



900 S.W. Jackson Street, Suite 600  
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www.ksde.org

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

## TUESDAY, FEBRUARY 9, 2021 MEETING AGENDA

8:00 a.m.	<b>Pre-Meeting Activity</b> — Panel discussion with Kansas Association of Independent and Religious Schools (virtual event) as part of KAIRS Annual Meeting	
10:00 a.m.	1. Call to Order — Chairman Jim Porter	
	2. Roll Call	
	3. Mission Statement, Moment of Silence and Pledge of Allegiance	
	4. Approval of Agenda	
	5. Approval of January Minutes	<b>pg 5</b>
10:05 a.m.	6. Commissioner’s Report — Dr. Randy Watson	
10:30 a.m.	7. Citizens’ Open Forum - Written comments only	<b>pg 27</b>
10:35 a.m. (DI)	8. Discussion on Navigating Next framework for school districts	<b>pg 29</b>
11:20 a.m.	Break	
11:30 a.m. (AI)	9. Act on recommendations for Kansas Education Systems Accreditation	<b>pg 31</b>
11:40 a.m. (IO)	10. Update on 2021 Kansas Assessment Program	<b>pg 95</b>

Location: Board members will meet in person in the Landon State Office Building, 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas. There will be no visitors in observance of restrictions for large group gatherings. The meeting will be livestreamed for the public to listen and observe at: <https://www.ksde.org/Board/Kansas-State-Board-of-Education/Streaming-Media>

Open Forum: Written comments for Citizens Forum should be directed to the Board secretary at [plhill@ksde.org](mailto:plhill@ksde.org) by Feb. 5.

References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item, (IO) Information Only

Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Peggy Hill at 785-296-3203, at least seven business days prior to a State Board meeting.

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Next Meeting: March 9 and 10, 2021.

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

12:10 p.m.	Lunch	
1:30 p.m. (IO)	11. Recognition of individuals earning Certificate in Child Nutrition Management	pg 97
1:40 p.m. (RI)	12. Receive Professional Standards Board recommendations on microcredentials for licensed educators	pg 99
2:00 p.m. (RI)	13. Receive report on Kansas City Teacher Residency Program	pg 101
2:25 p.m. (DI)	14. Discussion on Vaping and Tobacco-related 2021 legislative priorities	pg 103
2:50 p.m.	Break	
3:05 p.m. (IO)	15. Information on connecting State Board initiatives with Governor’s Education Council recommendations	pg 105
3:35 p.m. (DI)	16. Legislative Matters	pg 109
4:00 p.m. (AI)	17. Consent Agenda	
	a. Receive monthly personnel report	pg 111
	b. Act on personnel appointments to unclassified positions	pg 113
	c. Act on recommendations for licensure waivers	pg 115
	d. Act on request from USD 375 Circle, Butler Co., to hold a bond election	pg 119
	e. Act on request from USD 375 Circle, Butler Co., to receive Capital Improvement (Bond and Interest) State Aid	pg 121
	f. Act on request to amend state assessment contract with Achievement and Assessment Institute to provide interim assessments in Braille	pg 123
	g. Act on request to release Request for Proposal for a licensing agreement for reading and math resources	pg 125
	h. Act on request to amend contract with Kansas Association of Education Service Agencies to implement components of the Navigating Change and Navigating Next guidance	pg 127
	i. Act on contract with the Kansas State Department of Agriculture for Summer Food Service Program Food Safety Inspections	pg 129
4:05 p.m. (IO)	18. Chairman’s Report	pg 131
(AI)	a. Act on Board Travel	
	b. Committee Reports	
	c. Board Attorney’s Report	
	d. Future Agenda Items	
4:45 p.m.	<b>RECESS</b>	



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## WEDNESDAY, FEBRUARY 10, 2021 MEETING AGENDA

- |                |   |        |
|----------------|---|--------|
| 9:00 a.m.      | 1. Call to Order - Chairman Jim Porter  |        |
|                | 2. Roll Call  |        |
|                | 3. Approval of Agenda   |        |
| 9:05 a.m. (IO) | 4. Information on academic standards and programs designed to enrich students' civics understanding                 | pg 135 |
| 9:25 a.m. (IO) | 5. Report from Rep. Steve Huebert   | pg 137 |
| 9:40 a.m. (DI) | 6. Work session   | pg 139 |
|                | A. Review of Kansans Can vision, goals, objectives and outcomes   |        |
|                | B. Continued discussion on Navigating Next framework and COVID-19 federal emergency relief funds to schools         |        |
| (AI)           | 7. Action on Navigating Next framework and distribution plan for COVID-19 federal emergency relief funds to schools | pg 141 |
| 12:30 p.m.     | <b>ADJOURN</b>  |        |
|                | * If more time is needed for the work session, it will resume after lunch.  |        |

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# 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, January 12, 2021

### **SWEARING-IN CEREMONY**

Prior to the start of the business meeting, the swearing-in ceremony occurred virtually for new State Board members Melanie Haas (District 2) and Betty Arnold (District 8), along with re-elected members Ann Mah (District 4), Deena Horst (District 6) and Jim McNiece (District 10). Vice Chair Janet Waugh provided the welcome, then Commissioner Randy Watson introduced the Honorable Chief Justice Marla Luckert who administered the Oath of Office for the five members.

(00:05:32)

### **CALL TO ORDER**

Vice Chair Janet Waugh called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Jan. 12, 2021. The meeting was conducted via video conference during the ongoing COVID-19 pandemic and was livestreamed for the public to observe and listen. She welcomed new members Melanie Haas and Betty Arnold for their first participatory meeting.

(00:35:28)

### **ROLL CALL**

All Board members attended by video conference:

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

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

Vice Chair Waugh 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**

Dr. Horst moved to approve the Tuesday agenda as presented. Mr. McNiece seconded. Motion carried 10-0.

**MOTION**  
(00:38:20)

### **APPROVAL OF THE DECEMBER MEETING MINUTES**

Mr. Jones moved to approve the minutes of the December Board meeting. Dr. Horst seconded. Motion carried 10-0.

**MOTION**  
(00:39:13)

### **BOARD REORGANIZATION**

Reorganization of the Kansas State Board of Education occurs every two years, which coincides with the election and/or re-election of Board members and their staggered terms. The following action was taken during reorganization for 2021-23:

### **ELECTION OF BOARD CHAIRMAN**

Mr. McNiece moved to nominate Jim Porter as Chair of the Kansas State Board of Education. Dr. Horst seconded. There were no other nominations. Motion carried 10-0. Mr. Porter accepted, then assumed leadership of the meeting.

**MOTION**  
(00:40:13)

**ELECTION OF VICE CHAIRMAN**

Mrs. Clifford moved to nominate Janet Waugh as Vice Chair of the Kansas State Board of Education. Mr. Jones seconded. There were no other nominations. Motion carried 10-0.

**MOTION**  
(00:42:09)

**ELECTION OF LEGISLATIVE LIAISONS**

Mr. Jones moved to nominate Deena Horst for one of two Legislative Liaison positions. Mrs. Waugh seconded. Motion carried 10-0. Next, Dr. Horst moved to nominate Ben Jones for the second Legislative Liaison position. Mr. McNiece seconded. Motion carried 10-0.

**MOTIONS**  
(00:43:54)  
(00:45:00)

**ELECTION OF BOARD POLICY COMMITTEE MEMBERS**

Reorganization continued with the election of three Board members to serve on the Policy Committee. Chairman Porter stated nominations could be made individually or in a slate. Mrs. Waugh moved to nominate the slate of Jean Clifford, Betty Arnold and Deena Horst for the Policy Committee. Mrs. Mah seconded. A single vote was taken on the three-member slate, passing 10-0. Mrs. Clifford was named Chair of the Policy Committee.

**MOTION**  
(00:46:34)

**STATUS OF OTHER ELECTED POSITIONS**

Board-elected positions on the Kansas State High School Activities Association’s Board of Directors and Executive Board are held by Deena Horst and Jim McNiece. These terms are not yet expired.

**CITIZENS’ OPEN FORUM**

Chairman Porter announced the opening of Citizens Forum. Only written comments were accepted this month. However, there were no written public comments submitted for the meeting.

**APPOINTMENT OF BOARD ATTORNEY AND BOARD SECRETARY**

Mr. McNiece moved to approve the designation of Mark Ferguson of Gates Shields Ferguson Swall Hammond, P.A., Overland Park, as the State Board Attorney, and approve the designation of Peggy Hill as State Board Secretary. Mr. Jones seconded. Motion carried 10-0.

**MOTION**  
(00:49:12)

**REVIEW OF COMMITTEES NEEDING STATE BOARD REPRESENTATION**

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

**COMMISSIONER’S REPORT**

The meeting was ahead of schedule, so Commissioner Randy Watson proceeded with his monthly report. Dr. Watson first commented about honoring the 2021 Horizon Award winners, a group of 32 educators who are in their second year of teaching. He next previewed a discussion that will occur in February when members will receive guidance and recommendations for assisting school districts and local boards of education as they transition out of the pandemic to a new normal. Dr. Watson then reviewed important factors within a five-year snapshot of a districts’ postsecondary progress, considered vital information in the vision to lead the world in the success of each student. He explained how the state’s predicted effectiveness rate can be impacted by three main risk factors: poverty, mobility and chronic absenteeism — all critical from an equity perspective. Using illustrations of growth, he touched upon areas the Accreditation Review Council evaluates. He then addressed questions about risk factors and research regarding other subsets such as English learners, dyslexia and students with disabilities.

(00:51:50)

**ACTION ON RECOMMENDATIONS FOR KANSAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT PERFORMANCE LEVELS AND CUT SCORES**

At last month's meeting, Board members received performance level and cut score recommendations for Kansas English Language Proficiency Assessments (KELPA). The KELPA aligns with the 2018 Kansas Standards for English Learners. Presenters were Beth Fultz, Assistant Director at KSDE, plus Dr. Neal Kingston and Dr. Brooke Nash from the University of Kansas. The assessment is comprised of four domains: listening, speaking, reading and writing. They briefly reviewed the standard-setting process and answered questions. Mr. Porter read the motion, which was made by Mrs. Waugh, to approve the recommended performance levels and cut scores for grades K-12 Kansas English Language Proficiency Assessments. Mrs. Clifford seconded. Motion carried 10-0.

(01:38:41)

**MOTION**  
(01:44:41)

**ACTION ON CONSENT AGENDA**

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

**MOTION**  
(01:45:51)

- received the monthly Personnel Report for December.
- confirmed the unclassified personnel appointments of Edward Kalas as Education Program Consultant on the Teacher Licensure and Accreditation team, effective Dec. 7, 2020, at an annual salary of \$56,118.40; Jaycee Worrell as Accountant on the Fiscal Services and Operations team, effective Dec. 14, 2020, at an annual salary of \$46,363.20; Taylor Carlson as Administrative Specialist on the Fiscal Auditing team, effective Dec. 21, 2020, at an annual salary of \$36,504; Aaron Emery as Quality Analyst Technician on the Information Technology team, effective Dec. 21, 2020, at an annual salary of \$51,126.40; Jennifer Shaffer as Information Systems Manager on the Information Technology team, effective Dec. 27, 2020, at an annual salary of \$69,992; Dale Brungardt as Director on the School Finance team, effective July 1, 2021, at an annual salary of \$109,670.86.
- accepted the following recommendations for licensure waivers valid for one school year:  
*Gifted* -- Tracy Russman, USD 233; Jacqueline Franklin, USD 501. *High Incidence Special Education* -- Jamie Spruk, USD 203; Kelly Toll, USD 383; John Zeller, Zachary Mickens, USD 450; Amanda Rush, Corinne Spain, Sara Burgess, Andrea Brown, Anna Motto, Jennifer Grell, Lisa Adame, Meredith Royston, Michelle Gustafson, Tawni Schraad, Whitney Baker, Neil Trottier, Alberto Vinent, USD 501; Angela Shepard, Cindie Franz, D0602; Michelle Clouch, D0603; Tammara Capps, D0608; Anna Knepper, D0702; Corbin Berner, D0718; Brock Huber, Z0032. *Library Media Specialist* -- Casey Penner, USD 402. *Low Incidence Special Education* -- Andrew Malcolm, USD 207; Monica Brown, Kelly Hoeven, USD 231; Arikka Gresham, USD 259. *Visual Impaired* -- Josephine Riley, Neriza Del Castillo, USD 501; Rachel Ghram, D0725.
- accepted the following recommendations of the Licensure Review Committee: *Approved cases* — 3332, 3340, 3348, 3349, 3555, 3356, 3357, 3358, 3360. *Denied case* — 3331.
- adopted a Resolution establishing the 2021 calendar of Board meeting dates, time and location. (See attached Resolution)
- accepted the Kansas State School for the Blind Strategic Plan for 2021.
- accepted the Kansas State School for the Blind Parent/Student Handbook.
- accepted the Kansas School for the Deaf Parent/Student Handbook.
- accepted the KSSB/KSD Employee Handbook/Policies.

**BOARD MEMBER TRAVEL**

Board members had the opportunity to make changes to the travel requests for approval. Mr. Jones moved to approve the travel requests and updates. Mr. McNiece seconded. Motion carried 10-0.

**MOTION**  
(01:48:56)

Members recessed for lunch at 11:20 a.m. The Chair, Vice Chair and Commissioner met virtually during the lunch break to consider committee assignments.

**LUNCH**

**RECEIVE RECOMMENDATIONS FOR KANSAS EDUCATION SYSTEMS ACCREDITATION**

Chairman Porter called the meeting back to order at 1:15 p.m. Mischel Miller, Director of Teacher Licensure and Accreditation, began with an overview of the Kansas Education Systems Accreditation (KESA) framework, which centers on a continuous improvement process within districts/ systems supporting the State Board’s vision and education outcomes. This includes evaluation of evidence-based practices, foundational structures and compliance. Jeannette Nobo, Assistant Director, summarized findings of the Accreditation Review Council (ARC) and the appeal process. Systems currently presented for consideration regarding their recommended status were USD 445 Coffeyville, St. Paul Elementary, Our Lady of Unity, Cure’ of Ars, St. Thomas Aquinas and John Paul II Elementary. Executive summaries and accountability report data were provided. Board members will act on the ARC recommendations in February.

**P.M. SESSION**  
(03:49:15)

**KANSANS CAN HIGHLIGHT: UTILIZING NAVIGATING CHANGE GUIDANCE SUCCESSFULLY**

“Navigating Change: Kansas Guide to Learning and School Safety Operations” was created in the spring with input from nearly 1,000 Kansans to help schools as they support students and communities, and provide a quality education during the COVID-19 pandemic. Superintendent Cindy Couchman, Buhler USD 313, described how the guidance was useful to her as a first-year superintendent by outlining a structure to address various constraints. She commented how much time the research saved her teams. In Hutchinson USD 308, Navigating Change proved useful to help students demonstrate skills in new contexts moving from remote learning to hybrid to in-person instruction. Rhonda Trimble, Executive Director of Elementary Education and School Improvement at USD 308, also described how gradeband classes were effective.

(04:21:11)

**ACTION ON REPORT FROM THE SCHOOL MENTAL HEALTH ADVISORY COUNCIL ON IMPLEMENTATION OF BULLYING TASK FORCE RECOMMENDATIONS**

The report presented to Board members summarized considerations by subcommittees of the School Mental Health Advisory Council (SMHAC) tasked with formulating strategies to implement seven recommendations from the Blue Ribbon Task Force on Bullying. The implementation guide is designed for school districts and buildings based on work of the task force, which was created in 2019 to examine issues of bullying in the state’s schools. The Task Force’s Final Report was transferred to the SMHAC, chaired by Kathy Busch. She supplied background information to Board members before KSDE Education Program Consultant Myron Melton reviewed executive summary highlights of the report. Other presenters were Kent Reed and Kerry Haag. Discussion included ways to build adults’ knowledge of the topic, increase family engagement, improve accountability and data collection, and expedite the timeline. One strategy is that schools will give an annual update on bullying prevention and awareness to their local boards of education. Mrs. Dombrosky expressed concern about the accuracy of data collection. Mr. Jones moved to accept the report from the School Mental Health Advisory Council on the implementation of the Bullying Task Force recommendations. Mr. McNiece seconded. Motion carried 9-1, with Mrs. Dombrosky in opposition.

(04:55:23)

**MOTION**  
(05:39:34)



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

The Professional Practices Commission was represented by acting chairperson Jennifer Holt, who presented the PPC’s recommendations on two licensure cases. She briefed members on the details and answered questions. Dr. Horst moved to issue a Professional Teaching License, with public censure, to Applicant 19-PPC-23. Mrs. Mah seconded. Motion carried 10-0. In the second case, Mrs. Mah moved to adopt the findings of the Professional Practices Commission and deny the application of 20-PPC-19. Mr. McNiece seconded. Motion carried 10-0.

**MOTIONS**  
(05:45:27)  
(05:46:59)

Members took a break from 3:14 to 3:30 p.m.

**BREAK**

**ACCEPTANCE OF REDESIGN SCHOOLS’ PLANS FOR LAUNCH IN 2020-21 SCHOOL YEAR**

The Kansans Can School Redesign Project currently has five cohorts, two of which are Gemini II and Apollo. Schools in these cohorts awaiting State Board acceptance of their redesign plans participated in regional redesign workshops and have been “cleared for launch” by a third-party Launch Readiness Committee. These schools have also been approved by their local boards of education to launch in 2020-21. School Redesign Specialists Tamara Mitchell and Jay Scott, along with Coordinator Sarah Perryman, gave an overview of the school redesign project, which began in the summer of 2017. There are currently 180 schools and 72 districts participating in school redesign either in the plan year, launch year or ascent years. Training, coaching, mentoring and other professional learning opportunities exist for participants, some coordinated with educational service centers. A new Redesign Success Rubric self-assessment tool has been introduced. Mr. Jones moved to accept the Gemini II and Apollo schools identified as a “go” for launch for the 2020-21 school year. Mrs. Clifford seconded. Motion carried 10-0. These schools are Ell-Saline Elementary (Ell-Saline USD 307), Wiley Elementary and Hutchinson STEM Magnet School (Hutchinson USD 308), and Stafford Middle / High School (Stafford USD 349).

(06:04:04)

**MOTION**  
(06:31:03)

**DISCUSSION ON WORK-BASED LEARNING AND INDIVIDUAL PLAN OF STUDY CONNECTION**

A student’s Individual Plan of Study is an important tool for identifying his/her strengths and career interests while assisting with a plan for postsecondary success. The IPS pairs with several other projects such as work-based learning (WBL) to build short-term and long-term goals. KSDE staff Stacy Smith and Natalie Clark provided information about the developing connection between IPS and WBL. Students can benefit from collaboration between KSDE, the Kansas Board of Regents and other intergovernmental agencies through work overseen by the Governor’s Education Council. Members learned about five regional work-based learning pilots currently in place in which school districts partner with a college or technical school to provide training and work experiences. Members had questions and comments throughout the presentation.

(06:37:06)

**CHAIRMAN’S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS**

**Committee Reports** — Mr. Porter gave a status report on the School Bus Stop Arm group’s recommendation to reinstitute proposed legislation. He also noted there would be a meeting of the transition work group discussing concerns about sub-minimum wage jobs. Mrs. Waugh submitted her report in writing.

(07:20:18)

**Board Attorney’s Report** — Board Attorney Mark Ferguson informed members of the impact COVID-19 has had on the legal system, too, such as use of online notarization, extended statute of limitations and reduction in in-person meetings.

**Requests for Future Agenda Items —**

- Further examination of risk factors impacting student success (mentioned during Commissioner’s Report)

- February report on guidance to assist school districts in transitioning out of pandemic.
- Additional background information on IPS and the connection to accreditation (Mrs. Arnold)
- Review of goals and elements of Kansans Can vision (Mr. Porter)
- Update on dyslexia plan across the state (Mr. McNiece)
- National certifications available for teachers, such as those offered through the Jones Institute (Mr. Jones)
- Workshop to discuss potential topics in each Board district (Mr. Porter)
- Enhancing students' understanding of civics; helping students to accept and value others (Mr. Porter)
- Working closer with local boards of education; collaboration with KASB through annual convention (Mrs. Clifford and Mr. Porter)

**RECESS**

Chairman Porter recessed the meeting at 5:15 p.m. until 9 a.m. Wednesday.

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Jim Porter, Chair

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Peggy Hill, Secretary

## RESOLUTION

Be It Resolved That:

The Kansas State Board of Education will conduct its regular meeting beginning at 10 a.m. on the second Tuesday and 9 a.m. on the second Wednesday of each month. The location is the Landon State Office Building (LSOB), 900 SW Jackson, Ste 102, Topeka, Kansas, unless otherwise noted. Virtual meetings, when necessary, will be conducted via video conference and livestreamed for the public to observe and listen. Therefore, the Kansas State Board of Education regular meetings for 2021 are confirmed as follows:

<b>2021 Dates</b>	<b>Meeting</b>	<b>Location</b>
<b>January 12-13</b>	Regular Board Meeting	LSOB, Topeka
<b>February 9-10</b>	Regular Board Meeting	LSOB, Topeka
<b>March 9-10</b>	Regular Board Meeting	LSOB, Topeka
<b>April 13-14</b>	Regular Board Meeting	LSOB, Topeka
<b>May 11</b>	Regular Board Meeting	LSOB, Topeka
<b>May 12</b>	Annual visits to Kansas School for Blind / School for Deaf	Kansas City / Olathe
<b>June 8-9</b>	Regular Board Meeting	LSOB, Topeka
<b>July 13-14</b>	Regular Board Meeting	LSOB, Topeka
<b>August 10-11</b>	Regular Board Meeting	LSOB, Topeka
<b>September 14-15</b>	Regular Board Meeting	LSOB, Topeka
<b>October 12-13</b>	Regular Board Meeting	LSOB, Topeka
<b>November 9-10</b>	Regular Board Meeting	LSOB, Topeka
<b>December 14-15</b>	Regular Board Meeting	LSOB, Topeka

### CERTIFICATE

This is to certify that the above resolution was duly adopted by the Kansas State Board of Education on the 12th day of January, 2021.

Peggy Hill /s/

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Peggy Hill  
Secretary, Kansas State Board of Education



## MINUTES



Kansas State Board of Education

Wednesday, January 13, 2021

### CALL TO ORDER

Chairman Jim Porter called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Jan. 13, 2021. The meeting was conducted by video conference in order to observe restrictions due to COVID health concerns and group gatherings. The meeting was broadcast livestream for the public.

(00:00:48)

### ROLL CALL

All Board members attended by video conference:

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

### APPROVAL OF AGENDA

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

**MOTION**  
(00:01:52)

### CITIZENSHIP DAY WITH CAREER TECHNICAL STUDENT ORGANIZATIONS

Citizenship Day with officers of the state's Career Technical Student Organizations (CTSO) occurs each January. Student leaders with eight Kansas CTSOs shared information about how their specific organizations have helped them develop leader qualities. They reflected on growth in various skills to aid them through the pandemic. Among those mentioned were: advocacy, utilizing voice to help others, overcoming limitations, being role models, strengthening work ethic, time management, adaptability and networking for community safety. While many admitted struggling at different times with remote learning and reduced socialization, they chose to focus on positive experiences. The organizations and their student representatives were: Business Professionals of America (Michael Owens), DECA (Maya Wagstaff), Future Business Leaders of America (Kaylie Reese), FCCLA (Emilie Crowley), FFA (Elizabeth Sturgis), HOSA (Joseph Lee), Skills USA (Allie Brodbeck) and Technology Student Association (Abby Otten). Board members followed with comments and questions. In past years, members would join the students for lunch and a roundtable discussion, but the pandemic caused plans to be altered.

(00:02:23)

### ANNOUNCEMENT OF COMMITTEE ASSIGNMENTS

Chairman Porter announced the selection of Board members to serve on the various committees with State Board representation. The chart of assignments is attached to the minutes.

(00:55:04)

### SPECIAL EDUCATION ADVISORY COUNCIL ANNUAL REPORT

The Special Education Advisory Council (SEAC) serves as a liaison between the statewide populace and the State Board of Education. The major responsibilities of the Council are to advise, consult and provide recommendations to the State Board and KSDE regarding matters concerning special education services in Kansas. Director Bert Moore gave the introduction. Heath Peine,

(01:00:54)

SEAC current chair, explained the diversity required in SEAC membership, recapped the year in review, works in progress, support for COVID-related issues and considerations for improving transition services. Other topics discussed included funding, teacher licensure and helping parents through remote learning. The need for students to have their Individual Education Plan met was stressed. A copy of the SEAC 2019-20 Annual Report was provided.

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

**BREAK**

(01:44:44)

**RETREAT ON BOARDMANSHIP**

Dr. Doug Moeckel, leadership services field specialist with the Kansas Association of School Boards, facilitated a retreat for State Board members focusing on board development and the role of policymaking boards. Dr. Moeckel expanded upon the ingredients for a successful vision, including team building and oversight responsibilities. As educational leaders, Board decisions are driven by student learning and success. He gave insight into best practices. Throughout the session, he engaged members in discussions and answered questions. Six new members have joined the Board since the new vision was developed in 2015, so they agreed it was appropriate to revisit the goals, objectives and outcomes in the immediate future. Consideration was given to working closer with local boards of education to understand their issues, improving communication, connecting more with business and industry partners, and working to return students to the classroom.

**ADJOURNMENT**

Chairman Porter adjourned the meeting at noon. The next meeting is Feb. 9 and 10, 2021.

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

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

## 2021-23 - State Board Committee Assignments

<b>Committee / Organization</b>	<b>State Board Representative</b>
Agriculture in the Classroom	Ben Jones
Charter and Virtual Education Advisory Council	Michelle Dombrosky
Confidence in Kansas Public Education Task Force	Janet Waugh
Coordinating Council	Ann Mah, Jean Clifford
Education Commission of the States	Jim McNiece
Kansas Alliance for Arts in Education	Melanie Haas
Kansas Assoc, for Conservation & Environmental Educ.	Melanie Haas
Kansas Council for Economic Education	Betty Arnold
Kansas Fdn. for Excellence / Kansas Teacher of the Year	Deena Horst
Kansas Learning First Alliance	Michelle Dombrosky
Kansas Master Teacher Award Selection Committee	Ben Jones
KSD/KNEA Bargaining Team (School for the Deaf)	Michelle Dombrosky
Liaison to Kansas State School for the Blind	Melanie Haas
Liaison to Kansas School for the Deaf	Michelle Dombrosky
Professional Standards Board Liaison	Jean Clifford
School Mental Health Advisory Council	Jean Clifford
School Redesign Advisory Committee	Betty Arnold, Ann Mah

Special Education Advisory Council	Jim McNiece
Teacher Vacancy and Supply Committee	Betty Arnold, Jean Clifford

<b>Appointments by Either Commissioner or Governor</b>	
Governor's Education Council	Jim McNiece, Jim Porter
Interstate Migrant Education Council	Jean Clifford
Kansas Advisory Committee for Career and Technical Education	Ann Mah
Kansas Alliance for Educational Advocacy	Jim Porter
Kansas Volunteer Commission	Ben Jones

<b>Nationally Chosen Positions Held by Board Members</b>	
NASBE Government Affairs Committee	Jim McNiece
NASBE Public Education Positions (PEP) Committee	Deena Horst
NASBE Whole Child Study Group	Betty Arnold

<b>Misc. and Short-Term Assignments</b>	
Attorney General's Juvenile Justice Oversight Committee	Janet Waugh
Capital Improvement (Bond & Interest) State Aid Review	Jim Porter
Communications Committee for State Board	Jim McNiece, Melanie Haas
E-Cigarette / Vaping Task Force	Michelle Dombrosky



ESSA / ESEA Board Representative	Ann Mah
Kansas Fire Marshal Advisory Committee	Jim Porter
Kansas Prescription Drug & Opioid Advisory Committee	Deena Horst
Legislative Broadband Committee	Jim McNiece
Student Voice Committee for State Board	Ann Mah, Betty Arnold, Melanie Haas
Transition Work Group addressing underserved populations of adults	Jim Porter

<b>Elected Positions</b>	
Chairman	Jim Porter
Vice Chairman	Janet Waugh
Legislative Liaisons	Deena Horst, Ben Jones
Board Policy Committee	Jean Clifford, Deena Horst, Betty Arnold
KSHSAA (Kansas State High School Activities Association)	Deena Horst, Jim McNiece (terms expire June 30)

## **Summary**

Janet Waugh: Vice Chair, Confidence in KS Public Education Task Force, Juvenile Justice Oversight

Melanie Haas: KS Alliance for Arts in Education, KACEE, School for Blind, Communications, Student Voice

Michelle Dombrosky: Charter / Virtual Schools, Kansas Learning First Alliance, School for the Deaf liaison, KSD Bargaining, E-Cigarette / Vaping Task Force

Ann Mah: Coordinating Council, School Redesign, KACCTE, ESEA rep., Student Voice

Jean Clifford: Coordinating Council, Professional Standards Bd., School Mental Health, Teacher Vacancy, Migrant Education, Board Policy

Deena Horst: KTOY selection, Kansas Prescription Drug, NASBE Public Ed. Positions, KSHSAA, Board Policy, Legislative Liaison

Ben Jones: Agriculture in the Classroom, KS Volunteer Commission, Master Teacher Selection Committee, Legislative Liaison

Betty Arnold: Kansas Council for Economic Education, School Redesign, Teacher Vacancy, NASBE Whole Child Study, Board Policy, Student Voice

Jim Porter: Chairman, Gov's Education Council, Capital Improvement (Bond/Interest), KS Fire Marshall Advisory, Transition Work Group, Kansas Alliance for Educational Advocacy

Jim McNiece: Education Commission of the States, SEAC, Gov's Education Council, NASBE Gov't Affairs, Communications, Legislative Broadband, KSHSAA

## MINUTES



Kansas State Board of Education

Tuesday, December 8, 2020

### CALL TO ORDER

Chairman Kathy Busch called the monthly meeting of the Kansas State Board of Education to order at 10 a.m. Tuesday, Dec. 8, 2020. The meeting was conducted virtually using interactive communication. It was broadcast livestream for the public due to restrictions prohibiting mass gatherings during the COVID-19 pandemic.

(00:00:45)

### ROLL CALL

All Board members participated by video conference:

Kathy Busch	Ann Mah
Jean Clifford	Jim McNiece
Michelle Dombrosky	Jim Porter
Deena Horst	Steve Roberts
Ben Jones	Janet Waugh

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

Chairman Busch 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 AMENDED AGENDA

Chairman Busch announced that Item 13 "Flexibility Options for Schools This Year" is labeled as Discussion, but because of its timely nature is being changed to an Action Item. Mr. Jones moved to approve the Tuesday agenda as amended. Dr. Horst seconded. Motion carried 10-0.

**MOTION**  
(00:04:38)

### APPROVAL OF THE NOVEMBER MEETING MINUTES

Mr. Roberts asked that his suggestion last month to change the school term to 900 hours or 144 days be added to the November meeting minutes. Dr. Horst moved to approve the minutes of the November Board meeting, including the additional comment. Mrs. Clifford seconded. Motion carried 10-0.

**MOTION**  
(00:06:02)

### COMMISSIONER'S REPORT

Commissioner Randy Watson began his report with information from medical partners who advise on guidance to share with schools. This included new information regarding shortened quarantine periods after exposure to COVID. County health officers, however, ultimately decide on whether to adopt the shortened quarantine guidance, not the State Board of Education. Commissioner Watson spent time reviewing contents of the Navigating Change document, both learning and operations sections. He then explained recommendations from health professionals to modify Navigating Change guidance and gating criteria to allow elementary schools to remain open in an in-person or hybrid learning environment when county metrics recommend otherwise. School districts should still use specific safety measures, such as masking. Dr. Watson cited Kansas data on what is currently known about infection rates and transmission in young children. There were multiple questions or comments about the proposed elementary gating criteria, testing, accuracy of tests, and goal of protecting the health and safety of students and school workers.

(00:06:33)

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**CITIZENS' OPEN FORUM**

No written public comments were submitted for the meeting.

**ACTION ON RECOMMENDATION FOR KANSAS EDUCATION SYSTEMS ACCREDITATION**

At last month's meeting, members received the Executive Summary and accreditation recommendation for USD 450 Shawnee Heights. There were no further questions before action. Mrs. Mah moved to accept the recommendation of the Accreditation Review Council and award the status of accredited to USD 450 Shawnee Heights. Mr. McNiece seconded. Motion carried 10-0.

**MOTION**  
(00:53:06)

**ACTION ON DYSLEXIA HANDBOOK**

The concept of developing a Dyslexia Handbook for Kansas was one of the recommendations arising from the Legislative Task Force on Dyslexia. The handbook was created with input from a variety of stakeholders to be used by schools, parents and others who work with struggling readers. Content is comprised of the characteristics of dyslexia, screening, evidence-based reading instruction guidelines and reading intervention recommendations. Board members received the proposed handbook in November for review. Education Program Consultant Cynthia Hadicke was available to answer questions. Mr. Porter moved to approve the Dyslexia Handbook as presented. Mr. Jones seconded. Motion carried 10-0.

**MOTION**  
(00:54:45)

**RECEIVE RECOMMENDATIONS FOR KANSAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT PERFORMANCE LEVELS**

Board members received performance level and cut score recommendations for Kansas English Language Proficiency Assessments (KELPA). The KELPA aligns with the 2018 Kansas Standards for English Learners. Presenters were Beth Futz, Assistant Director at KSDE; Dr. Neal Kingston and Dr. Brooke Nash from the University of Kansas. They described the format of the assessment, which is comprised of four domains: listening, speaking, reading and writing. Then they explained the standard-setting process to establish recommendations for performance levels and cut scores. Additional stages include evaluation and feedback. State Board members will act on the recommendations in January. Once approval is granted, the results of the 2020 KELPA can be released.

(00:55:37)

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

**BREAK**

**RECEIVE REPORT FROM THE SCHOOL MENTAL HEALTH ADVISORY COUNCIL ON IMPLEMENTATION OF BULLYING TASK FORCE RECOMMENDATIONS**

The report presented to Board members summarized considerations by subcommittees of the School Mental Health Advisory Council (SMHAC) tasked with formulating strategies to implement recommendations from the Bullying Task Force. The implementation guide is designed for school districts and buildings based on work of the task force, which was created in 2019 to research and identify current bullying trends, data and prevention measures across the state. The Task Force's Final Report was transferred to the SMHAC, chaired by Kathy Busch. A team of presenters addressed portions of the report during the meeting focusing on prevention, school climate and culture. They covered the definition of bullying, requirements of Kansas school districts, leveraging resources, education about digital citizenship and more. Questions or comments targeted the status of bullying in schools, collecting data, achieving results in reduction of incidents, providing tools for victims. State Board members will act on the report and recommendations in January.

(01:35:24)

The meeting was recessed for lunch at 12:25 p.m.

**LUNCH**

**RECOGNITION OF 2020 BLUE RIBBON SCHOOLS**

The National Blue Ribbon Schools Program recognizes schools whose students achieve at very high levels or are making significant progress in closing achievement gaps among different groups

**P.M. SESSION**  
(03:16:37)

of students. Representatives from the 2020 Blue Ribbon Schools honored in Kansas spoke about their use of the Navigating Change document in their current learning environments impacted by COVID-19. Topics ranged from social-emotional awareness to importance of communication and maintaining relationships.

2020 Blue Ribbon Schools are:

- Bostic Traditional Magnet Elementary School, Wichita USD 259, Principal Jared Grover
- Bradley Elementary School, Ft. Leavenworth USD 207, Principal Michaela Culkin
- Piper Elementary School, Piper-Kansas City, USD 203, Principal Bilee Grable
- Prairie Creek Elementary School, Spring Hill USD 230, Principal Tammy Endecott
- St. Thomas Aquinas Catholic School, Wichita, Principal Stephanie Warren
- Timmerman Elementary School, Emporia USD 253, Principal Allyson Lyman

**DISCUSSION AND ACTION ON 1,116 HOUR FLEXIBILITY OPTIONS FOR SCHOOLS THIS YEAR**

Last month, Board members asked Commissioner Watson to bring back recommendations intended to provide limited relief to school districts concerned with meeting the 1,116 hours required for a school term. Because Kansas remains in a state of declared emergency during the pandemic, the State Board is allowed to waive hours. Dr. Watson's report outlined specific criteria if school districts chose to request a waiver for up to 20 hours in the 2020-21 school term. He then answered questions and confirmed that the Board could re-examine the change later in the year.

(04:07:45)

Mrs. Waugh moved to establish the following criteria for any waiver requested by a school district under K.S.A. 72-3117 for the 2020-21 school term:

**MOTION**  
(04:27:49)

- Schools requesting a waiver must schedule and use professional development hours between Dec. 1, 2020 and April 30, 2021;
- The State Board will waive the number of school hours equal to the number of hours used for said professional development up to 20 hours;
- The time must be used for either staff development, staff collaboration, parent-teacher conferences, assistance to teachers and other staff in the planning and delivery of instruction during the pandemic, or any combination thereof.

Mr. Jones seconded. Motion carried 7-1, with Mr. Roberts in opposition. Dr. Horst and Mr. McNiece were absent for the vote as they temporarily left the State Board virtual meeting to represent the State Board at the virtual Kansas State High School Activities Association special meeting.

**ACTION ON CONSENT AGENDA**

Mr. Porter moved to approve the Consent Agenda. Mr. Jones seconded. Motion carried 7-0-1, with Mr. Roberts abstaining. Dr. Horst and Mr. McNiece remained temporarily absent and therefore did not vote. In the Consent Agenda, the Board:

**MOTION**  
(04:30:55)

- received the monthly Personnel Report for November.
- confirmed the unclassified personnel appointments of Lindsay Wells as Technology Support Consultant on the Information Technology team, effective Nov. 15, 2020, at an annual salary of \$48,880; Jeff Ensley as Education Program Consultant on the Special Education and Title Services team, effective Nov. 15, 2020, at an annual salary of \$56,118.40; Katie Albright as Administrative Specialist on the School Finance team, effective Nov. 15, 2020, at an annual salary of \$36,504.

- accepted the following recommendations for licensure waivers valid for one school year: *Deaf or Hard of Hearing* -- Kelsey Bonnel, D0608. *Early Childhood Special Education* -- Elizabeth Moore, USD 229; Mallorie LaFarge, Jessica Weishaar, Stephanie Davies, USD 345; Janae Palet, D0603; Lacey Maddick, D0614; Tina Vitztum, D0708. *Early Childhood/Pre-School* -- Trinnie Bush, D0710. *Gifted* -- John Williams III, Diann Faflick, USD 437. *High Incidence Special Education* -- Allyson Turrentine, Christina Sollars, Christy Curtis, USD 229; Allison Fleming, USD 232; Aidan Simecka, Lauren Henton, Kelly Barrett, Scott Starr, USD 253; Vicki Rierson, Amanda Hawkinson, Sharon Norden, Stephanie Dunback, Audrey Allen, USD 260; Linda Smith, Lisa McFadden, USD 333; Christine Warren, USD 383; David Letson, USD 437; Bristol Bale, USD 480; Marsha Warren, Robert Ewing, Crystal Wells, Donald Robertson, Rebecca Sprague, Brandy Hempen, Erica Wisdom, Kyley Long, Maranda Downey, Kyle Joyce, USD 500; Amity Ihrig, D0602; Cody Easley, Rachel Mentzer, D0603; Tonya Younie, Bryan Mead, D0605; Mary St John, Amanda Pfeifer, Caleb Pokorny, Jerritt Curtis, D0608; Shelley Gaddis, D0611; Jeremy Dalton, Amanda Shockley, Emily Taylor, Sydney Gulley, D0614; Ira Cape, D0707; Amber Prochaska, Christen Greving, Shelby Herl, Sidney Schmeidler, Trey O'Neil, D0708; Jennifer Weaver, Cristen Bahr, Erin Warren, Rachel Campbell, D0710; Laurie Jacklovich, Z0032. *Library Media Specialist* -- Annelise Irick, USD 260. *Low Incidence Special Education* -- Jennifer Scritchfield, USD 260; Sara Gormley, Dixie Schierlman, USD 437; Clarence Forshey III, USD 500; Ashley Davis, D0707. *Visual Impaired* -- Daniel Kelly, D0708.
- Approved the 2021 Kansas Volunteer Generation Fund subgrantees as recommended by the Kansas Volunteer Commission as follows: Douglas County CASA, Flint Hills Volunteer Center, Kansas Humane Society, Heart of a Champion, Peace Connections, Rosedale Development Association, United Way of Douglas County, United Way of Franklin County Association with each award in the amount of \$15,000 with a \$15,000 match amount.
- issued licenses to these recommended commercial Kansas driver training schools for the period Jan. 1 to Dec. 31, 2021: Legacy Driving School of Andover, Andover; Varsolona Driving School, Frontenac; Go Driving School Manhattan, Manhattan; McPherson Driving School, LLC, McPherson; Royal Driving School, Salina; Safety First Driving, Olathe; BuckleUp School LLC, Lawrence; Behind The Wheel Defensive Driving School, Wichita; Horizon's Driving Academy, Salina; Premier Driving School LLC, Newton; Premier Driving School of Derby, Derby; Premier Driving School of Hutchinson, Hutchinson; Premier Driving School of Wichita, Wichita; Drive Right School of Wichita, Wichita; Little Apple Driving School, Manhattan; KS International Drivers Education, Wichita; Suburban Driving Academy, Kansas City; InSpireKC Foundation Driving School, Kansas City; Behind The Wheel, Inc., Overland Park; Topeka Driving School, Inc, Topeka; Twister City Motorcycles, Park City; Drive Right School of Johnson County, Overland Park; Yost Driving School, Wichita; Schuetz Driving School, Olathe; Wichita Collegiate Comm Driving School, Wichita; Motorcycle Rider Education, Wichita; Midwest Driving School, Lawrence; EcoDriver School, Lenexa; Freedom Driving School, Lenexa; Twin City Driver Education, Overland Park; Double Team Driving School, Overland Park; Johnny Rowlands Driving School Metcalf, Overland Park; Wichita Driving School East, LLC, Wichita; Wichita Driving School, Inc, Wichita, Bi-State Driving School, Inc Overland Park; HyPlains Driving School of Garden City, Garden City; HyPlains Driving School, Inc Dodge City; Rawhide Harley Davidson Olathe.
- accepted the following recommendations of the Evaluation Review Committee: accreditation for Sterling College through Dec. 31, 2027; accreditation for Tabor College through Dec. 31, 2025; and high education program approvals as follows: **McPherson College** - Foreign Language (Spanish) PreK-12, continuing program through June 30, 2027; **Newman University** - Speech/Theatre 6-12, continuing program through June 30, 2026; **University of Kansas** — Science 5-8, continuing program through Dec. 31, 2026.

**ACTION ON RECOMMENDATIONS TO SCHOOLS FOR STATEWIDE SPRING BREAK ALIGNMENT**

Commissioner Watson reported on a proposed plan through the Kansas Board of Regents and the State Department of Education to align spring break calendars across the state’s education system. He noted that the alignment is voluntary, not required, and would start in 2022. The Board of Regents and the Coordinating Council agreed to a schedule of spring break alignment for March dates in 2022, 2023 and 2024. Alignment was seen as a benefit to students taking concurrent classes from higher ed institutions and to families. Concerns included giving calendar guidance to schools. Mrs. Clifford moved to accept recommendations for aligning spring break calendars across the education system as proposed by the work group representing Kansas Board of Regents, Kansas State Board of Education and Coordinating Council. Mr. Porter seconded. The vote was 5-2-1 and so the motion failed to receive the six votes necessary for passage. Mr. Jones and Mrs. Dombrosky opposed; Mr. Roberts abstained.

(03:52:55)

**MOTION**  
(04:41:39)

Board members took a break from 2:45 to 3 p.m.

**BREAK**

**CHAIRMAN’S REPORT AND REQUESTS FOR FUTURE AGENDA ITEMS**

**Action to accept Navigating Change document updates** — Dr. Watson reviewed proposed updates to guidance in *Navigating Change Kansas’ Guide to Learning and School Safety Operations* that he described earlier during his Commissioner’s Report to the Board. These updates center on changes to the gating criteria for elementary schools, which would allow them to remain open for in-person or hybrid learning—with safety measures in place —regardless of what level the county metrics are in. This is not mandated and is ultimately a decision of the local board of education.

(05:01:41)

Dr. Horst and Mr. McNiece returned to the Board meeting following the KSHSAA special meeting.

Chairman Busch read the motion for Dr. Horst who moved to accept updates to the Navigating Change document reflecting changes and new information since State Board approval on Nov. 10. Mr. Roberts seconded. Motion carried 10-0.

**MOTION**  
(05:21:19)

**Committee Reports** — Dr. Horst reported on the day’s KSHSAA meeting and decision to allow limited spectator attendance at sporting events through Jan. 28 in accordance with school or health department rules. Mrs. Mah commented on the school redesign meeting, in particular use of redesign principles to get through the pandemic.

**ACTION ON MOTION TO RECONSIDER AGENDA ITEM 15**

Chairman Busch called the Board’s attention to the option for reconsidering a motion. This could be applied to Agenda Item 15 “Act on recommendations to schools for statewide spring break alignment” in order to allow two Board members (Dr. Horst and Mr. McNiece) a voting opportunity since they were, at the time of action, attending another required meeting.

(05:34:38)

Mr. McNiece requested a Motion to Reconsider spring break calendar alignment as a result of he and Dr. Horst being absent for another required meeting (KSHSAA). Dr. Horst seconded. Motion carried 10-0. Dr. Watson explained the proposed spring break schedule, which had been agreed upon by the Board of Regents and forwarded to the State Board for consideration. The schedule is not required, but would be referred to local boards of education as guidance. Additional discussion followed. Chairman Busch read the motion for Mr. Porter who moved to accept the recommendations for aligning spring break calendars across the education system as proposed by the work group representing Kansas Board of Regents, Kansas State Board of Education and Coordinating Council. Mr. McNiece seconded. Motion carried 7-3 with Mrs. Dombrosky, Mr. Jones and Mr. Roberts in opposition.

**MOTION**  
(05:36:8)

**MOTION**  
(05:45:51)

**Committee Reports Continued** — The Coordinating Council discussed the steps to transfer a students Individual Plans of Study to postsecondary institutions. Mrs. Clifford and Ms. Busch serve on the Coordinating Council. Mrs. Waugh reported on the Juvenile Justice Oversight Committee and discussions about crossover youth in the foster system.

**Board Attorney's Report** — Board Attorney Mark Ferguson commented on the opportunity to reconsider a motion and the intended purpose of promoting discussion, debate and open dialogue. He also provided an update on a Civil Service appeal and role of the Civil Service Board.

**Requests for Future Agenda Items** —

- Discuss process to transfer a student's Individual Plan of Study to postsecondary institution and describe how Regents will use the IPS information. (Ms. Busch and Dr. Horst)
- Demonstration of what's collected from the Kansas Communities That Care survey and how to interpret the data. Likewise, what is collected through the Kansas Integrated Accountability System regarding bullying. (Ms. Busch)
- Recommendations from the Professional Standards Boards on microcredentialing will be ready in February. (Mr. Porter)
- Navigating Change success stories from districts or schools. (Mrs. Dombrosky)
- Information on how schools are addressing diversity; explanation of progress. (Mrs. Waugh)

**Chairman's Report** - Chairman Busch updated members on the NASBE whole child study group, reaffirming the importance of social-emotional well-being. She also talked about the need to evaluate learning loss during the pandemic.

**BOARD MEMBER TRAVEL**

Board members had the opportunity to make changes to the travel requests for approval. Dr. Horst moved to approve the travel requests and updates. Mrs. Dombrosky seconded. Motion carried 10-0.

**MOTION**  
(06:28:47)

**RECESS**

Chairman Busch recessed the meeting at 4:30 p.m. until 9 a.m. Wednesday.

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Kathy Busch, Chairman

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Peggy Hill, Secretary



# MINUTES



Kansas State Board of Education

Wednesday, December 9, 2020

## CALL TO ORDER

Chairman Kathy Busch called the Wednesday meeting of the State Board of Education to order at 9 a.m. on Dec. 9, 2020. The meeting was conducted by video conference in order to observe restrictions due to COVID health concerns. The meeting was broadcast livestream for the public.

(00:00:29)

## ROLL CALL

All Board members participated by video conference.

Kathy Busch	Ann Mah
Jean Clifford	Jim McNiece
Michelle Dombrosky	Jim Porter
Deena Horst	Steve Roberts
Ben Jones	Janet Waugh

## APPROVAL OF AGENDA

Dr. Horst moved to approve the Wednesday agenda as presented. Mrs. Clifford seconded. Motion carried 10-0.

**MOTION**  
(00:01:27)

## LITERACY NETWORK OF KANSAS ANNUAL PERFORMANCE EVALUATION FOR 2019-20 ON STRIVING READERS IMPLEMENTATION GRANT

The Kansas State Department of Education (KSDE) received the federal Striving Readers Comprehensive Literacy award in 2017. The \$27-million-plus grant provides the state with an opportunity to improve literacy growth and development, especially for disadvantaged children and youth. Kimberly Muff, KSDE Education Program Consultant overseeing the LiNK, said 190 schools are involved through eight projects. The Annual Report features highlights from year two. Reports were given by Monica Murman from Greenbush, leading a 16-district consortium; and a team from Garden City Public Schools USD 457. The goal through Greenbush is to form district leadership teams and establish literacy supports so programs can be self sustaining after the grant concludes. Monica Diaz with Garden City emphasized professional development, community engagement and technology integration. Presenters answered questions about potential continuation, dyslexia and lessons learned.

(00:02:01)

## DISCUSSION OF STATE BOARD LEGISLATIVE PRIORITIES FOR 2021

State Board Legislative Liaisons Deena Horst and Jim Porter led a discussion of existing and potential issues for the development of State Board legislative priorities. Members considered areas where they have direct responsibility. They discussed topics that the State Board would support and/or oppose, by general consensus. Members had the chance to comment or offer suggestions as the group worked through sections of the list.

(00:35:40)

There was a break from 10:45 to 11 a.m. to address technical difficulties with livestreaming.

**BREAK**

## CONTINUATION OF STATE BOARD LEGISLATIVE PRIORITIES DISCUSSION

Mr. Porter moved that legislative priorities for the State Board of Education be adopted as

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discussed, including everything on the draft list above the line "Other issues to be considered."  
Dr. Horst seconded. Motion carried 9-1, with Mr. Roberts in opposition.

**MOTION**  
(00:15:19 -  
timer restarted)

Dr. Horst moved to include the following position statement to the list of legislative priorities:  
Opposes efforts to divert funds from public schools to non-public educational options. Mrs.  
Mah seconded. Motion carried 8-2, with Mr. Roberts and Mrs. Dombrosky in opposition.

**MOTION**  
(00:16:47)

Mr. Porter moved to include the following statement: Recognizes that COVID-19 has created  
additional financial burdens on school districts. Some examples are additional professional  
development to prepare staff for remote and hybrid learning, providing additional space for  
social distancing, additional cost of increased building sanitation, PPE, additional staff require-  
ments when schools are in multiple settings, etc. Mr. Jones seconded. Motion carried 8-2, with  
Mr. Roberts and Mrs. Dombrosky in opposition.

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

Mrs. Mah suggested addressing the issue of moving teachers up the priority list for COVID vac-  
cines. There was discussion about whether this topic belonged with the legislative priorities list  
or should be directly communicated to the Governor's Office and/or KDHE. Mrs. Mah moved to  
include the following statement: The State Board supports prioritizing school workers for receipt  
of COVID vaccine in Kansas. Mr. Porter seconded. Motion carried 9-0-1, with Mrs. Dombrosky  
abstaining.

**MOTION**  
(00:43:07)

Mr. Roberts exited the virtual meeting and did not return.

**UPDATE FROM KANSAS SCHOOL FOR THE DEAF AND KANSAS STATE SCHOOL FOR THE BLIND**

Kansas School for the Deaf Superintendent Luanne Barron reported on activities this past quar-  
ter. These included an update on the parent support group, mentoring and teacher of the deaf  
program, building renovations and highlights of the school's strategic plan. Superintendent  
Barron also shared photos from an Eagle Scout project completed on campus and fall events.

(00:45:45)

Jon Harding, Superintendent at KSSB, reported on field services outreach across the state, use of  
the new Brighton Makerspace, visits to Pittsburg State and Fort Hays State universities; and con-  
tinued success of the computer science course offered in partnership with Microsoft TEALS. This  
year's Braille Challenge will be conducted virtual Feb. 11 and 12.

(01:14:50)

**RECOGNITION OF OUTGOING STATE BOARD MEMBERS**

Chairman Kathy Busch, District 8, and Steve Roberts, District 2, will not serve another four-year  
term. Traditionally an in-person reception is held to acknowledge the service and dedication of  
members who are departing the Board. Instead a virtual farewell recognition was organized.  
Guest remarks were from representatives of KNEA, Kansas Association of School Boards, Kansas  
Board of Regents, USA-Kansas, former Deputy Commissioner Dale Dennis and Commissioner  
Randy Watson. Outgoing members received a service plaque and gift on behalf of the Board.  
Vice Chair Mrs. Waugh commented on the accomplishments and areas of impact these past  
eight years while they served. Among these are a working partnership with the Kansas Board of  
Regents, development of a legislative platform and a new vision for Kansas education.

(01:35:16)

**ADJOURNMENT**

Chairman Busch adjourned at 1 p.m. The next meeting is Jan. 12 and 13.

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Kathy Busch, Chairman

---

Peggy Hill, Secretary



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

**Item Title:** Citizens' Open Forum

The State Board of Education provides an opportunity for citizens to share views about topics of interest or issues currently being considered by the State Board. Written comments may be emailed to State Board secretary [pjhill@ksde.org](mailto:pjhill@ksde.org) by Feb. 5.

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



**Agenda Number:** 8

**Meeting Date:** 2/9/2021



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

**Item Title:** Discussion on Navigating Next framework for school districts

Agency staff will present proposed guidance created to aid school districts as they prepare to transition out of the pandemic. The document -- titled Navigating Next -- is an extension of Navigating Change and is intended to help districts think about strategies to re-engage staff, students and families in the months ahead. This includes student instruction, social-emotional support and professional development. The guidance supports ways to appropriately use federal Elementary and Secondary School Emergency Relief (ESSER) funds to support these strategies.

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## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:  
Jeannette Nobo

Director:  
Mischel Miller

Commissioner:  
Randy Watson

Meeting Date: 2/9/2021

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### **Item Title:**

Act on recommendations for Kansas Education Systems Accreditation

### **Recommended Motion:**

It is moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council and award the status of Accredited to USD 445 Coffeyville, John Paul II Elementary, Cure of Ars, St. Thomas Aquinas; and the status of Conditionally Accredited to St. Paul Elementary and Our Lady of Unity.

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

In accordance with the Kansas Education 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 taking action. Last month, the following six systems, along with their accreditation status recommendation, were forwarded to the State Board of Education for review.

- USD 445 Coffeyville - Accredited
- Z0029 - 9893 John Paul II Elementary - Accredited
- Z0029 - 9002 Cure of Ars - Accredited
- Z0029 - 9020 St. Thomas Aquinas - Accredited
- Z0029 - 0882 St. Paul Elementary - Conditionally Accredited
- Z0029 - 8400 Our Lady of Unity - Conditionally Accredited

These systems are now presented to the State Board for action. KSDE staff will be available to answer questions. Included for documentation are the executive summaries and accountability report data for each system, which was provided to State Board members at their January meeting.





# Accreditation Summary

**Date:** 11/20/2019

**System:** D0445 Coffeyville (0000)

**City:** Coffeyville

**Superintendent:** Craig Correll

**OVT Chair:** Holly Francis

## Executive Summary/AFI

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

### ARC Comment

While the system has had a few compliance issues within the last couple of years, all compliance requirements were met as verified by KSDE.

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

### ARC Comment

While the foundational areas were all addressed with the OVT, there were suggestions made to encourage future growth.

Tiered Framework of Supports: There was definite movement in the tiered system of supports during the cycle.

Stakeholder Engagement: The redesign process required community support for participation in the Redesign Project decision. The system should be commended for their continued outreach with the community.

Diversity and Equity: The system acknowledged that they have increase in their ESOL population and the unique situation that brings, such as including new curriculum and staff.

Civic and Social Engagement: The high school has increased its requirement for civic engagement as part of their graduation plan.

Physical and Mental Health: This an area where the district has excelled. They have partnerships with community health programs and mental health services to serve their students and families.

Arts and Cultural Appreciation: The system has increased the arts programs available to students.

Postsecondary and Career Exploration: The system has implemented job shadow programs and introductory CTE offerings at the middle levels.

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

### ARC Comment

This was a main focus of their redesign. While there was no measurable goal written for relationships, there was a plan to implement an SEL curriculum. Also, all staff was trained in trauma response and the system increased their social media presence.

A large portion of their OVT report was centered on the SEL changes made at Coffeyville; and while

that speaks volumes to the impact the system wants to have on its students, what was lacking was the actual evidence of the impact of the new curriculum. There seemed to be a lot going on within the system, but a lack of direct evidence to support the specific initiatives.

Although there is evidence that the system created new ways to incorporate parents and community, as the system moves into the next accreditation cycle the evidence should show that progress has been made by tracking data specific to the goals.

### Areas For Improvement

<b>Comment</b>	Goal 1 Relationships
<b>Rationale</b>	There is no measurable goal for relationships. While the system does give data indicating an increase in the number of followers on social media, there is no data to show how often communications is made through those accounts or an indication that meaningful relationships are being built or fostered as a result. While SEL curriculum was obviously a large focus of the system, and there was data to support improved student relationships and a decrease in behavior issues, there is a lack of evidence to support an overall relationship goal growth.
<b>Tasks</b>	Moving forward into the next accreditation cycle, you must have a measurable goal based on the review of the data from a comprehensive needs assessment. The strategies must be such that they are expected to impact student growth.
<b>Timeline</b>	05-28-2021
<b>System Response</b>	

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

### ARC Comment

While there was no measurable goal written for rigor, the system did seek to work on and update their curriculum. The system did give some data; however, that data was not in context to the updating of their curriculum or anything that would show a growth within this goal area. The system has placed a large amount of their energy and time on the area of SEL and implementing a SEL curriculum within every grade level. However, no evidence of how this is improving academics in their students across the curriculum is addressed.

### Areas For Improvement

<b>Comment</b>	Goal 2 Rigor
<b>Rationale</b>	The system stated that all priorities for the goal were accomplished, but there was no measurable goal for Rigor. The extension of CTE courses into middle school is a great step, but does not show an increase in rigor, but rather an increase in course options.
<b>Tasks</b>	Moving forward into the next accreditation cycle, you must have a measurable goal based on the review of the data from a comprehensive needs assessment. The strategies must be such that they are expected to impact student growth

**Timeline** 05-28-2021

**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**

There is abundant evidence that the policies and regulations are there for the long-term. The system has hired new employees based on the needs shown throughout this process.

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

**ARC Comment**

The system placed a large amount of their time and energy on one (1) area of the board outcomes.

**Board Outcomes**

**Social-Emotional Growth**

There is an abundance of data and information to support growth in the SEL outcomes of students. Long term growth would be a goal for the system.

**Kindergarten Readiness**

The system readily admits that they give the ASQ yearly, but there was no data presented or explained that supported how they were using the data. The system does have a very robust early learning center which provides services from ages 0 through 5. The system seems to collect an adequate amount of data, but is missing how that data drives changes within this area.

**Individual Plans of Study**

Individual Plans of Study (IPS) exists for all students in grades 7-12, along with student led conferences in the spring in which the IPS plays a major role.

**High School Graduation Rate**

While they have an above projected effectiveness rate, their graduation rate is significantly below the state average with another drop in 2018. While the system did point to an increase in Hispanic populations and have created a class to help these students, there is no data to support that it will have a positive impact on the graduation rate for this population and overall student population. This growth in Hispanic population was mentioned as an issue going back to 2014.

**Postsecondary Success**

The system does show a five-year effectiveness rate of 41% which is significantly above their 95% confidence interval.

**Areas For Improvement**

**Comment**

High School Graduation Rate

**Rationale**

The system, when compared to the state average, has a lower high school graduation rate and a higher dropout rate. The system did talk about this being a result of a specific new student population;

however, it was also mentioned that this problem began in 2014. The system also mentioned creating new classes for this particular population but did not have data to support whether these new classes were having any impact.

Provide data for whether or not the new classes are working to increase graduation for this particular population. Also provide an analysis of your data trends in relation with graduation rates.

**Tasks**

Moving forward into the next accreditation cycle, provide an explanation of the data that shows the impacts your changes are having on the state board outcome areas. If data does not positively support your changes, then explain what the system plans to do to address this and what changes will be implemented. Show how the system uses data to support all decision making.

**Timeline**

05-28-2021

**System Response**

Our Kansas Education Commissioner, and Coffeyville graduate, has established a new definition for education in our state, including a new vision, mission, motto and outcomes for measuring progress.

Vision

Kansas leads the world in the success of each student.

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.

Motto

Kansans Can

Outcomes for Measuring Progress

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

This new vision of education in Kansas and, particularly Coffeyville, raises expectations for our students, staff and the community as a whole. Coffeyville Public Schools does not exist in a vacuum and depends on the support of the community. This is a very exciting time in education as we move away from the dependence of high-stakes testing and begin to focus on other measures that we know produce the skills and traits we want from our graduates. The Outcomes for Measuring Progress will only be attainable with the support of every resource we have as a community; school district staff, parents, college and local businesses. Together, we can make Coffeyville's public-school system the best school system in the state.

Dr. Craig A. Correll Superintendent – Coffeyville Public Schools

The Voices Represented

The plan that follows represents input from students, patrons, parents, employees and members of the Coffeyville Board of Education. A debt of gratitude is particularly owed to the following volunteers and staff members who provided invaluable input and participation during the strategic planning process:

Megan Abbott, Teacher  
Rejeanne Alomenu, Administrator  
Jennifer Bright, Administrator  
Danielle Bromley, Community Member  
Sharon Caulkins, Community Member  
Tony Celeste, Police Chief  
Monte Coffman, Business Leader  
Lynn Cordray, Instructional Coach  
Steve Cornell, Business Leader  
Craig Correll, Administrator  
Tandi Cox, Student  
Janie DeVore-Gillis, Community Member  
Don Edwards, City Commissioner  
James Elliott, Administrator  
Mike Ewy, Business Leader  
Jim Falkner, Mayor  
Joe Fons, Business Leader  
Bruce Fouts, Community Member  
Mona Gail, Community Member  
Amy Garcia, Teacher  
Denise Gates, Board Member  
James Grimmett, Fire Chief  
Jordan Gullick, Community Member  
Karen Hall, Teacher  
Jerry Hamm, Board Member  
Darrel Harbaugh, Board Member  
Emma Herkelman, Student  
Brad Hershey, Student  
Kasey Hoggatt, Community Member  
Larson Hoggatt, Community Member  
Zach Holman, Student  
Kristen Horner, Community Member  
Kenzie Horner, Student  
Courtney Howard, Teacher  
Sarah Hoy, Community Member  
Yvonne Hull, Community Member  
LaKeisha Johnson, Community Member  
Marcus Kastler, City Commissioner  
Jared Kirkpatrick, Teacher  
Trudie Kritz, Board Member  
Julie Laverack, Community Member  
Jimmy Littleford, Administrator  
Samantha Maritt, Teacher  
Justin Martin, City Commissioner  
Magan Martin, Board Member  
Katie McFarland, Teacher  
Larry McGinnis, Board Member  
Stacia Meek, Chamber Director  
Marcy Mitchell, Teacher

Jeff Morris, Community Member  
Robert Morton, Administrator  
Christy Mund, Community Member  
Amy Murdock, Teacher  
Andre'a Newton, Student  
Jeff Pegues, Administrator  
Cindy Price, Community Member  
David Rains, City Rec Director  
Mitchell Reitz, Student  
Rob Robson, Board Member  
Bob Roesky, Board Member  
Ashley Roper, Teacher  
Misty Russell, Administrator  
Ray Rutherford, Teacher  
Larry Semmel, Community Member  
Cathy Shald, Community Member  
Megan Shook, Teacher  
Melanie Sortore,

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

**ARC Comment**

The system should be commended on the number of stakeholders that they have involved in the process of school improvement.

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

**ARC Comment**

The Outside Visitation Team (OVT) team commented that the system was responsive to the OVT.

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

**ARC Comment**

The system followed the KESA process while also being a Kansas Redesign Project System. Although measurable goals were not stipulated, the system did implement programs for their goal areas.

## ARC Recommendation

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

**Justification**

While USD 445 has areas that are well above expectations and they should be commended for them, especially their SEL and trauma-responsive programs, there remain areas of accreditation that were not addressed, possibly due to the strong emphasis on SEL. Measurable goals for both goal areas were not provided. There was data missing that supported the impact of the changes made, including data to support other state board outcomes. The data supplied

by the system was not accompanied by a narrative to demonstrate that the system was using that data to contemplate changes as they moved through the accreditation cycle. With no data analysis provided, it was unclear if the changes made were having positive or negative impact on student learning, relationships or rigor within the district. Additionally, there was no evidence of the impact of an additional class for Hispanic students had in improving student achievement for this population or how the course was helping in increasing the overall graduation rate.

Data to support the relationship goal that addresses more than the number of social media followers could not be found. It is not clear how the system is reaching out to families that are not on social media or to families of the ESOL population that data shows have increased in the past few years.

Data showing that rigor has increased within the classrooms, data from MAP, state assessments, or other testing that shows growth could not be found. It is not apparent how the data on the state assessments and ACT are supporting an increase in Rigor in both curriculum and teaching strategies. Although suggestions by the visiting team were made to address rigor, there is no evidence that the system reflected on those suggestions to take a deeper look on how to improve in this area.

## **Strengths**

The SEL programs and curriculum that they have put into place are strength of the system. Additionally, stakeholder engagement is a strength.

## **Challenges**

The system needs to take a more holistic approach to accreditation. While SEL is one state board outcome, it is only 1 of 5. The system reports show that other outcomes will need more focus moving forward alongside measurable goals. Addressing academic success and graduation rates in their Hispanic population appears to be a challenge. The system will need to look at strategies beyond just a class creation.

## System Appeal

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

### Appeal Summary

In order to fully justify to the ARC the reasons we feel an appeal is appropriate, it has been necessary to include much of the information we previously provided, albeit in one document. It may appear to overlap and repeat, however this is a result of being asked by KSDE to begin at Year 3 in KESA while in the middle of our own District Strategic Plan and in the beginning phase of School Redesign. Coffeyville has been a leader in Kindergarten Readiness and Social Emotional Learning, and we have also made tremendous gains in our Effective Rate due to work in IPS/Employability and Civic Engagement. We averaged three districts a week coming to visit us last year, many coming back multiple times. We do not measure success based on a single test score or any other single form of measurement, but how our students, schools and district are performing in multiple areas.

We have chosen to justify our appeal in a separate main document along with supplemental artifacts.  
ELC Children's Cabinet Report

The 2019-2020 report that contains all required measures for the longitudinal study done in conjunction with WSU. This report is completed annually and is a great measurement tool to support the impact of early childhood education on kindergarten readiness. This document would not upload in the authenticated apps. This will be emailed to Jeannette Nobo and Mischel Miller.

## Appeal Team's Response and Recommendation

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The information provided by USD 445 in the form of their completed strategic plan alongside their appeal documents, provided enough additional information to the Appeal review team. The team is confident in their decision to change the accreditation recommendation from Conditionally Accredited to a recommendation of Accredited.





# Coffeyville USD 445

615 Ellis, Coffeyville, KS 67337-3427  
(620) 252-6400  
www.cvilleschools.com

District Accreditation Status: **Accredited**  
ESSA Annual Meaningful Differentiation: **Approaching**  
Grades: **PK-12,NG**  
Superintendent: **Craig Correll**

## Demographics

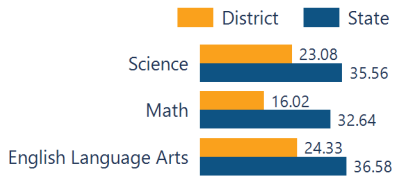


1,813 Students

- African American 8.05 %
- Hispanic 20.57 %
- Other 21.24 %
- White 50.14 %

## Academically Prepared for Postsecondary Success

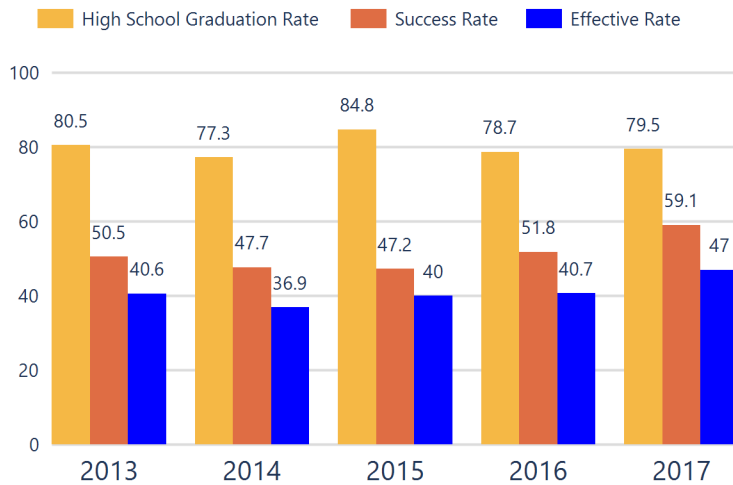
The percentage of students who scored at Levels 3 and 4 on the state assessment.



## District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success				
Graduation Rate				
Postsecondary Success				

## District Postsecondary Effectiveness



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

Five-Year Graduation Avg  
**80%**

Five-Year Success Avg  
**51%**

Five-Year Effective Avg  
**41%**

95% Confidence Interval for the Predicted Effectiveness Rate  
**32.4 - 36.4%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2012-2016).

- 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: **81.4%** District ESSA Expenditures Per Pupil 87.5

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.

**\$12,317**

State: **94.4%** 94.5

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

State: **\$11,415**

State: **15.3%** 13.9

State: **2.1%** 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.

#### ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	28.83	31.33	38.52	36.87	37.22	38.26	41.49	42.40	44.02
Level 2	44.41	38.87	33.60	42.23	36.42	34.18	42.47	33.25	32.88
Level 3	19.33	22.92	18.30	16.55	20.84	22.70	13.97	21.03	20.10
Level 4	4.64	4.20	6.28	4.33	5.49	4.84	2.05	3.30	2.98

#### FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	32.47	35.14	43.38	41.14	42.14	42.02	45.03	46.41	48.46
Level 2	46.58	40.00	31.98	41.94	36.85	36.95	42.78	34.69	32.69
Level 3	15.09	19.85	16.91	14.03	17.46	17.39	10.73	17.58	16.92
Level 4	2.70	2.00	4.04	2.87	3.52	3.62	1.44	1.30	1.92

#### STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	61.32	66.03	60.00	74.56	68.18	72.72	77.14	79.24	65.85
Level 2	28.30	22.64	27.50	19.29	26.36	22.72	20.95	16.03	21.95
Level 3	4.71	4.71	5.00	4.38	4.54	4.54	1.90	4.71	12.19
Level 4	0.94	1.88	2.50	1.75	0.90	0.00	0.00	0.00	0.00

#### AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	50.64	44.73	55.00	53.33	53.33	56.52	63.29	62.50	62.96
Level 2	37.66	47.36	35.00	41.66	38.33	39.13	32.91	32.50	33.33
Level 3	9.09	5.26	5.00	3.33	8.33	4.34	3.79	3.75	3.70
Level 4	0.00	0.00	0.00	1.66	0.00	0.00	0.00	1.25	0.00

#### HISPANIC STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	28.48	36.70	40.67	38.69	42.85	53.73	48.73	54.64	47.36
Level 2	45.56	37.97	37.28	41.07	34.78	26.86	40.10	27.32	30.26
Level 3	18.35	19.62	13.55	18.45	19.25	13.43	11.16	16.39	19.73
Level 4	5.06	1.89	5.08	1.78	3.10	5.97	0.00	1.63	2.63

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

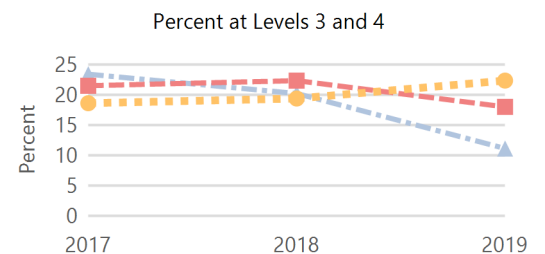
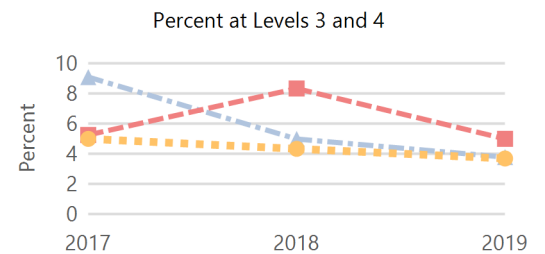
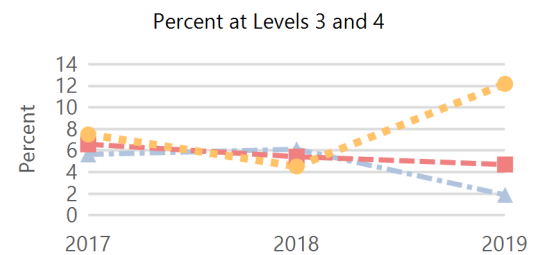
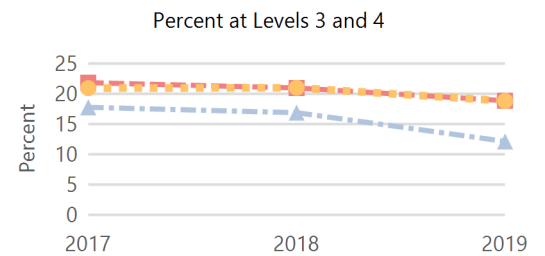
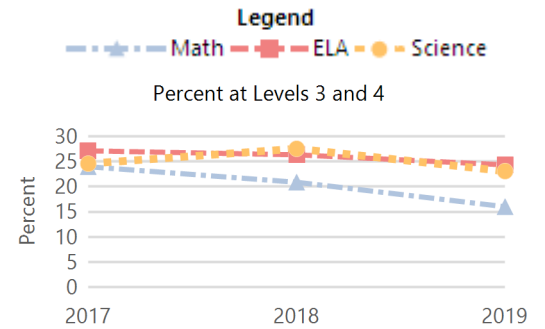
### ACT Performance (2019 School Year)

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 2019 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

District	18.5
State	21.1

### Academically Prepared for Postsecondary Success



# Accreditation Summary

**Date:** 10/14/2020

**System:** Z0029 Kansas City Catholic Diocese – John Paul II (9893)

**City:** Kansas City

**Principal:** Jenny Yankovich

**Superintendent:** Vincent Cascone

**OVT Chair:** Nancy Bolz

## Executive Summary/AFI

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

### ARC Comment

All compliance requirements were met as verified by KSDE.

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

### ARC Comment

This private system, in addition to KESA, has concurrently undergone a regional accreditation process through Cognia. As such, they are utilizing the continuous improvement process as put forth through Cognia to meet all KESA requirements. Cognia systems complete a yearly "Every Year Every Institution" (EIEY) Report to address areas specific to KESA. A review of both the Cognia School Accreditation Evaluation Review and the EIEY reports have led to this Executive Summary.

According to the Cognia School Engagement Review, most of the foundational structures are being addressed at various levels. Strengths include data utilization, curriculum is aligned to standards and best practices, curriculum mapping, all teachers involved in data-driven professional development, communication with stakeholders, and staff training on the interpretation of tests and data analysis.

The vision and mission statements have impacted John Paul II deeply and the leadership team exhibit a clear direction for the school. The team noted opportunities for John Paul II to improve the engagement of stakeholders to support the system's purpose and direction.

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

### ARC Comment

The Systems Initial Report indicated Relationships as one of their areas for improvement. However, the EIEY reports from 2018-2019 to 2019-2020 did not provide consistency in reporting about this goal. The system listed its goal in 2018-2019 as: All students will form positive relationships with adults in the building in addition to their classroom teacher. However, what was spoken about in their reports was that communication with all stakeholders had improved. No evidence in the report spoke about any recent data.

In 2019-2020 the systems EIEY report indicated their system goals as improving math and reading skills in all grades. It appears that there was confusion as to what were their goals for accreditation.

Although continuous improvement allows for goal changes and adjustments, there is no clear evidence as to why the goals have changed or what data led to the decision.

In 2019-2020 the systems EIEY report indicated their system goals as improving math and reading skills in all grades. It appears that there was confusion as to what were their goals for accreditation.

## Areas For Improvement

<b>Comment</b>	Goals
<b>Rationale</b>	Goals need to be clear and measurable. Goals should be identified through a needs assessment process and evaluated through the monitoring of data.
<b>Tasks</b>	As you move to your next accreditation cycle be sure that your goals are based on your needs assessment and that they will impact not only student growth and success but that they will also serve to impact state board outcomes.
<b>Timeline</b>	05-31-2021
<b>System Response</b>	<p>John Paul II has made great strides to create school-wide, clear, measurable goals that focus on increased student success. After analyzing K-8 data from MAP results in fall 2018, we recognized a need to improve our reading and math instruction. Only 67% of our student population scored at or above the grade level norm in math and 73% in reading. We set a goal to have all an average of 75% or our students score at or above the grade level norm in reading and math. We improved our MTSS process. We hired an enrichment coordinator that worked with each grade level both in small group instruction of students that showed a need for more challenging work based on their assessment results as well as provided staff development on ways to use specific data to meet the needs of their students in their classroom. By hiring additional staff to work with our learning center teacher we were able to create several small reading and math groups that focused on specific skills and objectives based on data at all grade levels. Since that time, we have seen an increase in our percentages. The data from fall of 2019 showed an increase in Math to 73% scoring at or above the grade level norm and 75% in reading. As we continued to analyze data we increased our goal to 80% pre-COVID. We have also began sharing more diligently the individual results with the students. By doing this they are able to see their growth and set their own personal goals for their next MAP assessment as well as Kansas Assessment and create an action plan on how that goal can be attained. They work with the classroom teacher and enrichment coordinator to create these goals. We also purchased new materials to support reading and math instruction in the classroom.</p> <p>We are a small school so traditional PLC's are not possible but we set aside several times a month for the faculty to meet in grade level groups (K-2, 3-5, 6-8) and discuss student data, teaching/learning strategies as well as any other relevant information to student success. The learning center teacher and enrichment coordinator are a part of these conversations as well. The goal is to meet, analyze data and make informed decisions for instruction that will help us meet our goals. These meetings are documented through a google doc that can be accessed by all staff members. Although COVID and its impact on the school environment are felt in the building, I am confident that we are still goal focused and working on helping our students set and achieve personal academic goals as well as school-wide goals.</p> <p>As noted in your summary, one of our goals was for all students to</p>

form positive relationships with adults in the building in addition to their classroom teacher. A survey administered in the spring of 2020 revealed that our 100% of our students in grades 3-5 indicated that they feel safe and cared for in our school compared to 74% of students in grades 6-8. Our school counselor meets with every student in middle school. The goal is to create a relationship where they feel they have someone other than their classroom teacher should there be an issue. We also have "Faith Families" where each classroom teacher has a "Faith Family" of students from different grade levels. We meet in these families monthly to complete projects, pray and spend time together. The goal is to introduce the students to other adults in the building other than their classroom teacher. The teacher in charge of each faith family also recognizes the important events in the lives the of 8th graders (Confirmation, graduation, etc..) in their family. We often see students back in our building long after they graduated because they want to visit with their former teachers. We will continue to administer surveys to our students and families. This is more important than ever in COVID times as we recognize the need to check on the welfare of our students during these trying times. Our counselor sent out a survey at the beginning of the year and based on those results checks in frequently with students that indicate some anxiety about the school year. We will follow up with another survey as we approach the holidays.

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

#### **ARC Comment**

Two goals were identified related to mathematics and reading achievement. Specific goals in this area were listed as: Students will improve in reading comprehension skills and math skills in all grade levels. These goals were

Evidence indicates that all faculty have attended professional development training on analyzing and using data to drive instruction. In addition, faculty meet in grade level teams (K- 2, 3-5, 6-8) to discuss student progress, assessment data, and any other concerns that may arise.

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

#### **ARC Comment**

The OVT report indicates that policies, procedures, and regulations guiding the system for the purpose of long-term sustainability have been created and or updated.

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

#### **ARC Comment**

The OVT report indicates that the system demonstrates they are meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

## Board Outcomes

<b>Social-Emotional Growth</b>	The system utilizes Virtuous Behavior Formation that includes Christ-like behaviors. Additionally, the system has instituted a Bullying Policy as well as the Jason Flatt Act. The system did not provide any information regarding their local measures for social-emotional growth.
<b>Kindergarten Readiness</b>	All incoming kindergarten students complete the Ages and Stages assessment. Data is used to meet all students' needs.
<b>Individual Plans of Study</b>	Evidence of career interests, yearly benchmarks for reaching short-term goals, and resume writing. However, no evidence of a formalized process for Individual Plans of Study.
<b>High School Graduation Rate</b>	As a PreK-8 system, graduation data is not available; however, the system submitted 4-year adjusted cohort data which shows in 2019, graduation rate was 96.4%.
<b>Postsecondary Success</b>	As a PreK-8 system, postsecondary success rate data is not calculated by KSDE for the building. Alternative and predictive data can be used to reply to this area of performance. It is recommended that the system track and report on the success of their former students.

## Areas For Improvement

<b>Comment</b>	Individual Plans of Study
<b>Rationale</b>	While the system has some evidence of career interests, yearly benchmarks for reaching short-term goals, and resume writing, it is unclear whether each eighth grade student has an Individual Plan of Study.
<b>Tasks</b>	As the system moves forward the system will need to implement the use of IPS with their students. A process for completing and maintaining individual Plans of Study for all students in the eighth-grade must be implemented.
<b>Timeline</b>	05-31-2021
<b>System Response</b>	Our student's individual plan of study is attached. In addition to this, we have students in grades 7-8 keep a record of their individual assessments. These are contained in a binder for each student. The students meet with a teacher to review assessment results, set an attainable goal for future assessments and create an action plan on how they are going to achieve that goal. Fall of 2019, our school counselor conducted a strength finder survey with every 8th grade student. The purpose of this survey was to help them identify their greatest talents and develop them into strengths that they can use as they pursue their career interests. She discussed the results and how they can use them as they decide on a course of study and activities to pursue in high school. We intend to do this with 8th graders every year. We offer career exploration for our middle school students to help them identify career goals. They research and report on a career they think would interest them. This includes identifying the education required and skills necessary to be successful for the career they choose. Exposing our students to many career opportunities is also part of our plan of study. Our students in grades 6-8 participate in events such as Science Fairs, KU Engineering Expo and STEM

explorations. These students also participate in self-chosen electives based on their interests. The electives are taught by teachers as well as other volunteers from the community. These electives expose them to potential career opportunities. For example, the students in debate not only learned about and conducted debates, the instructor had an alum of our school that was active in debate in high school return to talk to the students about how his debate experience helped him in his career. The students reflect on these experiences to help them discern a career path for themselves. Our 8th graders also attend high school information nights provided by the schools in our area as well as an "8th grade day" at one of the high schools in the archdiocese where they spend the day at the school. All of our 5th graders attend an annual "Vocation Day" sponsored by the archdiocese. This gives the students an opportunity to learn about a possible career in the religious community. We are informed of the achievements, awards and scholarships our students receive in high school. All of these events are part of our process and help them make an informed decision when choosing their next phase of schooling. Our Cognia engagement review provided us with an "Impacting" rating in the Learning Capacity Standard 2.8 – The institution provides programs and services for learners' educational futures and career planning. I am hopeful that this in addition to what we are currently implementing to create an Individual Plan of Study will us to move forward in the accreditation process.

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

**ARC Comment**

System stakeholders were involved during the accreditation cycle.

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

**ARC Comment**

The system followed the improvement plan processes as established by Cognia. All additional information required by KSDE for KESA was provided in a timely manner.

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

**ARC Comment**

The system has followed the KESA process with the expected level of fidelity. This private system, in addition to KESA, has concurrently undergone a regional accreditation process through Cognia. As such, they are utilizing the continuous improvement process as put forth through Cognia to meet all KESA requirements.

## ARC Recommendation

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

### Justification

Overall, it was not possible to determine with any level of accuracy what were the system's goals. Although there appeared to be working in the area of rigor with goals in math and reading, there was no clear indication in the area of relationships of what was being measured or improved. Their Every Year Every Institution report, a KESA required report for Cognia systems provided no clear indication that this was in place. Additionally, there was no evidence of an IPS as required by statute. Local data for social emotional growth is also not evident.

### Strengths

John Paul II Elementary School is a system that is supported by all stakeholders with a commitment to improve the school. Their commitment to the mission of the church is evident and school leadership provides the direction for all staff and students to succeed. The Strategic Plan was well-developed and includes improvements to accomplish all goals.

According to the Review Team, several themes emerged. John Paul II is a shared faith community with all stakeholders who support the leadership. The system utilizes data to make informed decisions. Strengths of the system include data utilization, curriculum that is aligned to standards and best practices, curriculum mapping, all teachers are involved in data-driven professional development, communication with stakeholders, and staff training on the interpretation of tests and data analysis.

### Challenges

The integration of digital resources into teaching, learning, and operations is a concern. This was the lowest ratings on the ELEOT Observations. The Digital Learning Environment rating was a 1.76 on a 4.0 scale.

Parents have a desire to build a stronger school community, including the input of rules and policies, goal setting, and parenting workshops.



## System Appeal

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

### Appeal Summary

Thank you for consideration, I am respectfully appealing decision of the ARC to conditionally accredit John Paul II Catholic School. I feel that we have effectively created data driven goals that are measurable. When the engagement review took place, I was in my 4th year as administrator of John Paul II. During the 4 years we have implemented effective strategies and practices to evaluate/analyze data and identify areas of improvement. Once the areas were identified we hired additional staff, attended professional development and purchased new materials to assist the teachers in helping our students achieve success. We saw great results and adjusted our goal after further data analysis to show even more success. COVID has forced us to rethink the way we deliver instruction both remotely and in-person but we are committed to being goal focused and helping our students. We continually set aside time to meet as a whole staff as well as in grade level teams to analyze data and make informed data driven decisions when it comes to instruction. COVID has also offered us more opportunities to assess social emotional growth. We conduct surveys to make sure that our students are coping with the stress and anxiety felt in the world today. Our counselor works with students and families closely to determine what is needed to ease any SEL concerns. Our classroom teachers use the Second Step program to provide lessons to their classes that support SEL. We also use growth mindset strategies to form the way our students approach a task or problem.

Our independent plan of study is in place and we have continued to build upon it to make sure that our students realize their opportunities once they leave John Paul II. All our staff is committed to providing our students with a vision of what their potential is for having a successful future using their God given talents. We will continue to work on this plan as we move through the school year. I hope that you will take into consideration the narratives provided as well as the findings of Cognia and support full accreditation. Thank you.

## Appeal Team Response and Recommendation

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The information provided by the system in their appeal response was quite helpful in addressing the areas of requested clarification.

- Goal 1, though still ambiguous, shows that a clear process was established for improving student and staff relationships. Vague goal definers such as "all" students forming positive relationships with adults in the building can pose challenges in collecting quantitative data measures. The action steps were well-defined and appear to be excellently executed. In the future, it is recommended to consider quantitative data measures, or more frequent measures, such as the Spring 2020 survey of feelings regarding safety and care felt by students. Furthermore, this goal was listed under the area of Relevance. In the future, it is recommended that this be listed as a Relationship goal.
- Goal 2 was clearly stated, and the evidence provided supports that the initial goal was attained.

### Board Outcomes

- SEL – It is still recommended that the system consider how to measure the social-emotional wellbeing and students and the effectiveness of SEL programs/measures.
- IPS – The artifacts and qualitative justification provided the requested evidence of successfully functioning and measured Individual Plans of Study.
- Postsecondary Success – The qualitative justification was helpful in noting that former student achievements are tracked into high school. It is recommended that post-secondary tracking measures be considered and explained in the future as well.

As a result of the robust information, both qualitative justification and quantitative artifacts, provided in the appeal, no further information is requested at this time.

Based on the review of the appeal documentation, the Appeal Team recommends a status of **Accredited** for this system.



**John Paul II Catholic School -**  
**Kansas City Catholic Diocese - Z0029**

6915 W. 71st Street, Overland Park, KS 66204-1905  
 (913) 432-6350  
<http://www.johnpaul2opks.com/>  
 Principal: **Jenny Yankovich**

District Accreditation Status: **Accredited**  
 ESSA Annual Meaningful Differentiation:  
 Grades: **PK-8**  
 Superintendent: **Vincent Cascone**

**Demographics**



**157 Students**

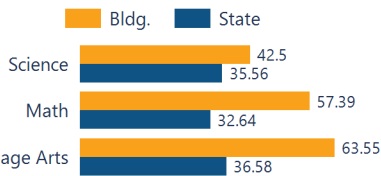
- African American 0.64 %
- Hispanic 29.30 %
- Other 12.74 %
- White 57.32 %

**Academically Prepared for Postsecondary Success**

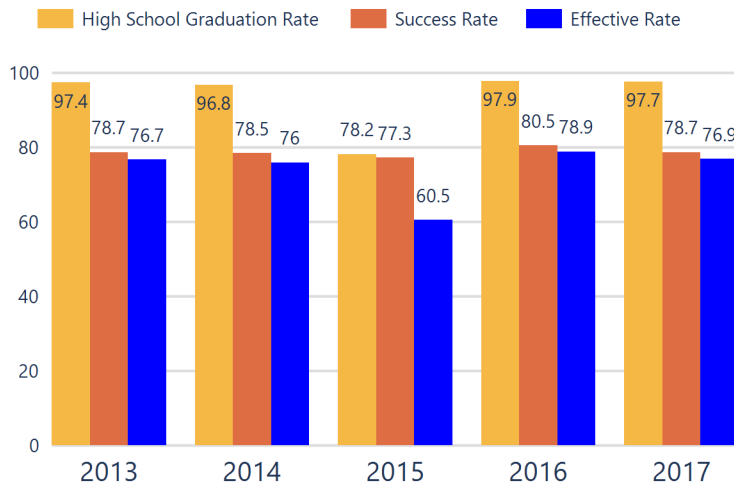
The percentage of students who scored at Levels 3 and 4 on the state assessment.

**District Kansans Can Star Recognition**

	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success			★	
Graduation Rate	★			
Postsecondary Success	★			



**District Postsecondary Effectiveness**



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

**Five-Year Graduation Avg 94%**

**Five-Year Success Avg 79%**

**Five-Year Effective Avg 74%**

**95% Confidence Interval for the Predicted Effectiveness Rate 62.5 - 66.8%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2012-2016).

- 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.

N/A	State: 87.5	<b>School ESSA Expenditures Per Pupil</b>	N/A
97.1%	State: 94.5	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: \$11,415
1.2%	State: 13.9	<a href="#">Click here for State Financial Accountability.</a>	
N/A	State: 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.

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	7.95	5.68	11.76	7.00	13.00	12.50	8.33	11.21	20.00
Level 2	32.95	18.18	20.58	41.00	19.00	20.83	34.25	25.23	37.50
Level 3	40.90	52.27	55.88	33.00	40.00	37.50	38.88	42.99	27.50
Level 4	18.18	23.86	11.76	19.00	28.00	29.16	18.51	20.56	15.00

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	30.76	7.69	N/A	6.66	20.00	N/A	16.66	25.00	N/A
Level 2	30.76	23.07	N/A	66.66	26.66	N/A	41.66	33.33	N/A
Level 3	38.46	53.84	N/A	26.66	46.66	N/A	41.66	41.66	N/A
Level 4	0.00	15.38	N/A	0.00	6.66	N/A	0.00	0.00	N/A

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	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

	2016-17			2017-18			2018-19		
	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

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	4.54	13.63	N/A	3.33	13.33	N/A	16.12	16.12	N/A
Level 2	54.54	18.18	N/A	53.33	30.00	N/A	35.48	35.48	N/A
Level 3	36.36	50.00	N/A	30.00	36.66	N/A	35.48	38.70	N/A
Level 4	4.54	18.18	N/A	13.33	20.00	N/A	12.90	9.67	N/A

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

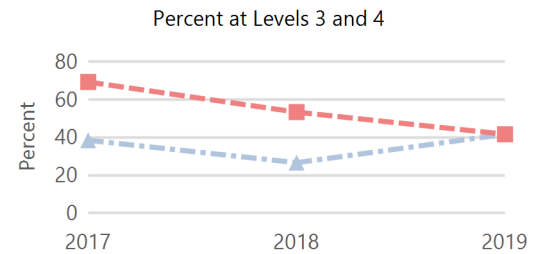
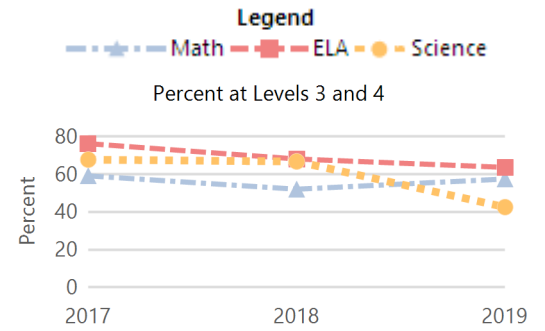
ACT Performance (2019 School Year)

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 2019 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

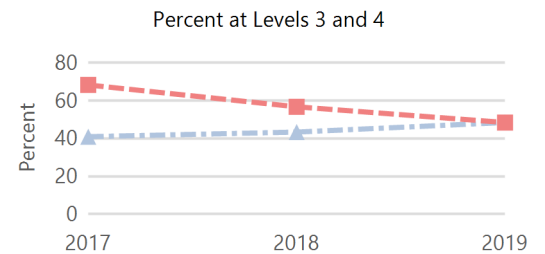


Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4  
\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed.

Percent at Levels 3 and 4  
\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed.



Building

State

21.1

# Accreditation Summary

**Date:** 10/13/2020

**System:** Z0029 Kansas City Catholic Diocese – Curé of Ars (9002)

**City:** Kansas City

**Principal:** Andrew Legler

**Superintendent:** Vincent Cascone

**OVT Chair:** Shellaine Kiblinger

## Executive Summary/AFI

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

### ARC Comment

All compliance requirements were met as verified by KSDE.

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

### ARC Comment

Tiered Framework of Supports - The system has a large resource team, a total of 12 educators, to help facilitate the instruction during MTSS time. There is a master schedule created by the administration for when the additional support personnel will be in each classroom during the day. Data are collected on a regular basis by the classroom teacher and the resource team, to assist with identifying the skills in which students need extra help. They focus on working with students who need additional supports, as well as the students who need extension of their learning.

Stakeholder Engagement - The system engages all stakeholders regularly and this process is embedded in the overall culture. Evidence of information from other stakeholders, including students, are obtained through interviews and surveys.

Diversity and Equity - According to the documentation, there is evidence that the system is implementing in this area. Based on the Cognia ELEOT rating for Equitable Learning Environment, this system was rated by the OVT on a four-point scale as at 3.28. The system was rated at a 3.74 for learners being treated in a fair, clear and consistent manner; as well as a 3.60 in terms of learners having equal access to classroom discussion, activities, resources, technology and supports.

Communications and Basic Skills - According to the documentation there appears to be evidence of continuous communication and basic skills implementation.

Civic and Social Engagement - The system provided service programs teaches students the importance of serving their community as well as the greater community.

Physical and Mental Health - According to the documentation there is evidence that the system is implementing physical and mental health system-wide. The Cognia standard reflecting the learner having positive relationships with adults and having adults/peers who support their educational experiences was rated as improving.

Arts and Cultural Appreciation - According to the documentation there is evidence that the system is implementing arts and cultural appreciation curriculum system-wide.

and Career Preparation - According to the documentation the system is in the process of developing this area of focus. The Cognia standard reflecting programs and services for learners' educational futures and career planning was given an "initiating" rating.

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

**ARC Comment**

This goal area is in the area of Relevance. Their goal statement reads: All students will increase classroom engagement across all curriculum areas. Their basic strategies included MTSS, Professional Development on student engagement, ELEOT tool for classroom observations, Opportunity to Respond professional development, Co-teaching, Guided Math, Guided Reading, using technology to create vs. consume training, dual planning and other activities/programs. There was no evidence in the report to indicate the success the system had in this goal area. The goal was not written in measurable terms which was hard to determine their level of success.

**Areas For Improvement**

<b>Comment</b>	Development of measurable goals
<b>Rationale</b>	The system does not appear to have a continuous process in place that includes measurable results for improving student learning. A process to assess program effectiveness and its impact on student learning is lacking.
<b>Tasks</b>	During your next cycle develop an improvement plan that contains measurable goals based on your needs assessment, with interventions/strategies that can be monitored for effectiveness of implementation and student improvement.
<b>Timeline</b>	05-01-2021
<b>System Response</b>	<p>To address the area of Relevance (as indicated on pg. 2 of the Accreditation Summary for #3) and our classroom engagement, we are happy to report that we have had tremendous success in this goal area.</p> <p>During the previous accreditation cycle we established the following goal: Prioritize the current educational practices and strategize to create a manageable plan to improve classroom engagement in all curriculum areas.</p> <p>How Did we address this goal?</p> <ul style="list-style-type: none"> <li>-Created a more stream-lined professional Development Plan that included classroom engagement.</li> <li>-Highly focused on collecting, analyzing, and using data to drive instruction that included engaging students.</li> <li>-Hired an instructional coach in 2017.</li> <li>-Surveyed faculty to collect and Analyzed data on professional development needs</li> <li>-Created a new professional development plan based on those needs.</li> <li>-Focused Professional development on Student engagement &amp; Data</li> <li>-Added two new assistant principals/instructional coaches to the staff.</li> <li>-This goal would constantly be monitored and evaluated in measurable terms using the ELEOT.</li> </ul>

How is our goal monitored and evaluated in measurable terms?

As part of the KS. state accreditation process with Cognia, we utilize the ELEOT, the Effective Learning Environments Observation Tool. The ELEOT identifies seven key areas of the classroom that we use to evaluate our teachers and their effectiveness. The purpose of this tool is to help us identify and document observable evidence of classroom environments that are conducive to student learning. Results of our observations are then used to determine improvement goals for teachers and/or grade level and curriculum departments in the school.

The ELEOT is the observation tool provided by Cognia that have used throughout our five year cycle so that we can analyze the data and ultimately not only determine the effectiveness of our teachers in the classroom, but compare how our teachers perform year after year. We also use this information to determine other needs of our teachers throughout the building. We have made specific plans and measurable goals for individual teachers when determining their levels of success and how to improve their scores in this area.

Among the seven areas that are addressed in the ELEOT, there are several indicators that give us specific feedback on student engagement:

B. High Expectations Environment: this includes the data point "Is engaged in rigorous coursework, discussions, and/or tasks"

D. Active Learning Environment: this includes multiple data points "Has several opportunities to engage in discussions with teacher and other students", "Makes connections from content to real-life experiences", and "Is actively engaged in the learning activities".

We have seen great success with this goal, from each of the phases of implementation: curriculum, instruction, and student engagement. As part of accreditation review and report just last November 2019, the review team stated the following on PG. 10 of our final report:

"There was a high level of active learner engagement within all the classrooms. The Engagement Review Team found the implementation of learner engagement to be done with fidelity and of high-quality. Teachers and parents shared the curriculum was implemented and was based on high expectations. It is evident from the results of the eleot observations that the students take responsibility for their learning and are self-directed in their learning that is challenging but attainable. It is very evident that the learners are actively engaged in the learning activities. Learner discussions with each other and the teachers were dominant in the classrooms. Interviews with leaders, teachers, parents, and students all indicated an intentional focus on learner engagement. Most teachers indicated they had received sufficient professional development for active engagement, as well as resources to facilitate it. The school presented the Active Learner observation form and shared in the leadership presentation how the assistant principals meet regularly with each classroom teacher to discuss lessons observed and how to continue to engage the students in the lessons. Teachers shared that during these discussions, information is discussed to improve their instructional practices and has improved the quality of implementation throughout the entire school."

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

### ARC Comment

Goal Statement: All students will improve reading comprehension across the curriculum.

Basic Strategies included: Wonders Series, Study Sink, Study Island, DIBELs, Reading A-Z, Curriculum Mapping, Dissecting Data from MAPs, State Assessments, DIBELs, Classroom Data, Running Records, MTSS, Guided Reading, Six Traits of Writing, ongoing professional development.

The reports did not provide any evidence as to progress in this goal area. The system just provided the strategies/interventions they were implementing with no clear indication of the success of the strategies. This goal area was also not written in measurable terms making it hard to determine the amount and/or type of growth expected.

### Areas For Improvement

<b>Comment</b>	Development of measurable goals
<b>Rationale</b>	The system does not appear to have a continuous process in place that includes measurable results for improving student learning. A process to assess program effectiveness and its impact on student learning is lacking.
<b>Tasks</b>	During your next cycle develop an improvement plan that contains measurable goals based on your needs assessment, with interventions/strategies that can be monitored for effectiveness of implementation and student improvement.
<b>Timeline</b>	05-01-2021
<b>System Response</b>	<p>To address the area of Rigor (as indicated on pg. 2 of the Accreditation Summary for #4) in relation to our reading comprehension goals, we are please to report that we have sustained this goal for several years now with substantial improvements. We continue to diligently evaluate and monitor the effectiveness of our ELA program at Cure' of Ars.</p> <p>During the previous accreditation cycle we established the following goal: All students will improve reading comprehension across the curriculum.</p> <p>How did we address this goal?</p> <p>In addition to the many resources used to collect the data (Wonders Series, Study Sink, Study Island, DIBELs, Reading A-Z, Curriculum Mapping, Dissecting Data from MAPs, State Assessments, DIBELs, Classroom Data, Running Records, MTSS, Guided Reading, Six Traits of Writing, ongoing professional development.), a vital ingredient to measuring whether or not we were achieving success was for us to analyze all this data.</p> <p>How do we measure this goal? We utilize our TAT (PLC) meeting time to evaluate and analyze our scores across multiple points. We meet with each grade level team on a weekly basis in these TAT meetings, which also include our school administrators, Resource coordinators, and school counselor.</p> <p>As part of the continuous process, we have a set agenda for each weekly meeting, with one week of each month devoted to one specific teacher where we will provide data from the multiple resources (listed below) and will analyze the data to identify areas of</p>



improvement. The admin team and resource teachers will then help that teacher effectively implement the plans in the classroom.

-TAT (PLC) Meetings – We Identified Bubble Students (low, medium, high) with KITE Data and used this data to create small groups that teachers would use to instruct in their reading rotations.

-Used Reading MAPs Data – Utilized the Learning Continuum to give our teachers a view of all their students' RIT scores. They then used this information to plan scaffolding and differentiated instruction within their classrooms.

-Study Island: During our TAT meetings we also analyze and evaluate Study Island reports, the ISR (Individual Student Report) and the RTI (Response to Intervention). The teacher can use the individual report to reteach or remediate student instruction based on performance. In the case of putting in an intervention have the student continue answering specific objective questions and monitor with the new RTI report.

-Used Pretest for formatives to Drive instruction: Formative assessments are an invaluable way to lock down an understanding of a student's level of current mastery. We use this ELA data to further engage our students in the classroom as well as work one-on-one with students, going over this data, to help them take ownership of their learning.

-6 Traits of Writing: As part of ELA, we have made an intentional and specific effort to improve our student's writing across the building, K-8. With the increased focus on other areas like Religion, technology, and STREAM, we feel that we must continue to devote attention to the writing process. As part of the 6 trait writing model there is a rubric that we utilize to evaluate our student's progress throughout the year.

-MTSS & Push in Support: This is a definite strength of ours. Per our accreditation report last November 2019, "The school uses a multi-tiered system of support (MTSS). Through this support system, students are grouped into small groups and receive assistance in the areas of concern, mainly math and reading. The school has a large resource team, a total of 15 educators, to help facilitate the instruction during MTSS time. There is a master schedule created by the administration for when the additional support personnel will be in each classroom during the day. Data are collected on a regular basis by the classroom teacher and the resource team to assist with identifying the skills students need extra help with. Curé of Ars focuses on working with students who need additional support, as well as the students who need extension of their learning."

Our students also take the interim practice predictive tests throughout the year. The admin team assists the teachers in breaking down the data and having data meetings with our teachers to make instructional decisions for our students.

Our teachers also share this data with parents. It goes home in September as soon as the baseline data is available. There is an explanation on how to read the data. That same data, as well as new data from progress monitoring is shared with parents at conferences. Three times a year parents receive data from Acadience Math and

Reading K-8 and MAPs test 3-8 as well as state assessment scores in grades 3-8 in May. K-2 parents receive Acadience Math & Reading and reading level data.

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

### **ARC Comment**

The system does show that there are policies in place to ensure the support of the system 's effectiveness as well as an adherence to a code of ethics and functions within defined roles and responsibilities. The Cognia team rated this area at the "impacting" level.

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

### **ARC Comment**

The system has indicated that work toward the state board outcomes is in progress. However, there is no evidence of an individual plan of study for each student in the 8th grade. This was an area listed an in development but it was evident that a plan or a well-developed process is not in place.

### **Board Outcomes**

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

Curé of Ars Catholic School has a new full-time school counselor this year that has previous school experience as well as private practice experience. Curé also has a social skills coach. These two positions work together, along with their resource staff to implement programs for social and emotional health and growth. Each homeroom teacher teaches a weekly lesson from the Second Step Curriculum. Teachers have weekly meetings in order to address classroom culture issues. There was no indication of local data measures.

#### **Kindergarten Readiness**

The system uses the Brigance Screening Kindergarten Readiness to assess their incoming Kindergarten students from outside Curé of Ars Preschool. Their PK students are screened through an early childhood DIBELS assessment. Ages and Stages Questionnaire was implemented fall of 2019. It was not clear how they use the data.

#### **Individual Plans of Study**

Curé of Ars does not have a formal process for the IPS in place at this time. Career planning discussions are just in the initial stages.

#### **High School Graduation Rate**

As a K-8 system, graduation data is not available; however, the system can report on predictive data that might indicate the preparedness of the students for high school, such as attendance and chronic absenteeism. The system can look at the enrollment of their former students in higher level courses in high school.

#### **Postsecondary Success**

As a K-8 system, postsecondary success rate data is not calculated by KSDE for the building.

## Areas For Improvement

<b>Comment</b>	Individual Plans of Study (IPS)
<b>Rationale</b>	Although the system has some beginning pieces of career planning for students, there is not a formal process in place for the IPS.
<b>Tasks</b>	Develop a formal process for the implementation of an individual plan of study. The system needs to demonstrate that IPS has been properly implemented and used with all eighth-grade students in new cycle.
<b>Timeline</b>	05-01-2021
<b>System Response</b>	Per #6 of the Accreditation Summary, Cure' of Ars has now instituted a formal process for the IPS. After completing our Cognia state accreditation review last fall and then the EIEY report this spring which both indicated a need for improvement in this area, we have worked diligently to put a formal process in place.

We began by identifying what areas our students K-8 would need according to KSDE criteria:

Elementary School (K-6 students): Career Exposure

Middle School (gr. 7-8 students): Identify career interests, begin IPS development

Regarding the process for an IPS, KSDE has categorized IPS processes into four different models currently being utilized or implemented by schools across the state:

1. Counselor Centered (IPS curriculum implemented by counselor)
2. Career Advisor System (all school staff members implement IPS curriculum)
3. Career Advocates (individuals hired to implement IPS curriculum)

Our plan is to then develop each student's IPS together with the student, school personnel, and the student's family in order to meet the state requirements:

1. A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.
2. Eighth- through 12th-grade course builder function with course selections based on career interests.
3. A general postsecondary plan (workforce, military, certification program, two-year college, four-year college).
4. A portable electronic portfolio.

School admin, counselor, and teachers will access the IPS Implementation Toolkit on KSDE.org for resources.

We have also utilized the "MTSS & CTE Document" to assist us in implementing the KS career clusters into our 7-8 curriculum:

- 1) Agriculture, Food and Natural Resources;
- 2) Architecture and Construction;
- 3) Arts, A/V Technology and Communications;
- 4) Business, Management & Administration;
- 5) Education and Training;
- 6) Finance;
- 7) Government & Public Administration;
- 8) Health Science;
- 9) Hospitality and Tourism;
- 10) Human Services;
- 11) Information

Technology; 12) Law, Public Safety and Security; 13) Manufacturing; 14) Marketing; 15) Science, Technology, Engineering and Mathematics; and 16) Transportation, Distribution and Logistics.

Utilizing our staff, counselor, and school families, we have presented through classroom lessons and even our STREAM program different KS career pathways and occupations by bringing in community members as guest speakers that fulfill these roles. We have found this to be an amazing experience for our 7-8th grade students and a fun way for students to bring in a family member or friend that they can share with our school community.

As part of the IPS curriculum, we have established two times throughout the academic school year that the plan is reviewed and revised as needed for our 7-8th graders.

Please see our attached IPS document, "Determining God's Will in Your Life" in Artifacts.

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

**ARC Comment**

Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning. All administrators and the pastor have a strong vision for the school and work well together sharing the vision with all stakeholders. This standard in the Cognia report received a rating of impacting. An "impacting" rating means that the system demonstrates noteworthy practices producing clear results that positively impact the institution

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

**ARC Comment**

The school leadership was responsive to the Cognia Visitation Team and its process throughout the accreditation cycle. All additional information required by KSDE for KESA was provided in a timely manner.

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

**ARC Comment**

This private system, in addition to KESA, has concurrently undergone a regional accreditation process through Cognia. As such, they are utilizing the continuous improvement process as put forth through Cognia to meet all KESA requirements. Cognia systems complete a yearly "Every Year Every Institution" (EIEY) Report to address areas specific to KESA. Cure of Ars has adhered to those reporting processes.

## ARC Recommendation

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

### Justification

The system does not have a formalized process for an IPS. Additionally, the system does not appear to have focused and measurable goals that contain a process to monitor and assess the improvement of its plan and its effectiveness on student learning and growth. Local data for social emotional growth is also not evident.

### Strengths

This system strength lies in its high level of active learner engagement within the classrooms as evidenced by their ratings in the Cognia walkthroughs called the ELEOT.

### Challenges

According to the visiting team, there is a need to develop a plan to evaluate the effectiveness of the various programs the system is implementing.

## System Appeal

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

### Appeal Summary

I completed our EIEY report back in the spring 2020 during the time when COVID-19 had shut down all schools and we were in the midst of virtual learning for the first time. Looking back at that report, I can see that I did not elaborate on several of our goals that ended up being labeled as "generally documented". While I don't want to make excuses, in full transparency I can say that had we been in "normal" circumstances and not dealing with a global pandemic I would have taken the time to execute that report with the full time and attention it deserves. During our state accreditation visit last fall with the Cognia team that came to visit our school, we did an exceptional job showcasing our staff and student success and I wish that I had done a better job in my initial report mirroring that same success. If our final score has any significance, our school scored as one of the top 5 schools in the 11 state region that Cognia visited last year. In this appeal, my goal is to shed additional light on the three areas that needed to be addressed.

## Appeal Team Response

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The system provided information to indicate that they have now instituted a formal process for implementation of an individual plan of study (IPS). Identification for what areas K-8 students would need led to K-6 students receiving career exposure and 7-8 students identifying career interest and beginning IPS development. The system plans to develop IPSs with students, their families and school personnel. The plan will be reviewed and revised two times throughout the academic school year for 7-8<sup>th</sup> grade students. Local social emotional growth data is not evident because the system is in the process of implementation of IPSs for 7<sup>th</sup> and 8<sup>th</sup> graders.

The system provided information with respect to focused and measurable goals that contain a process to monitor and assess the improvement of its plan and its effectiveness on student learning and growth. The system utilized the Effective Learning Environments Observation Tool (ELEOT) which identified seven key areas of the classroom to evaluate teachers and their effectiveness. Data from the ELEOT is analyzed to determine the effectiveness of teachers in the classroom and to ascertain other needs of teachers. Data from the ELEOT also provides specific feedback on student engagement.

All students will improve reading comprehension across the curriculum is measured by a variety of assessments. Data are analyzed and evaluated across multiple points by each grade level team weekly. Teachers also share data with parents two to three times a year.

## **Appeal Team Recommendation**

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The Appeal Team recommends a status of **Accredited** for this system based on its review of the evidence submitted by the system for its appeal.



**Cure Of Ars Elem -**  
**Kansas City Catholic Diocese - Z0029**

9403 Mission Rd, Leawood, KS 66206-2045  
 (913) 648-2620  
<http://www.cure-of-ars.com/>  
 Principal: **Andrew Legler**

District Accreditation Status: **Accredited**  
 ESSA Annual Meaningful Differentiation:  
 Grades: **PK-8**  
 Superintendent: **Vincent Cascone**

**Demographics**



**590 Students**

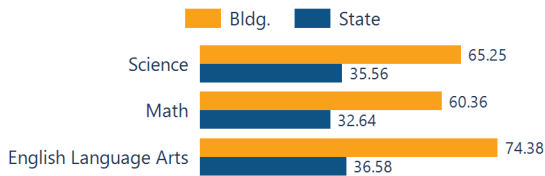
- African American 0.17 %
- Hispanic 5.76 %
- Other 3.73 %
- White 90.34 %

**District Kansans Can Star Recognition**

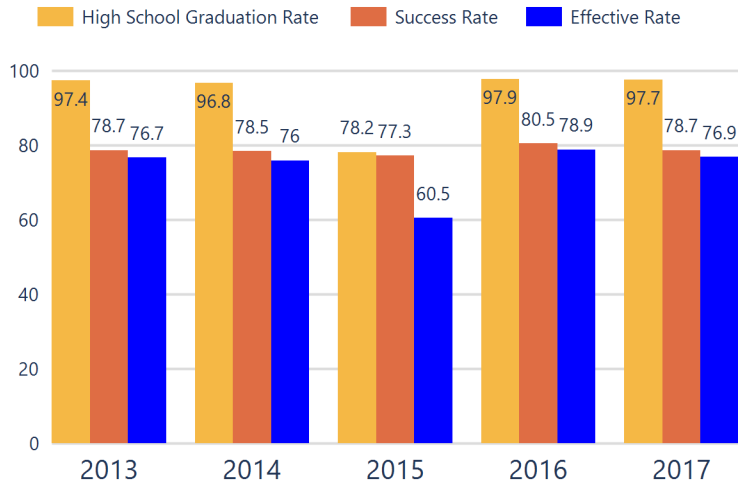
	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success			★	
Graduation Rate	★			
Postsecondary Success	★			

**Academically Prepared for Postsecondary Success**

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



**District Postsecondary Effectiveness**



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

**Five-Year Graduation Avg 94%**

**Five-Year Success Avg 79%**

**Five-Year Effective Avg 74%**

**95% Confidence Interval for the Predicted Effectiveness Rate 62.5 - 66.8%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2012-2016).

- 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.

N/A	State: 87.5	<b>School ESSA Expenditures Per Pupil</b>	N/A
96.9%	State: 94.5	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: \$11,415
1.7%	State: 13.9	<a href="#">Click here for State Financial Accountability.</a>	
N/A	State: 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.

#### ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	8.44	9.80	10.44	12.18	7.64	17.91	6.46	4.85	10.52
Level 2	30.51	31.33	40.29	35.69	26.91	38.80	33.15	20.75	24.21
Level 3	48.77	43.86	34.32	41.35	47.30	35.07	42.31	49.05	38.94
Level 4	12.26	14.98	14.92	10.76	18.13	8.20	18.05	25.33	26.31

#### FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	0.00	8.33	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	66.66	58.33	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	25.00	33.33	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	8.33	0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A

#### STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	14.28	14.28	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	57.14	42.85	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	21.42	28.57	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	7.14	14.28	N/A

#### AFRICAN-AMERICAN STUDENTS

	2016-17			2017-18			2018-19		
	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

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	13.04	13.04	N/A	36.00	20.00	35.71	18.18	18.18	N/A
Level 2	39.13	34.78	N/A	28.00	32.00	28.57	36.36	9.09	N/A
Level 3	43.47	43.47	N/A	28.00	28.00	28.57	31.81	63.63	N/A
Level 4	4.34	8.69	N/A	8.00	20.00	7.14	13.63	9.09	N/A

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

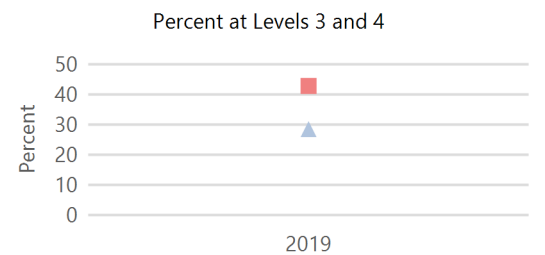
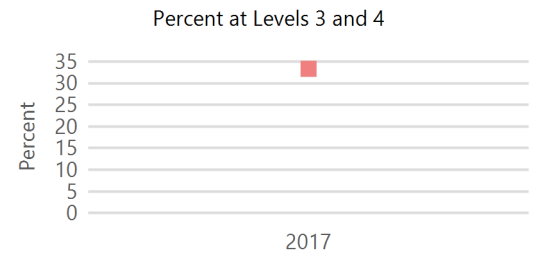
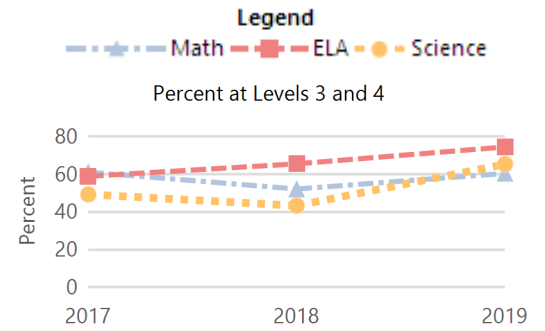
### ACT Performance (2019 School Year)

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 2019 graduating seniors who took the ACT as sophomores, juniors, or seniors.

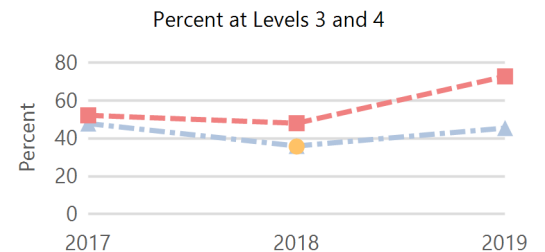
Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed.



### Building

State **21.1**



# Accreditation Summary

**Date:** 10/12/2020

**System:** Z0029 Kansas City Catholic Diocese – St. Thomas Aquinas (9020)

**City:** Kansas City

**Principal:** Brian Schenck

**Superintendent:** Vincent Cascone

**OVT Chair:** Nancy Bolz

## Executive Summary/AFI

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

### ARC Comment

All compliance requirements were met as verified by KSDE.

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

### ARC Comment

According to the Cognia School Engagement Review, most of the foundational structures are being addressed at various levels. Strengths include communication to and from shareholders, the governing body, and the overall relationships to those who support the organization. There is a strong community service component within the institution.

The culture of the school is reflective of the Catholic community and the mission of the diocese. The leadership is overall positive on the building level, but it is transitioning at the diocesan level.

In the area of career and technical education, the school has shown evidence of improving the curriculum, including investing into STEM classrooms.

It was found by the team, that there was little evidence that the staff utilized data to align with the curriculum. Curriculum is locally developed. State assessment and ACT scores indicate that students average above state norms.

In the Cognia visit, classroom observations noted that staff strengths include active learning activity, well-organized classrooms, but technology integration was low compared to other schools in the Cognia network.

Tiered Systems – implementing. While there does not seem to be a formal tiered system, there is evidence cited in the Cognia Review that the practices at St. Thomas High School provides a high equitable learning environment. The average rating for the school as an equitable learning environment ranked 3.21 on a 4.0 scale compared to the national average of 2.82 in the Cognia network. This includes “learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.”

Stakeholders – implementing. According to the Cognia visiting team, the leadership capacity has a great impact on the institution. “The capacity of leadership to ensure an institution’s progress toward its stated objectives is an essential element of organizational effectiveness. An institution’s leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of

governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.”

Diversity and Equity – The school is reflective of the demographics of the community it serves and is effective in equitable learning environment.

Communication/Basic Skills - Curriculum is locally developed and instruction is implemented in this area for all students.

Civic/Social – As part of the spiritual formation program, the students are involved with a variety of service projects. The school has a comprehensive campus ministry office that involves students in community service, retreats, visiting missions, involvement with parish activities and offers chapel services for individual counseling. Curriculum and instruction in social studies and in religion is present.

Physical Well-being – As mentioned above, as part of campus ministry, there is counseling for spiritual and emotional needs. The school provides a safe place with a licensed professional counselor to listen and understand students’ challenges and emotions.

Arts and Cultural Appreciation - The system has curriculum to support the arts and includes world language courses.

Postsecondary – Implementing. According to the evidence provided by KSDE, the graduation rate for the school is strong along with the data indicating the effectiveness. Counseling services are available for career and college planning. However, there is little evidence that an individual plan of study for students has been completely implemented.

3. Evidence is **not** documented that **Goal 1 (Responsive Culture)** activities and strategies were identified, implemented and produced reasonable results.

### ARC Comment

The initial goals written in the early stages of the accreditation cycle were unclear. In the Cognia review, it seems apparent that the focus on the institution was to improve communications with shareholders. The outcome of this goal was to improve planning for St. Thomas Aquinas which included a successful capital outlay campaign.

### Areas For Improvement

<b>Comment</b>	System goal for Responsive Culture
<b>Rationale</b>	The system did not develop/state their goal in a clear manner with a baseline measure and selected growth measures to demonstrate continuous progress efforts.
<b>Tasks</b>	1. In the next cycle the system needs to develop/state their goal in a clear manner with a baseline measure and selected growth measures to demonstrate continuous progress efforts. 2. In the next cycle the system needs to develop a systematic approach for gathering, analyzing, and using data that leads to demonstrable improvement.
<b>Timeline</b>	05-01-2021
<b>System Response</b>	Due to space restrictions, please see attached document for our appeal response

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

#### **ARC Comment**

Goal 2 Rigor: Evidence indicates that strategies were needed to improve Writing and Math skills. Strategies utilized were to develop Writing and Math labs to enhance academic skills.

The data available for St. Thomas Aquinas High School was the ACT scores and the Kansas State Assessments. While the average ACT and state assessments were higher than the state average, there was no correlation drawn supporting the success of the goals.

No surveys were provided. The team recommended that surveys be sent to parents about their perceptions, school's goals and success.

#### **Areas For Improvement**

<b>Comment</b>	Evidence to support goal improvement for Rigor goal.
<b>Rationale</b>	As indicated in their Cognia report (2.11) the system is insufficient in the area of gathering, analyzing, and using formative and summative data that leads to demonstrable improvement of student learning.
<b>Tasks</b>	1. In the next cycle the system needs to develop/state their goal in a clear manner with a baseline measure and selected growth measures to demonstrate continuous progress efforts. 2. In the next cycle the system needs to develop a systematic approach for gathering, analyzing, and using formative and summative data that leads to demonstrable improvement of student learning.
<b>Timeline</b>	05-01-2021
<b>System Response</b>	Due to space restrictions, please see attached document for our appeal 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 Cognia visiting team indicated there was evidence of strong leadership in providing governance and policies to support the mission of the school.

A strategic plan was completed. The plan provided a framework for capital outlay improvement. It should be noted that the governance body has limited jurisdiction over policy.

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**

St. Thomas Aquinas High School is a 9-12 building operating in the Kansas City Diocese. Consequently, the State Board Goal of Kindergarten Readiness does not directly apply to them.

## Board Outcomes

<b>Social-Emotional Growth</b>	<p>As part of campus ministry, there is counseling for spiritual and emotional needs. The school provides a safe place with a licensed professional counselor to listen and understand students' challenges and emotions.</p> <p>While the system does provide counseling services on an as needed basis it did not provide evidence of having a systematic process in place to address the social emotional growth of all students. The system also does not show evidence of local data that is used to measure social-emotional growth.</p>
<b>Kindergarten Readiness</b>	<p>St. Thomas Aquinas is a 9-12 building and does not have a preschool nor kindergarten program.</p>
<b>Individual Plans of Study</b>	<p>Counseling services are available for career and college planning. However, there is little evidence that an individual plan of study for students has been completely implemented. This specific issue may be addressed on the diocesan level.</p>
<b>High School Graduation Rate</b>	<p>The five-year graduation rate is 94%. They have received a gold star recognition for their graduation rate which is 1% below the expected Kansas CAN lead the world graduation rate. They have a low drop-out rate is 0.1%. The average ACT scores in 2019 was 24.5 well above the state average.</p>
<b>Postsecondary Success</b>	<p>The majority of St. Thomas Aquinas students are from area Catholic schools. They view its institution as a college preparatory institution. St. Thomas Aquinas has received a "Gold" Star Recognition for postsecondary success.</p>

## Areas For Improvement

<b>Comment</b>	Social-Emotional Growth
<b>Rationale</b>	The system did not provide evidence of having a systematic process in place to address the social emotional growth of all students.
<b>Tasks</b>	<ol style="list-style-type: none"><li>1. In the next cycle the system needs to develop and/or provide evidence of a systematic process for teaching, practicing, modeling and encouraging essential personal life habits that are universally understood as making people good human beings and citizens.</li><li>2. In the next cycle the system needs to develop a systematic approach for gathering, analyzing, and using data that leads to demonstrable improvement.</li></ol>
<b>Timeline</b>	05-01-2021
<b>System Response</b>	Due to space restrictions, please see attached document for our appeal response
<b>Comment</b>	Individual Plans of Study
<b>Rationale</b>	The system did not provide evidence for having an Individual Plan of Study (IPS) in place for every student.
<b>Tasks</b>	In the next cycle the system needs to develop and/or provide evidence of a systematic process for developing and maintaining an Individual Plan of Study (IPS) for every student.

**Timeline** 05-01-2021

**System Response** Due to space restrictions, please see attached document for our appeal response

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

**ARC Comment**

The school leadership conducted parent, student, and community stakeholders meeting during the accreditation cycle about the improvement process.

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

**ARC Comment**

The school leadership was responsive to the Cognia Visitation Team and its process throughout the accreditation cycle. All additional information required by KSDE for KESA was provided in a timely manner.

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

**ARC Comment**

St. Thomas Aquinas is not only seeking State Accreditation but also is working with Cognia for regional accreditation. The State Board of Education approved Cognia as an improvement process to follow in lieu of the state's KESA process requirements. Certain requirements of reporting were put into place for these Cognia systems and St. Thomas has adhered to those reporting processes.

## ARC Recommendation

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

**Justification**

The system does not have a formalized process for an IPS. Additionally, it does not appear to have a formalized process to work on social emotional issues. With regard to its goals, the system does not appear to have focused and measurable goals that contain a process to monitor and assess the improvement of its plan and its effectiveness on student learning and growth. Local data to measure for social emotional growth is also not evident.

**Strengths**

According to the engagement review, several themes were identified. St. Thomas Aquinas had high levels of learning, a strong community desire for the success and mission of the school. Evidence presented included interviews and observations and presented opportunities for future success. The school also has a strong strategic plan that includes capital improvement and support of shareholders. There's a strong core of teachers and staff supporting the curriculum and a desire to bring the students to the next level.

## Challenges

There was little or no evidence that exists in the use of formative assessments. While there is evidence that some assessments were publicized to shareholders, there was no evidence of a discussion to analyze data with teachers to improve student growth and achievement. Along with studying data, there is little evidence that staff aligns professional development with the needs to improve student growth and achievement.

The system will also has not provided evidence of systematic improvement in the State Board Outcome areas of social emotional growth and individual plans of study.

## System Appeal

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

### Appeal Summary

Please see attached document for summary and supporting information.

## Appeal Team Response

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The information provided has given more insight. Generally, while many of the goals in the improvement plan may be pertinent for the school to attain, the goals were not measurable and did not provide for growth and outcomes. The institution needs a systematic approach demonstrating growth and improvement.

The **social emotional** support system seems to be an integrated part of the spiritual development for the school. It is part of a formalized Religion curriculum. In their supplemental report, there were several programs and activities that students were involved with as part of their virtuous formation, including the connection to social and emotional growth. These are core values of St. Thomas Aquinas.

Most Catholic high schools are usually required to have some form of a community system supporting Catholic and spiritual values. They did include information on ministers and counselors who are available at all levels. Additionally, they have scheduled visits with counselors at different grade levels. They also offer counseling and refer students to the campus ministry office and the chaplain. The chaplains offer mass, adoration and reconciliation regularly, but also are available for confessions when requested by students. This is all evident at St. Thomas Aquinas.

There are many components in the religion program that can support Social Emotional Learning however there is no evidence of data that demonstrates the impact of the school's program. A yearly ACRE assessment is given to students, monitoring the religious and social well-being of students. Using this data over time can help the school demonstrate the impact of the religion curriculum, both in the spiritual and emotional growth. Since the climate surveys were also given to students, the system could examine the discussions developed around the data concerning the impact of the "culture" of the school. What does the data show regarding the impact of social-emotional learning of the school?

The **Career Readiness and IPS** area does not seem evident in any of the data. There was no evidence in the creation of an IPS. However, internally there seems to be some counseling for students prior to enrolling into St. Thomas. Most of that counseling prepares students for future classes and college preparation. This seems to follow up in grades 9-11. On the diocesan level. The school has indicated the use of Naviance but there was not data provided of how the system uses the platform.

In their response there was indication of surveys utilized, programs offered for enrichment, along with counseling of individual students. The school markets its program as a college prep school; so much of their focus is on college readiness.

Overall, upon first review it did not seem to meet all of the requirements of IPS as required by KSDE. It should be both the actual product a student develops and a process the school implements to guide students in developing their unique IPS. A student's IPS is developed cooperatively between the student, school staff members and family members and contains a minimum of these four components to fulfill state requirements:

1. A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.
2. Eighth- through 12th-grade course builder function with course selections based on career interests.
3. A general postsecondary plan (workforce, military, certification program, two-year college, four-year college).
4. A portable electronic portfolio.

The Appeal team requested the system to develop a response describing the current social-emotional program in place and data supporting their program as well as how St. Thomas Aquinas meets the four IPS requirements.

The system responded satisfactorily to the appeal team with the requested information. They provided a description of their social-emotional program and its growth data. Additionally, they were able to provide evidence of a well implemented IPS process and system that addressed the four IPS requirements.

## **ARC Recommendation**

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The Appeal Team recommends a status of **Accredited** for this system based on its review of the evidence submitted by the system for its appeal.



**St Thomas Aquinas High School -**  
**Kansas City Catholic Diocese - Z0029**

11411 Pflumm Rd, Overland Park, KS 66215-4816  
 (913) 345-1411  
 www.stasaints.net  
 Principal: **Craig Moss**

District Accreditation Status: **Accredited**  
 ESSA Annual Meaningful Differentiation:  
 Grades: **9-12**  
 Superintendent: **Vincent Cascone**

**Demographics**



**948 Students**

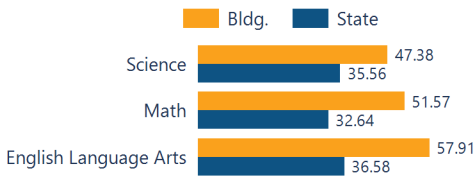
- African American 2.95 %
- Hispanic 8.54 %
- Other 6.54 %
- White 81.96 %

**Academically Prepared for Postsecondary Success**

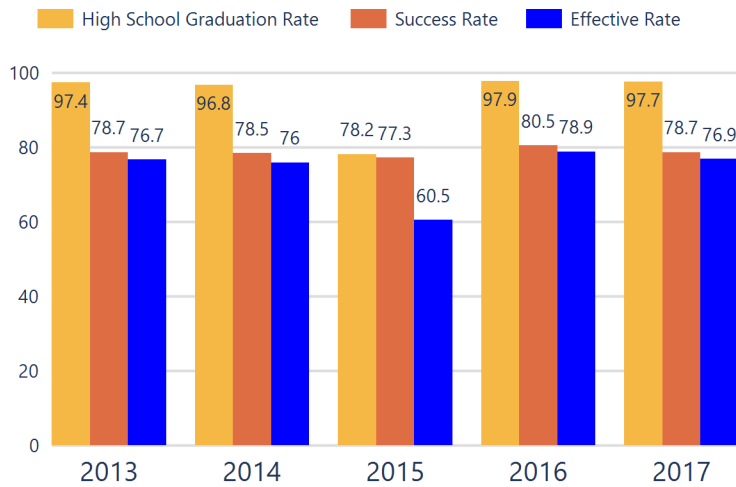
The percentage of students who scored at Levels 3 and 4 on the state assessment.

**District Kansans Can Star Recognition**

	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success			★	
Graduation Rate	★			
Postsecondary Success	★			



**District Postsecondary Effectiveness**



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

**Five-Year Graduation Avg 94%**

**Five-Year Success Avg 79%**

**Five-Year Effective Avg 74%**

**95% Confidence Interval for the Predicted Effectiveness Rate 62.5 - 66.8%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2012-2016).

- 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.

<b>97.2%</b>	State: <b>School ESSA Expenditures Per Pupil</b> 87.5
<b>92.1%</b>	State: <b>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.</b>
<b>25.9%</b>	State: <b>Click here for State Financial Accountability.</b>
<b>0.1%</b>	State: <b>1.4</b>

**N/A**  
 State: **\$11,415**





### 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.

#### ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	11.62	11.24	20.65	8.87	10.56	32.63	11.76	9.04	22.60
Level 2	41.08	37.20	35.21	40.72	35.77	26.77	36.65	33.03	30.00
Level 3	29.84	40.31	27.69	31.45	40.24	26.35	32.57	45.70	31.30
Level 4	16.27	8.91	15.96	18.95	13.41	14.22	19.00	12.21	16.08

#### FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	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

	2016-17			2017-18			2018-19		
	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

	2016-17			2017-18			2018-19		
	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

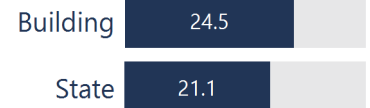
	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	25.00	15.00	36.36	5.55	11.11	50.00	20.83	12.50	23.52
Level 2	45.00	60.00	27.27	66.66	50.00	27.77	20.83	33.33	58.82
Level 3	30.00	15.00	22.72	27.77	27.77	16.66	29.16	20.83	0.00
Level 4	0.00	5.00	13.63	0.00	11.11	5.55	29.16	33.33	17.64

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

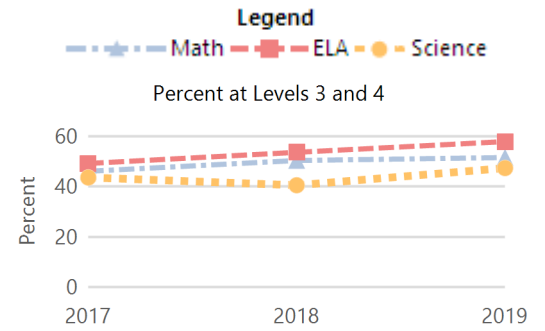
### ACT Performance (2019 School Year)

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 2019 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



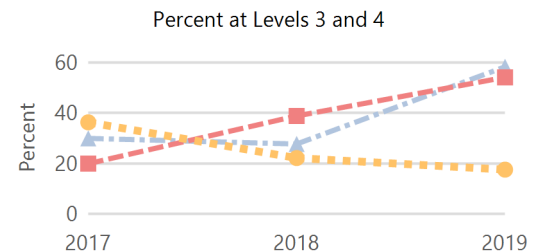
### Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4  
\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed.

Percent at Levels 3 and 4  
\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed.

Percent at Levels 3 and 4  
\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed.





# Accreditation Summary

**Date:** 10/11/2020

**System:** Z0029 Kansas City Catholic Diocese – St. Paul Elem (0882)

**City:** Kansas City

**Principal:** Ann Connors

**Superintendent:** Vincent Cascone

**OVT Chair:** Nancy Bolz

## Executive Summary/AFI

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

### ARC Comment

All compliance requirements were met as verified by KSDE.

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

### ARC Comment

This private system, in addition to KESA, has concurrently undergone a regional accreditation process through Cognia. As such, they are utilizing the continuous improvement process as put forth through Cognia to meet all KESA requirements. Cognia systems complete a yearly "Every Year Every Institution" (EIEY) Report to address areas specific to KESA. A review of both the Cognia School Accreditation Evaluation Review and the EIEY reports have led to this Executive Summary.

Tiered Framework of Supports – The Cognia report listed this at an implementing level. Implementing refers to the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Although the system appears to be at an implementation level, there was no evidence of a plan or implementation of a tiered framework of support.

Stakeholder Engagement – The Cognia report listed this at an implementing level. Implementing refers to the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Some examples of stakeholder engagement listed were meetings with the pastor, principal, and school board weekly to discuss student enrollment and professional development (PD). According to stakeholder interviews, communication with stakeholders had improved.

Diversity and Equity – The population of this system is 51% White, 43% Hispanic and 2% African American and 4% other. The information from their walkthrough document called the ELEOT showed a rating of 2.99 out of a possible 4 in the area of Equitable Learning Environment. The area reflecting on "Learners have equal access to classroom discussion, activities, resources, technology, and support was one of two of the highest rating in that section. The other highest rating was in "Learners are treated in a fair, clear and consistent manner".

Communication and Basic Skills – Although there was a drop in the state assessment for levels 3 and 4 from 2017; data shows that in 2018 and 2019 the numbers have remained the same. The Cognia Learning Capacity Standards results indicate academics as an area in which they are improving.

Civic and Social Engagement – VBF, youth ministry, CYO, Mathletics, service club, boy scouts, STUCCO were all considered participation in civic engagement.

Physical and Mental Health – The system has implemented the Second Step program in grades PK-8<sup>th</sup> grade and are using their data to show growth in this area.

Postsecondary and Career Preparation – The system provides information around the area of career through their Christian values. They are developing a plan to help students discern their vocations.

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

### ARC Comment

Goal was to Create a communication plan for strengthened programming and practices. Communication to all stakeholders has improved over the last year. A communication plan is in place that allows for regular and consistent communication through email and an application called Bloomz.

### Areas For Improvement

<b>Comment</b>	The goals written need to be measurable.
<b>Rationale</b>	In order to determine growth the goal needs to be measurable. Goals should be such that will have an impact on student learning as well as help to move the data related to your building and state board outcomes.
<b>Tasks</b>	As you move to your next accreditation cycle be sure that your goals are based on your needs assessment information and that they will impact not only student learning but that they will also serve to impact state board outcomes.
<b>Timeline</b>	05-31-2021
<b>System Response</b>	<p>I arrived at St. Paul for the 2018-2019 school year and I was the third administrator in three years. Additionally, a new building was under construction and the school was packed up (by the teachers and staff) during the first semester. Everything was moved over Christmas break and teacher unpacked and were ready for students in the new building second semester. With all of these transitions at the same time our needs assessment showed stakeholders did not feel like they were sufficiently informed.</p> <p>Because of the information we received from our stakeholders regarding communication we developed a communication plan. This plan clearly explained the two platforms we would use to communicate; email through Educonnect and Bloomz. Parents were provided with directions to access Bloomz, both school wide and for individual classrooms. Emails were also checked for accuracy. The goal for regular and consistent communication included information from the school office via monthly newsletters and weekly post on Bloomz with updated information for upcoming events. Teachers also made multiple posts weekly on Bloomz to share information with families regarding academics expectations, assignments and upcoming events.</p> <p>This goal is measurable as we are able to track the number of Bloomz post via a reporting system within the app. We have our baseline data and will be able to track the data year to year. Monthly newsletters are also measurable via Educonnect, our student information system.</p>

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

**ARC Comment**

This goal was written around rigor. Specific goal in this area was listed as: Develop and implement a clearly defined process and procedure for collecting, analyzing and applying knowledge from all data sources to be used consistently by all classroom and support staff to identify the unique learning needs of all students at all levels. Ultimately the goal was to use data from assessments to make academic decisions that would best support individual student needs.

Based on the Cognia report, teachers are looking at data in some form, but very little evidence exists as to how it is monitored and adjusted for quality and fidelity for the purpose of instructional practices.

**Areas For Improvement**

<b>Comment</b>	Identification of measurable goals
<b>Rationale</b>	Progress on goal attainment is not possible if goals are not specific and measurable.
<b>Tasks</b>	As you move to your next accreditation cycle be sure that your goals are based on your needs assessment information. Identify the gaps that you want to address and develop strategies that will help create a change in not only student improvement and success but also impact state board outcomes.
<b>Timeline</b>	05-31-2021
<b>System Response</b>	The goal for our school in this area is to develop a consistent process for first, identifying the needs of students (academically/socially/behaviorally) based on data and then supporting those found needs with interventions that are proven effective. At the time of our last accreditation visit, there was no plan for targeted student intervention in place, and very little quantifiable data was being looked at. Since that time, our school has implemented the use of the MAP assessment as well as DIBELS to provide data that is measurable from year to year. We are providing opportunities for professional development to further our knowledge of these assessments and how to best use the data they provide to benefit our students. Our school is working to strengthen our SIT team in order to support students in a way that is organized, consistent and data (MAP, DIBELS) driven. We have secured funding to add a full time resource teacher to help support the needs of our struggling learners as well as to provide guidance on implementing interventions within the general education setting. All of these tangible steps will help us to guide our instructional practices in order to most effectively serve our student population.

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**

A strategic plan is in place through 2025 providing a framework for meeting goals of student success. The system was identified at the level of impact in terms of their operational process and procedures. They also were identified at the level of impact in terms of how the governing body adheres to a code of ethics and functions within the defined roles and responsibilities.

As a system within the Kansas City Archdiocese there are clear policies and procedures in place to guide the system.

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

**ARC Comment**

The systems indicated that work was being done towards each board outcome but data was not provided.

**Board Outcomes**

**Social-Emotional Growth** This system moved from researching social emotional/character building curriculum to implementing the Second Step program. This is only the second year of the program so no data was available to indicate growth or progress. However, anecdotal information indicated that progress was being made. The system also has the virtuous behavior plans as part of social-emotional growth.

**Kindergarten Readiness** The building has implemented ASQ. The system indicates that the data is being used to be proactive in meeting student needs.

**Individual Plans of Study** The system does not have a formal IPS process in place. It is currently developing a plan to help students discern their vocations but there is no indication that this plan will be a formalized IPS process for 8th graders.

**High School Graduation Rate** As a K-8 system, graduation data is not available; however, the system can report on predictive data that might indicate the preparedness of the students for high school, such as attendance and chronic absenteeism.

**Postsecondary Success** As a K-8 system, postsecondary success rate data is not calculated by KSDE for the building. Much like the high school graduation information, alternative and predictive data can be used to reply to this area of performance.

**Areas For Improvement**

**Comment** Individual Plans of Study

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

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

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

**Timeline** 05-31-2021

**System Response**

As a Catholic school our career education begins with vocation discernment. Middle school students have an extensive unit of study regarding vocations, looking at their personal gifts and talents and discerning what God is calling them to be/do with their life. Within this unit is a personality/temperament survey which is completed by all students. The results are discussed broadly in class and more specifically with individual students. The eighth graders write goals at the beginning of the year including their educational and vocational goals for after graduation from eighth grade. These goals are discussed with the teacher on a regular basis helping the student determine their progression and/or attainment of the goal. We have also hired a counselor to work with students regarding vocation discernment. She meets with the entire class and is available to meet with individual students.

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

**ARC Comment**

Stakeholder communication was indicated as an area in which the school has improved. The school has been in transition for the last several years and yet they have been able to maintain good communication with their stakeholders.

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

**ARC Comment**

The system followed the improvement plan processes as established by Cognia. All additional information required by KSDE for KESA was provided in a timely manner.

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

**ARC Comment**

The system has addressed some required areas of the KESA process. This private system, in addition to KESA, has concurrently undergone a regional accreditation process through Cognia. As such, they are utilizing the continuous improvement process as put forth through Cognia to meet all KESA requirements.

## ARC Recommendation

---

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

**Justification**

The system has not met all of the KESA requirements as identified by the state of Kansas. There was no evidence of an IPS as required by statute. The utilization of data in decision making is not evident and as such goals established are not measurable. Formal processes for monitoring data and student success do not appear to be in place. Local data for social emotional growth is also not evident.

## Strengths

Commitment of the parents and school staff is an area of strength for this system. Additionally, the reports indicated that there was a strong supporting learning environment.

## Challenges

There is a strong need for teachers to be trained and provided the necessary supports around how to gather, analyze and use data that will lead to the demonstration of student learning and improvement. Additionally, implementation of an IPS for the purpose of providing educational future and career planning.

## System Appeal

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

### Appeal Summary

The appeal of this recommendation from the ARC is based on several factors. The school has gone through multiple transitions including three principals in three years and the physical move of the school where teachers packed, unpacked, moved furniture and set up for second semester. There was no information regarding the accreditation cycle for the years prior to me becoming principal and so a needs assessment was completed in the spring of year four. With the needs assessment we were at the planning stage for many things including communication and data collection and analysis. Goal 1 (Relationships) is measurable as we can track the communication via a report in Bloomz and the history of Educonnect. Goal 2 (Relevance) was also written as a planning goal to which we can measure our progress with the purchase of data collection tools (MAPs, DIBELS), professional development and hiring a resource teacher. The Individual Plan of Study is completed through a vocation discernment class which includes a personality/temperament survey for students to complete. This process also includes individual and group discussions with the classroom teacher as well as the counselor.

I would ask the ARC to consider this information and the summaries above along with the findings of Cognia to support full accreditation for St. Paul Catholic School.

## Appeal Team Response

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The goals established by the system (school) needs to be measurable. The relationship (communications) goal can be demonstrated through parent satisfaction surveys given through the cycle or any surveys conducted by Cognia demonstrating positive perceptions of the school. The fact that there was a capitol project could be part of that impact especially enrollment growth and the changes that have occurred in the building. This goal goes beyond just parent and student satisfaction. It should also demonstrate relationships the system has with the community, business, partners, or feeder schools.

Measurable goals should document support of the interventions put into place. The data should demonstrate the impact of the interventions used during the cycle. The ARC recognizes that because of the high turnover of administration and the expansion of staff there were disruptions in the process. However, if the system has a plan that identifies the interventions use and the collection of data, impact can be shown.

St. Paul is a K-8 school. The IPS is a KESA requirement for 8th graders. There seems to be components within the curriculum that does support IPS activities. The system should look at the four components of the criterion for what should be an ISP and develop a process to integrate these into 8th grade requirements as a formal process.



It does not seem that the AFIs were specifically addressed by the system. The system did not indicate how they would move towards measurable goals. They also fail to demonstrate how they would use data to determine the impact of their goals. The implementation of IPS at the 8th grade was also not address.

## **Appeal Team Recommendation**

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The Appeal Team recommends a status of **Conditionally Accredited** for this system based on its review of the evidence submitted by the system for its appeal.



**St. Paul Elementary -**  
**Kansas City Catholic Diocese - Z0029**

21650 W 115th Terrace, Olathe, KS 66061-5783  
 (913) 764-0619  
 www.spcatholic.org/school  
 Principal: **Ann Connor**

District Accreditation Status: **Accredited**  
 ESSA Annual Meaningful Differentiation:  
 Grades: **PK-8**  
 Superintendent: **Vincent Cascone**

**Demographics**

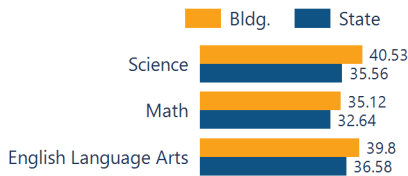


**174 Students**

- African American 2.30 %
- Hispanic 42.53 %
- Other 4.02 %
- White 51.15 %

**Academically Prepared for Postsecondary Success**

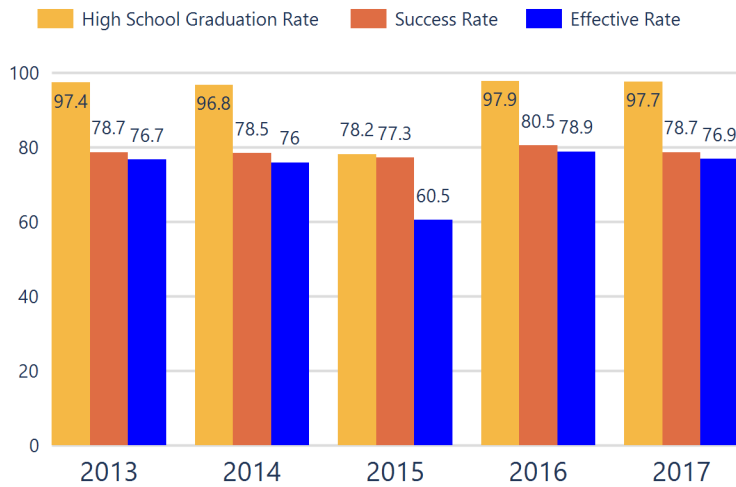
The percentage of students who scored at Levels 3 and 4 on the state assessment.



**District Kansans Can Star Recognition**

	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success			★	
Graduation Rate	★			
Postsecondary Success	★			

**District Postsecondary Effectiveness**



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

**Five-Year Graduation Avg 94%**

**Five-Year Success Avg 79%**

**Five-Year Effective Avg 74%**

**95% Confidence Interval for the Predicted Effectiveness Rate 62.5 - 66.8%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2012-2016).

- 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.

<b>N/A</b>	State: <b>School ESSA Expenditures Per Pupil</b> 87.5
<b>95.6%</b>	State: <b>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.</b> 94.5
<b>10.7%</b>	State: <b>Click here for State Financial Accountability.</b> 13.9
<b>N/A</b>	State: <b>1.4</b>

**N/A**  
 State: **\$11,415**



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.

ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	5.61	14.60	14.28	19.38	23.52	22.85	21.62	23.14	29.72
Level 2	30.33	23.59	28.57	36.73	33.33	42.85	43.24	37.03	29.72
Level 3	41.57	32.58	28.57	35.71	30.39	25.71	26.12	32.40	35.13
Level 4	22.47	29.21	28.57	8.16	12.74	8.57	9.00	7.40	5.40

FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	7.40	29.62	N/A	29.03	32.35	N/A	30.30	36.66	N/A
Level 2	44.44	29.62	N/A	48.38	47.05	N/A	48.48	40.00	N/A
Level 3	37.03	18.51	N/A	22.58	20.58	N/A	18.18	23.33	N/A
Level 4	11.11	22.22	N/A	0.00	0.00	N/A	3.03	0.00	N/A

STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	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

	2016-17			2017-18			2018-19		
	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

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	6.25	25.00	N/A	28.57	33.33	45.45	30.00	34.04	37.50
Level 2	40.62	21.87	N/A	45.23	33.33	45.45	48.00	38.29	37.50
Level 3	34.37	34.37	N/A	23.80	30.95	0.00	18.00	27.65	25.00
Level 4	18.75	18.75	N/A	2.38	2.38	9.09	4.00	0.00	0.00

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

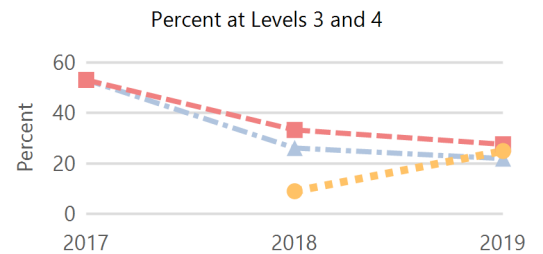
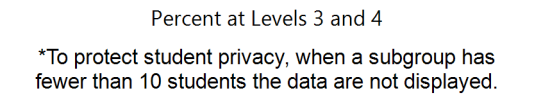
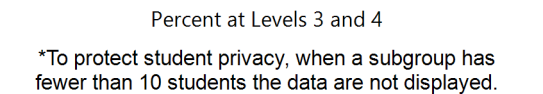
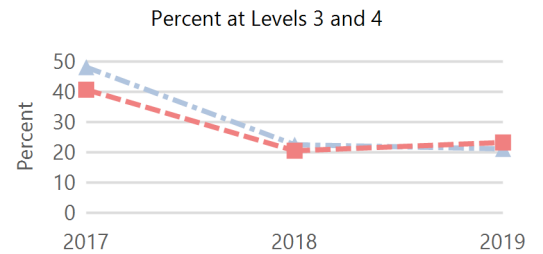
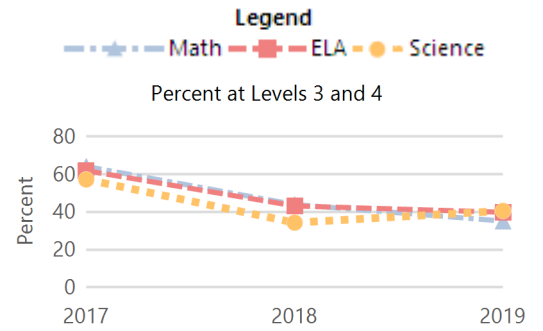
ACT Performance (2019 School Year)

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 2019 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Building





# Accreditation Summary

**Date:** 10/11/2020

**System:** Z0029 Kansas City Catholic Diocese – Our Lady of Unity (8400)

**City:** Kansas City

**Principal:** Cally Dahlstrom

**Superintendent:** Vincent Cascone

**OVT Chair:** Nancy Bolz

## Executive Summary/AFI

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

### ARC Comment

All compliance requirements were met as verified by KSDE.

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

### ARC Comment

Tiered Framework of Supports – The system is implementing a tiered framework of support; and their tiered groups are created with the use of DIBELS, Map and teacher input. Students in ties II & III receive support from the resource teacher.

Stakeholder Engagement – There was evidence of a large engagement with community, parents, and teachers. The community created a library for the school that they stocked, staffed, and continue to build. This effort has helped students with their reading skills and efforts.

Diversity and Equity – This is a system with a very high Hispanic population and very little other type of diversity. Currently, student population is 94.12 Hispanic and 5.12 white. According to the results of the ELEOT walkthroughs (4-point scale) for the Equitable Learning Environment, learners are treated in a fair, clear and consistent manner. This area received a 3.5 rating. The second highest rating was on learners having equal access to classroom discussions, activities, resources, technology and supports (3.11).

Communication and Basic Skills – According to the documentation there appears to be evidence of continuous communication and basic skills implementation.

Civic and Social Engagement – The system documentation shows this area as "Implementing". The documentation provided evidence of students participating in service learning projects. These projects are conducted multiple times in a year in the local community. Additionally, students are involved in programs such as chess club and 8th grade Leadership. Evidence of success provided was that over 90% of students participate. This has increased from last year.

Physical and Mental Health – The system documentation shows this area as "improving". The area of social emotional learning is in its beginning stages. The system is working on plans and implementation. The system indicated that their school's purpose is embodied through the care given to the whole child's wellbeing. They focus on the spiritual, academic, social, physical, and emotional needs of each child. This is looked at an individual level to ensure that all students achieve success.

Arts and Cultural Appreciation - The school celebrates its culture as well as provides K- 8 social studies instruction.

Postsecondary and Career Preparation – Data as a Diocese indicates a high graduation rate about 95% however, success and effect rates are in the mid to upper 70. This data is information related to 8th grade graduation. Additionally, Cognia standards do show the system at the improving level with regard to the provision of programs and services for learners' educational futures and career planning.

3. Evidence is **not** documented that **Goal 1 (Relevance)** activities and strategies were identified, implemented and produced reasonable results.

**ARC Comment**

No specific goals were identified in the documentation. However, although Relevance was their goal area, it was apparent that what they focused mostly on was "Relationships". They stated that goal as: All students will engage with staff, students, families and communities by participating in community events. The strategies they used in this area was: Adding information to the school bulletin, family involvement nights, requirement of participation in parent teacher conferences. No progress data around this goal was provided.

**Areas For Improvement**

<b>Comment</b>	Development of measurable goals
<b>Rationale</b>	The system does not appear to have a continuous process in place that includes measurable results for improving student learning. A process to assess program effectiveness and its impact on student learning is lacking.
<b>Tasks</b>	During your next cycle develop an improvement plan that contains measurable goals based on your needs assessment, with interventions/strategies that can be monitored for effectiveness of implementation and student improvement.
<b>Timeline</b>	05-01-2021
<b>System Response</b>	<p>Instructional staff together with the resource team evaluate and interpret data collected from Acadance (DIBELS), MAP tests, Kansas Assessment 3-8 and progress monitoring to insure the exponential growth of all students school-wide. Classroom teachers use a variety of formative and summative assessments to guide their instructional strategies and differentiate instruction to meet the needs of all students.</p> <p>Learners are given the opportunity to monitor their progress by comparing formative and summative assessment results on a regular basis.</p> <p>When students are not meeting their individual learning goals, the resource team is consulted for a potential implementation of the SIT process.</p> <p>Teachers use student data regularly to monitor progress. Student data is collected using a variety of methods: DIBELS, MAP, KS assessments, KELPA, and progress monitoring. The teachers also use pre assessment, formative assessments, and summative assessments to track mastery of the day to day curriculum. Individual student goals are targeted through MTSS. Learning strategies and interventions are utilized to achieve individual student goals.</p>

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

**ARC Comment**

Goal Statement 1 : All students will improve reading comprehension. Basic Strategies: Wonder reading series; State assessments; DIBELS; Reading A-Z; curriculum Mapping; Classroom Data; MTSS and ongoing professional development.

Goal Statement 2: All students will improve math skills and accuracy.

Students math scores didn't show evidence of improvement. Math, ELA, and Science show many students in level 3 & 4 with over 90% of students in these categories.

The Cognia report indicated additional positions were created to improve math and social emotional learning.

No evidence was provided to show understanding of data or that data was being used for implementation of improvement.

**Areas For Improvement**

<b>Comment</b>	Development of measurable goals
<b>Rationale</b>	The system does not appear to have a continuous process in place that includes measurable results for improving student learning. A process to assess program effectiveness and its impact on student learning is lacking.
<b>Tasks</b>	During your next cycle develop an improvement plan that contains measurable goals based on your needs assessment, with interventions/strategies that can be monitored for effectiveness of implementation and student improvement.
<b>Timeline</b>	05-01-2021
<b>System Response</b>	<p>Teachers use data to create improvement goals for all students. This process begins each fall when students take Dibels and MAP assessments. Once the assessment processes are completed teachers work with the resource teacher in evaluating student goals. Students are then placed into MTSS groups based on their instructional needs. Teachers work with tiered groups for a minimum of 30 minutes per day in both reading and math. Students in tier 2 and 3 receive additional support in the resource room with the resourceteacher.</p> <p>Each goal is reviewed at both benchmark (for tiers 2 and 3) bi-weekly or three times per year (for tier 1). Students in tiers 2 and 3 are able to see their growth on a more frequent basis helping students to close the gap. If a student in tier 1 begins to regress or students in tiers 2 and 3 begin to improve students are placed in flexible groups and may be moved to other tiers based on their achievements of goals.</p> <p>Students in tier 2 and 3 participate in research-based programs. Many of the students use SPIRE for reading support and Xtra Math or Mathletics to build student knowledge.</p>

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 Cognia report stated that the institution was improving in the demonstration of strategic resource management that included long-range planning and use of resources in support of the institution 's purpose and direction. The system does show that there are policies in place to ensure the support of the system's effectiveness as well as an adherence to a code of ethics and functions within defined roles and responsibilities.

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

**ARC Comment**

Overall the system is working on the state board outcomes. Since this is a K-8 system the high school graduation rate and postsecondary success areas are a challenge to address directly.

**Board Outcomes**

**Social-Emotional Growth**

The system is working on plans and implementation. The system indicated that their school's purpose is embodied through the care given to the whole child's wellbeing. They focus on the spiritual, academic, social, physical, and emotional needs of each child. This is looked at an individual level to ensure that all students achieve success. The school's counselor was reported as playing an active role in the lives of all their students. It was reported that she visits with students individually, in small groups, and as a class. She supports the social emotional well-being of students and aids teachers with classroom lessons. No data was given in this area.

**Kindergarten Readiness**

The building has implemented ASQ. It is collected in the first few weeks of school. The system provides a two-day kindergarten readiness camp prior to the kindergarten year. The camp is provided with the use of volunteers and guidance from the teacher. The building has implemented ASQ. It is collected in the first few weeks of school. Results are used to inform the kindergarten teacher of student's strengths and weaknesses.

**Individual Plans of Study**

The school is in the beginning stages of IPS planning. Currently 8th grade teachers and counselor discuss options and have students do individual studies. The counselor meets with eight-grade students to assist them in their high school entrance protocols and guide them in career planning. No formal process is in place.

**High School Graduation Rate**

As a K-8 system, graduation data is not available; however, the system can report on predictive data that might indicate the preparedness of the students for high school, such as attendance and chronic absenteeism. The system can look at the enrollment of their former students in higher level courses in high school.

**Postsecondary Success**

As a K-8 system, postsecondary success rate data is not calculated by KSDE for the building.



## Areas For Improvement

<b>Comment</b>	Individual Plans of Study (IPS)
<b>Rationale</b>	Although the system has some beginning pieces of career planning for students, there is not a formal process in place for the IPS.
<b>Tasks</b>	Develop a formal process for the implementation of an individual plan of study.
<b>Timeline</b>	05-01-2021
<b>System Response</b>	Our school counselor works closely with our seventh and eighth grade students to assist them with selecting, visiting, applying and transitioning to high school. These meetings are conducted one on one with the student. Our counselor works with the student to complete enrollment forms, scholarship applications and financial aid forms.

Students in seventh and eighth grade participate in career exploration activities. The counselor works with students using interest indicator surveys to determine which careers students may be interested in. Students then research the top three careers to learn about educational requirements or other training needed to be successful in the careers of their choosing.

We work closely with Bishop Ward (90% of our students transition to Bishop Ward) in providing our 7th and 8th grade students opportunities to visit and learn more about Bishop Ward. The principal, student/parent liaison, and the principal interview and welcome the students every fall to participate in activities at Bishop Ward. Throughout the year, students have the opportunity to attend social events and academic activities to assist with their transitions.

All students in eighth grade are required to take the High School Placement Test (HSPT). Bishop Ward offers free classes to help students prepare for their assessment. The HSPT is also offered at Bishop Ward to provide ease for the students and families.

Bishop Ward works with our families by providing a translator for all families who need assistance.

All students (K-8) also participated in vocational visits with Sr. Ellen (religious life) and priests to help them understand the discernment process with listening for God's calling.

Annually fifth grade students participate in a daylong exploration workshop for vocations. Students learn about religious callings as well as other vocations in our Catholic Faith.

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

#### **ARC Comment**

The system has been adopted by another diocesan school and community in order to provide volunteers to the system. This has been described as a “wonderful community partnership”. An area in which they are starting to work is in the collection and analysis of feedback data from multiple stakeholder groups to inform decision-making that would result in further improvement.

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

#### **ARC Comment**

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

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

#### **ARC Comment**

This private system, in addition to KESA, has concurrently undergone a regional accreditation process through Cognia. As such, they are utilizing the continuous improvement process as put forth through Cognia to meet all KESA requirements. Cognia systems complete a yearly “Every Year Every Institution” (EIEY) Report to address areas specific to KESA. This system has adhered to those reporting processes.

## **ARC Recommendation**

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

### **Justification**

The system does not have a formalized process for an IPS. Additionally, the system does not appear to have focused and measurable goals that contain a process to monitor and assess the improvement of its plan and its effectiveness on student learning and growth. Additionally, professional learning supports and structures are not in place to support continuous improvement. Local data for social emotional growth is also not evident.

### **Strengths**

This system has nine full time teachers with master’s degrees. The system has a strong sense of community and students feel supported by their teachers. The system has worked hard to develop positive relationships.

### **Challenges**

Limited resources which in turn creates the challenge of a lack of digital resources within the system to support student learning. Additionally, the Cognia team indicate that this system lacked a formal plan for professional development that included what learning needed to take place and how the learning was to be shared with others.

## System Appeal

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

### Appeal Summary

Our Lady of Unity Catholic School is appealing the conditional accreditation received from ARC.

Information regarding our practices were included in the Cognia FSQ documents provided to the accreditation visiting team. Please review the summaries listed under the areas in which the ARC has indicated missing data. Artifacts are attached to support the written statements.

## Appeal Team Response

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Information provided on monitoring student outcome was informative; however, not targeted to specific goals. Although the system is testing students, there is no evidence of how data is used to improve learning. IPS information submitted was not enough to establish a formal IPS system/program for students. There was no evidence of an actual program ((eg- Xello, Career Cruising, etc.). The system does show student variety of interests, activities, or careers. Evidence did not a formal process.

There was no evidence of a process for using data to improve and inform instruction. Although teachers engage in professional development, there is no process in place that demonstrates how knowledge learned is used to improve instruction.

Social Emotional data is still not evident. This was not address in the systems response.

These are the items we are specifically looking for.

- IPS system in place.
- Specific information on professional development use to improve instruction.
- Specific process that improve student social emotional skill and supporting data.
- Monitoring student progress related to specific system goals.

## Appeal Team Recommendation

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The Appeal Team recommends a status of **Conditionally Accredited** for this system based on its review of the evidence submitted by the system for its appeal.

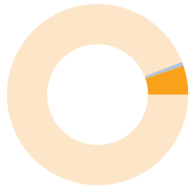


**Our Lady Of Unity -**  
**Kansas City Catholic Diocese - Z0029**

2646 S 34th Street, Kansas City, KS 66106-4260  
 (913) 262-7022  
 http://olukck.weebly.com/  
 Principal: **Cally Dahlstrom**

District Accreditation Status: **Accredited**  
 ESSA Annual Meaningful Differentiation:  
 Grades: **PK-8**  
 Superintendent: **Vincent Cascone**

**Demographics**

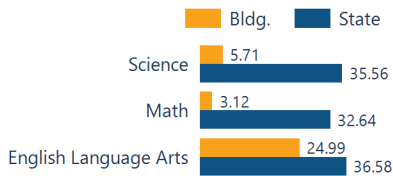


**136 Students**

- African American 0.00 %
- Hispanic 94.12 %
- Other 0.74 %
- White 5.15 %

**Academically Prepared for Postsecondary Success**

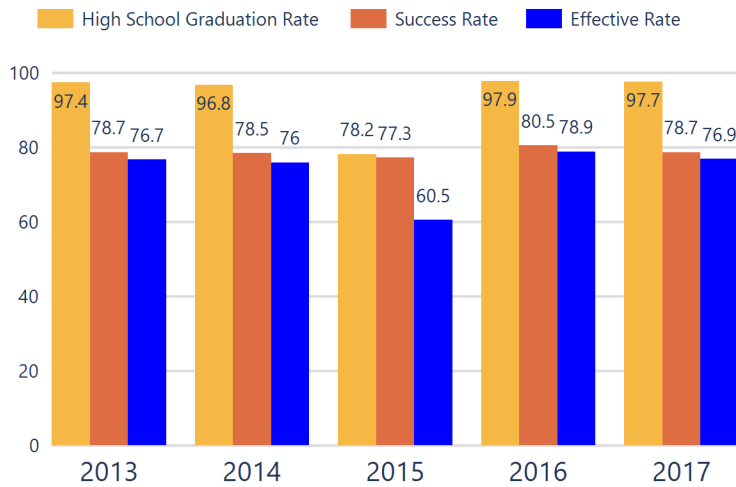
The percentage of students who scored at Levels 3 and 4 on the state assessment.



**District Kansans Can Star Recognition**

	Gold	Silver	Bronze	Copper
Academically Prepared for Postsecondary Success			★	
Graduation Rate	★			
Postsecondary Success	★			

**District Postsecondary Effectiveness**



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

**Five-Year Graduation Avg**  
**94%**

**Five-Year Success Avg**  
**79%**

**Five-Year Effective Avg**  
**74%**

**95% Confidence Interval for the Predicted Effectiveness Rate**  
**62.5 - 66.8%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2012-2016).

- 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.

<b>N/A</b>	State: <b>School ESSA Expenditures Per Pupil</b> 87.5	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.	<b>N/A</b>
<b>95.2%</b>	State: <b>94.5</b>		State: <b>\$11,415</b>
<b>10.2%</b>	State: <b>13.9</b>	<b>Click here for State Financial Accountability.</b>	
<b>N/A</b>	State: <b>1.4</b>		





### 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.

#### ALL STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	46.29	46.29	62.85	59.34	42.10	44.11	55.20	43.75	54.28
Level 2	47.22	37.03	31.42	37.36	41.05	44.11	41.66	31.25	40.00
Level 3	6.48	13.88	2.85	3.29	15.78	8.82	3.12	20.83	5.71
Level 4	0.00	1.85	0.00	0.00	1.05	2.94	0.00	4.16	0.00

#### FREE AND REDUCED LUNCH STUDENTS

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	48.42	48.42	64.51	58.44	45.56	46.42	57.14	44.15	55.17
Level 2	45.26	35.78	32.25	38.96	36.70	39.28	41.55	35.06	37.93
Level 3	6.31	13.68	0.00	2.59	17.72	10.71	1.29	19.48	6.89
Level 4	0.00	1.05	0.00	0.00	0.00	3.57	0.00	1.29	0.00

#### STUDENTS WITH DISABILITIES

	2016-17			2017-18			2018-19		
	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

	2016-17			2017-18			2018-19		
	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

	2016-17			2017-18			2018-19		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	45.54	46.53	61.76	60.00	43.67	45.45	55.55	44.44	55.88
Level 2	48.51	36.63	32.35	36.47	40.22	42.42	42.22	30.00	38.23
Level 3	5.94	13.86	2.94	3.52	16.09	9.09	2.22	22.22	5.88
Level 4	0.00	1.98	0.00	0.00	0.00	3.03	0.00	3.33	0.00

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

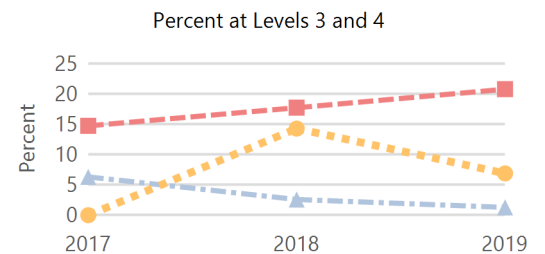
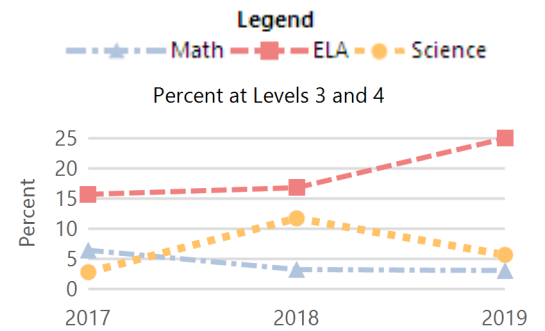
### ACT Performance (2019 School Year)

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 2019 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

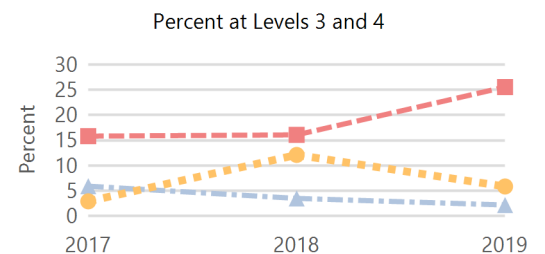


### Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4  
\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed.

Percent at Levels 3 and 4  
\*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed.



Building

State **21.1**



**Agenda Number: 10**

**Meeting Date: 2/9/2021**



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

**Item Title:** Update on 2021 Kansas Assessment Program

**From:** Brad Neuenswander and Beth Fultz

KSDE staff will share a short update on 2021 state assessments. Information will include testing dates for interim assessments in English language arts and math, Kansas English Language Proficiency, summative assessments in English language arts, math and science, ACT and WorkKeys.

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**Agenda Number:** 11

**Meeting Date:** 2/9/2021



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

**Item Title:** Recognition of individuals earning Kansas Certificate in Child Nutrition Management

**From:** Cheryl Johnson

The Kansas Certificate in Child Nutrition Management is a program sponsored by Child Nutrition and Wellness, and approved by the Kansas State Board of Education. To receive a Kansas Certificate in Child Nutrition Management, individuals must complete 120 hours of management classes that have been approved by the Kansas State Department of Education's Child Nutrition and Wellness. The Child Nutrition professionals who have completed requirements for the Certificate in Child Nutrition Management during the past year are:

- Jessica Phillips, USD 234 Fort Scott
- Melissa Miller, USD 232 DeSoto

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**Agenda Number: 12**

**Meeting Date: 2/9/2021**



900 S.W. Jackson Street, Suite 102  
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(785) 296-3201  
[www.ksde.org](http://www.ksde.org)

**Item Title:** Receive Professional Standards Board recommendations on microcredentials for licensed educators

**From:** Mischel Miller

The Professional Standards Board has finalized the definition and components of a microcredential to personalize the professional learning of Kansas educators. Earning a microcredential is one way that educators can choose to improve their learning and teaching, with an opportunity to advance their instructional practice. Teacher Licensure and Accreditation staff will present the finalized definition and answer any questions that remain. This discussion will allow for the next steps to move forward regarding how to inform districts about the use of microcredentials in their current framework of professional learning, and move forward with how to realign the regulations to support a personalized learning opportunity for educators.

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**Agenda Number: 13**

**Meeting Date: 2/9/2021**



900 S.W. Jackson Street, Suite 102  
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(785) 296-3201  
[www.ksde.org](http://www.ksde.org)

**Item Title:** Receive report on Kansas City Teacher Residency Program

**From:** Mischel Miller

As a result of the evaluation of the Limited Apprentice License Pilot for Elementary candidates, the Kansas State Board of Education in September approved continued exploration of alternative pathways for an elementary teaching license. The evaluation data did not support the continuation of that particular opportunity.

The Kansas City Teacher Residency (KCTR) Model is currently being used successfully in Missouri, as an approved elementary educator program provider. The KCTR provides a three-year program of intense partnership, that specifically begins with a full-year residency learning opportunity. The KCTR recruits, prepares, develops and places candidates in partnership with the local school district and higher education institution. Dr. Charles King and Andrew Stuart will present more information to pilot an opportunity for Kansas educators and school systems. Previously, the Teacher Vacancy and Supply Committee received this presentation and asked that it be shared for State Board consideration as potential opportunity.

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**Agenda Number: 14**

**Meeting Date: 2/9/2021**



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

**Item Title:** Discussion on Vaping and Tobacco-related 2021 legislative priorities

**From:** Mark Thompson

At its December 2020 meeting, the Kansas State Board of Education, by general consensus, established positions on existing and potential legislative issues of educational interest. One of those positions is the following: "Supports the passage of Tobacco 21 legislation, plus bans on flavoring (of vaping liquids) for electronic nicotine devices and marketing of such products to youth."

The topic is directly related to work of the E-Cigarette/Vaping Task Force that was established in 2019 to address concerns of electronic nicotine devices in schools and the health of youth in Kansas schools. Since its inception, the Task Force has addressed a multitude of issues, including education and awareness, signage for schools and cessation options. The group has also presented prior updates to the State Board on proposed Tobacco 21 legislation.

In February, Task Force members will give a general overview, but more specifically address current status of Tobacco 21 legislation. Speakers will be Mark Thompson, E-Cigarette/Vaping Task Force Coordinator and Education Program Consultant; Jordan Roberts, Youth Prevention Manager with KDHE Bureau of Health Promotion; and Sara Prem, Specialist and Advocate - American Lung Association in Kansas and Greater Kansas City.

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**Agenda Number: 15**

**Meeting Date: 2/9/2021**



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[www.ksde.org](http://www.ksde.org)

**Item Title:** Information on connecting State Board initiatives with Governor's Education Council recommendations

**From:** Stacy Smith and Natalie Clark

This update to the State Board of Education will cover the collaboration between intergovernmental agencies through the Governor's Council on Education. Guest speakers will assist with the presentation in February. The purpose is to inform Board members of the work in sub committees as they developed recommendations on the recognition of Market Value Assets as indicators of student success aligned with Kansans Can Redesign and Work-Based Learning experiences reinforcing the student Individual Plan of Study. Several of the State Board's vision outcomes and initiatives are addressed as part of this work.

Attachment: Market Value Asset Definition

Links:

Integration of Real World Learning

[Real World Learning - Ewing Marion Kauffman Foundation](#)

Kansas Chamber Workforce Report

[The Challenge to Compete Kansas Workforce 2020 \(constantcontact.com\)](#)

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## PHASE 1

# Market Value Asset Definitions

**Key high school student outcomes that signal career and college readiness, so that every student is prepared to make, or get, a quality job and be economically self-sufficient. Guiding principles for identifying whether an output or experience rises to the level of a market value asset include:**

- Work output has recognized value within industry or post secondary
- Student performance is evaluated by multiple stakeholders, some external to education
- The student grows capabilities in multiple 'KC Portrait of a Graduate' dimensions
- The process of obtaining the asset adds to the student's social capital

## BACKGROUND

A market value asset (Source: PREP-KC 2017) is defined as industry valued and recognized skills acquired in high school that create a more seamless transition from school to postsecondary education and/or the workplace. Students who leave high school with a diploma and market value assets are more likely to enroll in postsecondary education/training and successfully navigate the journey from school to employment without getting lost along the way. Market value assets make further education and training, and ultimately, a job, more affordable and more attainable. Examples of market value assets achieved in high school are: internships and apprenticeships, substantive dual college credit applicable toward a degree or certification, select industry-recognized credentials, completion of authentic, substantive project work for clients, paid work experience in area of career interest, entrepreneurial experiences, provisional patents, etc.

## PHASE I MEASUREMENT FOCUS

To establish a working baseline for our work and inform future learning, we will begin by measuring the number of high school students who obtain the following market value assets:

- Work Experiences (Internships, Client Projects)
- College Credit
- Regionally vetted IRCs (Industry Recognized Credentials)
- Entrepreneurial Experiences
- Emerging MVAs (experiences that meet MVA guiding principles but not at critical mass – measurement will be necessarily more subjective)

## WORK EXPERIENCES

**Students complete meaningful workplace job tasks that develop readiness for work, knowledge and skills that support entry or advancement in a particular career field.**

### ■ INTERNSHIPS

**Learners perform meaningful job tasks at worksite or approved location, under the guidance of a qualified supervisor.**

1. Should qualify for high school and/or college credit and/or be paid.
2. Minimum 120 hours within a calendar year, at least 60 onsite.
3. Performance evaluated by work manager in addition to educator.
4. Internship completion substantive enough to be included on students' LinkedIn and/or resume.

### ■ CLIENT PROJECTS

**Learners analyze and solve authentic problems, working in collaboration with other learners and professionals from industry, not-for-profit, civic or community-based organizations.**

1. Work involves authentic methods and tools used by professionals in work environment.
2. Experience includes mentoring and evaluation by working professionals.
3. Output is viewed as value-add by external stakeholders and resume-worthy.

## COLLEGE CREDIT

Nine (9) or more hours of college-level credit, progressing toward an industry-recognized degree or credential.

## REGIONALLY VETTED IRCs

### (Industry-Recognized Credentials)

Current lists published by state education departments will be reviewed with employers and validated for applicability and relevance – we anticipate a small subset will be included. There may be a small number of regional 'custom' credentials identified that also become part of this category.

## ENTREPRENEURIAL EXPERIENCES

Students identify a compelling social or market problem and mobilize resources to research and solve it. Leveraging input and support from multiple stakeholders, students iteratively analyze, prototype, implement, reflect and adapt potential solutions. Outputs of MVA-level entrepreneurial experiences include a market and stakeholder research summary, a 'business plan' that includes an assessment of costs and benefits associated with development or operation of their solution, and feedback from relevant external stakeholders obtained through exhibition or 'shark-tank' type pitch opportunities.

## EMERGING MVAs

We expect there will be a smaller number of student experiences and outputs that do not fit neatly into established MVA categories but rise to the level of MVAs because of the significant scope of real world problem solving, communication and collaboration involved. These will be evaluated on a case by case basis and all MVA Guiding Principles will apply. Examples could include:

- Youth apprenticeships
- Leadership of community service or service learning experiences
- Out-of-school summer or other extra-curricular experiences that include substantive real world problem solving and/or practicums (e.g., scouting projects)



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Topeka, Kansas 66612-1212  
(785) 296-3201  
[www.ksde.org](http://www.ksde.org)

**Item Title:** Legislative Matters  
**From:** Craig Neuenswander

KSDE staff will provide a status report on bills that may impact PreK-12 education as well as give other updates on legislative matters.





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 (785) 296-3201  
 www.ksde.org

**Item Title:** Personnel Report

**From:** Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Total New Hires</b>	3	2	1	1	3	4	4					
Unclassified	3	2	1	1	3	4	4					
Unclassified Regular (leadership)	0	0	0	0	0	0	0					
<b>Total Separations</b>	5	1	9	5	0	3	4					
Classified	0	0	0	0	0	0	0					
Unclassified	5	1	7	5	0	3	4					
Unclassified Regular (leadership)	0	0	2	0	0	0	0					
<b>Recruiting (data on 1st day of month)</b>	7	7	9	11	6	2	5					
Unclassified	7	7	9	11	6	2	5					
Unclassified Regular (leadership)	0	0	0	0	0	0	0					

Total employees 239 as of pay period ending 01/09/2021. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).





## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 b.

**Staff Initiating:**

Marisa Seele

**Director:**

Wendy Fritz

**Commissioner:**

Randy Watson

**Meeting Date:** 2/9/2021

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**Item Title:**

Act on personnel appointments to unclassified positions

**Recommended Motion:**

It is moved that the Kansas State Board of Education confirm the personnel appointments of individual(s) to unclassified positions at the Kansas State Department of Education as presented.

**Explanation of Situation Requiring Action:**

The following personnel appointments are presented this month:

Courtne Cowser to the position of Accountant on the Teacher Fiscal Services and Operations team, effective Jan. 24, 2021, at an annual salary of \$46,363.20. This position is funded by the State General Fund and Indirect Cost.

Shanna Bigler McKenzie to the position of Education Program Consultant on the Special Education and Title Services team, effective Jan. 4, 2021, at an annual salary of \$56,118.40. This position is funded by the Consolidated Pool and IDEA Title UI, Part B Admin.

Kayla Love to the position of Senior Administrative Assistant on the Special Education and Title Services team, effective Jan. 11, 2021, at an annual salary of \$29,161.60. This position is funded by the Consolidated Admin Pool and Homeless Child FY20.

Annie Diederich to the position of Education Program Consultant on the Teacher Licensure and Accreditation team, effective Jan. 4, 2021, at an annual salary of \$56,118.40. This position is funded by the State General Fund.



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 c.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 2/9/2021

Susan Helbert

Mischel Miller

Randy Watson

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### **Item Title:**

Act on recommendations for licensure waivers

### **Recommended Motion:**

It is moved that the Kansas State Board of Education accept the attached recommendations for licensure waivers.

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

SBR 91-31-42 allows any school district to request a waiver from one or more of their accreditation requirements imposed by the State Board. Requests by schools to waive school accreditation regulation SBR 91-31-34 (appropriate certification/licensure of staff) are reviewed by the staff of Teacher Licensure and Accreditation. The district(s) must submit an application verifying that the individual teacher for whom they are requesting the waiver is currently working toward achieving the appropriate endorsement on his/her license. A review of the waiver application is completed before the waiver is recommended for approval.

The attached requests have been reviewed by the Teacher Licensure and Accreditation staff and are being forwarded to the State Board of Education for action. If approved, school districts will be able to use the individuals in an area outside the endorsement on their license, and in the area for which they have submitted an approved plan of study. The waiver is valid for one school year.



**Licensure Waivers**

**Item 17 c. Attachment**

<b>District</b>	<b>Dist Name</b>	<b>First</b>	<b>Last</b>	<b>Subject</b>	<b>Recomm.</b>
D0259	Wichita	Estrella	Watkins	High Incidence Special Ed.	Approved
D0259	Wichita	Sherry	Giddens	Library Media Specialist	Approved**
D0260	Derby	Kristine	Kirk	High Incidence Special Ed.	Approved**
D0260	Derby	Amy	Hajdukovich	Low Incidence Special Ed.	Approved**
D0260	Derby	April	Halcomb	High Incidence Special Ed.	Approved
D0353	Wellington	Kelsey	Whaley	High Incidence Special Ed.	Approved
D0383	Manhattan-Ogden	Tiffany	Harms	High Incidence Special Ed.	Approved*
D0457	Garden City	Theresia	Matthews	High Incidence Special Ed.	Approved
D0457	Garden City	Natalie	Crook	High Incidence Special Ed.	Approved
D0457	Garden City	Tessa	Wadel	High Incidence Special Ed.	Approved
D0475	Geary County Schools	Angela	Martinez	High Incidence Special Ed.	Approved
D0500	Kansas City	David	Bean	High Incidence Special Ed.	Approved*
D0500	Kansas City	Joshua	Gray	High Incidence Special Ed.	Approved*
D0500	Kansas City	Melissa	Engbrotten	High Incidence Special Ed.	Approved
D0500	Kansas City	Jacob	Pike	Gifted	Approved*
D0500	Kansas City	Kelly	Meyer	High Incidence Special Ed.	Approved**
D0501	Topeka Public Schools	Clinton	Keckeisen	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Elizabeth	Mollet	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Ashley	English	Early Childhood Special Ed.	Approved
D0501	Topeka Public Schools	Connie	Overstreet	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Kathryn	Locke	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Lori	Gowan	High Incidence Special Ed.	Approved
D0501	Topeka Public Schools	Slayton	Fargo	High Incidence Special Ed.	Approved
D0602	Northwest KS Ed. Service Center	Amity	Ihrig	Low Incidence Special Ed.	Approved
D0607	Tri County Special Ed. Coop	Lisa	Jackson	High Incidence Special Ed.	Approved*
D0608	Northwest KS Ed. Service Center	Rebecca	Fiedler	High Incidence Special Ed.	Approved*
D0608	Northwest KS Ed. Service Center	Alyssa	Rogers	High Incidence Special Ed.	Approved
		*First Renewal		**Final Renewal	

					Page 2
D0618	Sedgwick Co Area Ed. Services	Brooklyn	Sipp	Low Incidence Special Ed.	Approved
D0618	Sedgwick Co Area Ed. Services	Jodi	Hammerbacher	High Incidence Special Ed.	Approved
D0618	Sedgwick Co Area Ed. Services	Melissa	May	High Incidence Special Ed.	Approved
D0620	Three Lakes Ed. Cooperative	Tonya	Bernauer	High Incidence Special Ed.	Approved
	*First Renewal			**Final Renewal	

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 d.

**Staff Initiating:** Deputy Commissioner: Commissioner:  
Craig Neuenswander Craig Neuenswander Randy Watson

**Meeting Date:** 2/9/2021

---

### **Item Title:**

Act on request from USD 375 Circle, Butler County, to hold a bond election

### **Recommended Motion:**

It is moved that the Kansas State Board of Education issue an Order authorizing USD 375 Circle, Butler County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation

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

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to hold an election on the question of issuing bonds in an amount which would cause the district's bonded indebtedness to exceed the district's general bond debt limitation. USD 375 Circle, Butler County, has made such a request. If approved, the district could hold an election on the question of whether additional bonds be issued. If the voters approve such action, the district could issue the bonds.

USD 375 plans to use the bond proceeds to pay the costs to: Construct, furnish, equip, repair, remodel and make additions to buildings and facilities used for district purposes including: safety and security improvements and storm shelters; and construct new support spaces to accommodate growth; construct, equip, and furnish improvements, renovations and classroom additions and support spaces at the existing Towanda Primary/Intermediate, Greenwich Elementary, Oil Hill Elementary Schools; and construct two new three-section schools. Provide additions and construct a new maintenance, food service and transportation facility.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

## Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

<b>Unified School District 375 (Circle)</b>	<b>County: Butler</b>
---	-----------------------

1. Current equalized assessed tangible valuation *	<u>\$267,575,273</u>
2. Percentage of bond debt limit	<u>14%</u>
3. Amount of bond debt limit	<u>\$37,460,538</u>
4. State Aid Percentage	<u>0%</u>

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$47,900,000</u>	<u>17.9%</u>
6. Amount of bond indebtedness requested	<u>\$42,620,000</u>	<u>15.9%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$90,520,000</u>	<u>33.8%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$37,460,538</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$53,059,462</u>	<u>19.8%</u>

Forms Requested	
<input checked="" type="checkbox"/> 5-210-118 General Information <input checked="" type="checkbox"/> 5-210-106 Resolution <input checked="" type="checkbox"/> 5-210-108 Publication Notice <input checked="" type="checkbox"/> 5-210-110 Application <input checked="" type="checkbox"/> 5-210-114 Equalized Assessed Valuation	<input checked="" type="checkbox"/> Schematic floor plan of the proposed facilities <input checked="" type="checkbox"/> Map of the school district showing present facilities <input checked="" type="checkbox"/> Small map of the school district showing the adjoining school districts <input checked="" type="checkbox"/> Map of the school district showing proposed facilities

January 19, 2021  
Date

January 19, 2021  
Date

Veryl Peter  
\_\_\_\_\_  
Director, School Finance

Craig Neuenswander  
\_\_\_\_\_  
Deputy Commissioner



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 e.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 2/9/2021

Craig Neuenswander

Craig Neuenswander

Randy Watson

---

### **Item Title:**

Act on request from USD 375 Circle, Butler 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 375 Circle, Butler County, to receive capital improvement (bond and interest) state aid as authorized by law.

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

Under KSA 75-72-5461 *et seq.*, as amended by 2018 Substitute for Senate Bill 423, a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 375 Circle, Butler County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was conducted Jan. 22.

USD 375 plans to use the bond proceeds to pay the costs to: construct new spaces and make improvements to existing buildings for safety and security and additional space to accommodate enrollment growth in the district, to construct, equip, furnish, repair, remodel and make additions to buildings used for school district purposes, including the addition of two new school buildings and other improvements.

Based upon the following criteria, staff recommends that this application for capital improvement (bond and interest) state aid be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the State Board of Education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

## Summary of Appeal to State Board of Education for State Aid

<b>Unified School District 375 (Circle)</b>	<b>County: Butler</b>
---	-----------------------

1. Current equalized assessed tangible valuation *	<u>\$267,575,273</u>
2. Percentage of bond debt limit	<u>14%</u>
3. Amount of bond debt limit	<u>\$37,460,538</u>
4. State Aid Percentage	<u>0%</u>

\* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$47,900,000</u>	<u>17.9%</u>
6. Amount of bond indebtedness requested	<u>\$42,620,000</u>	<u>15.9%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$90,520,000</u>	<u>33.8%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$37,460,538</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$53,059,462</u>	<u>19.8%</u>

<b>Forms Requested</b>	
( 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	

January 19, 2021  
A

January 19, 2021  
Date

Veryl Peter  
\_\_\_\_\_  
Director, School Finance

Craig Neuenswander  
\_\_\_\_\_  
Deputy Commissioner

## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 f.

**Staff Initiating:**

Beth Fultz

**Director:**

Scott Smith

**Commissioner:**

Randy Watson

**Meeting Date:** 2/9/2021

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**Item Title:**

Act on request to amend state assessment contract with the Achievement and Assessment Institute to provide interim assessments in Braille

**Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract amendment with the Achievement and Assessment Institute at the University of Kansas for the purpose of providing the interim predictive assessments in Braille. The amount shall not exceed \$80,000 annually through the end of the current contract.

**Explanation of Situation Requiring Action:**

Interim predictive assessments have not previously been provided to students needing Braille accommodations.



## REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 g.

Staff Initiating:

Beth Fultz

Director:

Scott Smith

Commissioner:

Randy Watson

Meeting Date: 2/9/2021

---

### **Item Title:**

Act on request to release Request for Proposal for a licensing agreement for reading and math resources

### **Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with the recommended vendor resulting from the bidding process required by the Department of Administration and Division of Purchasing for the purpose of providing a product linked to English Language Arts and mathematics scale score on the Kansas state summative assessments and resources for students, parents and teachers aligned to the scientific measure of a student's reading or mathematics ability with a contract amount not to exceed \$1,350,000 (one million three hundred fifty thousand dollars) through June 30, 2026.

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

The Kansas State Department of Education (KSDE) is issuing this Request for Proposal to obtain competitive responses from vendors. The contract will be issued for a licensing agreement from July 1, 2021 through July 30, 2026.

The vendor will provide a scientific approach to measuring reading ability and reading materials and mathematical achievement and concept/application solvability. The measure should be linked to English Language Arts and mathematics scale score on the Kansas state summative assessments. For instructional purposes, the measures should be reported at the student and classroom levels. The measures should appear on reports that are sent home to parents and reports that are provided to the current grade-level teacher and/or the next grade-level teacher to monitor whether a student is "on track" to be college and career ready after Grade 12.

During the term of this agreement the vendor will provides access to online resources for students, parents and teacher aligned to the scientific measure of a student's reading or mathematics ability.



**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number:** 17 h.

**Staff Initiating:**

**Deputy Commissioner:**

**Commissioner:**

**Meeting Date:** 2/9/2021

Brad Neuenswander

Brad Neuenswander

Randy Watson

**Item Title:**

Act on request to amend contract with the Kansas Association of Education Service Agencies to implement components of the Navigating Change and Navigating Next guidance

**Recommended Motion:**

It is moved that the Kansas State Board of Education act on request to amend contract with the Kansas Association of Education Service Agencies to implement key components of the Navigating Change and Navigating Next guidance, in an amount not to exceed \$320,000 for the period through Dec. 31, 2021.

**Explanation of Situation Requiring Action:**

Through a collaborative effort, the Kansas Association of Education Service Agencies (KAESA), will reformat the Kansas Teaching and Leading Project website to include Navigating Next guidance and develop resources and learning modules for Navigating Next professional development. They will also provide project management and oversight of the Kansas Teaching and Leading Project website.





**REQUEST AND RECOMMENDATION FOR BOARD ACTION**

**Agenda Number: 17 i.**

**Staff Initiating:**  
Cheryl Johnson

**Director:**  
Cheryl Johnson

**Commissioner:**  
Randy Watson

**Meeting Date: 2/9/2021**

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**Item Title:**

Act on contract with the Kansas State Department of Agriculture for Summer Food Service Program Food Safety Inspections

**Recommended Motion:**

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to negotiate and enter into a contract with the Kansas Department of Agriculture for the purpose of completing on-site health inspections of unlicensed Summer Food Service Program meal preparation and service sites at the rate of \$180 per inspection, not to exceed \$22,500.

**Explanation of Situation Requiring Action:**

In order to participate in the Summer Food Service Program (SFSP) and receive funds for its operation, federal regulations require KSDE to ensure that food safety inspections of food preparation facilities and food service sites are conducted. The Kansas Department of Agriculture (KDA) is the state agency with the authority to conduct food safety inspections in Kansas. Funding for school food safety inspections is provided by the license fee.

Many short-term summer feeding sites are not required to purchase a license from KDA. KSDE is allowed to request funds from USDA for health inspections to assure appropriate and needed inspections are completed. KSDE has requested funds from USDA to pay for the inspection of unlicensed summer feeding sites.

The proposed contract with KDA would begin May 15, 2021 and would not exceed four months duration. KDA would conduct site inspections, perform meal quality tests as necessary, and require corrective action for violations of food safety and sanitation requirements.





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(785) 296-3203  
www.ksde.org

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

**Subject:** Chair’s Report and Requests for Future Agenda Items

These updates will include:

- a. Act on Board Travel Requests and any additions or changes.
- b. Committee Reports
- c. Board Attorney’s Report
- d. Requests for Future Agenda Items

Note: Individual Board Member Reports are to be submitted in writing.





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## WEDNESDAY, FEBRUARY 10, 2021 MEETING AGENDA

- 9:00 a.m. 1. Call to Order - Chairman Jim Porter
2. Roll Call
3. Approval of Agenda
- 9:05 a.m. (IO) 4. Information on academic standards and programs designed to enrich students' civics understanding
- 9:25 a.m. (IO) 5. Report from Rep. Steve Huebert
- 9:40 a.m. (DI) 6. Work session
- A. Review of Kansans Can vision, goals, objectives and outcomes
- B. Continued discussion on Navigating Next framework and COVID-19 federal emergency relief funds to schools
- (AI) 7. Action on Navigating Next framework and distribution plan for COVID-19 federal emergency relief funds to schools
- 12:30 p.m. **ADJOURN**
- \* If more time is needed for the work session, it will resume after lunch.

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Location: Board members will meet in person in the Landon State Office Building, 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas. There will be no visitors in observance of restrictions for large group gatherings. The meeting will be livestreamed for the public to listen and observe at: <https://www.ksde.org/Board/Kansas-State-Board-of-Education/Streaming-Media>

References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item, (IO) Information Only

Website: Electronic access to the agenda and meeting materials is available at [www.ksde.org/Board](http://www.ksde.org/Board)



**Agenda Number: 4**

**Meeting Date: 2/10/2021**



900 S.W. Jackson Street, Suite 102  
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(785) 296-3201  
[www.ksde.org](http://www.ksde.org)

**Item Title:** Information on academic standards and programs designed to enrich students' civics understanding

**From:** Marcia Fiorentino

Marcia Fiorentino, education program consultant and civic engagement coordinator, will provide information to State Board members regarding the 2020 History Government Social Studies Standards and how to encourage civic engagement at all grade levels. There will also be an update of the Civic Advocacy Network Awards program for 2020-2021 as well as information on a Civics Unplugged opportunity that Kansas students are participating in this year. Lastly, a classroom teacher and former student will share experiences regarding community involvement.

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







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(785) 296-3201  
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**Item Title:** Report from Rep. Steve Huebert

Representative Steve Huebert, Chair of the House Education Committee, is scheduled to discuss potential cooperative efforts with the State Board and report on bills in committee.





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**Item Title:** Work session

Commissioner of Education Randy Watson will facilitate the work session. The purpose is two-fold:

A. Review of the Kansans Can vision, goals, objectives and outcomes

The Kansas State Board of Education in October 2015 announced a new vision for education in Kansas, giving direction for a more student-focused system and resources for individual success. The **Kansans Can** vision is: Kansas leads the world in the success of each student.

The Board also has identified the outcomes for measuring success of the vision. These are:

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

B. Continue Tuesday's initial discussion on Navigating Next framework and distribution plan for COVID-19 federal emergency relief funds to schools

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



**Item Title:**

Action on Navigating Next framework and distribution plan for COVID-19 federal emergency relief funds to schools

**Recommended Motion:**

It is moved that the Kansas State Board of Education approve the Navigating Next framework as guidance for school districts transitioning out of the pandemic and to approve the distribution plan for COVID-19 federal emergency relief.

**Explanation of Situation Requiring Action:**

The recommended motion reflects next steps in providing guidance to schools for transitioning out of the pandemic and to address COVID-19 relief assistance provided through the Elementary and Secondary School Emergency Relief (ESSER) Fund authorized by the Coronavirus Aid, Recovery, and Economic Security (CARES) Act.