals.

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

ARC Comment

Goal #2- USD 367 will increase the Post Secondary Success Rate by raising student and family awareness of college and career opportunities as measured by student completion of an Individual Plan of Study spanning grades 8 - YR 13 upon graduation.

While the system shows a successful postsecondary rate, they have not shown the goal area to be an increase in data. The system did hire a new staff member specifically to increase postsecondary success, part of that was to gather data that is not necessarily helpful to the KESA process. The system needs to focus on the state's definition of postsecondary rather than the district's definition in order to continue to see the growth they are wanting.

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

ARC Comment

The system has had a tremendous amount of administrative turnover during this KESA cycle - 3 different superintendents, 5 different high school principals, 1 change in middle school principal, and 2 new elementary principals. With all of this administrative turnover, the sustainability must fall to the teachers and the board. The system has plans to sustain the changes but will need to keep that in the forefront moving forward while adjusting to new administration and staff.

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

ARC Comment

USD 367 has maintained its data, their academic success data has fallen but should show growth with the fidelity of the plans in place. Maintaining a cohesive staff and administration will be vital to show growth moving forward.

Board Outcomes

Social-Emotional Growth

The system has implemented a K-8 SEL program and a high school program during this cycle. They are working to grow their tier 2 and 3 interventions while looking at the data gathered.

Kindergarten Readiness

USD 367 has always had a strong preschool program and they have worked to enhance that program during this cycle. The system has invested in a Title 1 teacher dedicated to preschool and early interventions.

Individual Plans of Study

Each high school student now has an IPS and their portfolios continue to improve and grow. Students are also required to attend job fairs, college visits, and job shadows.

High School Graduation Rate

The system has maintained an average of above 90% for high school graduation over the last 5 years. Their five-year average is 91.8% and above the state average.

Postsecondary Success

The system has a five-year effective average of 45.6% which is at the very top of their confidence interval. The system also hired an additional counselor to work on post secondary opportunities with their seniors.

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

ARC Comment

USD 367 discussed that they have been able to reach out to parents more throughout this KESA cycle. Reaching out to businesses and creating partnerships is a priority moving into the next cycle.

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

ARC Comment

The OVT reports that USD 367 was very responsive in working with the OVT. The OVT reports that the system was open to suggestions and one thing to work on is creating more focused goals especially on student achievement.

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

ARC Comment

The system has taken the time to work together over the last 6 years to become a true system instead of just a group of schools. All areas of the KESA process have been addressed.

ARC Recommendation

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

Justification

USD 367 has some areas of success that should be celebrated while also realizing that they have some areas that need further focus moving forward. The system's high school graduation rate and postsecondary are above the state average, while preschool programming is also a great strength.

Strengths

High school graduation and postsecondary are both a strength along with the systems preschool program for early childhood learning.

Challenges

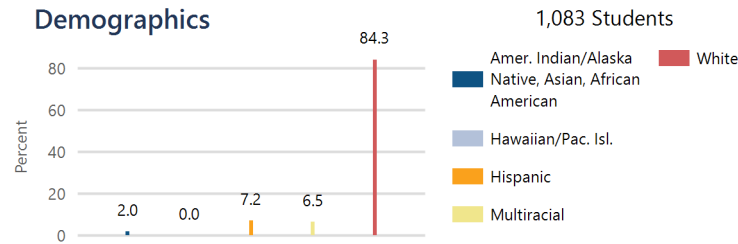
The district has some real challenges with administration and teacher turnover along with major challenges to academic success. The system should move toward more measurable goals and focus on academic success moving forward. Moving into the next cycle the system needs to look at the discrepancy between their data of the number of kids falling below the benchmark on assessments compared to the number of students graduating. This seems to be something that will need to be addressed.



Osawatomie USD 367

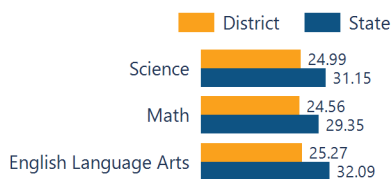
1200 Trojan Dr, Osawatomie, KS 66064-1696
(913) 755-4172
<http://www.usd367.org/index.html>

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

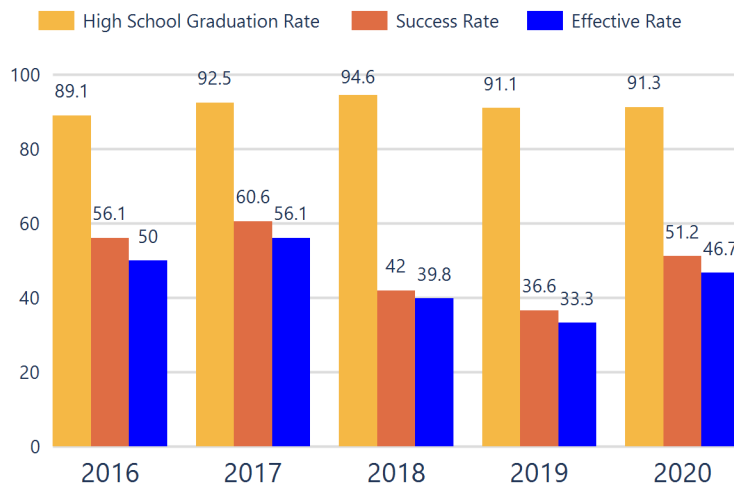


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

91.8%

Five-Year Success Avg

49.7%

Five-Year Effective Avg

45.6%

95% Confidence Interval
for the Predicted
Effectiveness Rate

42.3 - 45.6%

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

90.9%

State: 89.3

District ESSA Operating Expenditures Per Pupil

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

\$16,662

State: \$13,830

91.2%

State: 92.1

35.4%

State: 25.4

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

3.4%

State: 1.4



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	40.71	36.81	33.84	34.02	37.54	36.97
Level 2	N/A	N/A	N/A	41.47	38.33	34.23	41.39	37.16	38.02
Level 3	N/A	N/A	N/A	15.34	21.06	23.07	19.84	20.56	15.10
Level 4	N/A	N/A	N/A	2.46	3.79	8.84	4.72	4.71	9.89

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	47.20	42.36	35.61	39.75	41.15	41.28
Level 2	N/A	N/A	N/A	39.44	36.13	37.67	41.59	36.58	38.53
Level 3	N/A	N/A	N/A	12.73	17.75	22.60	15.29	17.98	15.59
Level 4	N/A	N/A	N/A	0.62	3.73	4.10	3.36	4.26	4.58

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	64.86	61.81	68.62	65.51	72.41	73.68
Level 2	N/A	N/A	N/A	27.92	26.36	21.56	26.72	19.82	21.05
Level 3	N/A	N/A	N/A	6.30	9.09	9.80	6.89	6.89	5.26
Level 4	N/A	N/A	N/A	0.90	2.72	0.00	0.86	0.86	0.00

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	63.63	54.54	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	36.36	36.36	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	0.00	9.09	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	36.11	30.55	35.00	29.26	36.58	N/A
Level 2	N/A	N/A	N/A	50.00	55.55	45.00	58.53	43.90	N/A
Level 3	N/A	N/A	N/A	11.11	11.11	20.00	12.19	17.07	N/A
Level 4	N/A	N/A	N/A	2.77	2.77	0.00	0.00	2.43	N/A

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

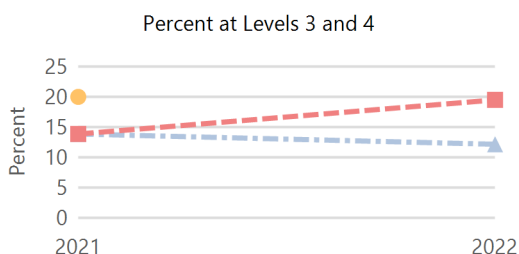
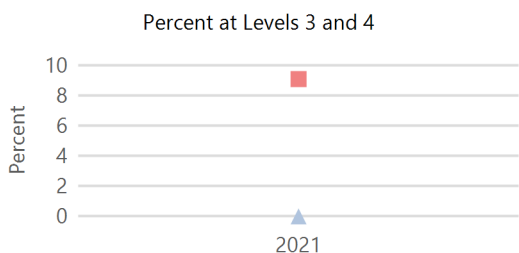
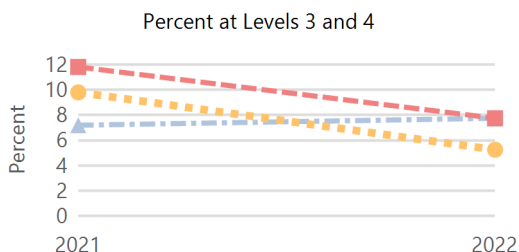
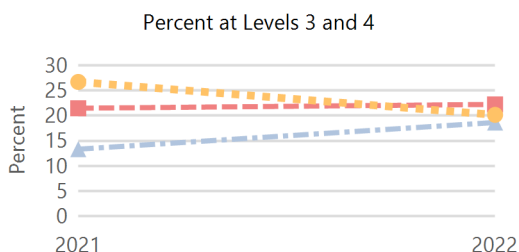
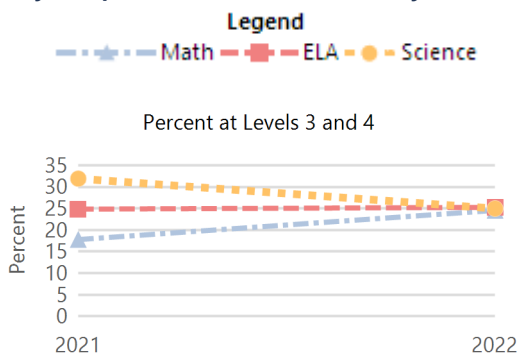
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.5
State	19.8

Accreditation Summary

Date: 02/22/2023

System: D0412 Hoxie Community Schools (0000)

City: Hoxie

Superintendent: Mary Ellen Welshhon

OVT Chair: Kurt Brown

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Overall the system has worked hard on the foundational areas.

Tiered Framework of Supports- The system has initiated a tiered system of supports during this cycle. They began with behavior and are working toward reading and math while utilizing their Fastbridge data. They have partnered with TASN to get assistance.

Family, Business, and Community Partnerships- The community is extremely supportive of the school and its activities.

Civic and Social Engagement- USD 412 encourages their students to complete community service and schedules visits to long-term care in their community.

Physical and Mental Health- The district has a licensed clinical social worker on staff to assist in meeting the mental health needs of students and staff.

Diversity, Equity, and Access- The system has recently seen a shift with an increase in the diversity of its student population. The district is working to develop the resources needed to support the needs of these new student populations.

Arts and Cultural Appreciation- USD 412 has a full-time elementary art teacher as well as a partnership with the Wichita Children's theater to provide performances for students.

Postsecondary and Career Preparation- The system has increased its CTE pathways during this cycle from three to nine pathways. Internships have been made available as well.

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

ARC Comment

Increase and retain post-secondary success by meeting a 58% effective rate by 2022.

USD 412 has exceeded this goal by reaching a five-year effective average of 62.3%. The system also received a silver star recognition in Postsecondary success.

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

ARC Comment

Increase standardized scores in math and reading proficiency on MAP and KS State assessments by 5% overall, with a baseline year of 2016-2017.

USD 412 did have scores that were trending upward before Covid, they have followed the trend of decreasing scores that most schools are seeing. Their scores have dropped but not significantly.

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

Even with significant turnover in administrative staff throughout the KESA cycle, the system has still been able to maintain growth. Their teaching staff has been a tremendous strength to the district.

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

Each board outcome has seen growth throughout the KESA cycle and expects that to continue into the next cycle. The system has taken the time to do a needs assessment, look at the data, and then decide on how best to proceed which in some instances has meant hiring staff and increasing opportunities for students and families.

Board Outcomes

Social-Emotional Growth

Recognizing there was a need, USD 412 hired a licensed clinical social worker to provide services to students during the school day as well as to support families and teachers. The system also began collecting data on social-emotional needs during this KESA cycle.

Kindergarten Readiness

USD 412 has seen a need in early childhood and has created some good partnerships. They partner with local daycares to send home information about preschool screenings. They have also created a Family Partnership with grant money that allowed them to hire a retired teacher to work with parents of small children to decrease screen time and increase reading time. They also have focused on preschool family engagement time.

Individual Plans of Study

Each student in USD 412 grades 7-12 has an IPS and time is set aside each week for students to explore careers, research colleges and update their IPS. Internships have also been started with high school seniors with businesses that align with their career interests.

High School Graduation Rate

USD 412 received a gold Kansans Can star recognition in high school graduation rate. The system has consistently been well above the state average and has a five-year average of 97.4% USD 412 should be commended as this is harder to maintain with a smaller population.

Postsecondary Success

USD 412 has a good postsecondary effectiveness rate with their 5 year average at 62.3% which is on the high end of their confidence interval. They reached a high in 2019 with a 75.9% effective rate. The system received a silver Kansans Can star recognition in Postsecondary success.

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

ARC Comment

The district has reimplemented site councils during the KESA cycle. While administrator turnover has been high the teachers have taken the lead in providing and soliciting information from the community.

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

ARC Comment

The OVT did not share any concerns about the system and its responsiveness.

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

ARC Comment

Despite all of the administrative turnover and COVID, USD 412 has worked diligently to implement and maintain the KESA process. They have identified goals and made gains not only on their goals but also on foundational structures.

ARC Recommendation

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

Justification

USD 412 has consistently been above the state average in high school graduation rate, has maintained a high postsecondary effectiveness rate, and in addressing the needs in state assessment scores. The system has recognized areas of concern and made plans to address those while keeping its goals as its primary focus.

Strengths

High school graduation and postsecondary success are both strengths for USD 412. The system received Kansans Can Star recognition in these two areas. The system has also hired new staff to meet the needs of students, staff, and their community.

Challenges

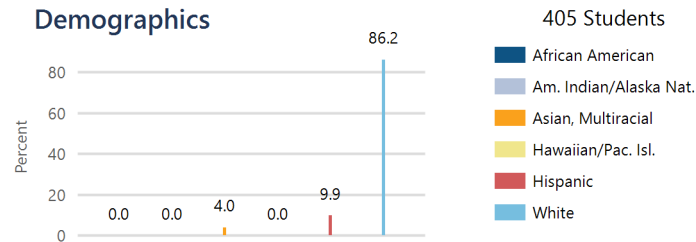
USD 412 has had challenges in administrative turnover, which can create a lack of direction and guidance. The system has maintained its goals and while it did not completely achieve its goal in academic success, it will continue to work toward that goal.



Hoxie Community Schools USD 412

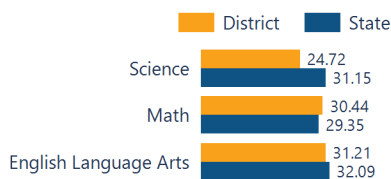
1100 Queen Ave., Hoxie, KS 67740-0348
(785) 675-3258
hoxie.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12**
Superintendent: **Mary Ellen Welshhon**

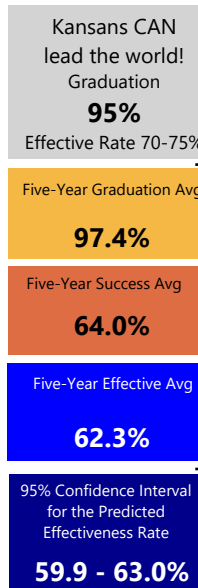
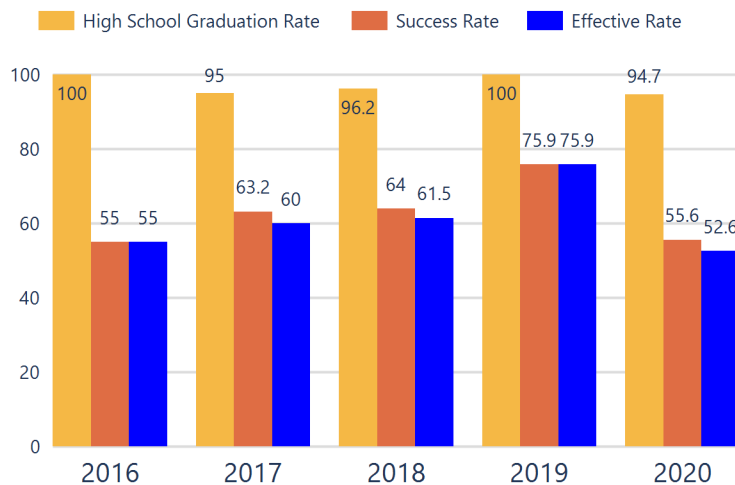


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

State: **96.9%** 89.3
State: **93.5%** 92.1
State: **20.2%** 25.4
State: **N/A** 1.4

District ESSA Operating Expenditures Per Pupil

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

\$14,395

State: **\$13,830**

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

Hoxie Community Schools USD 412

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	23.80	26.79	30.30	29.09	32.57	45.16
Level 2	N/A	N/A	N/A	45.23	38.27	36.36	40.45	36.19	30.10
Level 3	N/A	N/A	N/A	23.33	26.31	22.22	23.63	25.79	15.05
Level 4	N/A	N/A	N/A	7.61	8.61	11.11	6.81	5.42	9.67

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	32.89	40.00	37.14	39.53	41.86	52.94
Level 2	N/A	N/A	N/A	47.36	34.66	37.14	37.20	33.72	26.47
Level 3	N/A	N/A	N/A	14.47	18.66	20.00	18.60	20.93	14.70
Level 4	N/A	N/A	N/A	5.26	6.66	5.71	4.65	3.48	5.88

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	45.71	61.76	72.22	52.38	50.00	61.53
Level 2	N/A	N/A	N/A	45.71	32.35	16.66	33.33	40.47	23.07
Level 3	N/A	N/A	N/A	5.71	2.94	11.11	11.90	9.52	0.00
Level 4	N/A	N/A	N/A	2.85	2.94	0.00	2.38	0.00	15.38

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	63.15	63.15	N/A	62.50	58.33	N/A
Level 2	N/A	N/A	N/A	36.84	31.57	N/A	33.33	29.16	N/A
Level 3	N/A	N/A	N/A	0.00	5.26	N/A	4.16	12.50	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

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

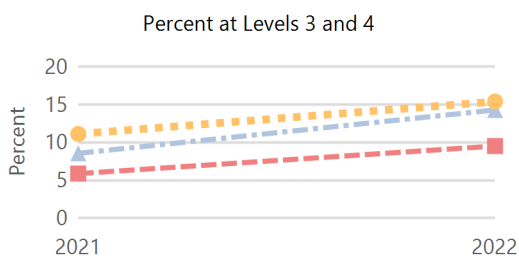
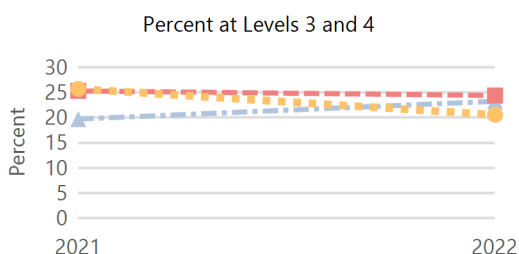
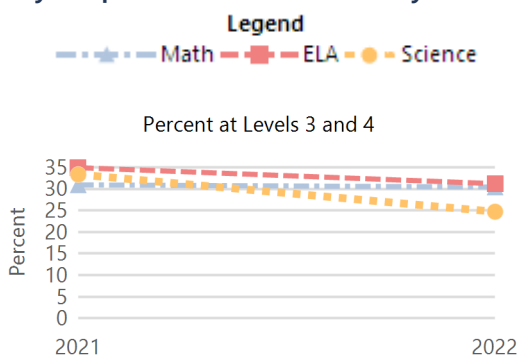
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.

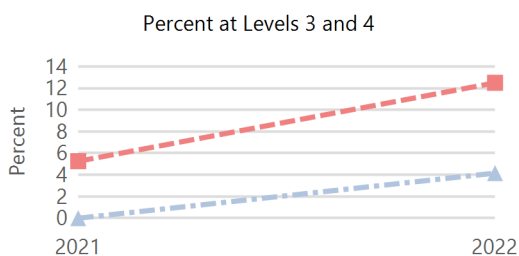


Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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



District	18.8
State	19.8

Accreditation Summary

Date: 02/22/2023

System: D0420 Osage City (0000)

City: Osage City

Superintendent: Ted Hessong

OVT Chair: Aron Dody

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

The foundational structures have all been addressed with some areas showing more improvement than others.

Tiered Framework of Supports- the system has worked hard to both create and grow its tiered system of supports. They had reading in elementary but have grown to include reading K-12 and are working toward math K-12 as well.

Family, Business, and Community Partnerships- USD 420 has partnerships with a wide variety of community foundations, service groups, and businesses while also engaging families. COVID hit them in participation with stakeholders, but they are bouncing back as we get further from the pandemic.

Diversity, Equity, and Access- USD 420 has worked hard to grow preschool opportunities for their families as well as bring back the parents-as-teachers program in their district. They also began a partnership with the mental health provider in their district to provide services for students and families.

Communication and Basic Skills- The school has increased its efforts in structured literacy while also adding a reading specialist to aid students and staff.

Civic and Social Engagement- The district provides many opportunities for service to their communities for all ages of students.

Physical and Mental Health- The district created a partnership with the local mental health organization. The system also provides physical activity for all students. They have started a wrestling program at the high school level as well.

Arts and Cultural Appreciation- During this KESA cycle USD 420 has continued to provide a PreK-12 art program. Full-time middle/high school Spanish teacher and a strong music and theater program. USD 420 also participated in a trip in the summer of 2022 to Yellowstone so students could participate in a research project.

Postsecondary and Career Preparation- USD 420 continues to have a close relationship with local tech and community colleges. The system has grown its postsecondary effective rate from 43% to 51.5% above their predicted confidence interval during this cycle.

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

ARC Comment

Goal 1: Relationships - USD 420 dedicates itself to a partnership with parents, focused on the success of

their students as individuals. USD420's measure of success for goal 1 was to have an effective rate greater than their predicted effective range.

The system was able to achieve this goal, their five-year average is 48.7% which is above their confidence interval which is 43.4-47.7%.

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

ARC Comment

Goal 2: Relevance - USD 420 dedicates itself to an educational program that provides a well-rounded, rich, and engaging experience. USD420's measure of success for goal 2 was to show growth in the number of students academically prepared for postsecondary success by scoring in levels 3 & 4 on state assessments and an increase in the district's ACT composite score.

USD 420 is higher than the state average in all 3 areas of state assessments. The system also received a Copper Kansans Can star recognition.

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 hired some new staff that helped meet their KESA goals, they do have a plan on how to sustain those new jobs financially for the long term.

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 only area that has not seen significant growth is the IPS. All students do have an IPS, but more in-depth would be beneficial. All other areas of state board outcomes have either remained high or grown throughout this KESA cycle.

Board Outcomes

Social-Emotional Growth

The system implemented a new curriculum, collaborated with a mental health provider, and implemented the zones of regulation in the elementary schools during this KESA cycle. The data presented looks promising and the system has the plan to continue these programs into their next cycle.

Kindergarten Readiness

During the KESA cycle, the system has greatly increased the enrollment in their preschool program starting with 15 and currently at 72 students. The system has also shown consistent growth in both the ASQ and AimsWeb scores for kindergarten students.

Individual Plans of Study

The system created a plan where a specific class in high school was built in order to complete the IPS process. This could be an area of growth for the school.

High School Graduation Rate

The system had a few years, 2017 and 2018, of lower-than-average graduation rates, but they have rebounded with 92.2% in 2020 and 95.7 % in 2022. Their five-year graduation rate is 87.1%. Their numbers continue to increase and are a source of pride for the district.

Postsecondary Success

The system's five-year average is 48.7% which is above the predicted interval of 43.4-47.7%. This is an area that the system has focused on and the data proves that. The system should be proud of what is happening with their student's post-high school.

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

ARC Comment

The system held a variety of in-person meetings that involved a variety of stakeholder groups. The system also sent out electronic surveys and communicated through emails, text, and their website.

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

ARC Comment

The OVT reports that the system met all established timelines and was responsive to feedback and advice from the OVT.

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

ARC Comment

USD 420 completed this first round of KESA while showing continued growth throughout the cycle and has made plans on how to continue that growth.

ARC Recommendation

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

Justification

USD 420 has shown growth in a number of areas. They are above the state average in both graduation rates as well as state assessment scores. The system is also above their predicted confidence interval in postsecondary success. The system did a thorough needs assessment and has focused on finding solutions for areas where they saw needs.

Strengths

Significant growth in preschool attendance will pay dividends in the future. Strong state assessment scores along with postsecondary success.

Challenges

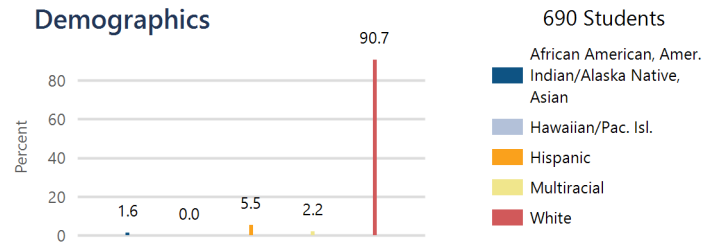
The system will need to focus on how to sustain all of its newly hired staff once ESSER funds are depleted. The system is working on that plan as they see the benefit to all of the new staff.



Osage City USD 420

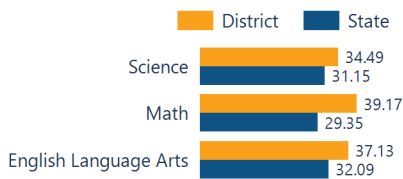
520 Main Street, Osage City, KS 66523-1357
(785) 528-3176
<http://www.usd420.org>

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

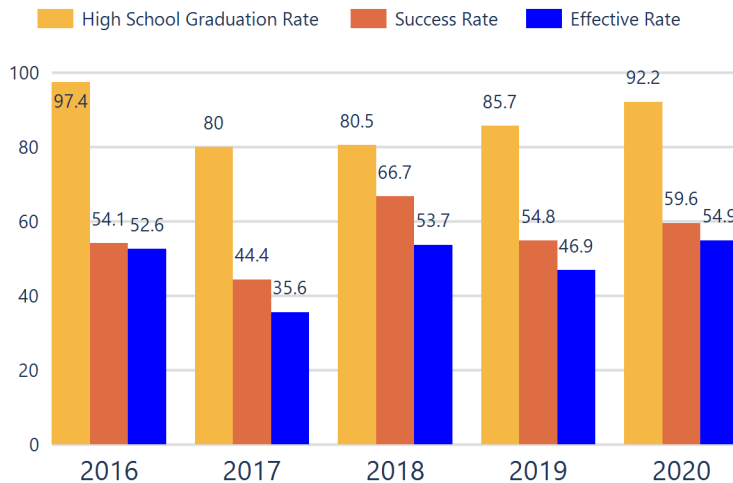


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

87.1%

Five-Year Success Avg

55.9%

Five-Year Effective Avg

48.7%

95% Confidence Interval
for the Predicted
Effectiveness Rate

43.4 - 47.7%

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

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

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

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

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

GRADUATION RATE

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

95.7%

State: 89.3

District ESSA Operating Expenditures Per Pupil

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

\$13,167

State:

\$13,830

ATTENDANCE RATE

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

93.3%

State: 92.1

CHRONIC ABSENTEEISM

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

19.8%

State: 25.4

DROPOUT RATE

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

2.1%

State: 1.4

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	20.62	24.84	24.53	23.09	29.53	38.73
Level 2	N/A	N/A	N/A	41.52	34.54	31.28	37.71	33.33	26.76
Level 3	N/A	N/A	N/A	26.27	29.69	26.38	23.97	28.36	19.71
Level 4	N/A	N/A	N/A	11.58	10.90	17.79	15.20	8.77	14.78

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	30.90	31.08	26.58	35.71	40.00	47.05
Level 2	N/A	N/A	N/A	46.06	43.24	37.97	38.57	37.14	25.49
Level 3	N/A	N/A	N/A	18.78	19.59	22.78	17.85	16.42	21.56
Level 4	N/A	N/A	N/A	4.24	6.08	12.65	7.85	6.42	5.88

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	48.43	58.53	68.42	52.38	61.90	61.29
Level 2	N/A	N/A	N/A	42.18	24.39	15.78	31.74	22.22	16.12
Level 3	N/A	N/A	N/A	7.81	12.19	5.26	9.52	14.28	12.90
Level 4	N/A	N/A	N/A	1.56	4.87	10.52	6.34	1.58	9.67

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	25.00	30.00	N/A	33.33	26.66	54.54
Level 2	N/A	N/A	N/A	50.00	35.00	N/A	46.66	33.33	27.27
Level 3	N/A	N/A	N/A	20.00	30.00	N/A	0.00	33.33	9.09
Level 4	N/A	N/A	N/A	5.00	5.00	N/A	20.00	6.66	9.09

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

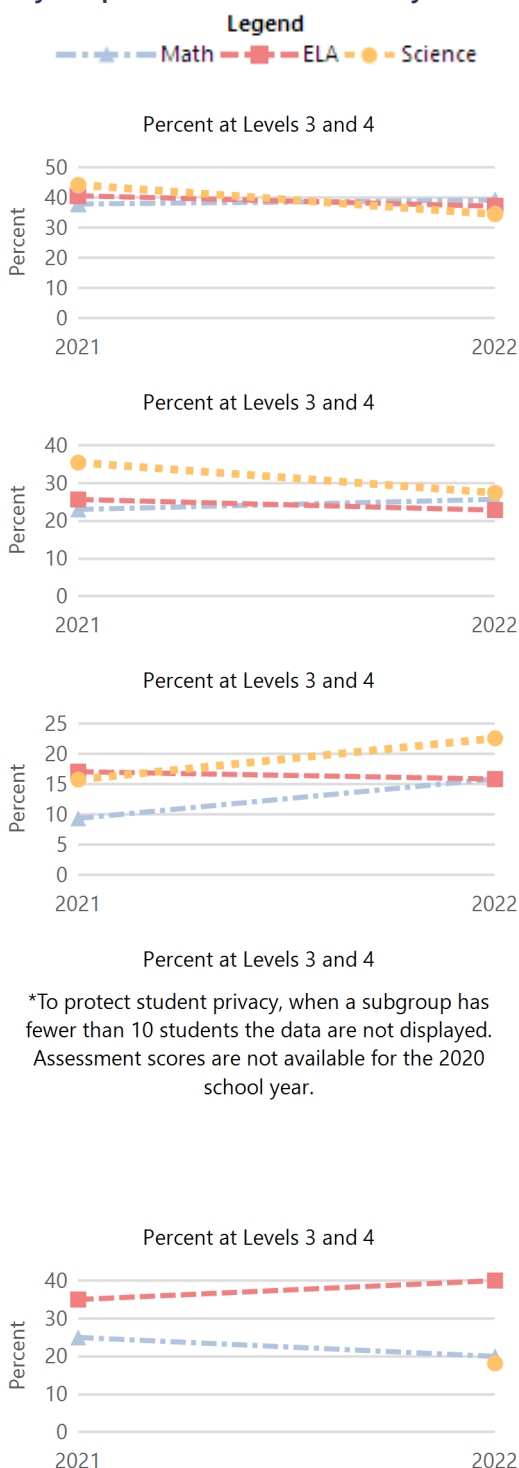
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	20.4
State	19.8

Accreditation Summary

Date: 02/03/2023

System: D0422 Kiowa County (0000)

City: Greensburg

Superintendent: Mark Clodfelter

OVT Chair: Becca Flowers

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Overall there are spots where the system is excelling and areas that need to be improved upon.

Tiered Framework of Supports- USD 422 has increased its MTSS to include all grade levels over the course of the KESA cycle. Prior to this KESA cycle there was no MTSS in middle or high school. Assessment screeners are being used and the date looked at to determine which students need additional support.

Family, Business, and Community Partnerships- The USD 422 community has a strong connection to each other and the school. The school has partnered with business and community opportunities for the students to volunteer throughout the school year.

Diversity, Equity, and Access- USD 422 is unique in its diversity with a community of German Mennonite families, some of which do not speak English and most that only allow their students to attend school through elementary school. The system has plans for intentionally creating better relationships with those families to try and convince these kids to finish high school.

Communication and Basic Skills- Character education is a focus for the district, while they have also put time and effort into the new math and ELA curriculum during this cycle. Public speaking is a focus in secondary as well.

Civic and Social Engagement- Due to the community aspect of the area, the students of USD 422 have multiple opportunities to become involved and volunteer. The system also has a mentoring program where high school students mentor elementary students.

Physical and Mental Health- This is an area where the system could use a little streamlining to have a more cohesive K-12 approach. There are many things in place but no data to show growth or productivity.

Arts and Cultural Appreciation- Arts seem to be a priority with both art and music available. The system does recognize that this is an area of growth moving forward.

Postsecondary and Career Preparation- The increased usage and implementation of IPS has helped this

be an area of growth for USD 422. The system has established numerous work-based learning opportunities as well as increased CTE pathways.

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

ARC Comment

GOAL #1: Develop and enhance curriculum and instructional strategies in all content areas to show success by an increase of 20% in the reading and math assessments.

While USD 422 did not meet their initial goal of growing by 20%, which was extremely ambitious, they have shown growth and are well above the state average for assessments in 2 of the 3 areas, Science and Math, and slightly above the state in ELA. This is obviously an area of pride and should be commended for USD 422.

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

ARC Comment

GOAL #2: Develop and implement a structural model to facilitate collaboration and learning communities during ongoing, protected, and designated times (Professional Learning Communities) to focus on trauma-informed practices and increase family engagement. By the spring of 2023, USD 422 will increase in our PT-Conference Attendance rates to 85%+ and a positive response rate at 80% or higher on student surveys.

USD 422 did achieve its goal of family engagement by hitting well over the 80% mark for spring conferences. They have also set aside a designated time for PLC. There was little evidence on trauma-informed schools and training to support that.

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 good policies in place, but they are relying on being able to disaggregate their data and split into 2 high schools. This is fine to determine next steps, but accreditation is a systems approach and will need to be looked at as a whole system. It would be nice to see a complete plan of how they will move forward with their virtual academy.

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

ARC Comment

Overall USD 422 is struggling with the State Board Outcomes. Of the five outcomes, two are in need of support while two more have no real data to show growth. There are some glimmers of good things happening, but no data to show whether there is growth.

Board Outcomes

Social-Emotional Growth

While the system shared that they have looked at bullying due to the data received on their Kansas Communities that Care surveys, the district has not provided any evidence based curriculum that they are implementing across all grade levels for the social-emotional growth of their students. They have indicated that they will start using SAEBRS but have not mentioned what they plan to partner with that to show growth or to do interventions.

Kindergarten Readiness

USD 422 stated that only 17 of their 20 kindergarten kids were age eligible for the ASQ, which is worrisome as all kindergarten students should be taking that screener. The system also shows no increase in preschool or early childhood services that would help their kindergarten readiness in the future.

Individual Plans of Study

This is an area where USD 422 has shown growth over the KESA cycle. 100% of middle and high school students now have an IPS and interact with their IPS at least once per month. The system obviously saw this as a need and has taken steps to increase the use and relevance of their IPS.

High School Graduation Rate

The high school graduation rate is an area for concern for USD 422. While their rate has been trending up, it is still significantly below the state average. Their 5-year graduation average is at 68.2% while the state average is in the 87-89% range over that same time span. While the ARC understands that their virtual academy has a significant impact on this number, it should be mentioned that USD 422 has to look at both schools, not just the brick-and-mortar. Any district taking on a large virtual program will need to focus time and energy on the virtual students to ensure success for both the students and the system. KESA is systems accreditation, not building-level accreditation. Disaggregating the data is great for the district to focus its energy in the correct places, but in terms of systems accreditation, the aggregate number of all students in this measure is evaluated by the ARC.

Postsecondary Success

USD 422 has another area for concern in its postsecondary success data. Their 5-year was trending up and made some gains, but fell again in 2020 to a number substantially below their confidence interval. While the ARC understands that their virtual academy has a significant impact on this number, it should be mentioned that USD 422 has to look at both schools, not just the brick-and-mortar. Any district taking on a large virtual program will need to focus time and energy on the virtual students to ensure success for both the students and the system. KESA is systems accreditation, not building-level accreditation. Disaggregating the data is great for the district to focus its energy in the correct places, but in terms of systems accreditation, the aggregate number of all students in this measure is evaluated by the ARC.

Areas For Improvement

Comment	High School Graduation Rate
Rationale	The system's 5-year graduation rate (52.2%) is significantly below the state average (89.3%). While USD 422 denotes the significant difference between the virtual and brick/mortar buildings in this measure, KESA is a systems accreditation so the aggregate of all students is the main data point evaluated to make an accredited determination
Tasks	The system should achieve a 5-year graduation rate that is in line with the state graduation rate. The ARC will review the graduation data in January 2024, when the new accountability reports are released, to determine if progress has been made and whether a change to accreditation status is warranted or not.
Timeline	01-20-2024
System Response	We will be closing our virtual school at the end of the 2022-2023 school year. We are confident our system will then be in compliance with the Graduation Rate expectation.

Comment	Post Secondary Success
Rationale	The system is significantly below its 95% confidence interval, the system sits at 19.7% while the confidence interval is at 36.8-41.1%. While USD 422 denotes the significant difference between the virtual and brick/mortar buildings in this measure, KESA is a systems accreditation so the aggregate of all students is the main data point evaluated to make an accredited determination
Tasks	The system should achieve a 5-year effective average that is in line with the predicted effectiveness rate as determined by the state. The ARC will review the postsecondary effective data in January 2024, when the new accountability reports are released, to determine if progress has been made and whether a change to accreditation status is warranted or not.
Timeline	01-20-2024
System Response	We will be closing our virtual school at the end of the 2022-2023 school year. We are confident our system will then be in compliance with the Post Secondary Success Rate expectation.

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

ARC Comment

USD 422 administered a needs assessment to staff, parents, and students early on in their KESA process to gather information about what was important to them. The leadership shared information and received feedback from multiple stakeholder groups throughout the process. Site councils, CTE advisory boards, and parents were all included in the discussions.

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

ARC Comment

USD 422 provided information to the OVT in a timely fashion which allowed for the OVT to review and

organize questions before the OVT visit. The leadership team did a good job of answering questions and clarifying things about the system.

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

ARC Comment

The system has made decisions based on their needs assessment and their data. This fidelity has been seen with the different leadership teams that have been created to take on the KESA process. The OVT reports that they have full confidence that the system will continue to move forward with fidelity.

ARC Recommendation

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

Justification

While USD 422 has settled into a good process with KESA, they have data that is not showing adequate growth in order to receive full accreditation. The ARC would recommend that USD 422 work specifically on graduation rate and postsecondary success moving forward and that in January 2024 the system be re-evaluated to see if a change in accreditation status should occur. Remembering that KESA is a systems-wide accreditation and that high school buildings cannot be separated for the purpose of accreditation.

Strengths

USD 422 should be commended on some of the improvements throughout the KESA cycle, MTSS, and chronic absenteeism are areas where the system is doing very well. USD 422 has also created a strong leadership system and has a good process in place.

Challenges

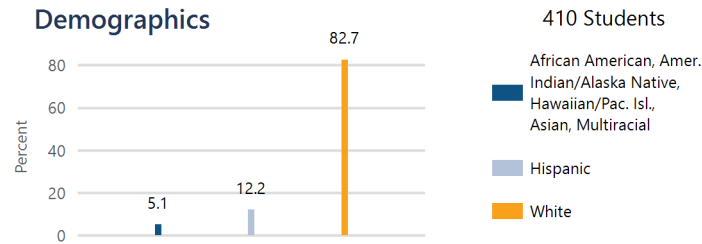
Graduation rate and postsecondary need to become more of a focus. Their current graduation rate is 76.6% while their 5-year average is 52.2%. Postsecondary success rate is at 19.7% while their predicted interval is 36.8-41.1%. The system shares the significant difference between virtual and brick/mortar students in these areas to identify the student population most in need of improving, however, accreditation is based on the aggregate number of students in the system.



Kiowa County USD 422

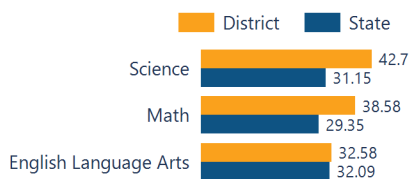
710 S. Main St., Greensburg, KS 67054
(620) 723-2145
www.usd422.org

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

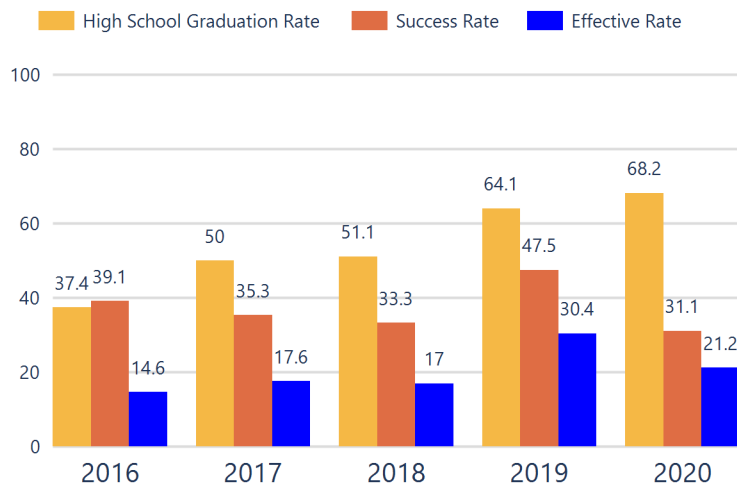


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

52.2%

Five-Year Success Avg

37.8%

Five-Year Effective Avg

19.7%

95% Confidence Interval for the Predicted Effectiveness Rate

36.8 - 41.1%

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

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

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

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

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

GRADUATION RATE

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

76.6%

State: 89.3

District ESSA Operating Expenditures Per Pupil

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

\$14,312

ATTENDANCE RATE

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

98.0%

State: 92.1

CHRONIC ABSENTEEISM

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

4.5%

State: 25.4

DROPOUT RATE

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

3.1%

State: 1.4

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	24.06	24.46	26.58	24.45	29.83	26.04
Level 2	N/A	N/A	N/A	42.24	32.97	32.91	36.95	37.56	31.25
Level 3	N/A	N/A	N/A	24.59	34.57	34.17	26.08	26.51	28.12
Level 4	N/A	N/A	N/A	9.09	7.97	6.32	12.50	6.07	14.58

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	34.42	29.50	43.75	29.41	38.46	28.00
Level 2	N/A	N/A	N/A	39.34	40.98	25.00	35.29	43.07	44.00
Level 3	N/A	N/A	N/A	24.59	22.95	6.25	27.94	15.38	12.00
Level 4	N/A	N/A	N/A	1.63	6.55	25.00	7.35	3.07	16.00

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	31.57	45.00	N/A	65.21	56.52	N/A
Level 2	N/A	N/A	N/A	63.15	40.00	N/A	17.39	26.08	N/A
Level 3	N/A	N/A	N/A	5.26	15.00	N/A	13.04	13.04	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	4.34	4.34	N/A

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	37.50	35.29	N/A	30.76	23.07	N/A
Level 2	N/A	N/A	N/A	31.25	17.64	N/A	23.07	30.76	N/A
Level 3	N/A	N/A	N/A	18.75	29.41	N/A	15.38	38.46	N/A
Level 4	N/A	N/A	N/A	12.50	17.64	N/A	30.76	7.69	N/A

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

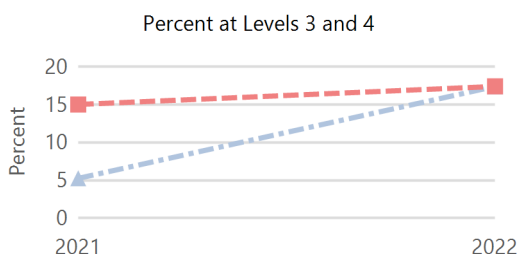
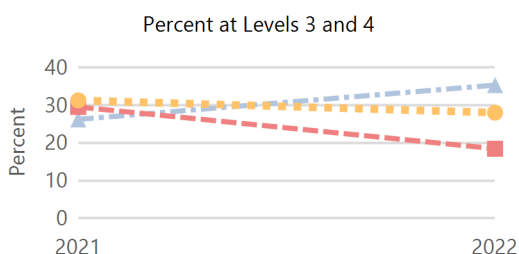
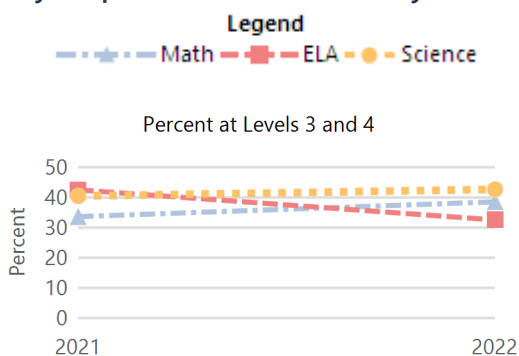
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.

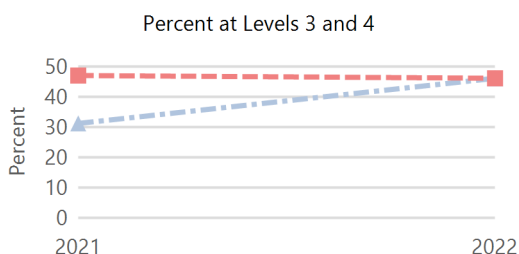


Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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



District	17.3
State	19.8

Accreditation Summary

Date: 02/22/2023

System: D0431 Hoisington (0000)

City: Hoisington

Superintendent: Patrick Crowdis

OVT Chair: Roger Stumpf

Executive Summary/AFI

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

ARC Comment

Fulfilled official applicable requirements and deadlines, and timelines.

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

ARC Comment

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

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

ARC Comment

By the Fall of 2025, USD 431 will provide parents with opportunities to actively participate in their child's education, paving the way for increased postsecondary success by increasing attendance at family engagement nights by reaching 90% commitment of families.

Parent involvement: The district has created multiple new opportunities for parents to participate in school. They are tracking engagement through attendance of these various activities, including student-led conferences, Reading nights, and fun nights. A lot of effort has gone into the planning of these activities with varying degrees of success. Through OVT conversations with the district, they have demonstrated a commitment to this goal by evaluating and refining this process.

Parent Involvement: Anticipated impacts include an improved school climate with benefits extending to attendance rates, graduation rates, post-secondary success, discipline, and other areas. The system shows alignment in the focus of implementation but will need to provide more data to quantify the impact in the future.

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

ARC Comment

By the Spring of 2025, USD 431 will decrease the number of students receiving tier 3 Social Emotional interventions by 15%.

SEL Tier three: There is some indication of improvement in this area, but the Tier Three group is based largely on SABRES, which is a newer adoption for the district, so the data needs more depth to draw conclusions. The commitment demonstrated by the additional counselors/social workers is very impressive. The scope of the resilience training is also impressive.

SEL Tier Three: Discussions during the OVT visit demonstrated anecdotal impacts on the building. Resilience training has changed the language and the approach to dealing with students. With

commitment to the process, the OVT stated there was obvious appreciation for what has been learned and fidelity to its implementation. As this training is new, there is no direct data to support its impact but will need to be reviewed in the future as it becomes available.

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

ARC Comment

The system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. The district has a direction now with BLT and other structures in place. The OVT was impressed by the focus and enthusiasm the administrative team has with the measures they have implemented and the direction the district is now heading. The district has committed to a full strategic plan that will be aligned with the KESA process.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth

The school is using the SAEBRS system to track social-emotional growth. They added the Fastbridge screener to help divide students into different tiers. They have also added the 7 mindset curriculum. Coupled with the additional school counselors/social workers, the district has made a real commitment to improving SEG. Data is always a struggle in this area because the system is at the implementation level. But they are using information from both SAEBRS and Fastbridge that is immediately available to support students.

Kindergarten Readiness

The district has a strong commitment to addressing early childhood education with a PreK4 and PreK 3 program plus a Transitional Kindergarten class added during this cycle. They closely track students in the early grades and have shown great success with moving students to grade level. Data is available to support the progress students are making, especially in reading.

Individual Plans of Study

The district has established IPS for all students. This is coupled with exceptional career exploration, and an increase of 5 pathways from the start of the cycle. When compared to other 3A districts, a large number of pathways are offered, as well as job shadowing and college visitations.

High School Graduation Rate

High School graduation has fluctuated year to year, as is common with smaller schools where one or two students can swing the data. They have been consistently at or above the state average. They have multiple programs in place for credit recovery and alternative pathways to graduation. They earned a gold star in this area.

Postsecondary Success

Post-secondary success has been consistent in the mid-sixties over the past four years. Although the district has shown no significant gains over that time, it is important to note that they have been significantly above their predicted effective rate, often by ten points or more. They earned a bronze star in this area.

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

ARC Comment

Stakeholder feedback is gathered, and progress is shared consistently. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process. The school district has shared their processes through conferences and newsletters. It was openly discussed at board meetings.

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

ARC Comment

OVT visits are conducted, improvement priorities and process are evaluated through the use of data, and a feedback loop exists. The OVT communicated that the system worked well with suggestions and feedback.

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

ARC Comment

The district struggled in the first three years of this cycle with three different superintendents. The turnover created issues with fidelity. The more recent consistency with the administration has led to a more focused process, and the fidelity seems to be very good now.

The district has been open and receptive to feedback. The administrative team seems committed to the process and fully acknowledges their areas for improvement. It was a difficult process to get to this point, but they have developed a cohesive plan of improvement and a solid team dedicated to making it work.

ARC Recommendation

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

Justification

The district has maintained a steady growth of improvement to meet Goal 1 and Goal 2, along with maintaining district academic success, postsecondary success, postsecondary effectiveness, and ACT performance while using district funds wisely and maintaining a strategic plan with student outcomes.

Strengths

The obvious area of strength for this district is the effective rate which is consistently ten points over the predicted rate. The district has strong programs for pathways, shadowing, and business engagement. Although turnover at the administrative level was a weakness that slowed their progress early, the current administrative team is strong and committed to the process. They have changed from the early years of doing KESA as a separate obligation to get through, to using the KESA framework as an integral part of their school improvement process. They now have a solid team in place with a vision of where this is taking them.

Challenges

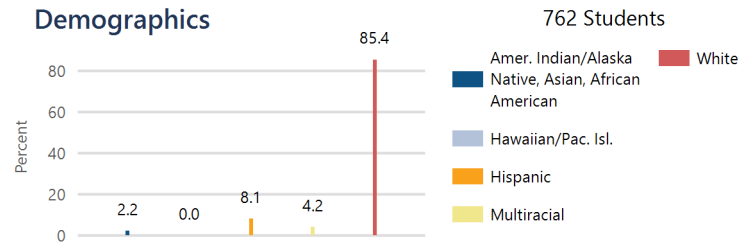
The area they will need the most growth in is being data-driven. They have changed some of their assessments which caused a break in the data this is due to being in the initial implementation of programs and supports. They will need to narrow down their focus on what data is important and build out the trend line to monitor progress. Like most districts, they have an overwhelming amount of data available to them, and they need to prioritize what is most meaningful. The system realizes this and will continue to make it a priority.



Hoisington USD 431

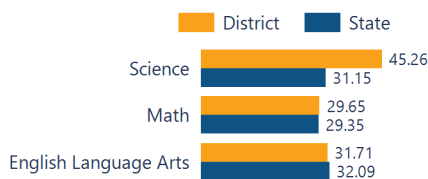
165 West Third Street, Hoisington, KS 67544-1894
(620) 653-4134
<http://www.usd431.net>

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

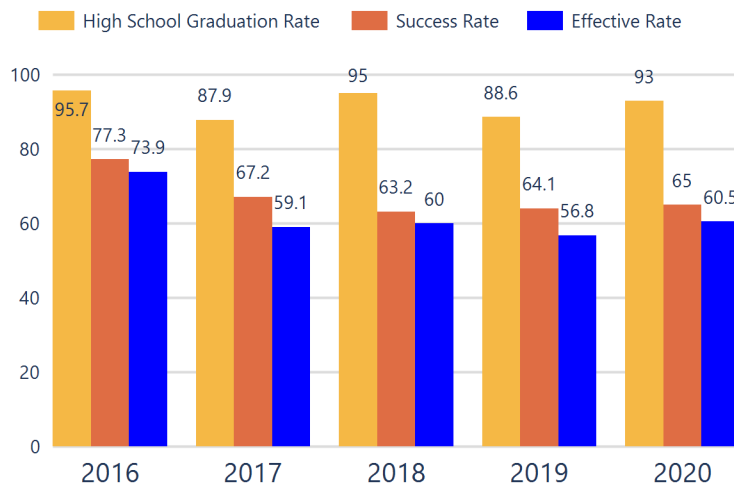


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

91.9%

Five-Year Success Avg

67.2%

Five-Year Effective Avg

61.8%

95% Confidence Interval for the Predicted Effectiveness Rate

48.9 - 51.3%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

90.4%

State: 89.3

92.6%

State: 92.1

23.7%

State: 25.4

N/A

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

\$14,507

State: \$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	27.77	32.32	27.07	30.17	33.75	29.05
Level 2	N/A	N/A	N/A	38.13	35.35	27.62	40.15	34.52	25.67
Level 3	N/A	N/A	N/A	25.25	25.75	23.75	23.01	24.55	27.70
Level 4	N/A	N/A	N/A	8.83	6.56	21.54	6.64	7.16	17.56

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	35.43	38.34	37.80	35.03	37.57	32.25
Level 2	N/A	N/A	N/A	36.89	34.95	21.95	45.22	37.57	25.80
Level 3	N/A	N/A	N/A	21.35	22.33	18.29	14.64	20.38	24.19
Level 4	N/A	N/A	N/A	6.31	4.36	21.95	5.09	4.45	17.74

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	56.14	78.94	50.00	57.14	69.84	63.33
Level 2	N/A	N/A	N/A	28.07	8.77	27.77	22.22	14.28	13.33
Level 3	N/A	N/A	N/A	12.28	7.01	11.11	15.87	12.69	10.00
Level 4	N/A	N/A	N/A	3.50	5.26	11.11	4.76	3.17	13.33

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	43.24	45.94	41.17	48.48	39.39	50.00
Level 2	N/A	N/A	N/A	37.83	37.83	23.52	33.33	45.45	33.33
Level 3	N/A	N/A	N/A	13.51	10.81	23.52	12.12	15.15	8.33
Level 4	N/A	N/A	N/A	5.40	5.40	11.76	6.06	0.00	8.33

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

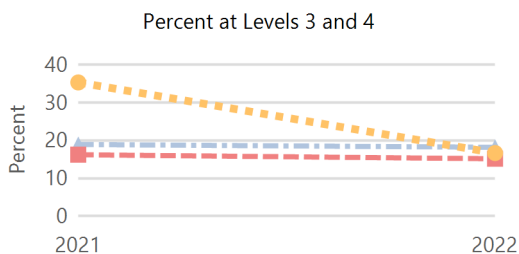
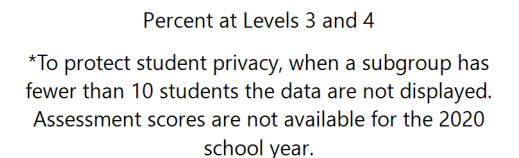
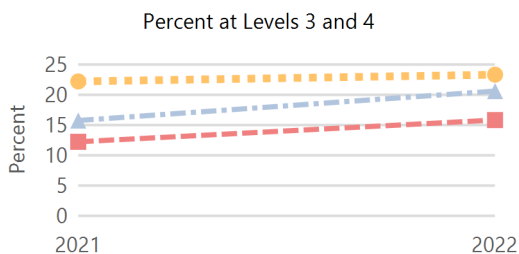
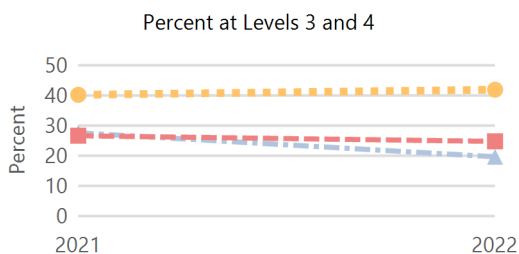
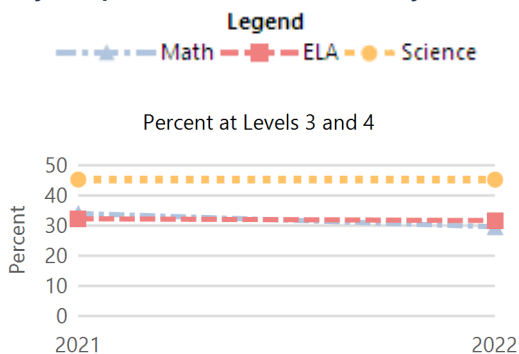
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	19.2
State	19.8

Accreditation Summary

Date: 03/08/2023

System: D0449 Easton (0000)

City: Easton

Superintendent: Tim Beying

OVT Chair: Pat McKernan

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

Foundational Structures

- All Foundational Structures are evident in the system, and there is evidence the system has work in place with the goal of continued movement in a positive direction.

Tiered Framework of Support

- The OVT and System reports were unclear in this area. The report stated the system's tiered system of support had grown to provide support to students academically, socially and/or behaviorally. Leadership positions, assessments, curriculum and instruction components were listed, but the report did not state whether these were new interventions during the cycle or continuing interventions. The report did not detail how these were implemented into the system. There was only a list. The System report did share that at the elementary level students were grouped based on skills and received instruction 30 minutes a day in both math and reading. Middle school and high school were not mentioned. A list of assessments, including screeners, were included so the reviewer assumed data was being utilized, but again, the OVT and System reports did not stipulate this specifically.

Family, Business and Community Partnerships

- The OVT report states the system focused on enabling clear, two-way communication with all stakeholders but does not describe how. There is a list of numerous activities that have occurred involving stakeholders, but no narrative is provided to determine if system-wide practice of engaging all stakeholders occurs on a regular basis and is embedded in the overall culture. Looking at the list provided, it appears this might be a strength of the system. A narrative providing more information is needed to determine if this assuredly occurred.

Diversity, Equity, and Access

- The OVT report indicated from the beginning of the KESA cycle, the system focused on actively supporting diversity and inclusion. They noted this is an area that needs continued work as subgroups have not made the progress hoped for. Professional development has occurred in this area. Subgroups were evaluated for on-going progress and additional time and resources were utilized to target students not making desired progress. The system uses universal screeners, inclusive classrooms with both pull out and push in support, and transition events to address needs.

Communication and Basic Skills

- The OVT report indicates that the system has identified, purchased and implemented curriculum that

supports communication and basic skills for PK-12 with a focus of creating a foundation of rigorous instruction that develops student skills in reading, writing, speaking, and listening. The System report states all core and non-core areas have curriculum guides and are aligned with the Kansas College and Career Ready Standards (KCCRS). All core and non-core areas are on a seven-year rotation for review and updates. One-to-one technology is available PK-12 to support communication and basic skills, and a professional development process is in place when new curriculum is implemented.

Civic and Social Engagement

- The OVT report states that offering community civic and social engagement experiences has increased dramatically during this KESA cycle and has resulted in strengthened student social awareness and decision-making skills in a relevant context. It is apparent social engagement experiences are available, but it's not apparent exactly what curricula was utilized to support the structures. Once again, a list was provided without a narrative to affirm the criteria was assuredly met. The list included a category, Curriculum and Programs, but it was difficult to determine which was which. The report did not delineate between the two. The reviewer was able to determine some curriculum was utilized but could not determine to what extent. A narrative with more descriptions, rather than a list, would be helpful in ensuring the system gets credit for its efforts if indeed the criteria was met.

Physical and Mental Health

- The OVT report indicates they saw improvement in the areas for Physical and Mental Health during the KESA cycle including the implementation of SEL screeners and the addition of 1 ½ social workers to address identified social emotional needs of students. A list of items pertaining to this category was included.

Arts and Cultural Appreciation

- According to the OVT report, the system has art and music classes offered PK-12 and Band 6-12. Music Appreciation, Forensics, and Drama Class are also offered. Several opportunities are provided throughout the year to support the Arts including Fine Arts Nights, art contests, music contests, Theater Learning Day at the University of Kansas, ballet and opera field trips, school plays, Band and Choir field trip to Branson, Forensics competitions, theater workshop at Kansas State University, etc.

Postsecondary and Career Preparation

- According to the OVT report, the system implemented a framework for Individual Plans of Study (IPS) for all 6-12 students during this KESA cycle. Eighth grade students create a sequence of elective courses related to career interests, introductory pathways courses are offered at the middle school and eight pathways are available at the high school. Career development activities are provided PK-12, and enrollment information for student/family career planning is sent home to 6-12 students. Career and Technical Education (CTE) teachers are provided equipment, resources, and facilities to offer real-world course application. All programs are inclusive and available to all students. Several partnerships and activities to support this area are in place, as well. The system did note that with administration changes (four different building administrators in five years) a reevaluation process is in place to review IPS implementation and the components therein.

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

ARC Comment

- Goal 1 – Establish and maintain a partnership among staff, students, families, and our community that enhances student learning opportunities.

The System report indicates that prior to this KESA cycle, a strategic focus was not in place when developing and maintaining partnerships that would benefit students postsecondary. Over the past six years, considerable efforts have been made to address this area and to develop family, business and community partnerships that are beneficial, sustainable and collaborative. At the elementary level, the

system has provided numerous opportunities for students to gain meaningful, real-world experiences with embedded skills for reading and math. In addition, a preschool program was added to address a community need as there were no preschool options for families in the district. At the secondary level, the system has partnered with a variety of local businesses, technical colleges, and universities to expose students to a variety of opportunities available to them. In addition, the CTE Advisory Council was reorganized to include local community members and business leaders in an effort to sustain long-term relationships. The system has worked with both local and global companies to promote job opportunities for students. Numerous partnerships have been formed to provide jobs, training and internships. The number of students involved has increased from 14 in 2018-2019 to 25 in 22-23. The school nurse at the high school has completed training in order to be an instructor and offer a Certified Nursing Assistant class in house which includes a partnership with Anew Healthcare for student clinical hours. Grants have been written to purchase additional resources for students interested in nursing. Students in the Business Pathway run a school store where students gain real-world experiences such as creating a business plan, budgeting, and marketing. The system believes all of the partnerships created provide additional expertise and experiences that expose students to the world outside the school and better prepare them post-graduation.

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

ARC Comment

- Goal 2 – Establish and maintain a culture focused on research-based curriculums and instructional practices to ensure student academic growth.

In the OVT report, it indicated the system had updated the math curriculum as well as the ELA curriculum. ELA was updated to address the Dyslexia Initiative Requirements through the Science of Reading. Professional development focused on the Science of Reading, dyslexia screenings, interventions and best practices. Additional screeners were added for progress monitoring and intervention planning. Teachers collaborated to identify areas of skill deficits and those deficits were targeted. They also upgraded their Reading Master curriculum so that Title I and SPED students had a curriculum based on best practices. The system joined the Greenbush Literacy and Instructional Coaching Consortium in an effort to provide professional development in literacy skills, reading comprehension, evaluation of growth and achievement, and supporting struggling readers. At the secondary level, the system worked through course offerings to increase rigor and relevance for all students. Additional opportunities for students to earn college credit were offered, and the system saw growth in this area. In 2021-2022, 16 students earned 126 college hours in 44 classes. In 2022-2023, 18 students earned 201 college hours in 67 classes. A Credit Recovery Program was added due to issues surrounding the pandemic. Thirty-seven students have been able to recover credit keeping them on track for graduation. A number of classes have added opportunities for students to experience real-world connections and gain enrichment. The system reports a significant addition has been the creation of the Math Club. Students in this club competed at the Pitt State Math Relays, where over 700 students were involved, and earned 10 medals. The Advanced Chemistry and Physics class participates in Battle of the Brains each year, and in 2015, won the \$50,000 1st place prize. They placed in the top 20 in 2019 and in 2021 finished 4th place winning a cash prize of \$15,000.

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 report, the system looked at their system as a whole rather than separate buildings which consistently brings them back to the vision and mission of the district. This process

ensures that building goals are aligned with district goals. The Board is supportive of the work being done during the continuous process. They are kept informed throughout the year to ensure they are up to date on progress toward their goals. The Board supports the system financially to help them meet student needs. During this KESA cycle, students were provided 1:1 access to technology. Additional staff members were added to support student needs including a student support specialist, learning recovery aides, and social workers.

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

ARC Comment

Data for some State Board outcomes are at or above expectation or showing a positive incline and some are neutral, below expectations or have a slight declining. System understands and can explain its data results for some State Board outcomes. System in collecting evidence, data and is working on a plan to address all five (5) State Board outcomes to create change. All areas are being addressed by goals or district strategic plan.

Board Outcomes

Social-Emotional Growth

According to the OVT report, significant growth has occurred in this area. Prior to this KESA cycle, social emotional growth was rarely addressed in the district. Multiple measures and interventions have now been put in place to address this need. SAEBRS/KCTC were implemented as social emotional screeners and data from those screeners is discussed in grade level and building level meetings. The system has increased participation rate in the KCTC from 51.3% to 83.4% since implementation. The system recognized a transitional need, and now all freshmen spend time during Health Class learning about signs of depression, how to handle depression as well as suicide awareness. The system, upon analyzing student results on the KCTC, learned that students were unclear as to the purpose of the survey and how results would be used. Staff spent time helping students understand what was being asked in an effort to obtain more reliable results. A CARE team consisting of the principal, social worker and curriculum director review teacher/parent referrals of students based on the SAEBRS screener as well as classroom observations and input from the classroom teacher. These students may meet with the social worker to address needs and concerns. At the secondary level, students are offered a second chance breakfast to ensure they are prepared to learn. During first breakfast, many students were completing homework, meeting with teachers or arriving after breakfast was closed. In addition, all secondary staff have been trained in the Medal of Honor Character Development Program, and students are taught the components of the program. The system has also increased communication/collaboration between teachers, the social worker and counselor. More daily wellness checks, parent contacts, and one on one counseling sessions are occurring. The system has also focused on staff needs in this area and provides all staff membership in the New Directions Employee Assistance Program. Data indicates the services are being used by staff.

According to the OVT report, significant growth has occurred in this area. Prior to this KESA cycle, social emotional growth was rarely addressed in the district. Multiple measures and interventions have now been put in place to address this need. SAEBRS/KCTC were implemented as social emotional screeners and data from those screeners is discussed in grade level and building level meetings. The system has increased participation rate in the KCTC from 51.3% to 83.4% since implementation. The system recognized a transitional need, and now all freshmen spend time during Health Class learning about signs of depression, how to handle depression as well as suicide awareness. The system, upon analyzing student results on the KCTC, learned that students were unclear as to the purpose of the survey and how results would be used. Staff spent time helping students understand what was being asked in an effort to obtain more reliable results. A CARE team consisting of the principal, social worker and curriculum director review teacher/parent referrals of students based on the SAEBRS screener as well as classroom observations and input from the classroom teacher. These students may meet with the social worker to address needs and concerns. At the secondary level, students are offered a second chance breakfast to ensure they are prepared to learn. During first breakfast, many students were completing homework, meeting with teachers or arriving after breakfast was closed. In addition, all secondary staff have been trained in the Medal of Honor Character Development Program, and students are taught the components of the program. The system has also increased communication/collaboration between teachers, the social worker and counselor. More daily wellness checks, parent contacts, and one on one counseling sessions are occurring. The system has also focused on staff needs in this area and provides all staff membership in the New Directions Employee Assistance Program. Data indicates the services are being used by staff.

Kindergarten Readiness

The OVT report shared that the system noted a need for students entering kindergarten. Data from developmental screenings using the Developmental Indicators for the Assessment of Learning (DIAL) at kindergarten roundup showed a wide range of skills for students ready to enter kindergarten. The deficit was particularly concerning for the lower socioeconomic population. To address this need, the system added a preschool program. They report that 85% of the incoming kindergartners now have attended preschool. In effort to provide comparable data with K-5 students, the system also changed their preschool assessment to Fastbridge for better transitions from preschool to kindergarten. Over the KESA cycle, the system implemented the ASQ-3 and ASQ:SE2 screeners. All families complete both, and 97% of parents report their child to be "kindergarten ready". In addition, Kindergarten Bootcamp was added during this cycle in an effort to further aid in the transition from preschool to kindergarten.

Individual Plans of Study

The OVT report indicates that at the beginning of this KESA cycle, the system did not have Individual Plans of Study in place for students. Students now use Xello, and to create a more uniform, systematic process, 8th graders are part of a Career Exploration Class where they investigate career opportunities. All student 6-12 now have an IPS that is renewed annually. At the secondary level, the system has partnered with Highland Community College Technical Center which provides 16 technical programs that can be completed in two years or less. The system has implemented an application process that begins during sophomore year that includes an application explaining how these fit into their career plans, letters of reference, grade and attendance checks. This has resulted in an increase in students successfully completing the program.

High School Graduation Rate

At the beginning of the KESA cycle, the system's Graduation Rate was 96.1 % as evidenced in the Accountability Report. The system reports a decline in Graduation Rate due to three students who chose to remain home during the pandemic. They did not actively participate in school and dropped out before the end of the year. As a small district, this had a significant impact on Graduation Rate. Since that time, the Graduation Rate has increased, and they were awarded a gold star by the District Kansans Can Star Recognition Program in 2021, and a copper star in 2022.

Postsecondary Success

According to the OVT report, the system is encouraged by the improvement in Five-Year Success Average. At the beginning of this cycle, their Five-Year Success Average was 44.9%. On the most recent Accountability Report, the Five-Year Success Average was 53%. The system feels this is in direct correlation to the work done in developing partnership and exposing students to career opportunities and ensuring students have access to a cohesive curriculum that aligns high school coursework and students' future goals. The system received a copper star in Postsecondary Success through the District Kansans Can Star Recognition Program. The system acknowledged the need to develop a more cohesive data collection process to ensure they are reporting accurately.

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

ARC Comment

The OVT report indicates stakeholder feedback is gathered through site council meetings with community members and parents, community/parent/student engagement surveys, communication through the district website, social media, and open forums at Board meetings. The Board of Education receives regular updates on district initiatives and progress. This year, they implemented the Remind app district wide as an additional communication platform. Additionally, in November 2022, the Board

began a strategic planning process and is gathering information from community/parents/staff to begin developing their next five-year plan.

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

ARC Comment

According to the OVT report, the system worked well with the OVT and took suggestions and advice seriously. They worked well together and were able to see progress made throughout the cycle.

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

ARC Comment

The OVT report and the System report both provide evidence that the system reports to their local board, keeping them updated on progress and initiatives. The narrative of this section of the OVT report was incorrectly placed in this category and is an exact copy of what was reported in the previous section. The reviewer, however, can look back in the report and see that a system plan with action steps is in place that drives academic improvement as was shared in the section under Goal 2. Data is evaluated through various screeners to plan for interventions and to provide guidance on next steps as evidenced earlier in this report. OVT visits were conducted.

ARC Recommendation

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

Justification

- The system has processes and plans in place to guide implementation efforts
- The system has shown marked improvement in addressing all goals
- Work toward continuing initiatives implemented as well as recognition of new goals to ensure continued improvement

Strengths

- The system has created a number of partnerships where students are benefitting from real-world experiences
- Alignment of system policies and processes that support continuous improvement
- Comprehensive focus on literacy
- Growth of the Five-Year Success Average from 44.9 to 53%.

Challenges

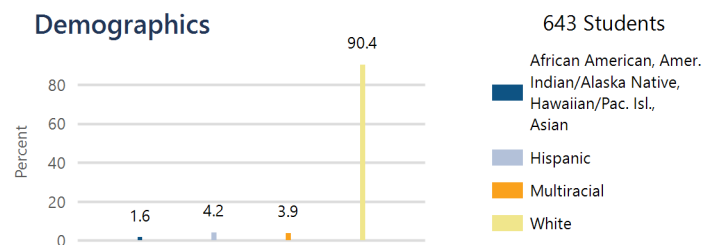
- Write SMART goals for the next cycle that are quantifiable
- Continue working to address the issue of chronic absenteeism
- Continue focus on actively supporting diversity and inclusion to ensure subgroups make needed progress



Easton USD 449

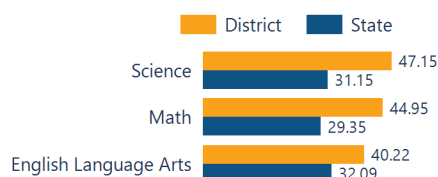
32502 Easton Rd, Easton, KS 66020
(913) 651-9740
www.easton449.org

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

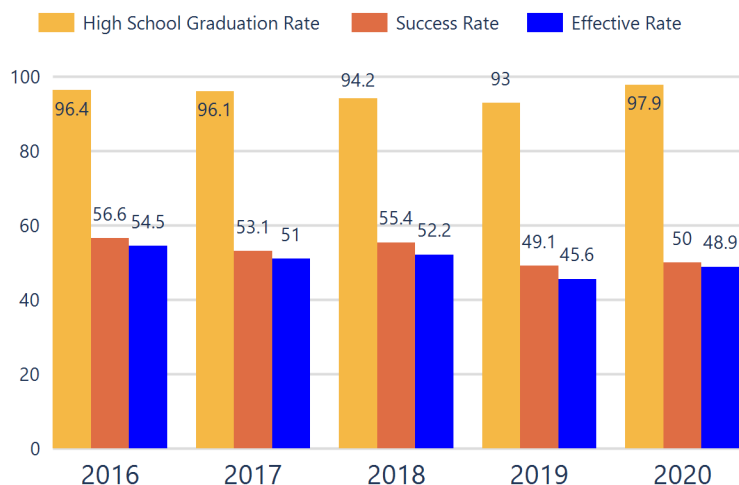


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

95.3%

Five-Year Success Avg

53.0%

Five-Year Effective Avg

50.5%

95% Confidence Interval for the Predicted Effectiveness Rate

47.8 - 52.5%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

94.5%

State: 89.3

91.2%

State: 92.1

34.3%

State: 25.4

1.5%

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

\$11,435

State: \$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	18.24	23.85	29.37	19.59	25.86	26.01
Level 2	N/A	N/A	N/A	36.48	34.31	27.27	35.44	33.90	26.82
Level 3	N/A	N/A	N/A	33.22	30.39	28.67	29.68	29.31	25.20
Level 4	N/A	N/A	N/A	12.05	11.43	14.68	15.27	10.91	21.95

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	35.63	30.23	35.71	29.82	40.35	47.36
Level 2	N/A	N/A	N/A	42.52	44.18	35.71	45.61	31.57	21.05
Level 3	N/A	N/A	N/A	13.79	17.44	21.42	17.54	24.56	10.52
Level 4	N/A	N/A	N/A	8.04	8.13	7.14	7.01	3.50	21.05

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	42.10	54.05	33.33	45.45	42.85	46.66
Level 2	N/A	N/A	N/A	31.57	27.02	29.16	27.27	37.50	13.33
Level 3	N/A	N/A	N/A	18.42	13.51	25.00	16.36	10.71	26.66
Level 4	N/A	N/A	N/A	7.89	5.40	12.50	10.90	8.92	13.33

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	25.00	25.00	N/A	36.84	42.10	N/A
Level 2	N/A	N/A	N/A	25.00	37.50	N/A	15.78	26.31	N/A
Level 3	N/A	N/A	N/A	43.75	31.25	N/A	42.10	26.31	N/A
Level 4	N/A	N/A	N/A	6.25	6.25	N/A	5.26	5.26	N/A

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

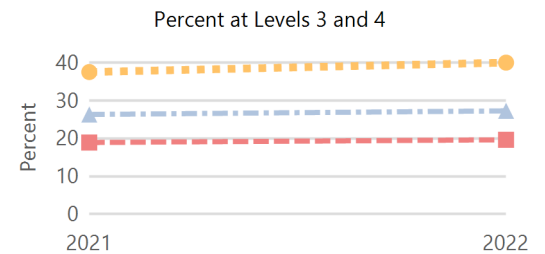
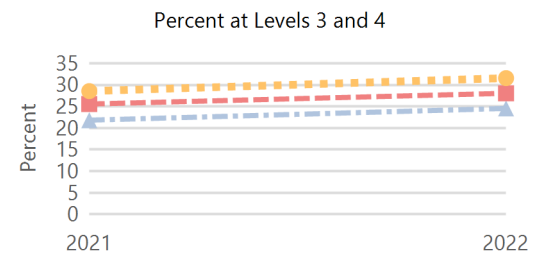
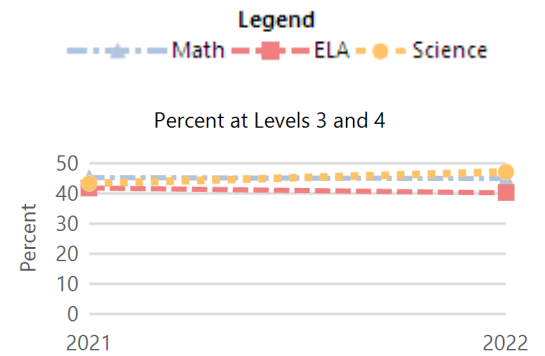
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.

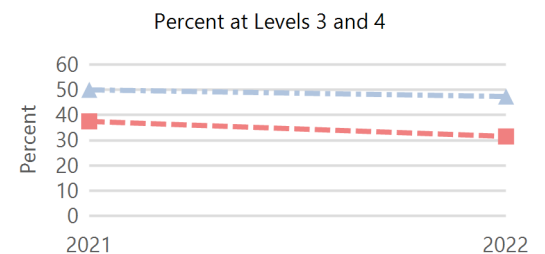


Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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



District	17.3
State	19.8

Accreditation Summary

Date: 03/07/2023

System: D0469 Lansing (0000)

City: Lansing

Superintendent: Dan Wessel

OVT Chair: Beth Clavenna-Deane

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

Foundational Structures

- All Foundational Structures are evident in the system, and there is evidence the system has work in place with the goal of continued movement in a positive direction.

Tiered Framework of Support

- According to the OVT report, before this cycle, the system did not have a cohesive tiered framework in place. The system operated as single buildings with solitary goals and varied functions. Five different screening systems were utilized throughout the district, so it was often difficult to determine growth from grade level to grade level. In response to these inconsistencies, the system made efforts to move towards a district-wide system with district-wide goals, vision, mission and foci. Fastbridge was adopted as a K-12 universal screener for math, reading and behavior. Data-based decision making training was implemented fall, winter and spring with all buildings involved. Cross building conversations and district-wide discussions occurred to ensure consistent implementation. Teachers met vertically to align curriculum across grade levels and standards. State assessment data in reading and math improved from 2017 to 2018 and 2019 as did their Fastbridge data, with 2019 being the strongest year overall. There was a decline in scores in 2020 and 2021, but the system feels this was due to the pandemic, and 2022 data are showing signs of a rebound. The OVT report indicated MTSS Implementation Scale (IMIS) staff survey showed growth on all questions in reading and math fidelity as well as growth in behavior and social emotional learning. The areas that address collaboration, teams, shared responsibility and communication have also shown growth across all questions. During this accreditation cycle, there has been turnover in administration at both the building level and at the district level, and yet these aspects of MTSS have remained intact indicating sustainability. According to the System report, they feel the adoption of an MTSS process that immediately affects student growth is the most important and impactful improvement made during this cycle.

Family, Business and Community Partnerships

- According to the OVT report, Lansing has a district strategic planning group that has representation from all stakeholders: students, families, community members, staff, and board members. Site councils meet on a regular basis at all buildings with feedback given from families and community members. In addition, a special education advisory council was formed to gain feedback and perspectives from stakeholders in topics unique to this area. The system made gains in all five areas measured on the Family Engagement Survey (FES): Welcoming Environment, Supporting Student Learning, Effective Communication, Sharing Power and Advocacy and Community Involvement. This measure was given once a year over a three-year time period.

Diversity, Equity, and Access

- According to the OVT report, the system has taken multiple steps to embed diversity, equity, inclusion, and access mindsets into the day-to-day operations of the school. This includes clubs and activities that highlight multi-cultural aspects of the community, as well as professional development and data-driven decision making around support of students in historically marginalized populations. According to the Accountability Report, in 2021 the reported subgroups had regressed in comparison to All Students. In 2022, however, the majority of areas measured showed a slight incline in scores. The system believes the growth and resilient bounce back may be attributed to the intentional steps taken by the district to provide a safe, supportive learning environment for each student through initiatives such as the Breakfast Club, the Lion Academy, and Multi-cultural/GSA clubs at the high school, 2x10 initiatives at the middle school and high school and district-wide dyslexia training.

Communication and Basic Skills

- According to the System report, additional offerings to address this area have been implemented including computer classes replaced with STEM classes in K-5, student led conferences at the middle school, and a new dual course, Writing for Technical Careers, at the high school. The system continues to have a communications requirement for graduation. According to the OVT report, basic skills such as the Big 5 for reading are taught K-5 and basic computational and conceptual skills are taught for mathematics K-12.

Civic and Social Engagement

- According to the OVT report, courses at the high school and middle school are offered and/or required that address Civic and Social Engagement. The System report indicates students participate in various activities to support this area including student council (3-12), Junior ROTC and Junior Guard, Kays, National Honor Society, Middle School Peer Leadership, and peer models in early childhood.

Physical and Mental Health

- According to the OVT report, mental health has been a significant focus for the system as evidenced by the establishment of a district-wide mental health team, the training of staff on trauma-informed practices and suicide prevention awareness, the reduction of student identifying high rates of mental health concerns and risk factors on the Kansas Communities that Care (KCTC) Survey, and the reduction of students identified with behavioral needs on the SAEBRS and MySAEBRS universal screener. High school students reported a reduction in feelings of depression, sadness and suicidal thoughts and plans and indicated teachers were showing an increase of interest in the student's well-being. While growth was shown in both middle school and high school in this area, scores are still below the state average.

Arts and Cultural Appreciation

- The System report indicates vocal music and art classes are offered for all students at the elementary level. Art, instrumental music and vocal music are offered at both middle school and high school as well as additional classes that are more specialized. All grade levels have student music performances and student talent shows, and theater productions occur at each level as well. An all-district Art Showcase takes place annually as well as a Fine Arts Fair at the middle school. The National English Honor Society at the high school hosts a Poetry Slam and NaNoWriMo, and writing classes at the high school partner with Coterie Theater. Lansing High School was voted a Fine Arts School of Distinction in 2022, and the debate team ranked nationally and won the Leading Chapter Award from the National Speech and Debate Association.

Postsecondary and Career Preparation

- This was an area of strength, and the system was awarded the silver star by the District Kansans Can Star Recognition Program. The OVT report states that multiple steps were taken during this cycle to improve and come into compliance with the state on the Career and Technical Education (CTE) offerings and career pathways in the high school and middle school. Dual enrollment classes were added to support students receiving college credit and courses were updated to more directly address this area. The System report indicated multiple activities were implemented to ensure Individual Plans of Study were in place and effective, including the use of Xello, partnerships with community professionals, Career Fair, and clubs to help meet various needs/interests. High school students had opportunities to meet with representatives from colleges and universities, all branches of the military, and local business owners in a variety of formats.

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

ARC Comment

- Goal 1 – Specifically our goal addressed writing local curriculum and adopting a resource in all pre-K areas and creating their Guaranteed and Viable Curriculum (GVC) for 6-12 Social Studies and refining their GVC K-12 in ELA and Math.

This is not written as a specific goal with measurable outcomes, although the narrative does explain the intent. The OVT report shares the system has made progress toward creating a GVC. During the 2021-2022 school year, K-5 completed their GVC's for ELA, math, science and social studies, and 6-12 completed the GVC for social studies. In the 2022-2023 school year, 6-12 has begun work on ELA, math, and science. Work is being done to ensure vertical alignment for specials and elective courses, as well. Prior to this KESA cycle, there was no vertical alignment of resources, and many classrooms were using non-evidence-based programs and resources that were not aligned to the Kansas State College and Career Standards. During this accreditation cycle, the system adopted a K-12 math resource, a K-5 reading resource, a 6-8 reading resource, a 9-12 ELA resource, all of which are evidence-based and aligned to Kansas Standards. An integrated PK reading resource and resources for science and social studies at this level were also added. Curricular resource alignment EC-12 was the first step. The OVT report states that a focus on creating and maintaining a GVC is a crucial next step in the alignment process and movement towards improving student achievement within their system. Instructional strategies will also be a focus.

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

ARC Comment

- Goal 2 – Adopt the Kansas Professional Learning Standards (KPLS) to analyze data to increase student learning.

The OVT report indicates that prior to this accreditation cycle, professional learning opportunities within the system were school based and individualized to each teacher's specific interests. A systematic focus informed by student data had not been established. During this KESA cycle, the system aligned professional learning events within the KPLS framework. The district emphasized the standards in all professional learning events in an effort to ensure educator knowledge, skills and dispositions align with the standards to positively impact student outcomes. To address needs, the Professional Development Council gathered feedback from teachers through the implementation of the Standards Assessment Inventory and School Culture/Climate Survey. This measure was not in place in the prior KESA cycle. This instrument provided data that showed teachers felt the greatest need for improvement was to have the opportunity to observe other teachers. In response, teachers were provided the opportunity to observe colleagues across the district the last two years of the cycle. Another area of focus was on the core aspects of learning that affect student learning such as curriculum, instruction, assessment, professional learning communities, and data analysis. The district is allocating specific percentages of professional development to each of these specific categories in an effort to ensure that teachers have support needed to positively impact student learning.

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

ARC Comment

The system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. System has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan. The OVT

report indicates that through this accreditation cycle all lead administrative positions at the four buildings and at the district office have turned over at least once. In spite of the administrator turnover, all components of the MTSS implementation remained intact signaling sustainability. Instructional coaches and interventionists have been added to buildings to support the growth of students with the most impacted needs as well as to provide instructional support for teachers. Fiscal resources have been appropriately allocated to increase the number of curricular resources available to teach the standards at Tier 1 and to intervene on skills at Tier 2 and Tier 3.

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

ARC Comment

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. System understands and can explain its data results for some State Board outcomes. System is beginning to collect evidence, data and is working on a plan to address all five (5) State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth

The OVT report stated that the district has made substantial growth in this area and recommend an application for Star Recognition in this State Board Outcome. The system went from a building approach to a district-wide vision for supporting each student's readiness for learning that accompanies social emotional learning. Results from the Kansas Communities that Care Survey indicate significant growth over a three-year time span in the Teacher-Student Relationships and Student Engagement sections on questions such as building safe, supportive and encouraging connections between staff and students, increasing praise, increasing access to relevant coursework, and increasing opportunities for students to engage in activities of interest. The system also made growth in the areas of chronic absenteeism, behavioral referrals and low course grades. According to the Accountability Report for 2021-2022, the system is above the state level for Chronic Absenteeism, but the system did see some decline in this area post pandemic. In the area of behavior referrals, the system also saw growth. In 2019, 87% of students were in Tier 1 which is indicated by 0 or 1 referral in a school year. In 2022, 94% of students were in Tier 1. There was also a significant increase in the area of Course Grades. The number of Fs in one semester at the high school grew from 130 in 2017-2018 to 600 in 2020-2021. Strategies to combat this were implemented, and this number was reduced to 250 in 2021-2022. By the end of 2021-2022, they had 87% of student having zero Fs which was a stark improvement over 67% having zero Fs in 2020-2021. The system also adopted Second Step Pk-8 and Kansas Can Competency Framework 9-12 to address social emotional, mental health and wellness needs.

Kindergarten Readiness

According to the OVT report, the OVT feels the district has made significant strides in the area of Kindergarten Readiness and recommended they apply for Star Recognition in this area, as well. Throughout the process of developing an MTSS framework for preschool, the system has expanded offerings to include an at-risk preschool and a daycare center. This increased their opportunities to identify students with needs that could be intervened upon early. Their Kindergarten Fall Fastbridge scores indicate growth for the years after the implementation of these two programs. Math improved from 62% in Tier 1 in 2018 to 72% of students in Tier 1 in 2022. In reading, scores improved from 52% in Tier 1 in 2018 to 70% of students in Tier 1 in 2022. The system is currently undergoing a new adoption process for an evidence-based curricular resource that integrates reading, math and social emotional learning. This is a standards-based curriculum that they believe will ensure sustainability of growth.

Individual Plans of Study

The system uses Xello for all students 8-12, and currently 100% of students in these grade levels have individual plans of study (IPS). The high school uses seminar time to complete Xello related activities once a week to keep students focused on college and career goals. The middle school conducts student-led conferences that are aligned with the IPS process. The district utilizes IPS results to guide their expansion of CTE courses and career pathways. Dual enrollment classes offered through Donnelly College provide more college credit options for students in addition to the advanced placement pathways. The OVT reports growth has occurred in this area during this KESA cycle.

High School Graduation Rate

The Accountability Report indicates a decline in the graduation rate from 97.1 % in 2017 to 93.1 % in 2020, although the Five-Year Graduation Average is commensurate with the state average. The system is aware of the decline and is taking steps to address it. In 2017, the system received recognition for their Graduation Rate. In 2018-2019, administration, policies and procedures shifted at the high school resulting in a stark increase in students failing courses and becoming off track for graduation. The high school hit a peak of over 600 Fs in the fall of 2020. Strategies were implemented to address this including the 2 x 10 strategy, Breakfast Club, and Lion Academy. Grades improved indicating that a focus on connecting with students and engaging students in school was effective. The current administration has continued these strategies and has added coaching conversations with teachers who are giving out excessive numbers of failing grades. The system believes with continuation of these strategies, the graduation rate will improve.

Postsecondary Success

The OVT report stated that the decline in graduation rate coincided with a decline in the Postsecondary Success Rate and Effective Rate. They hit an all-time high in 2017 and 2018 (years for high graduation rates and low number of Fs) and then declined over the next two years. The system's Postsecondary Success Rate is still above the state average, and they recently received a bronze star in the District Kansans Can Star Recognition program. They believe that the strategies in place to increase the Graduation Rate will positively affect the Postsecondary Success Rate as well.

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

ARC Comment

According to the OVT report, the system gained feedback from stakeholders utilizing the Family Engagement Survey, the Integrated MTSS Implementation Scale (staff survey) and the Kansas Communities that Care (student survey). These were given annually, reviewed by the district leadership team and the building leadership teams, and responses were used to make improvements in communication, shared responsibility, and climate. Results, action plans and the OVT reports have been shared with the Board of Education, the District Site Council and Building Site Councils. A district Communications Director was hired to support increased communication with the community and families. More community input is needed, but the system reports this will be an emphasis in their next accreditation cycle.

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

ARC Comment

According to the OVT report, throughout the accreditation cycle, the system has been responsive to feedback and advice presented by the OVT. One notable result of OVT feedback was evidenced by the creation of accountability partners, which matched building leadership teams together for discussion and feedback regarding building goals, data and next steps. This step, which the OVT reports was designed well, provided teams with partners and collaboration opportunities in an effort to greater expand their knowledge and expertise.

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

ARC Comment

It was stated in the OVT report that the system shared data, action plans and OVT reports with the Board of Education to keep them informed and responsive. The OVT also indicates the system has made significant growth from focus on individual buildings to a true system process and plan utilizing data for continued improvement. Throughout the accreditation cycle, the system has been responsive to feedback and advice presented by the OVT.

ARC Recommendation

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

Justification

- The system has refined its processes to provide for consistency and a district-wide system, so improvement is not related to personnel, but to the processes involved
- Work toward continuing initiatives implemented, refining as needed to ensure student success
- As reported, the system has been responsive to feedback from the OVT, indicating a desire for growth and improvement

Strengths

- Focus and noted improvement in the area of Social-Emotional Growth
- The system has taken steps to add consistent aligned diagnostic tools that provide necessary data and information when designing interventions for individuals or groups of learners
- Considerable work towards refinement of MTSS processes including the regular use of a high functioning self-correcting feedback loop

Challenges

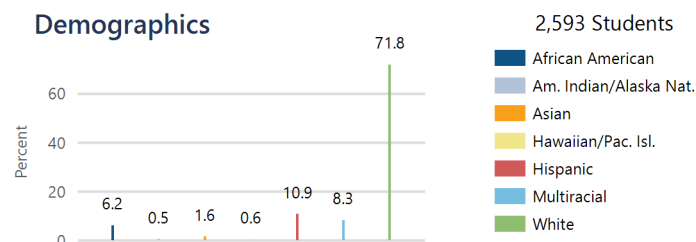
- Write SMART goals for next cycle that are quantifiable
- Continue working to address the issue of chronic absenteeism which is above the state average
- Work to intentionally include preschool within the system
- Continue work on improvement of instructional intensity, using evidence-based practices and utilizing screening data to measure fidelity of those practices



Lansing USD 469

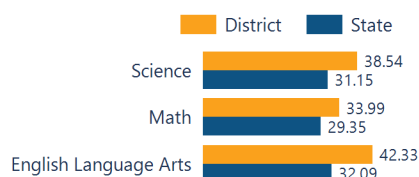
200 E Mary St, Lansing, KS 66043-1633
(913) 727-1100
www.usd469.net

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

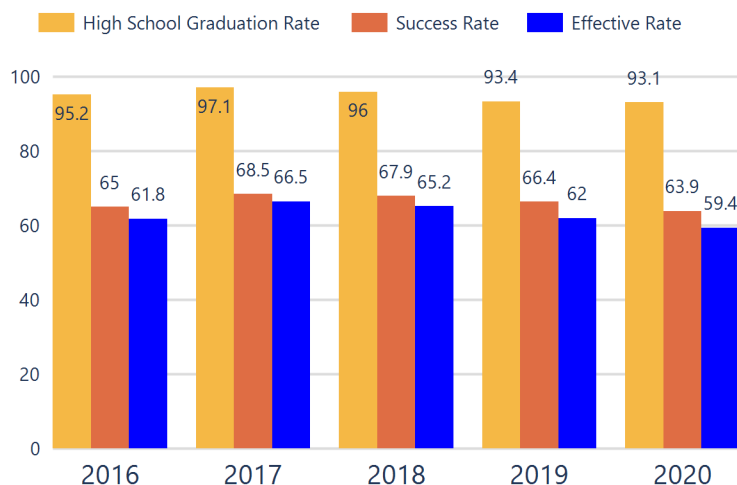


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

95.0%

Five-Year Success Avg

66.4%

Five-Year Effective Avg

63.1%

95% Confidence Interval
for the Predicted
Effectiveness Rate

58.1 - 61.5%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

88.4%

State:
89.3

91.6%

State:
92.1

30.6%

State:
25.4

0.9%

State:
1.4

District ESSA Operating Expenditures Per Pupil

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

\$11,943

State:
\$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	26.53	23.68	32.78	25.44	24.57	30.80
Level 2	N/A	N/A	N/A	41.38	31.55	28.05	40.55	33.08	30.63
Level 3	N/A	N/A	N/A	23.42	33.77	26.95	24.92	33.15	22.35
Level 4	N/A	N/A	N/A	8.64	10.98	12.20	9.07	9.18	16.19

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	40.18	38.27	49.21	35.29	31.84	47.20
Level 2	N/A	N/A	N/A	45.09	35.18	23.43	41.73	35.75	28.00
Level 3	N/A	N/A	N/A	11.04	23.14	25.78	18.48	27.09	16.00
Level 4	N/A	N/A	N/A	3.68	3.39	1.56	4.48	5.30	8.80

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	62.50	60.25	65.90	61.53	57.31	69.79
Level 2	N/A	N/A	N/A	30.00	24.78	17.04	28.34	25.60	21.87
Level 3	N/A	N/A	N/A	5.83	13.24	13.63	7.69	13.41	3.12
Level 4	N/A	N/A	N/A	1.66	1.70	3.40	2.42	3.65	5.20

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	45.23	33.73	51.61	44.31	42.52	61.90
Level 2	N/A	N/A	N/A	41.66	38.55	25.80	32.95	31.03	19.04
Level 3	N/A	N/A	N/A	10.71	24.09	19.35	22.72	22.98	14.28
Level 4	N/A	N/A	N/A	2.38	3.61	3.22	0.00	3.44	4.76

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	32.87	26.76	39.06	32.87	30.40	29.82
Level 2	N/A	N/A	N/A	42.46	38.73	32.81	41.78	35.13	40.35
Level 3	N/A	N/A	N/A	21.91	26.76	20.31	21.23	29.72	19.29
Level 4	N/A	N/A	N/A	2.73	7.74	7.81	4.10	4.72	10.52

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

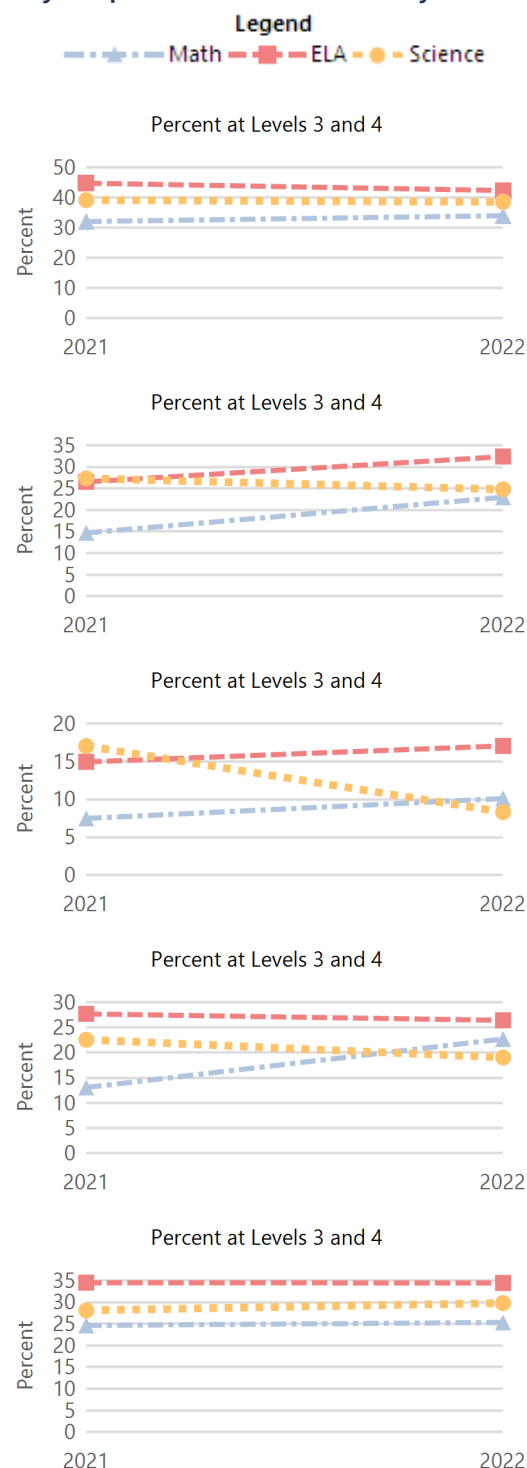
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	20.4
State	19.8

Accreditation Summary

Date: 02/20/2023

System: D0503 Parsons (0000)

City: Parsons

Superintendent: Lori Ray

OVT Chair: Alexis McMillin

Executive Summary/AFI

1. Compliance areas are **generally** addressed.

ARC Comment

No Compliance issues noted

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

ARC Comment

Tiered Framework of Support

This ties directly into their first goal. The OVT noted that all elementary schools have 25 minutes of Tier II four times a week and 15-25 minutes of Tier III intervention once a week in reading. They will look to add more consistent math intervention time as staffing permits in the next cycle. Every building uses DIBELS and NWEA MAP data with progress monitoring occurring every three weeks. Parsons middle school as Tiered intervention class for an additional 50 minutes per day and have added a Reading Interventionist to work with Tier III students. The High School has tiered English classes with smaller class size and more support. Data shows these interventions are improving overall scores.

Family, Business, and Community Partnerships

The OVT reported great communication with families. USD 503 has 16 active Facebook pages, a mobile communication app, a district-wide PTO, and student-led conferences. In addition, the accreditation cycle coincided with, and was a component of, a district-wide strategic plan. The strategic plan process involved community-wide input and brought together civic and business leaders. The district reports this process has led to expanded presentation to various civic organizations which has opened channels of communication. Finally, they began to feature one local industry at each home game to create awareness and collaboration.

Diversity, Equity, and Access

Diversity, Equity and Access are strengths of Parsons, which is one of the most diverse school systems in SouthEast Kansas. The value placed on all cultures is evident throughout their vision, goals and improvement plans. Examples included updated textbook for core subjects which reflect the larger population, counselor lessons and visits with diversity and inclusion at the forefront, African American Studies as an elective class at the high school, strong engagement in Black History Month, parent materials available in alternate languages, foreign exchange students, KS Food Bank program, Jobs for America's Graduates, and Communities in Schools. Not to mention one of the highest foster care populations in the state.

Communication and Basic Skills

The OVT reports that the district has initiated social skills small groups in their elementary buildings and soft skills are a part of the Individualized Plan of Study in the middle and high school. In addition, Parsons has implemented restorative practices which include recovery rooms that focus on conflict resolution through increased communication and restitution.

Civic and Social Engagement

Civic engagement was noted as a strength of USD 503. Over the course of this cycle, both the middle and high school created civic engagement committees which have implemented many civic engagement opportunities. These include: meeting with the City planner, requiring each sport team to volunteer one day a season, organizing a club membership drive, having an annual community service day for all students, performing at local nursing homes, and organizing an annual Honor Flight for local veterans to visit Washington DC.

Physical and Mental Health

In physical health, all schools in Parsons meet the PE requirements. In mental health, all schools utilize a social-emotional curriculum, have regulation rooms and utilize a form of Zones of Regulation. The district has two therapists, through the Mental Health Intervention Program, and a social worker, in addition to school counselors at every building. Finally, they have a behavior consultant through Greenbush who spends a lot of time in the district.

Arts and Cultural appreciation

The OVT reports that Parsons offers many fine art electives. All schools participate in field trips, music programs, and art shows that enhance student's appreciation for the arts. Culturally, the district celebrates its diverse staff and student body and offers an African American Studies class.

Postsecondary and Career Preparation

As this was one of their accreditation goals, the OVT recognized postsecondary and career preparation as a strength of Parsons. They have many pathways and career clusters, they partner with Labette County Community college for dual credit and other college class opportunities. During this cycle, the high school added an academic advisor to focus on individual plans of studies, work with upperclassmen on future plans, and increase applications for aid and scholarships. Finally, the high school added a college orientation class for seniors and a college and career exploration class for juniors. As a result their postsecondary effectiveness rate is 45.7%, above their predicted range.

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

ARC Comment

Goal 1: Parsons District Schools will increase the percentage of students testing as College and Career Ready (3 or 4) by 5% district-wide by May of 2023.

Parsons established the 2020-2021 school year as their baseline when they created this Smart Goal. In 2021-2022, there was a 3% increase in Math and a 1% increase in ELA. It will be a challenge to reach their 5% goal on this year's state assessment, especially in reading, however the OVT felt it was attainable based on the interventions they have implemented. These interventions focused primarily on revamping their Tiered System of Support. What impressed the OVT was that each of the five schools presented their own data, had their own grade level goals, and could articulate where their students were at. In addition all schools reported an increase in Tiered instruction time. The OVT felt this level of focus was a good sign for achieving their goal by the end of this school year. The district has already decided to have all schools utilize FastBridge screener starting next year so that will further increase alignment and collaboration to effect change.

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

ARC Comment

Goal 2: Parsons District Schools will embed Social Emotional Learning and preventative, restorative practices for at-risk youth into all schools to show a 5% growth in Self-Efficacy and Self-Management

through Panorama Screeners and Surveys by May of 2023.

Goal 3: Parsons District Schools will engage secondary students in completing a comprehensive digital portfolio, including a post-secondary educational plan and overview of student interests and skills, resulting in a 5% increase in the district's effectiveness rate by May of 2027.

Goal 2: Parsons established the 2020-2021 school year as their baseline when they created this smart goal. In 2021-2022 there was an 8% increase in Self-efficacy but a 13% decrease in self-management. While the Panorama screener demonstrated mixed results, the OVT noted the positive results of their newly-created Mental Health Intervention Program. This program worked with the students who struggle the most and they demonstrated a marked increase in self-management and self-efficacy which demonstrates significant progress towards this goal. These increases were the result of implementing a district wide social-emotional curriculum, expansion of a restorative practices plan, adding counselors at every building who lead CARE team meetings, and the addition of a district social worker.

Goal 3: As mentioned above, the district already met this goal with a 5.5% increase in their postsecondary success rate. The OVT noted they have many pathways and career clusters and they partner with Labette County Community college for dual credit and other college class opportunities. During this cycle, the high school added an academic advisor to focus on individual plans of studies, work with upperclassmen on future plans, and increase applications for aid and scholarships. Finally, the high school added a college orientation class for seniors and a college and career exploration class for juniors. All of these strategies had an immediate impact on students. The challenge now is to sustain those results.

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

ARC Comment

There was ample evidence that the KESA process was supported. Minutes from the board meetings affirm that the board consistently reviews and updates the District strategic plan and at least twice a year the Board reviews progress toward accreditation goals specifically. The OVT also noted very active Site councils at each building who could readily articulate the school's KESA goals and their progress towards those goals. In addition, all parents are made aware of the KESA goals through annual parent surveys. This level of collaboration helps ensure the sustainability of the improvement process. Every school has its own plans, but they are tied together under the district plan which will sustain the process through any potential changes in leadership. However, the OVT did note that there has been almost no change in personnel dedicated to KESA over the last three years which is an accomplishment in itself.

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

Parsons demonstrated dedication to the state board outcomes and a commitment to using data to drive improvement. They have adopted screeners to track social-emotional growth, they track parent compliance with Kindergarten Readiness survey, they utilize Xello and added a career advocate to implement IPS plans, and their graduation rate and post secondary rates are above the state average and expected range.

Board Outcomes

Social-Emotional Growth	This was one of their goal areas so there was a strong emphasis on this outcome. They use Panorama to collect, disaggregate and monitor data. The implementation of zones of regulation, restorative practices, and CARE teams, combined with the addition of school counselors, a district social worker, and two therapists through a state grant, demonstrate the focus on this board outcome. Their panorama data indicates overall program and there was a marked decrease in office referrals over the course of this cycle
Kindergarten Readiness	Parsons tracks all data related to the ASQ. In 2022, 55% of students took the ASQ. Students who have been identified as needing assistance have had strategies implemented. This data has been tracked for the last five years. The OVT noted the efforts Parsons made to increase participation on the ASQ including emails and letters.
Individual Plans of Study	As this was another goal area, Parsons demonstrated a strong commitment to Individual plans of study. They have 75 different CTE classes and a great collaborative relationship with Labette Community College.. Starting in middle school, every student completes a digital portfolio for their IPS. The schools set aside time once a week to work on their IPS and Xello. The OVT noted the addition of an Academic Advisor and the addition of the College orientation Class for seniors and College and Career class for juniors. The result has been a 5.5% increase in postsecondary effectiveness rate which exceeds their predictive range.
High School Graduation Rate	Parsons' four year graduation rate is 91%, over the state average of 89.3%.
Postsecondary Success	Their five-year Effective average is 45.4%, above their predicted effectiveness rate of 41.7-45.1%.

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

ARC Comment

The OVT noted strong stakeholder engagement. Their parent involvement and engagement is exceptional, as well as their utilization of community partnerships. The district is also cognizant of the effect the pandemic has had on engagement and has action steps in place to improve this. The district ensures that the community is informed, up-to-date, and sees the positive work and celebrations happening in the district. The district references surveys, zoom options for increasing accessibility, and presentations with the school board. There are also very strong SITE councils at every building.

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

ARC Comment

The OVT chair indicated a strong fidelity to the KESA process. The OVT received all necessary information in a timely fashion and had the required yearly visits.

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

ARC Comment

The OVT noted that Parsons was committed to the process, responsive to inquiries, and open to suggestions. The leadership and the board were committed to KESA and stakeholder engagement was high. Their goals were rewritten in 2021 to be smart goals. Within the five years, the majority of the action steps were accomplished and implemented. Their goals were highly aligned with the local board strategic plan and the OVT noted strong unity between all the buildings. There was a strong unity between district and building leadership. The OVT was also pleased with the use of data and the desire to use that data to drive next steps in both this cycle and the next.

ARC Recommendation

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

Justification

The ARC recommends full accreditation for USD 503 Parsons Public Schools. Their 5 year graduation rate is 91.5% and their 5 year postsecondary effective rate was 45.4% which was just above the top end of their predicted range. Although their state assessment results were slightly under the state average, they improved 3% in Math and 1% in ELA and their first goal was dedicated to seeing further improvement. Parsons revamped their Tiered System of Support and added additional intervention time at all five schools to improve their assessment scores. The formative data at both the district and school level indicated continued improvement this school year and over the five year cycle. Their second goal was to measurably improve student self-efficacy and self-management. The strategies they implemented were strong and, although their data showed some mixed results, the overall results were significant. Their third goal was their greatest success as their new strategies resulted in a 5.5% increase in their postsecondary effectiveness rate.

Strengths

Given the challenging demographics of the district, strengths include their graduation rate and post secondary success rate. They also have a great collaborative effort with their board and community. The board's willingness to add an academic advisor, a social worker, school counselors, and two therapists demonstrates their commitment to the state board outcomes. There is great collaboration with stakeholders and the OVT repeatedly commented on the unity between schools and the district in achieving their goals..

Challenges

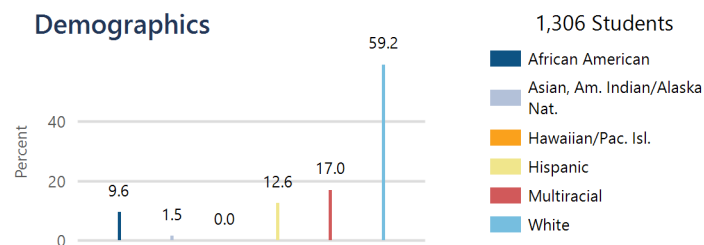
They must continue to focus on their strategies to improve their state assessment scores. Slow steady growth is admirable, but also fragile. Likewise their social-emotional goal demonstrated mixed results. They realize both of these goals need to be carried over into Cycle II if they are going to create a sustained impact on the students in Parsons. In addition, they will have to find ways to keep all the newly created positions as ESSER money runs out.



Parsons USD 503

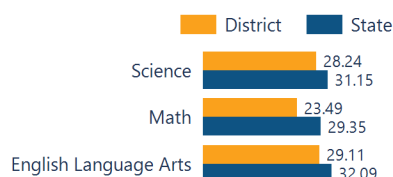
2900 Southern, Parsons, KS 67357
(620) 421-5950
www.usd503.org

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

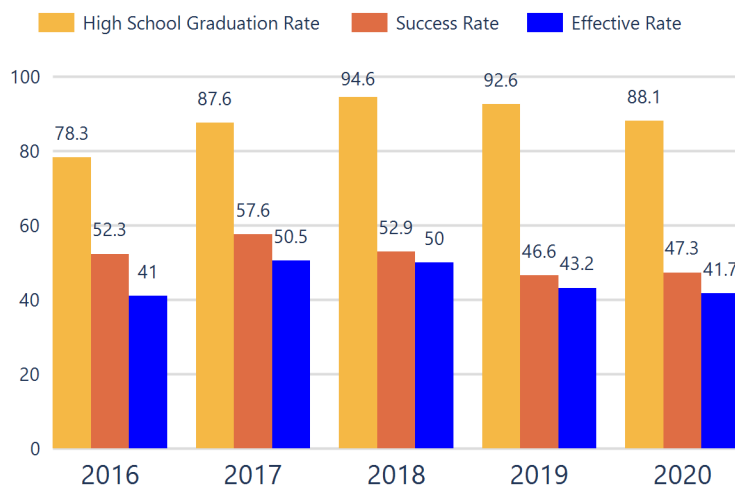


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

88.2%

Five-Year Success Avg

51.4%

Five-Year Effective Avg

45.4%

95% Confidence Interval
for the Predicted
Effectiveness Rate

41.7 - 45.1%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

91.6%

State:
89.3

District ESSA Operating Expenditures Per Pupil

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

\$15,205

State:
\$13,830

91.8%

State:
92.1

29.8%

State:
25.4

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

1.7%

State:
1.4



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	45.08	27.90	40.83	39.67	36.10	38.28
Level 2	N/A	N/A	N/A	33.65	43.64	31.29	36.82	34.76	33.45
Level 3	N/A	N/A	N/A	16.90	22.36	21.37	17.96	22.73	16.72
Level 4	N/A	N/A	N/A	4.34	6.08	6.48	5.53	6.38	11.52

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	49.58	29.78	46.80	46.30	39.55	43.71
Level 2	N/A	N/A	N/A	32.23	46.08	29.78	35.12	36.88	33.53
Level 3	N/A	N/A	N/A	15.15	18.80	19.14	15.43	18.66	14.37
Level 4	N/A	N/A	N/A	3.03	5.32	4.25	3.13	4.88	8.38

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	74.19	42.25	69.38	64.58	63.94	71.42
Level 2	N/A	N/A	N/A	20.16	47.88	22.44	28.47	31.29	22.22
Level 3	N/A	N/A	N/A	4.83	9.85	8.16	6.25	4.76	6.34
Level 4	N/A	N/A	N/A	0.80	0.00	0.00	0.69	0.00	0.00

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	62.06	46.93	66.66	52.63	44.06	62.50
Level 2	N/A	N/A	N/A	29.31	36.73	22.22	28.07	35.59	33.33
Level 3	N/A	N/A	N/A	8.62	16.32	11.11	17.54	18.64	4.16
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	1.75	1.69	0.00

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	46.05	21.73	45.45	38.27	40.74	34.48
Level 2	N/A	N/A	N/A	26.31	49.27	24.24	37.03	24.69	41.37
Level 3	N/A	N/A	N/A	22.36	21.73	24.24	19.75	27.16	3.44
Level 4	N/A	N/A	N/A	5.26	7.24	6.06	4.93	7.40	20.68

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

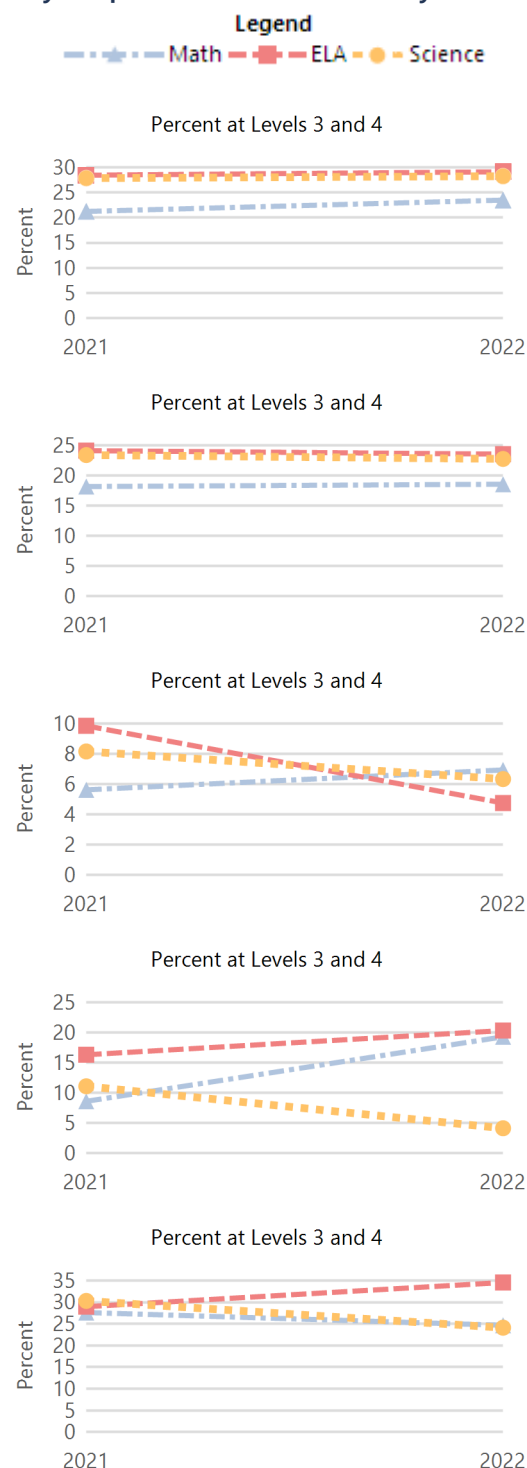
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	18.5
State	19.8

Accreditation Summary

Date: 03/01/2023

System: Z0026 Lutheran Schools (Topeka) (0642)

City: Topeka

Superintendent: James Bradshaw

OVT Chair: Michael Gritten

Executive Summary/AFI

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

ARC Comment

Mentoring plan has been turned in and they are awaiting KSDE feedback

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

ARC Comment

Tiered Framework of Support

Linn Lutheran is a K-8 building with 60 students, which is an average of 7 students per grade level. As a result, small group instruction is built into their classroom. This was one of their goal areas so there was much focus on being more intentional and data driven about their tiered system of support. They utilize Fastbridge to identify student needs and to progress monitor. The OVT reports that, starting in 2021-22, they routinely utilize small groups for Tier II instruction and they utilize the public school Title I teacher for Tier III interventions.

Family , Business, and Community Partnerships

Linn Lutheran is a private school so is reliant on family partnerships and their community partnerships with local Lutheran churches to remain open. The OVT reports the small size of the school and close relationships with families results in strong partnerships. Newsletters and emails keep the families informed. The community of Linn is also small and therefore Linn Lutheran has many business and community ties. There are regular field trips to local stores and the bank. There is a good relationship with the local public school .

Diversity, Equity, and Access

While there is not a lot of diversity in their school or community, Linn Lutheran is committed to providing access to all who want to attend. They do not charge tuition, but do have a sizable registration fee. However, financial assistance is available for students on free/reduced lunch. All student groups' needs are represented in the improvement process.

Communication and Basic Skills

The OVT reported on a newly created program called Linn Lutheran Ambassadors, a program created to address the lack of basic communication and social skills coming out of COVID. The program is designed to teach 5th through 8th grade students soft skills and increase their confidence interacting with peers and adults. Students learn how to fill out applications, practice public speaking, plan school events, and learn how to interact with adults.

Civic and Social Engagement

As a Lutheran school, the students participate in many charitable activities and fundraisers with their church. They host a grandparent's day each year. In addition they hold mock elections in middle school, raise funds for local veterans, and host annual Veteran Day activities. In the last two years, the

OVT reports they have hosted Senator Jerry Moran and Kansas House Representative Lisa Mosier who both spoke to the students about how government operates and the importance of civic engagement.

Physical and Mental Health

The OVT reports the use of the Wellness Impact Tool to guide their wellness policy. All students have regular PE classes and recess. For mental health, they utilize SAEBRS to monitor emotional well-being and their pastor to provide counseling.

Arts and Cultural appreciation

The OVT reports that Linn Lutheran students participate in the Gathering of Talents at Concordia University. This regional event allows the students the opportunity to display their talents in art, drama, writing, music and cheer. They have a choir and handbell choir who both perform around the community and their school puts on a musical every March. They utilize a Duolingo app for Spanish.

Postsecondary and Career Preparation

Not having a high school makes this section a little difficult. But, Linn Lutheran has informally traced their students going back 10 years. They found a self-reported post-secondary success rate of 97%. They report:

- 41% of graduates have attended a 4-year university
- 34% have attended a 2-year vocational/trade school
- 22% have earned technical/certification program
- 3% went to the military.

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

ARC Comment

By May 2022, students in the MAPS/ FastBridge math subtest will demonstrate growth in the subtests measurement and data, and number and operations on grade-level work with a target of 10% growth rate per year. To support this goal in math testing, students will take test anxiety questionnaires to determine levels of test anxiety and receive curricular support in test preparation.

Linn Lutheran implements Fastbridge, tiered instruction, and progress monitoring to improve student's growth in measurement and data and numbers and operations. Identified students were given additional tier II instruction by the MTSS teacher. They utilize the Fastbridge data to place the students and progress monitor once every three weeks to ensure that interventions are being effective. They also utilized data on test anxiety and helped work with students who struggle with test anxiety.

The OVT analyzed the data and determined they did achieve 10% growth in numbers and operations and a 5.6% growth in Measurement and data. The school believes they did not reach their goal in measurement and data because of their use of the Saxon curriculum. They are considering changing their curriculum or supplementing it for next year. Also they have had two new teachers each of the last two years. This is a significant impact on a small staff so consistency is difficult.

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

ARC Comment

Goal 2: By June 2022, all 1st-8th grade students will improve their writing rubric data by showing growth in all rubric areas throughout the year by an average of .3 or 30%.

Linn Lutheran implemented the six trait writing rubric during this cycle. They required at least one writing piece per month that was scored on at least one of the traits. In March of each year, all

students would complete a writing piece that was scored on all six traits and measured for growth over time. Focused instruction on the six traits, as well as dedicated time to write, were utilized to improve student scores. It was also helpful that this was implemented schoolwide so students gain familiarity and comfort over the five year cycle through the use of common vocabulary and focused instruction.

The OVT reports that Linn Lutheran did achieve a 30% increase in rubric scoring compared to the baseline data. They created a specific plan for their teachers and the OVT reported strong buy in from the staff. This is a goal they would like to continue because, although they did show significant growth, they feel there is still room for improvement.

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 strong board support. The school has allocated funds for Fastbridge, online writing resources and a new math curriculum. The board also supported reconfiguring their staff to allow for a MTSS teacher to support Goal 1.

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

Linn Lutheran demonstrated dedication to the applicable board outcomes. They added SAEBERS to measure social emotional growth, the majority of their students take the ASQ, they utilize Xello,, and although they don't have to, they track graduation and post-secondary success. Both of which are very high.

Board Outcomes

Social-Emotional Growth

During this five year cycle, they have added the SEABRS screener, implemented a new character education curriculum, began a new bullying curriculum, and updated their suicide prevention plan. They have taken special note to train all new teachers on all of these social emotional tools. Finally, they meet as a staff every morning and part of their discussion is the well-being of their families and how they can support each other in supporting the children.

Kindergarten Readiness

The OVT reported that Linn Lutheran is unique in that they have a preschool in their building, but no kindergarten. All students go to the public school for kindergarten and then return for 1st - 8th grade. They do have all of their preschool students take the ASQ and then share that data with the public school. The OVT reports 100% completion this last year.

Individual Plans of Study

The OVT reports that all 7th and 8th graders utilize Xello to meet this requirement. In addition, each 7th and 8th graders completes a research paper on a job field of their choice. Finally, they created a checklist of career areas and kept track of field trips and experiences that expose the students to all career clusters.

High School Graduation Rate

Linn Lutheran only goes to 8th grade so they do not have a high school graduation as reported by the state. However, being a small town with a small graduating class, they are able to track their students when they move onto Linn high school. The OVT reports a 100% graduation rate for their students who go to Linn, but not all students go to Linn. Therefore they do not have a completely accurate number.

Postsecondary Success

Linn Lutheran only goes to 8th grade so they do not have a post-secondary success rate as reported by the state. However, being a small town with a small graduating class, they are able to track their students when they move onto the local high school. By their measure, they have a 97% post secondary success rate. 41% to a 4 year school, 34% to a 2-year school, 22%, earning a certification and 3% to the military. But that is obviously unofficial.

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

ARC Comment

The OVT reported the use of surveys and face to face meetings to gather stakeholder impact. In addition, they shared written plans and updates with all parents, and presented to the board, Parent Teacher League, and School Council regularly throughout the cycle.

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

ARC Comment

The OVT chair indicated a strong fidelity to the KESA process. The OVT received all necessary information in a timely fashion and had the required yearly visits.

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

ARC Comment

The OVT reported their strength is adaptability and their structures. Even with a high staff turnover, the structures kept the process going. They routinely updated the board and worked to ensure the KESA plan was aligned with the other board priorities. They updated their goals to be SMART goals and consistently reevaluate their strategies and goals throughout the process. Despite high turnover, two teachers were there for the whole time and demonstrated great commitment to the process throughout.

ARC Recommendation

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

Justification

The ARC recommends full accreditation for USD Z0026-0642 Linn Lutheran. They have demonstrated quantifiable success in process and results. While they do not have official graduation or post secondary success rates, the OVT can anecdotally report a 100% graduation rate and a 97% post secondary success rate. Their state assessment scores are significantly above the state average in math and reading. Their first goal was to increase math scores through implementation of tiered instruction and progress monitoring. They met their goal in numbers and operations, while falling short in measurement and data. Their second goal was to improve their writing scores through implementation of the six trait writing system. They did meet their improvement goal in this area. Finally, Linn Lutheran deserves accreditation because they have embraced the KESA process and implemented it with fidelity.

Strengths

The strength of Linn Lutheran is in their administration and KESA team who has been extremely dedicated to the process and its success. Their other strength is their small, vibrant school community whose rich history and traditions create a strong school culture and a great relationship with the local public school.

Challenges

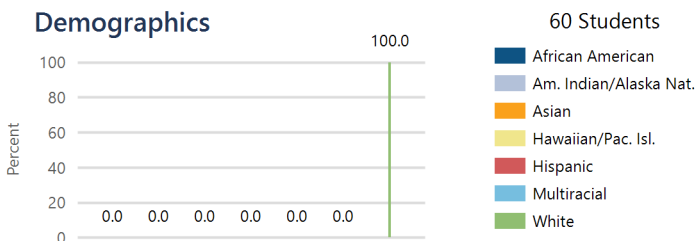
They have a challenge of teacher turn-over and finding qualified teachers year in and year out. They also realize they need to continue to commit to the their MTSS process by digging deeper into their FastBridge data and allocating sufficient time for its implementation and progress monitoring.



Linn Lutheran -
Lutheran Schools (Topeka) - Z0026

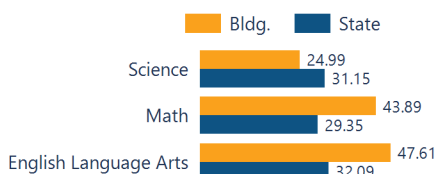
112 Church Street, Linn, KS 66953-9543
 (785) 348-5792
<https://linnlutheran.eduk12.net/>
 Principal: **David Beikmann**

System Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation:
 Grades: **PK,1-8**
 Superintendent: **James Bradshaw**



Academically Prepared for Postsecondary Success

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

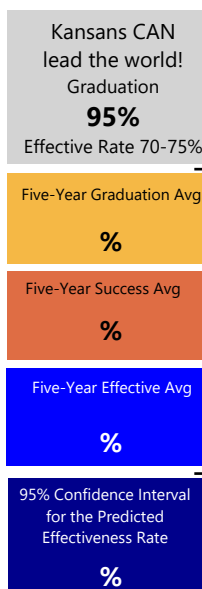


District Postsecondary Effectiveness

No Data Available

District Kansans Can Star Recognition

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



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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

State: N/A	School ESSA Operating Expenditures Per Pupil	State: N/A
89.3	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.	State: \$13,830
State: 97.1%		
92.1		
State: 4.8%		
25.4		
State: N/A	Click here for State Financial Accountability.	
1.4		



School Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	12.90	32.25	N/A	12.19	33.33	41.66
Level 2	N/A	N/A	N/A	51.61	25.80	N/A	43.90	19.04	33.33
Level 3	N/A	N/A	N/A	25.80	38.70	N/A	36.58	35.71	16.66
Level 4	N/A	N/A	N/A	9.67	3.22	N/A	7.31	11.90	8.33

FREE AND REDUCED LUNCH STUDENTS

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

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

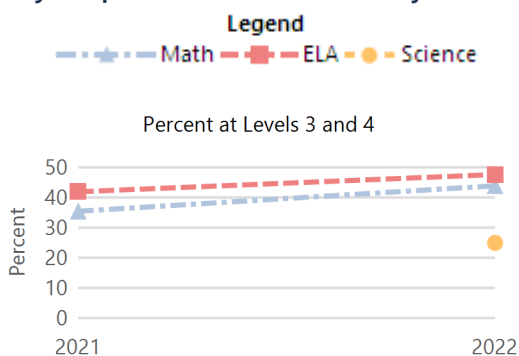
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

Building

State 19.8

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 16

Staff Initiating:

Shane Carter

Director:

Leah Zeller

Commissioner:

Randy Watson

Meeting Date: 4/11/2023

Item Title:

Teacher Licensure: Update on Registered Apprentice Program

Recommended Motion:

The Teacher Licensure team will provide an update on the creation of a Teaching Registered Apprenticeship program.

Explanation of Situation Requiring Action:

Purpose:

A Teaching Registered Apprentice (RA) program will be a tool to address teacher shortage. The Teaching RA program will allow districts to identify teacher candidates from their current work force such as para educators, substitute teachers, or students who graduated from their district. The Teaching RA program will allow districts to hire candidates as teacher apprentices while the candidate completes college coursework to become a licensed teacher. Teacher apprentice candidates will not serve as teachers of record during the program but serve as an apprentice under the tutelage of a mentor teacher while coursework is completed.

Background:

The federal government defines registered apprenticeships as being industry-driven, high-quality career pathways where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally recognized credential. Last year, the Department of Labor recognized teacher training as an industry eligible to participate in the Registered Apprentice program. A Teaching RA program allows one to work in a district as a teacher apprentice under the direction of a mentor teacher while completing coursework to earn a bachelor's degree and complete a state-approved teacher preparation program.

Since May 2022, the licensure team met with higher education partners, district partners and other professional education organization to explore the idea of creating a RA program. At this time, the licensure team is ready to apply to the Department of Commerce for to initiate a Teaching RA program in Kansas, and the licensure team plans to start a pilot Teaching RA program during the Fall 2023-2024 School Year.

Additional Information:

During the 2023 Legislative session, House Bill 2292 was introduced which directs the creation of a Teaching RA program, and provides funding to do so. The bill was passed through the house and

the Senate Commerce Committee. The Bill is pending Senate approval. If the bill is approved, the Department of Education will be required to create and implement a Teaching RA program.

FACT SHEET



Registered Teacher Apprenticeship

WHAT ARE REGISTERED APPRENTICESHIPS?

The federal government defines registered apprenticeships as being industry-driven, high-quality career pathways where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally recognized credential.

PROPOSED REGISTERED TEACHER APPRENTICESHIP

- This is a new tool to address the teacher shortage issue.
- This provides districts with another grow-your-own option for promising teacher candidates identified by local school districts.
- Individuals identified through their local school districts as promising teacher candidates are eligible to apply for the Registered Teacher Apprenticeship Program in Kansas.
- Once accepted, the individual becomes a teaching assistant to the lead classroom teacher, while earning a bachelor's degree from a partnering, approved teacher preparation program. Essentially, the apprentice would be able to “earn while they learn.”
 - The financial burden of completing a teacher preparation program is a barrier that can prevent many people from entering the profession.
 - Through the Registered Apprenticeship Program, participants would be paid an hourly wage to serve as a teaching assistant and would receive tuition assistance – helping to eliminate that financial barrier.

Registered Teacher Apprenticeship



- Apprenticeships that are registered through the U.S. Department of Labor adhere to all federal regulations.

BENEFITS

- Districts can handpick candidates (particularly those with whom there has been some previous working relationship) who demonstrate traits of a promising educator.
- Unlike other grow-your-own programs and nontraditional programs, candidates aren't required to have earned previous college credit to qualify for the program. The bachelor's degree and teacher preparation are completed during the program.
- Candidates can step directly into the classroom on day-one working under the supervision and guidance of an experienced lead educator.
- Candidates receive on-the-job training while earning a bachelor's degree in education, all at little to no cost to the candidate.
- Upon completion of the program, candidates receive their initial teaching license.

For more information, contact:

Shane Carter
Director
Teacher Licensure
(785) 296-2289
scarter@ksde.org



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

(785) 296-3201

www.ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 a.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 4/11/2023

Item Title:

Act on Recommendations of the Professional Practices Commission (grant)

Recommended Motion:

It is moved that the Kansas State Board of Education 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 case 22-PPC-08 and 22-PPC-18.

Explanation of Situation Requiring Action:

22-PPC-08

Applicant applied for an emergency substitute license. Applicant entered into a criminal diversion agreement on January 14, 2021 concerning criminal charges of possession of Oxycodone or Hydrocodone, driving under the influence, possession of marijuana and possession of drug paraphernalia, alleged to have occurred on November 15, 2020. Upon hearing her testimony during an evidentiary hearing, the PPC recommends by a vote of 8-0, she receive an emergency substitute license. (note: Certain minor details of this case not affecting the outcome or considerations of the PPC are not accurately reflected by the Initial Order. Those details are in the process of being corrected by a forthcoming Order).

22-PPC-18

Applicant applied for a professional teaching license. Applicant entered into a one-year diversion agreement on July 15, 2019 concerning criminal charges of Felony Aggravated Battery, Felony Battery on Law Enforcement Officer and Felony Criminal damage to property, alleged to have occurred on May 23, 2019. Upon hearing her testimony during the evidentiary hearing, the PPC recommends by a vote of 7-0, she receive a professional teaching license.

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of

[REDACTED]

OAH Case No.: 23ED0003 ED
KSDE Case No.: 22-PPC-08

INITIAL 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 (State Board) that the application by [REDACTED] to renew an emergency substitute teaching license and substitute teaching license be granted, subject to KSDE receiving a letter from the administration where [REDACTED] is employed acknowledging awareness of [REDACTED] past criminal conduct.

Statement of Case

This matter comes on for hearing before the Commission upon the request for hearing made by [REDACTED] concerning a complaint filed by the KSDE on December 14, 2021 seeking denial of [REDACTED] application for an emergency substitute teaching license.

The hearing was held on July 20, 2022. Appearing for the Commission were Chairperson, Jennifer Holt, and members Caroline Spaulding, Jamie Wetig, Eric Filippi, Dr. Christy Ziegler, Aaron Edwards, Ricardo Sanchez, and Leigh Anne Rogers. Loren F. Snell, Jr., Administrative Law Judge, was appointed and served as the Presiding Officer over the evidentiary hearing.

[REDACTED] appeared in person without an attorney.

KSDE appeared by and through R. Scott Gordon, General Counsel.

Loren F. Snell, Jr., Administrative Law Judge, was appointed and served as the Presiding Officer over the evidentiary hearing.

Evidentiary Rulings

KSDE offered document marked as Exhibit A and requested it be admitted as evidence. [REDACTED] had no objection. Exhibit A was admitted.

██████████ offered documents identified as Exhibits 1 through 5 and requested they be admitted as evidence. KSDE had no objection. Exhibits 1 through 5 were admitted.

Findings of Fact

1. ██████████ has been licensed with the State of Kansas as an emergency substitute teacher since 2017.

2. ██████████ applied to KSDE to renew her emergency substitute teaching license. (Exhibit A). The exact date of the application is unknown to the Commission.

3. A criminal background check was conducted and revealed that ██████████ had entered into a criminal diversion agreement on January 14, 2021 concerning criminal charges of: (1) possession of Oxycodone or Hydrocodone; (2) driving under the influence; (3) possession of marijuana; and, (4) possession of drug paraphernalia, alleged to have occurred on November 15, 2020.

4. The term of the criminal diversion agreement was twelve (12) months from the date of filing with the Ford County District Court.

5. ██████████ was licensed by the State of Kansas as an emergency substitute teacher at the time of the charges and the criminal diversion agreement.

6. ██████████ provided testimony as to the events on November 15, 2020 that led to her criminal charges. ██████████ took responsibility for her actions that led to her criminal charges, testifying she had been going through a difficult time and had "allowed wrong people into her life." ██████████ testified she does not do drugs or drink alcohol and that she was in a new "healthy" relationship and was pregnant. ██████████ testified that her ex-husband and his family are her support network and that if she was asked about her experience she would be honest and use it as a teaching moment.

Conclusions of Law

The State Board is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.¹

"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 [K.A.R. 91-22-1a](a)."² Conduct for which a license may be suspended or revoked includes, but is not limited to: "(1) Conviction of any crime punishable as a felony; ... (4) conviction of any misdemeanor involving drug-related conduct."³

¹ Kan. Const., Art. VI and K.S.A. 72-255.

² K.A.R. 9122-1a(b).

³ K.A.R. 91-22-1a(a).

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.⁴

The Commission felt it was appropriate to consider the factors set forth in K.A.R. 91-22-1a(g)(1) in determining if [REDACTED] application for an emergency substitute teaching license should be granted. The factors considered were:

- (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;
- (E) the time elapsed since the denial or revocation;
- (F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;
- (G) the number of incidents of improper conduct; and
- (H) discharge from probation, pardon, or expungement.

The Commission acknowledged that [REDACTED] criminal conduct was serious; however, felt that [REDACTED] acknowledged the wrongfulness of her criminal conduct and took responsibility. The Commission felt [REDACTED] had taken steps to rehabilitate herself and separate herself from the conduct that led to her criminal conduct.


[REDACTED] has recognized the wrongfulness of her criminal conduct, taken responsibility for it and made efforts to change to avoid the same conduct in the future.

The Commission feels [REDACTED] past criminal conduct is not reflective of the person she is now. The Commission feels [REDACTED] past conduct has ceased to be a factor in her fitness for licensure and she is suitable, to be a role model for students.

On a vote of 8 in favor and 0 opposed the Commission recommends to the State Board that the emergency substitute teaching license be granted to [REDACTED].

⁴ *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012).

IT IS SO ORDERED.


Jennifer Holt, Chairperson
Professional Practices Commission

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 **fifteen (15) 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.

Barbara Hughes
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.

Certificate of Service

On January 23, 2023, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:



and, I further certify that I caused a copy of the foregoing to be hand-delivered to:

R. Scott Gordon, Attorney
Kansas State Department of Education
900 SW Jackson, Ste. 102
Topeka, KS 66612
Tel: (785) 296-3204

Marisa Seele
Marisa Seele, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street
Topeka, KS 66612-1182

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of
[REDACTED]

KSDE Case No.: 22-PPC-18
OAH Case No.: 23ED0008 ED

INITIAL 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 (State Board) that the application by [REDACTED] for a professional teaching license be granted, as well as any other licensure as long as [REDACTED] meets the requirements.

Statement of Case

This matter comes on for hearing before the Commission upon the request for hearing made by [REDACTED] concerning a complaint filed by the KSDE on August 16, 2022 seeking denial of [REDACTED] application for a professional teaching license.

The hearing was held on July 20, 2022. Appearing for the Commission were Chairperson, Jennifer Holt, and members Caroline Spaulding, Jamie Wetig, Eric Filippi, Dr. Christy Ziegler, Darrin San Romani, and Ricardo Sanchez.

[REDACTED] appeared in person and by counsel, Kyler C. Wineinger.

KSDE appeared by and through R. Scott Gordon, General Counsel.

Loren F. Snell, Jr., Administrative Law Judge, was appointed and served as the Presiding Officer over the evidentiary hearing.

Evidentiary Rulings

KSDE offered documents marked as Exhibits A through C and requested they be admitted as evidence. [REDACTED] had no objection. Exhibits A through C were admitted.

[REDACTED] offered documents identified as Exhibits 1 through 7 and requested they be admitted as evidence. KSDE had no objection. Exhibits 1 through 7 were admitted.

Findings of Fact

1. [REDACTED] held a professional teaching license, issued by the State Board, from 2013 until May of 2020. [Complaint].

2. While licensed as a teacher, on or about May 23, 2019 [REDACTED] was charged in the District Court of Seward County, Kansas, with the following: one (1) count of Aggravated Battery¹; one (1) count of Interference with Law Enforcement²; one (1) count of Criminal Damage to Property³; one (1) count of Battery on a Law Enforcement Officer⁴; one (1) count of Domestic Battery⁵; and, one (1) count of Driving Under the Influence of Alcohol⁶. [Exhibit A]. The criminal case number was 2019-CR-000265.

3. [REDACTED] testified that on the night in question she and her fiancé had been at a restaurant and had been drinking alcohol. Her recollection was that they had driven separate vehicles and had pulled over to take one vehicle home. She failed to put her vehicle in park and it hit the side of her fiancé's truck, causing damage. [REDACTED] did not remember fighting with her fiancé; however, law enforcement showed up at her home [REDACTED] remembered being cornered and trying to get past a law enforcement officer when they pushed into one another two (2) times.

4. [REDACTED] testified that she has reduced her alcohol consumption, maybe one (1) or two (2) drinks once every three (3) months, and has a better understanding of her emotions. [REDACTED] acknowledged she had acted wrongly on the night of the criminal conduct and accepted responsibility for her actions.

5. On or about July 15, 2019 [REDACTED] entered into a Diversion Agreement with the Seward County Attorney. [Exhibit B].

6. On October 15, 2019 the criminal case against [REDACTED] was dismissed. [Exhibit B].

7. On November 19, 2019 the KSDE filed a Complaint requesting that [REDACTED] professional teaching license be revoked due to her criminal conduct. [Exhibit C]. A copy of the Complaint was mailed to [REDACTED] last known address of record on November 22, 2019.

8. On December 14, 2019 the Complaint was returned to KSDE marked as unclaimed. [Exhibit C].

¹ Severity Level 7 Person Felony, K.S.A. 2013 Supp. 21-5413(b)(1)(B).

² Severity Level 9 Person Felony, K.S.A. 2011 Supp. 21-5904(a)(3)(b)(5)(A).

³ Severity Level 9 Person Felony, K.S.A. 2011 Sup. 21-5813(a)(1) and (b)(2).

⁴ Class A Person Misdemeanor, K.S.A. 2013 Supp. 21-5413(c)(1)(B).

⁵ Class B Person Misdemeanor, K.S.A. 2013 Supp. 21-5414(a)(1)(c)(1)(A).

⁶ Class B Nonperson Misdemeanor, K.S.A. 2011 Supp. 8-1567(a)(3) and (b)(1)(A).

9. On May 12, 2020 a Final Order was issued by the State Board revoking [REDACTED] professional teaching license. [Exhibit C].

10. [REDACTED] testified that she was unaware of the 2019 proceedings to revoke her professional teaching license and did not learn of the revocation until August of 2020. [REDACTED] testified she updated her address with KSDE in August of 2020.

11. [REDACTED] applied to KSDE for a professional teaching license. [Complaint]. The exact date of the application is unknown to the Commission.

Conclusions of Law

The State Board is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.⁷

“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 [K.A.R. 91-22-1a](a).”⁸ Conduct for which a license may be suspended or revoked includes, but is not limited to: “(1) Conviction of any crime punishable as a felony.”⁹

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.¹⁰

The Commission felt it was appropriate to consider the factors set forth in K.A.R. 91-22-1a(g)(1) in determining if [REDACTED] application for a professional teaching license should be granted. The factors considered were:

- (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;
- (E) the time elapsed since the denial or revocation;

⁷ Kan. Const., Art. VI and K.S.A. 72-255.

⁸ K.A.R. 9122-1a(b).

⁹ K.A.R. 91-22-1a(a).

¹⁰ *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012).

- (F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;
- (G) the number of incidents of improper conduct; and
- (H) discharge from probation, pardon, or expungement.

The Commission acknowledged that [REDACTED] criminal conduct was serious; however, felt that [REDACTED] acknowledged the wrongfulness of her criminal conduct, had taken responsibility for it, and made efforts to change to avoid the same conduct in the future.

The Commission felt [REDACTED] had taken steps to rehabilitate herself and separate herself from the conduct that led to her criminal conduct and her behavior had ceased to be a factor in her fitness for licensure and that she was suitable to be a teacher and a role model for students.

On a vote of 7 in favor and 0 opposed the Commission recommends to the State Board that the professional teaching license, as well as any other licensure as long as [REDACTED] meets the requirements, be granted to [REDACTED].

IT IS SO ORDERED.

Jennifer Holt, Chairperson
Professional Practices Commission

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 **fifteen (15) 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.

Barbara Hughes
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.

Certificate of Service

On _____, 2023, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:



Kyler C. Wineinger
Morris Laing Law Firm
800 SW Jackson, Suite 1310
Topeka, KS 66612

and, I further certify that I caused a copy of the foregoing to be hand-delivered to:

R. Scott Gordon, Attorney
Kansas State Department of Education
900 SW Jackson, Ste. 102
Topeka, KS 66612
Tel: (785) 296-3204

Marisa Seele, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street
Topeka, KS 66612-1182

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number: 17 b.****Staff Initiating:**

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date:**4/11/2023****Item Title:**

Act on the recommendations of the Professional Practices Commission (denial)

Recommended Motion:

It is moved that the Kansas State Board of Education deny the application for an Emergency Substitute License in case #22-PPC-23

Explanation of Situation Requiring Action:**22-PPC-23**

On October 6, 2022, the Kansas State Department of Education filed a formal Complaint requesting the denial of Applicant's application for an emergency substitute license. Applicant responded to the Complaint and requested a hearing. On January 19, 2023, Applicant sent an email to the Office of Administrative Hearings, stating she wanted to withdraw her appeal. The Complaint alleges that between October, 2018 and September, 2019, Applicant was involved in the trafficking and/or use of unlawful contraband by individuals in custody within state correctional facilities. The Professional Practices Commission voted 6-0 to deny the application for an emergency substitute license.

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the Application of
[REDACTED]

22-PPC-23

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (Commission) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking denial of [REDACTED] [Applicant] application for an Emergency Substitute License.

The hearing on this matter was held on March 3, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, Leigh Anne Rogers, Ricardo Sanchez, and Christy Ziegler. The KSDE appeared by and through its attorney, R. Scott Gordon. Applicant did not appear.

FINDINGS OF FACT

1. On October 6, 2022, the Kansas State Department of Education filed a formal Complaint requesting the denial of Applicant's application for an emergency substitute license. The Complaint was mailed to Applicant's last known address by standard and certified mail. The certified mail receipt indicates it was delivered and signed for.
2. Applicant responded to the Complaint and requested a hearing. On January 19, 2023, Applicant sent an email to the Office of Administrative Hearings, stating she wanted to withdraw her appeal.
3. The Complaint alleges that between October, 2018 and September, 2019, Applicant was involved in the trafficking and/or use of unlawful contraband by individuals in custody within state correctional facilities.

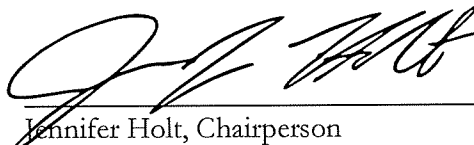
CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Applicant did not deny any allegations of the Complaint, nor did she provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of her actions.
5. The State Board may deny a license for misconduct or other just cause K.A.R. 91-22-1a.
6. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission, by vote of 6-0, recommends the Kansas State Board of Education deny the application of Applicant’s emergency substitute license based on being involved in the trafficking and/or use of unlawful contraband by individuals in custody within state correctional facilities, and failure to participate in the administrative proceedings.

This Initial Order is made and entered this March 23, 2023.

PROFESSIONAL PRACTICES COMMISSION



Jennifer Holt, Chairperson

Order signed on March 23, 2023.

NOTICE TO LICENSEE

This Order 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. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

You may submit to the State Board for its consideration as 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.

Barbara Hughes
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 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 upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

CERTIFICATE OF SERVICE

I hereby certify that on this 24 day of March, 2023, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:



And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

A handwritten signature in cursive script that reads "Marisa Seele".

Marisa Seele
Secretary, Professional Practices Commission

Agenda Number: 18

Meeting Date: 4/11/2023



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

Item Title: Summary and Update of Emergency Safety Intervention (ESI) Regulations

From: Scott Gordon

In 2013, the Kansas State Board of Education adopted Article 42 of its administrative regulations related to the use of emergency safety interventions. Those regulations have been amended numerous times since then. In response to an administrative review, the State Board sought clarification and revision of its definition of "seclusion". The State Board approved submission of the attached language through the formal regulatory adoption process. In May, the State Board will conduct a public hearing and is scheduled to vote on whether to formally adopt amendments to the ESI regulations.

By way of preview, KSDE's General Counsel R. Scott Gordon provides the current regulatory language and the soon-to-be voted upon proposed amendments. Gordon will explain the history and evolution of the ESI regulations and how we got to where we are today.

Kansas leads the world in the success of each student.

91-42-1. Definitions. As used in this article, each of the following terms shall have the meaning specified in this regulation:

- (a) "Administrative review" means review by the state board upon request of a parent.
- (b) "Chemical restraint" means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement.
- (c) "Commissioner" means commissioner of education.
- (d) "Complaint" means a written document that a parent files with a local board as provided for in this article.
- (e) "Department" means the state department of education.
- (f) "District" means a school district organized under the laws of this state that is maintaining a public school for a school term pursuant to K.S.A. 72-1106, and amendments thereto. This term shall include the governing body of any accredited nonpublic school.
- (g) "Emergency safety intervention" means the use of seclusion or physical restraint.
- (h) "Hearing officer" means the state board's designee to conduct an administrative review as specified in K.A.R. 91-42-5. The hearing officer shall be an officer or employee of the department.
- (i) "Incident" means each occurrence of the use of an emergency safety intervention.
- (j) "Local board" means the board of education of a district or the governing body of any accredited nonpublic school.
- (k) "Mechanical restraint" means any device or object used to limit a student's movement.
- (l) "Parent" means any of the following:
 - (1) A natural parent;
 - (2) an adoptive parent;
 - (3) a person acting as a parent, as defined in K.S.A. 72-1046 and amendments thereto;
 - (4) a legal guardian;
 - (5) an education advocate for a student with an exceptionality;
 - (6) a foster parent, unless the foster parent's child is a student with an exceptionality; or
 - (7) a student who has reached the age of majority or is an emancipated minor.
- (m) "Physical escort" means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.

(n) "Physical restraint" means bodily force used to substantially limit a student's movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance or instruction shall not be deemed to be physical restraint.

(o) "School" means any learning environment, including any nonprofit institutional day or residential school or accredited nonpublic school, that receives public funding or which is subject to the regulatory authority of the state board.

(p) "Seclusion" means placement of a student in a location where all the following conditions are met:

(1) The student is placed in an enclosed area by school personnel.

(2) The student is purposefully isolated from adults and peers.

(3) The student is prevented from leaving, or the student reasonably believes that the student will be prevented from leaving, the enclosed area.

(q) "State board" means Kansas state board of education.

(r) "Time-out" means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded.

91-42-2. Standards for the use of emergency safety interventions.

(a) An emergency safety intervention shall be used only when a student presents a reasonable and immediate danger of physical harm to the student or others with the present ability to effect such physical harm. Less restrictive alternatives to emergency safety interventions, including positive behavior interventions support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior before the use of any emergency safety interventions. The use of an emergency safety intervention shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an emergency safety intervention.

(b) Use of an emergency safety intervention for purposes of discipline or punishment or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

(c)

(1) A student shall not be subjected to an emergency safety intervention if the student is known to have a medical condition that could put the student in mental or physical danger as a result of the emergency safety intervention.

(2) The existence of the medical condition must be indicated in a written statement from the student's licensed health care provider, a copy of which shall be provided to the school and placed in the student's file. The written statement shall include an explanation of the student's diagnosis, a list of any reasons why an emergency safety intervention would put the student in mental or physical danger and any suggested alternatives to the use of emergency safety interventions.

(3) Notwithstanding the provisions of this subsection, a student may be subjected to an emergency safety intervention, if not subjecting the student to an emergency safety intervention would result in significant physical harm to the student or others.

(d) When a student is placed in seclusion, a school employee shall be able to see and hear the student at all times.

(e) Each seclusion room equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in cases of emergency, including fire or severe weather.

(f) Each seclusion room shall be a safe place with proportional and similar characteristics as other rooms where students frequent. Each room shall be free of any condition that could be a danger to the student and shall be well-ventilated and sufficiently lighted.

(g) The following types of restraint shall be prohibited:

- (1) Prone, or face-down, physical restraint;
- (2) supine, or face-up, physical restraint;
- (3) any restraint that obstructs the airway of a student;
- (4) any restraint that impacts a student's primary mode of communication;
- (5) chemical restraint, except as prescribed treatments for a student's medical or psychiatric condition by a person appropriately licensed to issue these treatments; and

(6) the use of mechanical restraint, except those protective or stabilizing devices either ordered by a person appropriately licensed to issue the order for the device or required by law, any device used by a law enforcement officer in carrying out law enforcement duties, and seatbelts and any other safety equipment when used to secure students during transportation.

(h) The following shall not be deemed an emergency safety intervention, if its use does not otherwise meet the definition of an emergency safety intervention:

- (1) Physical escort; and
- (2) time-out.

91-42-3. District policy; training; local board dispute resolution.

(a) Each district shall develop and implement written policies to govern the use of emergency safety interventions over all schools. At a minimum, written district policies shall conform to the standards, definitions, and requirements of this article. The written policies shall also include the following:

(1)

(A) School personnel training shall be designed to meet the needs of personnel as appropriate to their duties and potential need for the use of emergency safety interventions;

(B) training shall address prevention techniques, de-escalation techniques, and positive behavioral intervention strategies;

(C) any training on the use of emergency safety interventions by the district shall be consistent with nationally recognized training programs; and

(D) schools and programs shall maintain written or electronic documentation on training provided and lists of participants in each training; and

(2) a local dispute resolution process, which shall include the following:

(A) A procedure for a parent to file a complaint with the local board. If a parent believes that an emergency safety intervention has been used with the parent's child in violation of this article or the district's emergency safety intervention policy, the parent may file a complaint with the local board. The complaint shall be filed within 30 days of the date on which the parent was informed of the use of that emergency safety intervention;

(B) a complaint investigation procedure;

(C) a dispute resolution final decision. The local board's final decision shall be in writing and shall include findings of fact and any corrective action required by the district if the local board deems these actions necessary. The local board's final decision shall be mailed to the parent and the department within 30 days of the local board's receipt of the complaint; and

(D) a statement of the parent's right to request an administrative review by the state board as specified in K.A.R. 91-42-5, including information as to the deadline by which the parent must submit the request to the state board;

(3) a system for the collection and maintenance of documentation for each use of an emergency safety intervention, which shall include the following:

(A) The date and time of the emergency safety intervention;

(B) the type of emergency safety intervention;

(C) the length of time the emergency safety intervention was used;

(D) the school personnel who participated in or supervised the emergency safety intervention;

(E) whether the student had an individualized education program at the

time of the incident;

(F) whether the student had a section 504 plan at the time of the incident;
and

(G) whether the student had a behavior intervention plan at the time of the incident;

(4) procedures for the periodic review of the use of emergency safety intervention at each school, which shall be compiled and submitted at least biannually to the district superintendent or district designee; and

(5) a schedule for when and how parents are provided with notice of the written policies on the use of emergency safety interventions.

(b) Written policies developed pursuant to this article shall be accessible on each school's web site and shall be included in each school's code of conduct, school safety plan, or student handbook.

91-42-4. Parent notification; required meeting; filing a complaint.

(a) When an emergency safety intervention is used with a student, the school shall notify the parent the same day the emergency safety intervention was used. The school shall attempt to contact the parent using at least two methods of contact, one of which shall be the preferred method of contact if so designated by the parent as specified in this subsection. The same-day notification requirement of this subsection shall be deemed satisfied if the school attempts at least two methods of contact. A parent may designate a preferred method of contact to receive the same-day notification required by this subsection. A parent may agree, in writing, to receive only one same-day notification from the school for multiple incidents occurring on the same day.

(b) The school shall provide written documentation of the emergency safety intervention used to the parent no later than the school day following the day on which the emergency safety intervention was used. This documentation shall include the following:

- (1) The date and time of the intervention;
- (2) the type of intervention;
- (3) the length of time the intervention was used;
- (4) the school personnel who participated in or supervised the intervention;
- (5) the events leading up to the incident;
- (6) the student behaviors that necessitated the emergency safety intervention;
- (7) the steps taken to transition the student back into the educational setting;
- (8) space or an additional form for parents to provide feedback or comments to the school regarding the incident;
- (9) a statement that invites and strongly encourages parents to schedule a meeting to discuss the incident and how to prevent future use of emergency safety interventions; and
- (10) email and phone information for the parent to contact the school to schedule the emergency safety intervention meeting. Schools may group incidents together when documenting the items in paragraphs (b)(5) through (7) if the triggering issue necessitating the emergency safety interventions is the same.

(c) In addition to the documentation required by subsection (b), the school shall provide the parent the following information:

(1) After the first incident in which an emergency safety intervention is used with a student during the school year, the school shall provide the following information in printed form to the parent or, upon the parent's written request, by email:

- (A) A copy of the standards of when emergency safety interventions can

be used;

(B) a flyer on the parent's rights;

(C) information on the parent's right to file a complaint through the local dispute resolution process and the complaint process of the state board of education; and

(D) information that will assist the parent in navigating the complaint process, including contact information for the parent training and information center and protection and advocacy system.

(2) After subsequent incidents in which an emergency safety intervention is used with a student during the school year, the school shall provide a full and direct web site address containing the information in paragraph (c)(1).

(d) After each incident, a parent may request a meeting with the school to discuss and debrief the incident. A parent may request the meeting verbally, in writing or by electronic means. A school shall hold a meeting requested under this subsection within 10 school days of the date on which the parent sent the request. The focus of any meeting convened under this subsection shall be to discuss proactive ways to prevent the need for emergency safety interventions and to reduce incidents in the future.

(1) For a student who has an individualized education program or a section 504 plan, then the student's individualized education program team or section 504 plan team shall discuss the incident and consider the need to conduct a functional behavioral analysis, develop a behavior intervention plan, or amend either if already in existence.

(2) For a student with a section 504 plan, the student's section 504 plan team shall discuss and consider the need for an evaluation under the special education for exceptional children act, K.S.A. 72-961 et seq., and amendments thereto.

(3) For a student who has an individualized education program and is placed in a private school by a parent, a meeting called under this subsection shall include the parent and the designee of the private school, who shall consider whether the parent should request an individualized education program team meeting. If the parent requests an individualized education program team meeting, the private school shall help facilitate the meeting.

(4) For a student who does not have an individualized education program or section 504 plan, the parent and school shall discuss the incident and consider the appropriateness of a referral for an evaluation under the special education for exceptional children act, K.S.A. 72-961 et seq. and amendments thereto, the need for a functional behavioral analysis, or the need for a behavior intervention plan. Each meeting called pursuant to this subsection shall include the student's parent, a school administrator for the school where the student attends, one of

the student's teachers, a school employee involved in the incident, and any other school employees designated by the school administrator as appropriate for the meeting.

(5) The parent shall determine whether the student shall be invited to any meeting called pursuant to this subsection.

(6) The time for calling a meeting pursuant to this subsection shall be extended beyond the 10-school-day limit if the parent of the student is unable to attend within that time period.

(7) Nothing in this subsection shall be construed to prohibit the development and implementation of a functional behavioral analysis or a behavior intervention plan for any student if the student could benefit from such measures.

(e) If a school is aware that a law enforcement officer or school resource officer has used seclusion, physical restraint or mechanical restraint on a student on school grounds or during a school-sponsored activity, the school shall notify the parent on the same day the school becomes aware of the use, using the parent's preferred method of contact as described in K.A.R. 91-42-4(a). A school shall not be required to provide written documentation to a parent, as set forth in subsection (b) or (c) regarding law enforcement use of an emergency safety intervention, or report to the department law enforcement use of an emergency safety intervention. For purposes of this subsection, mechanical restraint includes, but is not limited to, the use of handcuffs.

(f) If a parent believes that emergency safety interventions have been used in violation of this article or policies of the school district, then within 30 days from being informed of the use of emergency safety intervention, the parent may file a complaint through the local dispute resolution process. Any parent may request an administrative review by the state board within 30 days from the date the final decision was issued pursuant to the local dispute resolution process.

91-42-5. Administrative review.

(a) Any parent who filed a written complaint with a local board regarding the use of emergency safety intervention may request an administrative review by the state board of the local board's final decision.

(b) Each parent seeking administrative review shall provide the following information in the request:

- (1) The name of the student and the student's contact information;
- (2) the name and contact information, to the extent known, for all involved parties, including teachers, aides, administrators, and district staff;
- (3) a detailed statement of the basis for seeking administrative review, with all supporting facts and documentation. The documentation shall include a copy of the complaint filed with the local board and shall include the local board's final decision, if issued. The request shall be legibly written or typed and shall be signed by the parent. Relevant written instruments or documents in the possession of the parent shall be attached as exhibits or, if unavailable, referenced in the request for administrative review; and
- (4) written consent to disclose any personally identifiable information from the student's education records necessary to conduct an investigation pursuant to this regulation.

(c)

(1) Each request for administrative review shall be filed with the commissioner within 30 days from the date a final decision is issued pursuant to the local dispute resolution process or, if a final decision is not issued, within 60 days from the date a written complaint was filed with the local board.

(2) The hearing officer shall forward a copy of the request for administrative review to the clerk of the local board from whom the administrative review is sought.

(d) Upon receipt of each request for administrative review, the hearing officer shall consider the local board's final decision and may initiate its own investigation of the complaint. Any investigation may include the following:

- (1) A discussion with the parent, during which additional information may be gathered and specific allegations identified, verified, and recorded;
- (2) contact with the local board or other district staff against which the request for administrative review is filed to allow the local board to respond to the request with facts and information supporting the local board's final decision; and
- (3) an on-site investigation by department officers or employees.

(e) If the hearing officer receives information that the hearing officer determines was not previously made available to both parties during the local board dispute resolution process, the hearing officer may remand the issue back to the local

board. The local board then has 30 days to issue a written amended final decision.

Upon remand, the hearing officer's case will be closed. All rights to and responsibilities of an administrative review shall begin again when the local board's amended final decision is issued or upon 30 days from when the hearing officer's remand is issued, whichever occurs first.

(f) Within 60 days of the commissioner's receipt of the request for administrative review, the hearing officer shall inform the parent, the school's head administrator, the district superintendent, the local board clerk, and the state board in writing of the results of the administrative review. This time frame may be extended for good cause upon approval of the commissioner.

(g) The results of the administrative review shall contain findings of fact, conclusions of law, and, if needed, suggested corrective action. The hearing officer shall determine whether the district is in violation of this article based solely on the information obtained by the hearing officer during the course of the investigation and the administrative review process. This determination shall include one of the following:

(1) The local board appropriately resolved the complaint pursuant to its dispute resolution process.

(2) The local board should reevaluate the complaint pursuant to its dispute resolution process with suggested findings of fact.

(3) The hearing officer's suggested corrective action is necessary to ensure that local board policies meet the requirements of law.

(h) Nothing in this regulation shall require exhaustion of remedies under this regulation before using procedures or seeking remedies that are otherwise available.

91-42-6. Exemptions.

(a) As used in this regulation, each of the following terms shall have the meaning specified in this subsection:

(1) "Appointing authority" means a person or group of persons empowered by statute to make human resource decisions that affect the employment of officers.

(2) "Campus police officer" means a school security officer designated by the board of education of any school district pursuant to K.S.A. 72-8222, and amendments thereto.

(3) "Law enforcement officer" and "police officer" mean a full-time or part-time salaried officer or employee of the state, a county, or a city, whose duties include the prevention or detection of crime and the enforcement of criminal or traffic laws of this state or of any Kansas municipality. This term shall include "campus police officer."

(4) "Legitimate law enforcement purpose" means a goal within the lawful authority of an officer that is to be achieved through methods or conduct condoned by the officer's appointing authority.

(5) "School resource officer" means a law enforcement officer or police officer employed by a local law enforcement agency who is assigned to a district through an agreement between the local law enforcement agency and the district.

(6) "School security officer" means a person who is employed by a board of education of any school district for the purpose of aiding and supplementing state and local law enforcement agencies in which the school district is located, but is not a law enforcement officer or police officer.

(b) Campus police officers and school resource officers shall be exempt from the requirements of this article when engaged in an activity that has a legitimate law enforcement purpose.

(c) School security officers shall not be exempt from the requirements of this article.

91-42-7. Reporting.

(a) Each district shall report information from all incidents of emergency safety interventions that the department deems necessary to the department by the date and in the form specified by the department.

(b) The department shall compile reports from schools on the use of emergency safety interventions and provide the results based on aggregate data on the department web site and to the state board, the governor and the committees on education in the senate and the house of representatives by January 20, 2016, and annually thereafter. The department's reported results shall include but shall not be limited to the following information:

(1) The number of incidents in which emergency safety interventions were used on students who have an individualized education program;

(2) the number of incidents in which emergency safety interventions were used on students who have a section 504 plan;

(3) the number of incidents in which emergency safety interventions were used on students who do not have an individualized education program or a section 504 plan;

(4) the total number of incidents in which emergency safety interventions were used on students;

(5) the total number of students with behavior intervention plans subjected to an emergency safety intervention;

(6) the number of students physically restrained;

(7) the number of students placed in seclusion;

(8) the maximum and median number of minutes a student was placed in seclusion;

(9) the maximum number of incidents in which emergency safety interventions were used on a student;

(10) the information reported under paragraphs (c)(1) through (c)(3) reported by school to the extent possible;

(11) the information reported under paragraphs (c)(1) through (c)(9) aggregated by age, ethnicity, gender and eligibility for free and reduced lunch of the students on a statewide basis; and

(12) any other information that the department deems necessary to report.

(c) Actual data values shall be used when providing statewide aggregate data for the reports.

91-42-1. Definitions. As used in this article of the department's regulations, each of the following terms shall have the meaning specified in this regulation:

(a) "Administrative review" means review by the state board upon request of a parent.

(b) "Area of purposeful isolation" means any separate space, regardless of any other use of that space, other than an open hallway or similarly open environment.

(c) "Chemical restraint" means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement.

(~~e~~) (d) "Commissioner" means commissioner of education.

(~~d~~) (e) "Complaint" means a written document that a parent files with a local board as provided for in this article of the department's regulations.

(~~e~~) (f) "Department" means the state department of education.

(~~f~~) (g) "District" means a school district organized under the laws of this state that is maintaining a public school for a school term pursuant to K.S.A. ~~72-1106~~ 72-3115, and amendments thereto. This term shall include the governing body of any accredited nonpublic school.

(~~g~~) (h) "Emergency safety intervention" means the use of seclusion or physical restraint.

(~~h~~) (i) "Hearing officer" means the state board's designee to conduct an administrative review as specified in K.A.R. 91-42-5. The hearing officer shall be an officer or employee of the department.

(~~i~~) (j) "Incident" means each occurrence of the use of an emergency safety intervention.

APPROVED

AUG 19 2022

DEPT. OF ADMINISTRATION

APPROVED

JAN 05 2023

ATTORNEY GENERAL

~~(j)~~ (k) “Local board” means the board of education of a district or the governing body of any accredited nonpublic school.

~~(k)~~ (l) “Mechanical restraint” means any device or object used to limit a student’s movement.

~~(l)~~ (m) “Parent” means any of the following:

- (1) A natural parent;
- (2) an adoptive parent;
- (3) a person acting as a parent, as defined in K.S.A. ~~72-1046~~ 72-3122 and amendments thereto;

- (4) a legal guardian;

- (5) an education advocate for a student with an exceptionality;

- (6) a foster parent, unless the foster parent’s child is a student with an exceptionality; or

- (7) a student who has reached the age of majority or is an emancipated minor.

~~(m)~~ (n) “Physical escort” means the temporary touching or holding the hand, wrist, arm, shoulder, or back of a student who is acting out for the purpose of inducing the student to walk to a safe location.

~~(n)~~ (o) “Physical restraint” means bodily force used to substantially limit a student’s movement, except that consensual, solicited, or unintentional contact and contact to provide comfort, assistance, or instruction shall not be deemed to be physical restraint.

(p) “Purposefully isolate,” when used regarding a student, means that school personnel are not meaningfully engaging with the student to provide instruction and any one of the following occurs:

APPROVED

APPROVED

JAN 05 2023

AUG 19 2022

ATTORNEY GENERAL

DEPT. OF ADMINISTRATION

(1) Removal of the student from the learning environment by school personnel;

(2) separation of the student from all or most peers and adults in the learning environment by school personnel; or

(3) placement of the student within an area of purposeful isolation by school personnel.

~~(q)~~ (q) "School" means any learning environment, including any nonprofit institutional day or residential school or accredited nonpublic school, that receives public funding or ~~which~~ is subject to the regulatory authority of the state board.

~~(p)~~ (r) "Seclusion" means placement of a student for any reason other than for in-school suspension or detention or any other appropriate disciplinary measure in a location where ~~all~~ both of the following conditions are met:

~~(1) The student is placed in an enclosed area by school personnel.~~

~~(2) The student is purposefully isolated from adults and peers.~~ School personnel purposefully isolate the student.

~~(3)~~ (2) The student is prevented from leaving, or the student has reason to believe, ~~reasonably believes~~ that the student will be prevented from leaving, the ~~enclosed~~ area of purposeful isolation.

~~(q)~~ (s) "State board" means Kansas state board of education.

~~(t)~~ (t) "Time-out" means a behavioral intervention in which a student is temporarily removed from a learning activity without being secluded. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective April 19, 2013; amended, T-91-2-17-16, Feb. 17, 2016; amended June 10, 2016; amended July 7, 2017; amended P-
_____.)

APPROVED

AUG 19 2022

DEPT. OF ADMINISTRATION

APPROVED

JAN 05 2023

ATTORNEY GENERAL

91-42-2. Standards for the use of emergency safety interventions. (a) An emergency safety intervention shall be used only when a student presents a reasonable and immediate danger of physical harm to the student or others with the present ability to effect such physical harm. Less restrictive alternatives to emergency safety interventions, including positive behavior interventions support, shall be deemed inappropriate or ineffective under the circumstances by the school employee witnessing the student's behavior before the use of any emergency safety interventions. The use of an emergency safety intervention shall cease as soon as the immediate danger of physical harm ceases to exist. Violent action that is destructive of property may necessitate the use of an emergency safety intervention.

(b) Use of an emergency safety intervention for purposes of discipline or punishment or for the convenience of a school employee shall not meet the standard of immediate danger of physical harm.

(c) (1) A student shall not be subjected to an emergency safety intervention if the student is known to have a medical condition that could put the student in mental or physical danger as a result of the emergency safety intervention.

(2) The existence of the medical condition ~~must~~ shall be indicated in a written statement from the student's licensed health care provider, a copy of which shall be provided to the school and placed in the student's file. The written statement shall include an explanation of the student's diagnosis, a list of any reasons why an emergency safety intervention would put the student in mental or physical danger, and any suggested alternatives to the use of emergency safety interventions.

APPROVED

AUG 22 2022

DEPT. OF ADMINISTRATION

APPROVED

JAN 05 2023

ATTORNEY GENERAL

(3) ~~Notwithstanding~~ In spite of the provisions of this subsection, a student may be subjected to an emergency safety intervention; if not subjecting the student to an emergency safety intervention would result in significant physical harm to the student or others.

(d) (1) When a student is placed in seclusion, a school employee shall ~~be able to~~ see and hear the student at all times.

(2) The presence of another person in the area of purposeful isolation or observing the student from outside the area of purposeful isolation shall not create an exemption from otherwise reporting the incident as seclusion.

(3) When a student is placed in or otherwise directed to an area of purposeful isolation, the student shall have reason to believe that the student is prevented from leaving.

(e) (4) ~~Each seclusion room~~ If the area of purposeful isolation is equipped with a locking door designed to prevent a student from leaving the area of purposeful isolation, the door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the ~~seclusion room~~ area of purposeful isolation, or in cases of emergency, including fire or severe weather.

(f) (5) ~~Each seclusion room~~ area of purposeful isolation shall be a safe place with proportional and similar characteristics as ~~other~~ those of rooms where students frequent. Each ~~room~~ area of purposeful isolation shall be free of any condition that could be a danger to the student and shall be well-ventilated and sufficiently lighted.

(g) (e) The following types of restraint shall be prohibited:

(1) Prone, or face-down, physical restraint;

(2) supine, or face-up, physical restraint;

APPROVED

AUG 22 2022

DEPT. OF ADMINISTRATION

APPROVED

JAN 05 2023

ATTORNEY GENERAL

- (3) any restraint that obstructs the airway of a student;
- (4) any restraint that impacts a student's primary mode of communication;
- (5) chemical restraint, except as prescribed treatments for a student's medical or psychiatric condition by a person appropriately licensed to issue these treatments; and
- (6) the use of mechanical restraint, except those protective or stabilizing devices either ordered by a person appropriately licensed to issue the order for the device or required by law, any device used by a law enforcement officer in carrying out law enforcement duties, and seatbelts and any other safety equipment when used to secure students during transportation.

~~(h)~~ (f) The following shall not be deemed an emergency safety intervention, if its use does not otherwise meet the definition of an emergency safety intervention:

- (1) Physical escort; and
- (2) time-out. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective April 19, 2013; amended, T-91-2-17-16, Feb. 17, 2016; amended June 10, 2016; amended July 7, 2017; amended P-_____.)

APPROVED

AUG 19 2022

DEPT. OF ADMINISTRATION

APPROVED

JAN 05 2023

ATTORNEY GENERAL

Agenda Number: 19

Meeting Date: 4/11/2023



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

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

From: Sherry Root

Craig Neuenswander will discuss recent education-related bills being debated in the House and Senate chambers.

Kansas leads the world in the success of each student.



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

Item Title: Receive Memorandum of Agreement Between Kansas Department of Health and Environment and Kansas State School for the Blind

From: Superintendent Jon Harding

Statutes place the control and supervision, rules and regulations of the Kansas State School for the Deaf (76-1001a.) and Kansas State School for the Blind (76-1101a.) under the Kansas State Board of Education.

The purpose of this MOA between Kansas Department of Health and Environment and Kansas State School for the Blind is to facilitate the development of a cooperative relationship enhancing coordination of public awareness, child find, screening, referral, evaluation and services for infants and toddlers, birth to age three, who have vision impairments and their families residing in the State of Kansas. This agreement is guided by the state and federal regulations implementing Part C of the IDEA 2004.

Superintendent Jon Harding will be presenting information pertaining to the MOA and will be available to answer questions. This will be an action item in May.

MEMORANDUM OF AGREEMENT

between

KANSAS DEPARTMENT OF HEALTH AND ENVIRONMENT

and

KANSAS STATE SCHOOL FOR THE BLIND

This Memorandum of Agreement (“Agreement” or “MOA”) is made by and between the Kansas Department of Health and Environment (“KDHE”) and the Kansas State School for the Blind (“KSSB”), together the “Parties”, to assure attainment of mutual goals between the Parties and their programs regarding the provision of early intervention services to children, ages birth to age three with visual impairments and their families.

1. **Purpose of the MOA.** The purpose of this MOA is to facilitate the development of a cooperative relationship enhancing coordination of public awareness, child find, screening, referral, evaluation and services for infants and toddlers, birth to age three, who have vision impairments and their families residing in the State of Kansas. This agreement is guided by the state and federal regulations implementing Part C of the Individuals with Disabilities Education Act (IDEA), 2004.

2. **Mutual Commitment by the Parties.**

The Parties to this Agreement are committed to:

- 2.1. Maximizing the use of federal, state and local resources to ensure the required components of public awareness and child find are available in Kansas;
- 2.2. Supporting a comprehensive system of services for children with developmental delays and/or disabilities and their families from birth to age three, specifically related to services for children with vision impairment;
- 2.3. Coordination of screening, referral, evaluation, transition, data collection and other common practices;
- 2.4. Promoting inclusion of all children through the delivery of services in the natural environment;
- 2.5. Enhancing the awareness of the needs of children and families; and
- 2.6. Promote coordination among programs serving infants and toddlers.

3. **Authority for this MOA.**

3.1. As a condition of receiving Federal funds under Part C of the Individuals with Disabilities Education Act (IDEA), Section 303.209(a)(3)(i)(A) requires a lead agency to ensure cooperation among State agencies involved in delivering Part C services to eligible children and their families by entering into interagency agreements with these State agencies.

3.1.1. KDHE is the designated Lead Agency (LA) for administering the Part C Kansas Early Childhood Developmental Services Program (KECDS) under the Individuals with Disabilities Education Act (IDEA) (2004) and ensuring access to early intervention services to IDEA 2004 eligible children birth to age three.

3.1.2. age three and their families. KECDS provides these services by partnering with local programs.

3.1.3. KSSB is the State Agency responsible for providing vision services for children, aged birth to 21, who are visually impaired and residing in the State of Kansas.

3.2. The KDHE Secretary and the KSSB Superintendent are authorized to enter into agreements and make commitments that shall be binding on the operation of the programs of the agencies.

- 3.3.** KDHE and KSSB shall abide by respective regulations and establish policies and procedures, aligned with IDEA 2004. The Parties shall ensure coordinated and effective public awareness, child find, screening, referral, evaluation and services of children and families participating in the Part C early intervention program for vision services as appropriate, within the required timelines established by IDEA 2004.
- 3.4.** The U.S. Department of Education's Office of Special Education (OSEP) requires a State Performance Plan (SPP) and an Annual Performance Report (APR) for Parts C of IDEA. The Part C SPP has eleven (11) Indicators. KDHE reports annually to OSEP regarding compliance and results of these Indicators. The policies regarding timely delivery of services and late referrals have implications for state and federal reporting requirements contained in the SPP/APR. These policies involve reporting for Indicators 1, 7 and 8 (Appendix A).
- 3.5.** The Parties agree to collaborate on the review and alignment of regulations, policies and procedures in order to ensure coordination and understanding among departments and agencies.

NOW THEREFORE, KDHE and KSSB in consideration of the mutual covenants and agreements herein contained, do hereby agree to the following:

4. Public Awareness, Child Find, Screening, Referral and Evaluation.

Early identification of children who have vision impairment is a shared value and the expectation is that KDHE and KSSB shall develop shared policies and procedures to facilitate public awareness, child find, screening, referral and evaluation in the early identification of children that may have vision impairments.

Under IDEA 2004, KDHE has responsibilities for public awareness, child find, screening and referral for children with vision impairments birth to age three years of age. Public awareness activities assist the general public, families, and professionals to become more aware of the importance of early identification and early intervention. Screening procedures are carried out to identify a child who may have vision impairments. These procedures are carried out by public agency staff, early intervention service providers, or designated primary referral source(s). Referral is the process/procedure designed to ensure that once a child is suspected of having a vision impairment, they are referred in a timely manner to the appropriate agency. It is in the best interest of children residing in the State of Kansas that KDHE and KSSB coordinate their efforts.

Through this agreement, the Parties agree that the primary responsibility for child find and the evaluation of children with suspected vision impairment falls to KDHE. If KSSB receives a referral or otherwise becomes aware of a child with possible vision impairment KSSB will share that information, with parental consent, with KDHE and its local partner programs in a timely manner (consistent with Indicator 7 requirements). Once referred, a child being evaluated for eligibility for the Part C program, the KDHE local partner programs are responsible for evaluation, but KDHE will share, with parental consent information with KSSB so they may assist with evaluation and development of the individualized family service plan.

The Parties therefore agree to the following:

4.1. KDHE shall ensure:

- 4.1.1.** Part C local partner programs will share, with parental consent, information with KSSB early intervention providers about children referred to their program with or suspected to have a vision impairment for the purposes of collaboration on evaluation and the Individualized Family Service Plan (IFSP) development;
- 4.1.2.** Part C local partner programs will include KSSB early intervention providers in team discussions related to providing services to children with a vision impairment;
- 4.1.3.** Availability of appropriate training for KSSB early intervention providers; and

4.1.4. Funding to KSSB for providing early intervention services at no cost to families or local partner programs.

4.2. KSSB shall ensure:

4.2.1. Information on children aged birth to age three referred to KSSB is shared, with parental consent, with Part C local partner programs within a timely manner so local partner programs can comply with the required 45-day timeline;

4.2.2. KSSB early intervention providers follow policies and procedures outlined in the Kansas Infant Toddler Procedure Manual;

4.2.3. Consistency with their role as a cooperating partner, through advice, assistance and cooperation with KDHE in the development of policies, procedures and activities related to public awareness, child find and services for children aged birth to age three;

4.2.4. Collaboration in the operation of the statewide resource and referral system, 1-800-CHILDREN;

4.2.5. Early Intervention providers attend training provided by Kansas Inservice Training System;

4.2.6. A Program Coordinator is responsible for overseeing early intervention services provided by KSSB.

5. Qualified Personnel.

Qualified personnel provide early intervention services as outlined in the Kansas Infant-Toddler Procedure Manual.

The Parties therefore agree to the following:

5.1. A Program Coordinator handles the day-to-day coordination activities within the service system

5.1.1. KDHE shall ensure:

5.1.1.1. Adequate training in KECDS policies and procedures and the responsibilities of the Program Coordinator;

5.1.1.2. Inclusion in all Coordinator targeted communication; and

5.1.1.3. Inclusion in all special training opportunities provided by KDHE or Kansas Inservice Training System (KITS) for early intervention coordinators.

5.1.2. KSSB shall ensure:

5.1.2.1. The KSSB Coordinator is certified as either a TSVIs (Teachers of Students with Visual Impairments) via the Kansas State Department of Education (KSDE) and/or as COMS (Certified Orientation and Mobility Specialists) via ACVREP (Academy for Certification of Vision Rehabilitation and Education Professionals); and

5.1.2.2. The KSSB Coordinator adheres to standards of qualification and ethics required under Kansas statute and regulation.

5.2. Early Intervention providers provide direct services to children and families

5.2.1. KDHE shall ensure:

5.2.1.1. Adequate training in KECDS policies and procedures and the responsibilities of program providers;

5.2.1.2. Inclusion in all provider targeted communication; and

5.2.1.3. Inclusion in all special training opportunities provided by KDHE or KITS for early intervention providers.

5.2.2. KSSB shall ensure:

- 5.2.2.1. The KSSB early intervention providers are certified as either a TSVIs (Teachers of Students with Visual Impairments) via the Kansas State Department of Education (KSDE) and/or as COMS (Certified Orientation and Mobility Specialists) via ACVREP (Academy for Certification of Vision Rehabilitation and Education Professionals); and
- 5.2.2.2. KSSB early intervention providers will adhere to standards of responsibilities and ethics listed in KSDE's Kansas Educator Code of Conduct.

6. Uninterrupted Services

- 6.1.1. KSSB shall ensure: Year-round services, including how holidays, breaks and summer are staffed. It is expected that there will not be a significant decrease in staffing (all staff) or services during times when schools are not in session.

7. Records

All records pertaining to providing services to Part C eligible children must be maintained for six (6) years from the date of the child's exit from early intervention services. Files, physical and/or digital, must be locked in a secured location and housed in a facility of the participating agency.

8. Financial Responsibilities.

KDHE and KSSB financial responsibilities are reviewed and updated annually or as needed.

The Parties agree to the following:

8.1. KDHE shall ensure:

- 8.1.1. The Part C local partner programs assume financial responsibility for evaluations, assessments and services for eligible children under Part C through the KECDS;
- 8.1.2. All child find screening, evaluation and service coordination activities are available at no cost to families. Fees shall not be charged to a family for staff time related to the development of the IFSP or the provision of procedural safeguards;
- 8.1.3. Maximum use shall be made of all third-party funding sources. State planning efforts shall continue to support and facilitate such financing arrangements;
- 8.1.4. Funding for KSSB, through quarterly payments, to provide early intervention services by at least the amount allocated for that purpose by the legislature in the State General Fund; and
- 8.1.5. Responsibility for resolving individual financial disagreements under Part C pursuant 34 CFR § 303.511, Methods to ensure the provision of and financial responsibility, for Part C Services.

8.2. KSSB shall ensure:

- 8.2.1. That KDHE is provided quarterly affidavits of expenditures detailing all cost attributed to providing early intervention services, Including, but not limited to, administration, personnel, travel, and supplies.
- 8.2.2. That KDHE is provided annual funding reports covering all income and expenses attributed to providing early intervention services.

9. Training and Technical Assistance.

The parties jointly agree that training and technical assistance for personnel working in infant-toddler programs is an important and critical element in the development of quality services for young children with disabilities and their families.

The Parties therefore agree to the following:

- 9.1. KDHE shall ensure Technical Assistance through the Kansas Inservice Training System (KITS) is provided to KSSB for early intervention coordinator and providers.
- 9.2. KSSB shall ensure all early intervention staff have adequate time to attend trainings provided through KITS and contact KITS when Technical Assistance is needed.

10. Data Sharing.

KDHE and KSSB value timely, valid, and reliable data in guiding decisions about the effectiveness, efficiency, and efficacy of program service delivery models. Consistent with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Family Educational Rights and Privacy Act (FERPA), KDHE and KSSB shall continue to improve methods of data collection and reporting.

The Parties therefore agree to:

10.1. KDHE shall ensure:

- 10.1.1. KSSB has access to the KECDS Database at both the Coordinator and Provider user tiers;
- 10.1.2. KSSB staff are provided with access to the records of children served by KSSB; and
- 10.1.3. KSSB staff are provided with training on Database use.

10.2. KSSB shall ensure:

- 10.2.1. All data entered into the database is checked quarterly for accuracy;
- 10.2.2. They respond to all data related inquiries from KECDS; and
- 10.2.3. Child record information is provided on demand to KECDS as part of compliance reviews.

11. Accountability.

- 11.1. KDHE and KSSB shall provide representation to the State Interagency Coordinating Council (SICC), as requested.
- 11.2. KSSB shall provide presentations to SICC about the early intervention program biannually.
- 11.3. The Parties shall ensure the coordination of public awareness, child find, screening, referral, evaluation and transition at the local level by fostering and encouraging the development of local level community based interagency agreements.
- 11.4. The Parties will demonstrate accountability as reported within indicators in the IDEA Part C State Performance Plans (SPP) and Annual Performance Reports (APR).

12. Administering Agencies.

The parties to this MOA shall jointly administer this Agreement and be responsible for annual renewal and a timely and full review every five (5) years. An interim review may be conducted as needed.

13. Effective Date, Amendments, and Termination of the MOA.

- 13.1. The MOA shall be effective when signed by the respective agency heads as Parties.
- 13.2. Amendments to this MOA shall be mutually agreed to in writing by the Parties and executed with the same formalities as this MOA. Changes or amendments to any Appendix of this MOA shall be executed in writing by the KDHE Bureau of Family Health Director or its designee and the Superintendent of KSSB or its designee.
- 13.3. This MOA shall be ongoing and shall not be terminated unless a party gives ninety (90) days advance written notice to the other party of its intent to terminate its participation in the MOA.

14. Resolution

The Parties recognize the complexity of interagency collaboration of comprehensive programs in order to enhance coordination of public awareness, child find, screening, referral, evaluation and services under IDEA Part C. KDHE and KSSB shall keep communication open and frequent at formal and informal levels. The dispute resolution process for both intra- and interagency disputes regarding provision of services or other matters related to Kansas' Part C program shall be fulfilled in compliance with 34 CFR §303.511 and 303.120. This dispute resolution process does not replace the procedural safeguards- due process, mediation, and state-level complaint available to families.

Intra-agency disputes shall be resolved within each individual agency. Each state agency is responsible for procedures regarding resolution of disputes. Department policies regarding internal disputes are submitted to the agency Secretary or Superintendent for approval.

KDHE and KSSB are responsible for resolving intra- and interagency disputes regarding provision of IDEA services or other matters related to Kansas's Part C program according to the following procedures:

- 14.1.** Staff of the involved agency(s) shall attempt to resolve the dispute within 30 days.
- 14.2.** If it appears by the 30th day that the involved agency(s) shall not be able to resolve the dispute, the following shall occur:
 - 14.2.1.** The early intervention service provider, KSSB representative, or agency representative shall submit a written explanation of the dispute to the designee assigned by Secretary of KDHE and the designee assigned by the Superintendent at KSSB.
 - 14.2.2.** Within 15 days, the designees for the Secretary and Superintendent shall meet in person or by phone to resolve the dispute consistent with this MOA and related federal and state statutes and regulations.
 - 14.2.3.** Within 5 days of reaching the resolution, written notification of the resolution shall be provided to the parties, as well as the chairperson of the Interagency Coordinating Council and State Board of Education.
 - 14.2.4.** If the designees for the Secretary and Superintendent are unable to agree on a resolution or if either party to the complaint disagrees with the resolution, the dispute may be appealed to the Secretary of KDHE and Superintendent of KSSB. Appeals must be brought no later than 45 days from the date of the decision rendered in Paragraph 14.2.3.
 - 14.2.5.** The Secretary and Superintendent may resolve the issues on appeal and render a written decision or may arrange for a hearing conducted by a hearing officer. If a hearing is held, a hearing officer appointed by the Secretary and Superintendent shall conduct it. The Secretary and Superintendent may affirm, reverse, or modify the proposals of the hearing officer.
 - 14.2.6.** During the pendency of an interagency dispute, the early intervention service provider is responsible to provide the services required by the approved IFSP for eligible children and their families.
 - 14.2.7.** Nothing in the Agreement shall be construed to limit any existing substantive or procedural protections of state or federal law or regulations.

IN WITNESS WHEREOF: the Kansas Department of Health and Environment and the Kansas State School for the Blind have caused this Memorandum of Agreement to be executed.

Kansas Department of Health and Environment

Janet Stanek
Secretary

Date

Kansas State School for the Blind

Jon Harding
Superintendent

Date

Indicator 1: Timely Provision of Services-Compliance Indicator

Percent of infants and toddlers with Individual Family Service Plans (IFSPs) who receive the early intervention services on their IFSPs in a timely manner.

Required Target 100%

Indicator 2: Services in Natural Environments-Performance Indicator

Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.

Required Target 95%

Indicator 3: Early Childhood Outcomes-Performance Indicator

Percent of infants and toddlers with IFSPs who demonstrate improved:

A1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program

Kansas Target 58.50%

A2. The percent of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program

Kansas Target 51.62%

B1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program

Kansas Target 62.10%

B2. The percent of infants and toddlers who were functioning within age expectations in Outcome B by the time they turned 3 years of age or exited the program

Kansas Target 50.45%

C1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program

Kansas Target 68.00%

C2. The percent of infants and toddlers who were functioning within age expectations in Outcome C by the time they turned 3 years of age or exited the program

Kansas Target 62.40% (Kansas struggles to hit this target and has not hit this target since 2016)

Indicator 4: Family Involvement-Performance Indicator

Percent of families participating in Part C who report that early intervention services have helped the family:

A. Percent of families participating in Part C who report that early intervention services have helped the family know their rights

Kansas Target 88.70%

B. Percent of families participating in Part C who report that early intervention services have helped the family effectively communicate their children's needs

Kansas Target 92.10%

C. Percent of families participating in Part C who report that early intervention services have helped the family help their children develop and learn

Kansas Target 91.55%

Indicator 5: Child Find (Birth to One)-Performance Indicator

Percent of infants and toddlers birth to 1 with IFSPs

Kansas Target 1.50%

Indicator 6: Child Find (Birth to Three)-Performance Indicator

Percent of infants and toddlers birth to 3 with IFSPs

Kansas Target 3.20%

Indicator 7: 45-Day Timeline-Compliance Indicator

Percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial IFSP meeting were conducted within Part C's 45-day timeline.

Required Target 100%

Indicator 8: Early Childhood Transition-Compliance Indicator

The percentage of toddlers with disabilities exiting Part C with timely transition planning for whom the Lead Agency has:

A. Developed an IFSP with transition steps and services at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday;

Required Target 100%

B. Notified (consistent with any opt-out policy adopted by the State) the State educational agency (SEA) and the local educational agency (LEA) where the toddler resides at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services; and

Required Target 100%

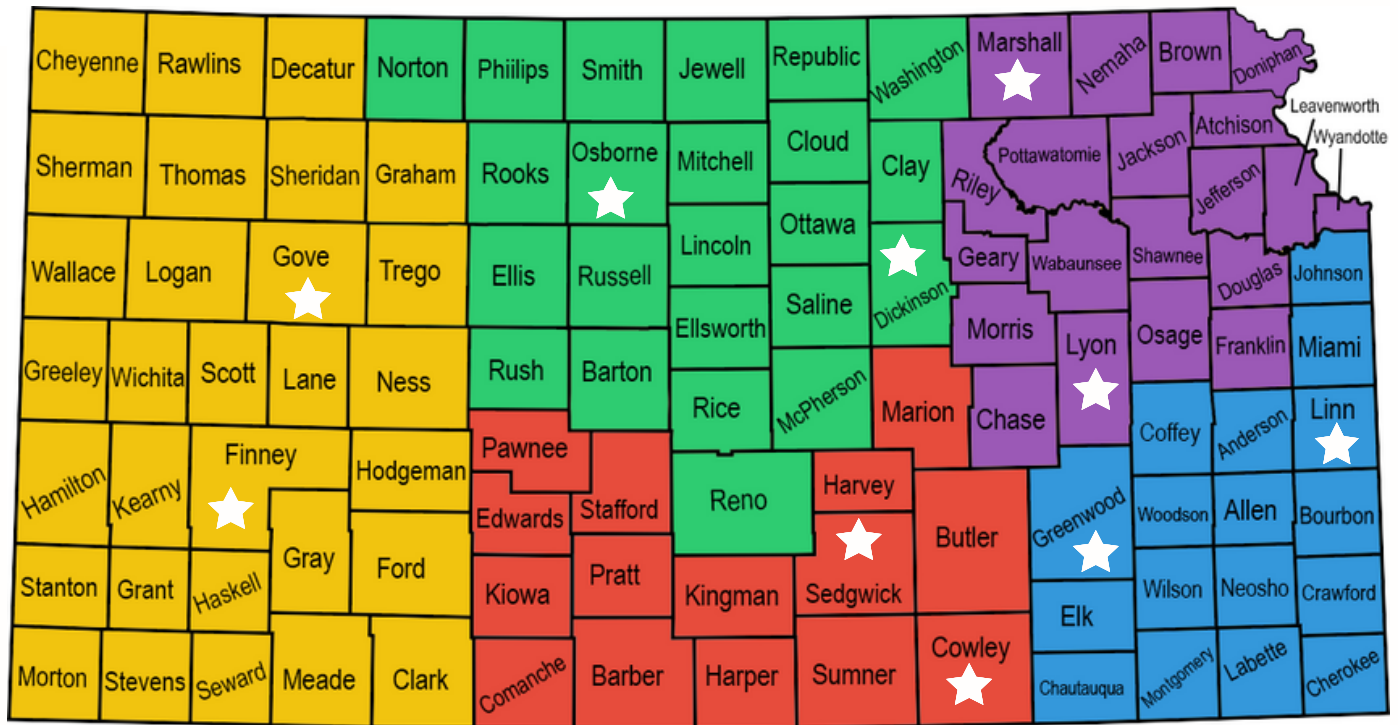
C. Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than nine months, prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

Required Target 100%



Field Services

Kansas State School for the Blind



AUNDRAYAH SHERMER (TSVI/COMS)

Director
(913) 335-5596
ashermer@kssdb.org

KELLY MCHUGH SMITH

Administrative Support
(913) 305-3061
kmchughsmith@kssdb.org

LYDIA KNOPP

Makerspace Coordinator
(913) 645-5357
lnopp@kssdb.org

TONI HARRELL

Director, KIRC
(913) 305-3071
tharrell@kssdb.org

MARITES ALTUNA

Director, Kansas Deaf-Blind Project
(913) 645-5645
maltuna@kssdb.org

SUSAN THREINEN (TSVI)

Early Childhood/Family Support
Eastern Kansas
(913) 945-0760
sthreinen@kssdb.org

SABRINA MCADOO (TSVI)

Early Childhood/Family Support
Western/Central Kansas
(913) 945-0696
smcadoo@kssdb.org

MENELY HOGAN (TSVI/COMS)

Field Services Specialist – Western Kansas
(913) 645-2659
mhogan@kssdb.org

ANNA CYR (TSVI/COMS)

Field Services Specialist – North Central Kansas
(913) 645-5324
acyr@kssdb.org

AMBER HANSON (TSVI)

Direct Services – North Central Kansas
(913) 671-0103
ahanson@kssdb.org

KYLIE KILMER (TSVI/COMS)

TASN Project Coordinator
Direct Services – North Central Kansas
(913) 645-5607
kkilmer@kssdb.org

LAURA MITCHELL (TSVI)

Field Services Specialist – South Central Kansas
(913) 945-0769
lmitchell@kssdb.org



denote an Early Intervention TSVI/COMS

PAM ARBEITER (TSVI/COMS)

Field Services Specialist – Northeast Kansas
(913) 424-3324
parbeiter@kssdb.org

JULIE MARSTON (TSVI)

Direct Services – Northeast Kansas
(913) 671-0420
jmarston@kssdb.org

LEAH ENRIGHT (COMS)

Direct Services – Northeast Kansas
(913) 671-0108
lenright@kssdb.org

SARA MARTEN (COMS)

Direct Services – Northeast Kansas
(913) 645-5843
sbushland@kssdb.org

SHELLANNE THOMPSON (COMS)

Direct Services – Northeast Kansas
(913) 444-3095
sthompson@kssdb.org

CHRIS GRAY

Certified Brailist – Northeast Kansas
(913) 544-7429
cgray@kssdb.org

MOLLY REARDON (TSVI)

KanLovKids Coordinator
Field Services Specialist – Southeast Kansas
(913) 309-7041
mreardon@kssdb.org

*The right help, at the right time,
in the right location for
students with visual impairments.*



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

Item Title: Receive monthly personnel report.

From: Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	3	5	4	5	2	2	3	1	3			
Unclassified	3	5	4	5	2	2	3	1	3			
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0	0			
Total Separations	4	3	3	4	1	2	1	2	2			
Classified	0	0	0	0	0	0	0	0	0			
Unclassified	3	3	3	4	1	2	1	2	2			
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0			
Recruiting (data on 1st day of month)	5	4	5	5	2	4	2	3	1			
Unclassified	4	4	5	5	2	4	2	3	1			
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0			

Total employees 271 as of pay period ending 03/17/2023. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).



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

Item Title: Receive report of personnel filling unclassified positions.

From: Marisa Seele, Wendy Fritz

The following personnel appointments are presented this month:

Becky Windholz to the position of Auditor on the Fiscal Auditing team, effective March 13, 2023, at an annual salary of \$46,176. This position is funded by the Federal Food Service and State General Fund.

Tiffany Littler to the position of Communications Specialist on the Communications and Recognition Programs team, effective March 13, 2023, at an annual salary of \$54,600. This position is funded by State General Fund.

Joyce Broils to the position of Senior Administrative Assistant on the Career, Standards and Assessment Services team, effective March 15, 2023, at an annual salary of \$35,360. This position is funded by Perkins Grant and State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 c.

Staff Initiating:

Shane Carter

Director:

Leah Zeller

Commissioner:

Randy Watson

Meeting Date: 4/11/2023

Item Title:

Act on Recommendations for Licensure Waivers

Recommended Motion:

It is moved that the Kansas State Board of Education accept the attached recommendations for licensure waivers.

Explanation of Situation Requiring Action:

SBR 91-31-42 allows any school district to request a waiver from one or more of their accreditation requirements imposed by the State Board. Requests by schools to waive school accreditation regulation SBR 91-31-34 (appropriate certification/licensure of staff) are reviewed by the staff of Teacher Licensure and Accreditation. The district(s) must submit an application verifying that the individual teacher for whom they are requesting the waiver is currently working toward achieving the appropriate endorsement on his/her license. A review of the waiver application is completed before the waiver is recommended for approval.

The attached requests have been reviewed by the Teacher Licensure and Accreditation staff and are being forwarded to the State Board of Education for action. If approved, school districts will be able to use the individuals in an area outside the endorsement on their license, and in the area for which they have submitted an approved plan of study. The waiver is valid for one school year.

*First Renewal

**Final Renewal.

org no	org name	enrollment	first name	last name	subject	recommendation	Teaching Endorsements Held by Educator
D0231	Gardner Edgerton	11851	Cassie	Byars	High Incidence Special Education	Approved	Elmentary K-6; High Incidence K-6; Waiver is for High Incidence 6-12
D0253	Emporia	8696	Rebecca	Cunningham	Gifted	Approved	English Language Arts 6-12
D0512	Shawnee Mission Pub Sch	52693	Lauren	Campbell	Gifted	Approved	English Language Arts 6-12
D0512	Shawnee Mission Pub Sch	52693	Leslie	Schrader	Gifted	Approved	Mathematics 5-8, Elementary K-6
D0512	Shawnee Mission Pub Sch	52693	Lynette	Michel-Engelken	Gifted	Approved	High-Incidence K-6, ESOL Prk-12, Early Childhood Education PrK-Grade 3

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 d.

Staff Initiating:

Jessica Dorsey

Deputy Commissioner:

Ben Proctor

Commissioner:

Randy Watson

Meeting Date: 4/11/2023

Item Title:

Act on recommendations for funding the 2022-2023 Supplemental AmeriCorps Kansas Grant Award.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the 2022–2023 AmeriCorps Kansas supplemental award as recommended by the Kansas Volunteer Commission.

Explanation of Situation Requiring Action:

The Kansas Volunteer Commission recommends the following subgrantee be awarded supplemental funding through the 2022–2023 AmeriCorps Kansas grant.

Wichita State University \$12,090

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 e.

Staff Initiating:

Catherine Chmidling

Director:

Commissioner:

Randy Watson

Meeting Date:

4/11/2023

Item Title:

Evaluation Review Committee (ERC) recommendations for higher education accreditation and program approvals.

Recommended Motion:

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for "Accreditation" for Southwestern College, and "Program Approval" for Baker University, Fort Hays State University, Newman University, and Wichita State University.

Explanation of Situation Requiring Action:

Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the educator 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 ERC of the Teaching and School Administration Professional Standards Advisory Board. The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation provider or teacher education program.

The initial recommendation was submitted to the teacher education institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. If requested, the ERC conducted a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the teacher education program. If a request for a hearing was not submitted or the institution accepted, the initial recommendations became the final recommendations. These final recommendations have been submitted to appropriate representatives of the teacher education institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for accreditation and program approval status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions.

February 9, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Accreditation for Southwestern College

Introductory Statement:

On January 20, 2023, the Evaluation Review Committee reviewed the application for educator preparation provider accreditation for Southwestern College.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, and EPP Rejoinder.

ACCREDITATION RECOMMENDATION

Recommend "Accreditation" status for Southwestern College through December 31, 2029.

Areas for Improvement:

Standards R5; A1-A5

None

Standard R1

AFI R1.1: There is insufficient evidence of in-depth quantitative analyses of data across program key assessments. [R1.1]

Rationale: EPP does not provide significant analysis of data trends, strengths, or weaknesses for the key program assessments relative to the specific content of Revised Standard 1 (PLT, Praxis Content, K-CAT, K-TWS, or course-based grades). Analysis is only provided at the program level for state program content standards, the EPP-level data is not aligned to CAEP R1 Standard content.

Standard R2

AFI R2.2: The EPP provided limited evidence that professional partnerships share in co-construction and shared decision making (component R2.2)

Rationale: Limited evidence was provided that partners co-select, prepare, evaluate and support high quality clinical educators, both provider and school-based who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.

Standard R3

AFI R3.1: The EPP provided limited evidence of a specific recruitment plan with data and detail. (component R3.1)

Rationale: EPP Recruitment plan lacks structure, data, data analysis, and related next steps for program recruitment.

Standard R4

AFI R4.3: Quantitative data was limited to ensure that candidates are well-prepared for their professional careers.

Rationale: The onsite visit provided sufficient qualitative data regarding EPP candidates and completers. Interviews and meeting minutes provided strong, positive anecdotal evidence. Clinical supervisor interviews, Administrator/employer interviews, Program Directors all spoke the high quality of their future educators.

Stipulations:

Standards R/A1-R/A5

none

Standards	Initial	Advanced
R1/A1: Content and Pedagogical Knowledge	Met	Met
R2/A2: Clinical Partnerships and Practice	Met	Met
R3/A3: Candidate Quality, Recruitment, and Selectivity	Met	Met
R4/A4: Program Impact	Met	Met
R5/A5: Provider Quality Assurance and Continuous Improvement	Met	Met

Next visit: Spring 2029.

Previous Areas for Improvement (AFI)

July 12, 2016 KSBE Decision:

Areas for Improvement:

Standards 1-5

None

ACCREDITATION AND PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit.

When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

Limited Accreditation. This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

Denial of Accreditation. This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Accreditation Council of CAEP render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation

ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

After a continuing accreditation visit, the ERC will render one of the following decisions:

Accreditation. This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and/or CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

Accreditation with Conditions. This accreditation decision indicates that the unit has not met one or more of the KSDE standards. When the ERC renders this decision, the unit maintains its accredited status, but must satisfy conditions by meeting the previously unmet standard(s) within an established time period.

If accreditation with conditions is granted, the ERC will require (1) submission of documentation that addresses the unmet standard(s) within six months of the accreditation decision or (2) a focused visit on the unmet standard(s) within two years of the accreditation decision. When a decision is made by the

ERC to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two years.

If documentation is submitted under the terms specified in the above paragraph, the ERC may (1) continue accreditation or (2) require a focused visit within one year of the semester in which the documentation was reviewed by the ERC. After a focused visit, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for seven years following the semester in which the continuing accreditation visit occurred. This scheduling maintains the unit's original accreditation cycle.

Accreditation with Probation. This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation with probation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. The unit must address all KSDE standards in effect at the time of the probationary review. Following the on-site review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the probationary visit.

Revocation of Accreditation.³ Following a comprehensive site visit that occurs as a result of an ERC recommendation 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.

³Accreditation 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.

February 9, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Baker University

Introductory Statement:

On January 20, 2023, the Evaluation Review Committee reviewed applications for program approvals for Baker University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Baker University program through June 30, 2029:

English Language Arts, I, 5-8 continuing

Areas for Improvement:

Standards 1-7

None

English Language Arts, I, 6-12 continuing

Areas for Improvement:

Standards 1-7; Sci Reading

None

Mathematics, I, 6-12 continuing

Areas for Improvement:

Standards 1-7

None

February 9, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Fort Hays State University

Introductory Statement:

On January 20, 2023, the Evaluation Review Committee reviewed applications for program approvals for Fort Hays State University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Fort Hays State University programs through December 31, 2029.

Elementary I, K-6 [UG], continuing

Areas for Improvement:

Standards 1-7, Sci Reading

None

Health I, PreK-12, continuing

Areas for Improvement:

Standards 1-5

None

High Incidence A, K-6 [UG minor], continuing

Areas for Improvement:

Standards 1-8, Sci Reading

None

Physical Education I, PreK-12

Areas for Improvement:

Standards 1-7

None

Restricted Teaching License Program I, 5-8, 6-12, PreK-12

Areas for Improvement:

Standards 1-10

None

February 6, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for new program approval for Newman University

Introductory Statement:

On January 20, 2023, the Evaluation Review Committee reviewed application for new 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 "New Program Approved with Stipulation" status through June 30, 2025:

Innovative Elementary I, K-6, NEW (LEAP)

Areas for Improvement:

Standards 1-7, Sci Reading

None

Proposed new programs can be given the status of 'new program approved with stipulation' or 'not approved.'

New programs may be approved-with-stipulation for 2 years during which they are operationalized (extendable to a third year if not yet operationalized). A progress report is due after the second semester of operation to address the new program stipulation.

February 10, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Wichita State University

Introductory Statement:

On January 20, 2023, the Evaluation Review Committee reviewed an application for program approval for Wichita State University.

Documents that were received and considered include the Institutional Program Report and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Wichita State University program through December 31, 2029.

Low Incidence A, K-6, 5-8, 6-12, continuing

Areas for Improvement:

Standards 1-7

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 an educator preparation provider (EPP).

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:

Beth Fultz

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date: 4/11/2023

Item Title:

Contract with WIDA for alternate English Learner assessments.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into an assessment contract with the Wisconsin Center for Education Research at the University of Wisconsin-Madison on behalf of the WIDA assessment group for the purpose of providing alternate English Learner assessments to students in accredited schools. The annual cost shall not exceed \$180,000.00 per year. The total contract from July 1, 2023 through June 30, 2028 shall not exceed \$900,000.

Explanation of Situation Requiring Action:

Currently, Kansas is noncompliant with ESSEA federal policy requiring states to provide an alternate English language proficiency assessment for cognitively disabled students. KELPA, our current English proficiency assessment provided by the University of Kansas, is not accessible or content appropriate for approximately one (1) percent of the English learner student population.

The University of Kansas cannot develop and administer an assessment for this specific population (approximately 500 students) at a cost that is comparable to purchasing the assessment from a vendor who provides the assessment to multiple states.

The KSDE staff recommends approval of an alternate assessment contract for English Learners with WIDA in an amount not to exceed \$900,000 from July 1, 2023 through June 30, 2028. This contract will be paid with IDEA federal funds and includes the administration, scoring, and reporting of EL alternate assessments for students with the most severe cognitive disabilities in grades 1-12. It also provides data necessary for the KSDE to comply with ESEA and IDEA reporting for English Learners with significant cognitive disabilities who are unable to take the Kansas English Language Proficiency Assessment (KELPA).

The Alternate ACCESS for ELs was developed by WIDA at the University of Wisconsin-Madison and has been in use since 2011. It is a large-print, paper-based test individually administered to students in grades 1-12. Alternate ACCESS is intended for ELs with significant cognitive disabilities who participate, or who are likely to participate, in the state's alternate assessments (DLM). Alternate ACCESS will provide Kansas with the means to meet federal requirements for monitoring and reporting ELLs progress toward English language proficiency.

Alternate ACCESS measures a student's language proficiency in the four federally required domains of **Listening, Reading, Speaking, and Writing**. The assessment is organized into grade-level clusters for grades 1-2, 3-5, 6-8, and 9-12. It is individually administered and scored. Assessment results are provided in both scale- and proficiency-level scores and can be used to inform instruction, monitor progress, and

identify English language proficiency for Els with the most significant cognitive disabilities in a school or district.

The Alternate ACCESS assessments are aligned to English Language Development Standards which include the language domains of Listening, Reading, Speaking, and Writing, and are based on academic language content in social and instructional language, language of language arts, mathematics, and science. Academic language proficiency corresponds to performance measures of linguistic complexity, vocabulary usage, and language control.

The Alternate ACCESS is a short test, with no individual section (i.e. Listening, Reading, Speaking, and Writing) containing more than 10 items. The number of test items is intentionally limited so the test will not present undue stress on students.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 g.

Staff Initiating:

Beth Fultz

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date: 4/11/2023

Item Title:

Amend the contract with Renaissance Learning, Inc. to provide professional development services to an additional 98 systems.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract amendment with Renaissance Learning, Inc. to provide professional development services to an additional 98 systems from August 1, 2023 through July 31, 2024.

The contract amount shall not to exceed eighty-eight thousand two hundred dollars (\$88,200.00).

Explanation of Situation Requiring Action:

In July 2021 Kansas State Board of Education authorized the Commissioner of Education to enter into a contract with Renaissance Learning to provide professional development to Kansas educators using the Star assessments in English language arts and math. The number of systems requesting professional development services was underestimated in the original contract. The funding source for this contract is ESSER III set-aside for learning loss.

The purpose of the contract is to ensure administrators and educators in Kansas have the ongoing support needed to effectively use the Renaissance Star assessments to help accelerate learning for students. 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 Star assessments are online computer-adaptive tests that tailor items to a student's responses to quickly zero in on the student's achievement level and arrive at a reliable score. The norm-referenced scaled scores are based on the difficulty of items and the number of correct responses. It is useful for comparing performance across grades and across a national sample of students. These assessments also allow schools to compare an individual student's growth from one period to the next with that of his or her academic peers nationwide, same grade students with similar scaled score history.

The professional development opportunities provided in this contract will help Kansas educators better understand how to use results for instructional purposes. The contract also allows access to assessment aligned resources for students and educators.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 h.

Staff Initiating:

Natalie Clark

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date: 4/11/2023

Item Title:

Act on request to contract with Brustein & Manasevit to support the administration of Perkins V.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with Brustein & Manasevit to support the administration of Perkins V through trainings (in-person or virtual), perform and/or review mock audits and policies and procedure reviews in the amount not to exceed \$80,000.00 for the period of April 13, 2023 to June 30, 2024.

Explanation of Situation Requiring Action:

Career and Technical Education (CTE) provides students with academic and technical skills to be prepared for the current and future workforce. The federal legislation that funds CTE -- Carl D. Perkins Career and Technical Education Act -- was reauthorized in 2018 and is referred to as Perkins V. States and Local Education Agencies are required to engage a broad group of stakeholders in the development of plans for implementation of Perkins V. Responsibilities for reviewing and implementing the plan include data collection/analysis, technical assistance, and a program improvement process for equity training across the state.

Brustein & Manasevit was selected to provide training(s) relevant to the Perkins V grant application. In addition, Brustein will perform and/or review mock audits with KSDE staff and review the current policy and procedure handbook (updating as needed).

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 i.

Staff Initiating:

Natalie Clark

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date: 4/11/2023

Item Title:

Act on request to contract with Learning Tree Institute at Greenbush to develop a CTE Digital Reference Guide and research the Kansas' Career & Technical Education Career Field, Cluster and Pathway Model.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with Learning Tree Institute at Greenbush to develop a CTE Digital Reference guide and to research the Kansas CTE Career Fields, Clusters and Pathways Model in an amount not to exceed \$100,000.00 for the period of April 13, 2023 through June 30, 2024.

Explanation of Situation Requiring Action:

For the first part of this project Learning Tree Institute at Greenbush will review KSDE Career and Technical Education web pages and develop a CTE Digital Reference Guide categorized in sections (similar to the IPS & WBL Digital Reference Guides). In addition, they will combine the CTE sections with the WBL & IPS Digital Reference Guides to create one guide.

The second part will be to research Kansas' Career and Technical Education Career Fields, Clusters and Pathways Model by 1) comparing Kansas' Career Clusters and Pathways to the National Model, 2) comparing Kansas' Career Clusters and Pathways to other states, 3) comparing Kansas' Career Cluster CIP Codes with Non-Traditional codes, and 4) researching credentials, certifications and assessments in other states.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) was signed into law on July 31, 2018 and reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) for career and technical education (CTE).

The purpose of this Act is to more fully develop academic knowledge and technical and employability skills of secondary education students in CTE to assist students in meeting standards, including preparation for high skill, high wage, or in-demand occupations in current or emerging professions.

The Strengthening CTE for the 21st Century Act (Perkins V) reauthorizes the Carl D. Perkins CTE Act of 2006 (Perkins IV). Perkins V is dedicated to increasing learner access to high-quality CTE Career Pathways. Perkins funding supports a variety of efforts, including but not limited to:

Professional development

Technical assistance

Creation of innovative Career Pathways

Support for continuous improvement of existing Career Pathways

Career exploration

Guidance and advisement
Data collection and analysis; and
Program evaluation and monitoring

Local applicants must focus on the continuous development of academic, technical, and employability skills of students in CTE programs of appropriate size, scope, and quality.

The proposed research of Kansas' Career & Technical Education (CTE) Career Field, Cluster and Pathway Model will assist in supporting continuous improvement of Career Pathways. The research will also assist with aligning KSDE Pathways with KBOR Programs to ensure a seamless transition from secondary education to postsecondary.

Carl D. Perkins funds are shared equally between the Kansas Board of Regents (KBOR) and KSDE. The total State allocation is divided between KBOR and KSDE and distributed in the following manner:

85% of the funds are distributed to eligible local recipients (which includes a Reserve Fund)
10% for state leadership activities
5% for state administration.

The secondary distributed amount is based on a formula using the percentage of Economically Disadvantaged students aged 5-17 in the geographic attendance area of the LEA.

The funding code referenced for the research of Kansas' Career and Technical Education Career Fields, Clusters and Pathways Model is W715 Perkins CTE- State Leadership - Statewide Projects.

Research Kansas' Career and Technical Education Career Fields, Clusters and Pathways Model by

1) Comparing Kansas' Career Clusters and Pathways to the National Model Report Career Cluster differences by name and Classification of Instructional Programs (CIP) Code Report Pathway Differences by Name and SOC Codes (Occupation Codes), Report US labor market information on Kansas' Career Clusters, Classification of Instructional Programs (CIP) Codes, and Pathways (Occupational Codes), Report Kansas' labor market information on Kansas' Career Clusters, Classification of Instructional Programs (CIP) Codes and Pathways (Occupational Codes), and Review research of Kansas' Career and Technical Education Career Fields, Clusters and Pathways Model as outlined above to determine areas of improvement needed to ensure continuous improvement.

2) Comparing Kansas' Career Clusters and Pathways to other states Report Cluster Differences by Name and Classification of Instructional Programs (CIP) Code, Report Pathway Differences by Name and SOC Codes (Occupation Codes), and review research of comparing Kansas' Career Clusters and Pathways to other states as outlined above to determine areas of improvement needed to ensure continuous improvement.

3) Comparing Kansas' Career Cluster Classification of Instructional Programs (CIP) Codes with Non-Traditional codes and Review research of comparing Kansas' Career Cluster Classification of Instructional Programs (CIP) Codes with Non-Traditional codes as outlined above to determine areas of

improvement needed to ensure continuous improvement.

4) Research credentials, certifications, and assessments in other states. Report the credentials, certifications, and assessments aligned to Clusters and Pathways in Other States, Determination process other states use for choosing credentials, certifications and assessments aligned to Secondary Career Clusters and Pathways, and review the research of credentials, certifications, and assessments in other states as outlined above to determine areas of improvement needed to ensure continuous improvement.

Perkins V Section 134 states:

To be eligible to receive financial assistance under this part, an eligible recipient shall conduct a Local Comprehensive Needs Assessment (LCNA) related to CTE and include the results of the needs assessment in the local application; and not less than once every two years, update such LCNA.

A needs assessment is a systematic set of procedures used to determine needs and to examine their nature and causes. A needs assessment is conducted to determine the needs of students, parents, workforce development, community, and future employers.

Each region in Kansas must submit a completed Local Comprehensive Needs Assessment (LCNA) for Perkins V every two years. Needs Assessments are due by February 1 every other year (2024 is the next time this is due). The Needs Assessment consists of six components:

1. Evaluation of Regional Labor Market Data
2. Evaluation of student performance
3. Description of the CTE programs offered (size, scope, quality)
4. Evaluation of the progress toward implementing CTE programs of study
5. Description of recruitment, retention, and training for CTE educators
6. Description of progress toward implementing equal access to CTE for all students, including special populations

The research will provide information directly related to the Local Comprehensive Needs Assessment (LCNA) detailed above.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21 j.

Staff Initiating:

Shane Carter

Director:

Leah Zeller

Commissioner:

Randy Watson

Meeting Date: 4/11/2023

Item Title:

Act on recommendations of the Licensure Review Committee.

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Licensure Review Committee as presented.

Explanation of Situation Requiring Action:

Recommendations of the Licensure Review Committee (LRC) need approval of the State Board of Education. Licenses will be issued to those applicants whose requests are granted. Requests and the LRC's recommendations for this month are provided below.

Case #3475

Applicant requests initial Kansas licensure for elementary education K-6. Review for the license is required due to completion of an alternative teacher preparation program for teaching through the state of New Mexico. Licensure Review Committee recommends approval of initial Kansas licensure elementary education K-6 based on completion of an alternative certification program, and four years of elementary education teaching experience. Moved by Jessica, seconded by Tricia, and approved unanimously.

Case #3476

Applicant requests initial Kansas licensure for K-6 and 6-12 high incidence special education. Review for the license is required due to completion of an alternative teacher preparation program for teaching through the state of New Mexico. Licensure Review Committee recommends approval of initial Kansas licensure elementary education K-6 based on completion of an alternative certification program, completion of coursework in the content area, and passing scores on a content exam. Moved by Cody, seconded by Jessica, and approved unanimously.

Case #3477

Applicant requests initial Kansas licensure for elementary education K-6. Review for the license is required due to completion of an alternative teacher preparation program for teaching through ABCTE in Missouri. Applicant is also deficient in recency and testing. Recency is completion of one year of accredited experience or eight hours of college credit in the last six years. The Licensure Review Committee recommends approval of initial Kansas license based on one year of teaching experience and completion of an alternative certification program Moved by Dan, seconded by Cody, and approved unanimously.

Case #3478

Applicant requests the addition of an endorsement for early childhood education PK-3 to a valid Kansas license. Review is required due to adding the endorsement to a Pennsylvania certificate by testing only. The Licensure Review Committee recommends approval of the addition of an early childhood education PK-3 endorsement based three years of teaching experience in the subject area, and a passing score on a content exam. Moved by Jessica seconded by Tricia and approved unanimously.

Case #3479

Applicant requests initial Kansas licensure for earth space science 6-12. Review is required due to completion of an alternative certification program in Florida. The Licensure Review Committee recommends approval of initial Kansas license for earth space science based on completion of an alternative certification program, completion of content coursework, and one year of teaching experience. Moved by Cody, seconded by Anita and approved unanimously.

Case #3480

Applicant requests initial Kansas licensure for mathematics 5-8; history, government, and social studies 6-12; and elementary education K-6. Review is required due to completion of an alternative certification program in Florida. Licensure Review Committee recommends approval of the initial Kansas licensure for secondary history, government and social studies 6-12 based on completion of an alternative certification program, and degrees earned in the content area. The Licensure Review Committee recommends denial of adding an elementary education K-6 and mathematics 5-8 endorsements to the license based on lack of content knowledge related to elementary education standards 1-7, middle level mathematics standards 1-7, and no experience teaching in the content areas. Moved by Jessica, seconded by Tricia, and approved unanimously.

Case #3481

Applicant requests standard substitute license PRK-12. Review is required due to required due to completion of an alternative certification program for Spanish in Texas. The Licensure Review Committee recommends approval of a standard substitute license based on completion of an out of state alternative certification program and earning a degree in the content area. Moved by Dan, seconded by Anita, and approved unanimously.

Case #3482

Applicant requests initial Kansas licensure for elementary education K-6. Review is required due to completion of an alternative certification program for teaching through Texas. The Licensure Review Committee recommends denial of initial Kansas licensure for elementary education K-6 based on a lack of content knowledge related to elementary content standards 1-7 and a lack of teaching experience in the content area. Moved by Dan, seconded by Cody, and approved unanimously.

Case #3483

Applicant requests initial Kansas licensure for School Counselor Prk-12. Review is required due to completion of an alternative teacher preparation program in Texas. The Licensure Review Committee recommends approval of initial Kansas licensure for School Counselor Prk-12 based on completion on alternative certification program and achievement of out of state license. Moved by Tricia, seconded by Dan, and approved unanimously.

Case #3484

Applicant requests initial Kansas licensure for building leadership PK-12. Review for the license is required due to not meeting the five years of accredited teaching experience requirement to qualify for the building leadership license. The Licensure Review Committee recommends approval initial Kansas licensure for building leadership PK-12 based on accepting three years of unaccredited experience as accredited experience to meet the five-year experience requirement. Moved by Cody, seconded by Tricia, and approved unanimously.

Case #3485

Applicant requests initial Kansas licensure for library media specialist Prk-12. Review is required due to completion of a degree with a non-regionally accredited college/university. The Licensure Review Committee recommends approval of the initial license based on holding a license in another state and four years of accredited experience in the content area. Moved by Dan, seconded by Trisha, and approved unanimously.

Case #3486

Applicant requests initial Kansas licensure for history, government, and social studies 6-12. Review is required due to completion of an alternative certification program in Oklahoma. The Licensure Review Committee recommends approval of initial Kansas licensure for history, government, and social studies 6-12 based on completion of an out of state program, holding an out of state license, and completion of college coursework in the content area. Moved by Dan, seconded by Cody, and approved unanimously.

Case #3487

Applicant requests approval for initial Kansas licensure for high-incidence special education Prk-12. Review is required to completion of an alternative certification program in Texas. The Licensure Review Committee recommends denial of initial Kansas licensure for high-incidence special education Prk-12 based on lack of content knowledge to address high incidence standards 1-8 and lack of teaching experience in the content area. Moved by Dan, seconded by Jessica, and approved unanimously.

Case #3488 Applicant requests initial Kansas licensure for early childhood education PrK-3. Review is required due to completion of an alternative certification program in Florida. The Licensure Review Committee recommends denial of initial Kansas licensure for early childhood education PrK-3 based on lack of content knowledge related to early childhood standards 1-8 and lack of teaching experience in the content area. Moved by Dan, seconded by Cody, and approved

unanimously.

Case #3489

Applicant requests initial Kansas licensure for elementary education K-6 and high-incidence special education K-6, 6-12. Review for the teaching license is required due to the applicant never having been licensed as a teacher out of state and lack of an approved program for high-incidence special education. The Licensure Review Committee recommends approval of initial Kansas licensure for elementary education K-6 based on completion of an approved program and teaching experience in the content area and recommends approval provisional license for high-incidence special education K-6, 6-12 based on completion of college coursework in the content area and teaching experience in the content area. The provisional license may be upgraded upon completion of the required content exam. Moved by Dan, seconded by Anita, and approved unanimously.

Case #3490

Applicant requests initial Kansas licensure for high-incidence special education K-6, 6-12. Review for the teaching license is required due to lack of an approved program for high-incidence special education. The Licensure Review Committee recommends approval of initial Kansas licensure for high-incidence special education K-6 based on teaching experience in the content area and passing a content exam in the content area, and recommends denial of the high-incidence special education 6-12 endorsement based on lack of teaching experience at the grade level, and lack of knowledge to meet high-incidence standards 1-8 at the 6-12 grade level. Moved by Anita, seconded by Tricia, and approved unanimously.

Case #3491

Applicant requests initial Kansas licensure for biology 6-12 and chemistry 6-12. Review is required due to completion of an alternative certification program in New Jersey. The Licensure Review Committee recommends approval of initial Kansas license for biology 6-12 and chemistry 6-12 based on completion of an alternative certification program and teaching experience in the content areas. Moved by Dan, seconded by Cody and approved unanimously.

Case #3492

Applicant requests an extension of a provisional teaching license for high-incidence special education based on extreme extenuating circumstances. Review is required due to failure to complete 50% of the coursework deficiency plan required by regulation to renew the provisional teaching license. The Licensure Review Committee recommends approval of an extension of a provisional teaching license for high-incidence special education based on extreme extenuating circumstances. Moved by Jessica, seconded by Dan and approved unanimously.

Case #3493

Applicant requests initial school leadership license with an endorsement in building leadership Prk-12. Review is required due to lack of a valid out of state license for building leadership. The Licensure Review Committee recommends approval of an initial school leadership license with an

endorsement in building leadership Prk-12 based on completion of an approved program and passing required content exam. Moved by Jessica seconded by Tricia and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 21k

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 4/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 465 Winfield, Cowley County, to receive Capital Improvement (Bond and Interest) State Aid.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 465 Winfield, Cowley County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 465 Winfield, Cowley County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid will be held between March 30-April 5, 2023. (date TBD)

USD 465 plans to use the bond proceeds (not to exceed **\$15,000,000**) to pay costs to: construct, furnish, and equip renovations, improvements and additions to existing District facilities, and other deferred maintenance including: (a) new controlled entry, office remodel, classroom addition for Irving Elementary; (b) new controlled entry for Country View and Whittier Elementaries, and Winfield Early Learning Center; (c) new controlled entry, office remodel, relocate nurse and conference room at Lowell Elementary; HVAC improvements for four elementary schools.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district enrollment is projected flat.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The application indicates that the building(s) are in need of major repairs in order to provide necessary student programs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 465 Winfield

County: Cowley

1. Current equalized assessed tangible valuation *	\$152,593,277	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$21,363,059</u>	
4. State Aid Percentage	<u>17%</u>	22-23 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>under 14%</u>	<u> </u>
6. Amount of bond indebtedness requested	<u>\$15,000,000</u>	<u>9.8%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$1,500,000</u>	<u>9.8%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$21,363,059</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>under 14%</u>	<u> </u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

March 20, 2023
Date

March 20, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner