



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

Danny Zeck
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Ann E. Mah
District 4

Cathy Hopkins
District 5

Dr. Deena Horst
District 6

Dennis Hershberger
District 7

Betty J. Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

TUESDAY, JULY 11, 2023 MEETING AGENDA

- | | |
|------------|---|
| 10:00 a.m. | 1. Call to Order – Chair Melanie Haas |
| | 2. Roll Call |
| | 3. Mission Statement, Moment of Silence and Pledge of Allegiance |
| | 4. Approval of Agenda |
| | 5. Approval of Minutes (June 13-14, 2023) |
| 10:05 a.m. | 6. Commissioner’s Report – Dr. Randy Watson |
| 10:30 a.m. | 7. Citizens’ Open Forum |
| 10:45 a.m. | (RI) 8. Receive Career and Technical Education (CTE) Pathway Credential Recommendations |
| 11:15 a.m. | Break |
| 11:25 a.m. | (AI) 9. Act on Accreditation Review Council’s June Recommendations for KESA |
| 11:30 a.m. | (RI) 10. Receive Accreditation Review Council’s Recommendations for KESA |
| 11:45 a.m. | (AI) 11. Act on Apprenticeship Mentorship Collaboration Grant |
| Noon | Lunch – BOARD POLICY COMMITTEE MEETS |

Location: Landon State Office Building at 900 SW Jackson St., Board Room Suite 102, Topeka, Kansas.
References: (AI) Action Item, (DI) Discussion Item, (RI) Receive Item for possible action at a later date, (IO) Information Only
Services: Individuals who need the use of a sign language interpreter, or who require other special accommodations, should contact Barbara Hughes at (785) 296-3203, at least seven business days prior to a State Board meeting.
Website: Electronic access to the agenda and meeting materials is available at www.ksde.org/Board
Next Meeting: August 8-9, 2023

Kansas leads the world in the success of each student.

- | | |
|-----------|---|
| 1:30 p.m. | (RI) 12. Technical Changes to KESA beginning in 2023-2024 School Year |
| 2:15 p.m. | (IO) 13. 2022-2023 Licensed Personnel Report and Strategic Initiatives Update |
| 3:00 p.m. | Break |
| 3:10 p.m. | (IO) 14. District Showcase: USD 497 Lawrence College and Career Academy |
| 3:40 p.m. | (AI) 15. Act on Recommendations of the Professional Practice Commission |
| 4:25 p.m. | Break |
| 4:35 p.m. | (IO) 16. At-Risk Update |
| 5:05 p.m. | (AI) 17. Consent Agenda
<i>(see Addendum for complete listing of items and supporting information)</i> |
| 5:15 p.m. | 18. Chair Report and Requests for Future Agenda Items <ul style="list-style-type: none"> A. Remarks from the Chair (AI) B. Act on Board Travel (AI) C. Act on 2024-2025 Board Meeting Dates D. Committee Reports E. Board Attorney Report F. Requests for Future Agenda Items |
| 5:45 p.m. | RECESS |



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WEDNESDAY, JULY 12, 2023 MEETING AGENDA

9:00 a.m.

1. Call to Order – Chair Melanie Haas
2. Roll Call
3. Approval of Agenda

9:05 a.m.

- (AI) 4. Act on Career and Technical Education (CTE) Pathway Credential Recommendations

9:20 a.m.

- (IO) 5. Dissolution of a School District - Legal Provisions and State Board Processes

10:00 a.m.

Break

10:15 a.m.

- (AI) 6. Discuss Options and Approve FY 25 Budget Recommendations to the Governor

Noon

ADJOURN



KANSAS STATE BOARD OF EDUCATION

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans CAN.

SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

A successful Kansas high school graduate has the

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

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

OUTCOMES FOR MEASURING PROGRESS

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



MINUTES



Kansas State Board of Education

Tuesday, June 13, 2023

CALL TO ORDER

Chair Melanie Haas called the monthly meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, June 13, 2023, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:09:43)

ROLL CALL

The following Board members were present:

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

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

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

APPROVAL OF AGENDA

Chair Haas asked to vote on consent agenda items g, h, i, j, k and l separately from all other items per Mrs. Dombrosky's request. Mrs. Arnold moved to approve the day's agenda as amended. Dr. Horst seconded. Motion carried 10-0.

MOTION
(00:11:40)

APPROVAL OF THE MAY MEETING MINUTES

Mrs. Hopkins noted the following: under APPROVAL OF AGENDA, it states "*Chair Haas asked to vote on consent agenda items c and separately from all other items per Mrs. Dombrosky's request.*" It should state "...c and d..." Dr. Horst moved to approve the minutes of the May 9 and 10, 2023 of the regular Board meeting as requested to be amended by Mrs. Hopkins. Mrs. Dombrosky seconded. Motion carried 10-0.

MOTION
(00:12:00)

COMMISSIONER'S REPORT

Dr. Randy Watson's monthly Commissioner's Report to the Board encouraged Board members to be thinking about improving academic success, improving students' opportunity to graduate and then the opportunity to go on earn something greater. He quoted results from a recent report from the Georgetown Center for Education and Workforce including demands of Kansas workers - 73% of workers need to have a post secondary certificate or degree. He then shared other data related to education levels of Kansas residents and income rates.

(00:12:52)

CITIZENS' OPEN FORUM

There were no speakers this month.

(00:45:31)

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

(00:45:45)

Assistant Director Doug Bodine reported on the most recent ESSER Task Force recommendations, which included 8 ESSER II change requests with a total net change of approximately \$381,000. As for ESSER III, 9 new districts have submitted ESSER III plans with a total value of \$9.5M. There are 16 ESSER III change requests this month with a total net change of \$2.3M.

Mrs. Arnold moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER II change request as presented for use of federal COVID-19 relief funds. Dr. Horst seconded. Motion carried 9-1-1 with Mr. Zeck opposing and Mrs. Dombrosky abstaining.

MOTION
(00:48:50)

Mrs. Mah moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER III expenditure plans and change requests as presented for use of federal COVID-19 relief funds. Mr. McNiece seconded. Motion carried 7-2-1 with Mr. Hershberger and Mr. Zeck opposing and Mrs. Dombrosky abstaining.

MOTION
(00:56:55)

Mr. Porter stated now that all plans have been approved, the Task Force will not be meeting in July and will only meet as needed for change requests, so the Board will no longer an ESSER agenda item monthly.

FY 25 BUDGET RECOMMENDATIONS TO THE GOVERNOR

(01:10:05)

Deputy Commissioner Craig Neuenswander presented options to the Board for their FY25 budget recommendations to the governor. Also present to answer questions were Dale Brungardt, KSDE's School Finance Director, and John Hess, KSDE's Fiscal Services and Operations Director. The Board will have the opportunity to discuss these options and approve their recommendations to be made to the governor for FY25 at the July Board meeting.

LEARNING SERIES: AT-RISK AND TITLE FUNDING 101

(03:39:45)

In the first of two "Learning Series" presentations this month, Deputy Commissioner Craig Neuenswander and Tate Toedman, assistant director KSDE's SETS team, highlighted the Kansas At-Risk Pupil Assistance Program. Neuenswander discussed funding for at-risk students, and Toedman shared information about the criteria for students to be identified as at-risk.

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

(04:34:50)

During the State Board meeting in May, Jay Scott, Director of Accreditation and Design, presented information on 41 (39 public systems, one special purpose system and one private system) being recommended ARC for approval of an accredited status. One additional private system was received for withdrawal from KESA, with a total of 42 systems received in May for June action. The systems that were received by the Board in May were Erie-Galesburg USD 101, Rock Hills USD 107, Central Plains USD 112, Greeley County USD 200, Piper USD 203, Moscow USD 209 (redetermination), Minneola USD 219 Ashland USD 220, Meade USD 226, Smith Center USD 237, Wallace County USD 241, Palco USD 269, Chase County USD 284, Quinter USD 293, St. Francis Community USD 297, Sylvan Grove USD 299, Southeast of Saline USD 306, Nickerson - South Hutchinson USD 309, Haven USD 312, Ellsworth USD 327, Mission Valley USD 330, Cunningham USD 332, Wellington USD 353, Altoona-Midway USD 387, Russel County USD 407, Moundridge USD 423, Victoria USD 432, Sedgwick USD 439, Scott County USD 466, Arkansas City USD 470, Chapman USD 473, Crest USD 479, Dighton USD 482, Kismet-Plains USD 483, Flinthills USD 492, Lawrence USD 497, Lewis USD 502, Baxter Springs USD 508, Parsons State Hospital S0507 (8614), Bethany-Lutheran

Z0026 – 9710, Oswego USD 504 (conditional accreditation) and Z0067 – 9930 Wellington Christian Academy (withdrawal). Mr. Scott brought these 42 systems back to the Board for action. Dr. Horst made a motion to accept the recommendations of the Accreditation Review Council. Mrs. Arnold seconded. Motion carried 10-0.

MOTION
(04:46:55)

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

(04:47:20)

The Accreditation Review Council (ARC) has recommended an accredited status for the next 36 systems awaiting recommendation (32 public systems and 4 private systems). Executive summaries, accountability reports and other narratives were provided to Board members for the 36 systems. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in July 2023. The systems that were received for accreditation are Republic County USD 109, Riverside USD 114, Hugoton USD 210, Gardner-Edgerton USD 231, Ft. Scott USD 234, Twin Valley USD 240, Weskan USD 242, Marmaton Valley USD 256, Mulvane USD 263, Beloit USD 273, Oakley USD 274, Triplains USD 275, West Franklin USD 287, Pretty Prairie USD 311, Onaga-Havensville-Wheaton USD 322, Kingman-Norwich USD 331, Holton USD 336, Oskaloosa USD 341, McLouth USD 342, Macksville USD 351, Ellinwood USD 355, Pratt USD 382, Madison-Virgil USD 386, Ellis USD, 388, Hamilton USD 390, Augusta USD 402, McPherson USD 418, Leavenworth USD 453, Syracuse USD 494, Pawnee Heights USD 496, Independence Bible Elementary Z0009 – 0000, Trinity Lutheran Elementary – Atchison Z0026-5798, St. Paul Lutheran Z0026-7042, Branches Academy Z0070-9942 and Chase-Raymond USD 401 (conditional accreditation).

STUDENT SHOWCASE – JACOB MCCARTY, GODDARD USD 265

(05:11:40)

Dane Baxa, director of community relations for Goddard USD 265 and executive director of the Goddard Education Foundation, introduced Jacob McCarty, a recent graduate of Eisenhower High School, Goddard USD 265, and recipient of the Dale M. Dennis Excellence in Education Award. Jacob presented to the Board his experience this past spring semester completing an internship with Goddard USD 265's Community Relations Department and the Goddard Education Foundation and encouraged students and schools to take advantage of internship opportunities.

ACT TO APPROVE APPOINTMENT TO THE SPECIAL EDUCATION TASK FORCE

(05:45:27)

The Special Education Task Force was established by Senate Bill 113 this past spring. The bill required the State Board to appoint a member to the task force. Mr. Porter moved to appoint State Board Chair Melanie Haas to the Special Education and Related Funding Task Force. Dr. Horst seconded. Motion carried 10-0.

MOTION
(05:46:45)

ACT TO APPROVE DISTRICT SURVEY ON FIREARM SAFETY CURRICULUM USE

(05:47:33)

Firearm safety curriculum in Kansas schools has been a topic of proposed legislation during recent legislative sessions. Gathering this information would be of benefit to the Kansas Department of Education and the State Board of Education. Mrs. Arnold moved that the Kansas State Board of Education approve conducting a survey of Kansas school districts to collect information on the number of schools utilizing a firearm safety curriculum and the different curriculums being used and that the survey be made available to the Board for approval first. Dr. Horst seconded. Motion carried 10-0.

MOTION
(05:50:15)

ACTION ON CONSENT AGENDA

At the beginning of the meeting, Chair Haas asked to remove items 18g, h, i, j, k and l for a separate vote from the other submissions per Mrs. Dombrosky's request. Mrs. Arnold moved to approve consent agenda items 18a, b, c, d, e, f and m. Mr. Hershberger seconded. Motion carried 9-1 with Mr. Zeck in opposition. In this action, the Board:

- Received monthly personnel report.
- Received report of personnel filling unclassified positions.
- Approved evaluation Review Committee (ERC) recommendations for accreditation and program approval.
- Approved cut scores for licensure tests.
- Approved educator licensure fees for the 2023-2024 fiscal year.
- Approved local professional development plans.

Mrs. Mah moved to approve consent agenda item 18g. Mrs. Arnold seconded. Motion carried 8-2 with Mrs. Dombrosky and Mr. Zeck in opposition. In this action, the Board:

- Approved request to contract with the Kansas Association of Broadcasters for dissemination of public service announcements to recruit school nutrition staff.

Mrs. Mah moved to approve consent agenda item 18h. Mrs. Arnold seconded. Motion carried 8-2 with Mrs. Dombrosky and Mr. Zeck in opposition. In this action, the Board:

- Approved request to contract for production of an informational Body Venture video.

Mrs. Arnold moved to approve consent agenda items 18i and j. Mr. McNiece seconded. Motion carried 7-3 with Mrs. Dombrosky, Mr. Hershberger and Mr. Zeck in opposition. In this action, the Board:

- Approved recommendations for continued funding of Kansas 21st Century Community Learning Centers for 2023-2024.
- Approved recommendations for funding new Kansas 21st Century Community Learning Centers for 2023-2024.

Mrs. Mah moved to approve consent agenda item 18k. Mrs. Arnold seconded. Motion carried 7-2-1 with Mrs. Dombrosky and Mr. Hershberger in opposition and Mr. Zeck abstained. In this action, the Board:

- Approved FY24 grant awards for IDEA VI-B Special Education Targeted Improvement Plan Grants.

Mrs. Mah moved to approve consent agenda item 18l. Mrs. Arnold seconded. Motion carried 9-1 with Mrs. Dombrosky in opposition. In this action, the Board:

- Approved request to contract with Kansas State University to support the State Adviser of Kansas Family, Career and Community Leaders of America (FCCLA).

STUDENTS IN FOSTER CARE

KSDE's Doug Boline, Assistant Director of Special Education and Title Services, led a discussion on the different obstacles students in foster care in Kansas can face, what is being done to mitigate these obstacles and future work needed. Joining him was Dr. David Fernkopf (Assistant Director XXX), Bev Mortimer, Jobs for America's Graduates – Kansas; Rebecca Gerhardt, Kansas Department of Children and Families; Diana Kohls and Sarah Finan, Orion Education & Training; and Lori Ray, Superintendent of Parsons District Schools USD 503. The discussion included virtual schooling for suspended or expelled students, JAG-K's program that provides continuity for the students as they move from school to school,

EVERY CHILD CAN READ ACT

Deputy Commissioner Ben Proctor provided an overview of the Every Child Can Read Act, which goes into effect on July 1, 2023. He, along with Laurie Curtis, Early Literacy/Dyslexia Program

(05:51:15)

MOTION
(05:51:30)

MOTION
(05:57:05)

MOTION
(05:57:48)

MOTION
(06:01:25)

MOTION
(06:02:20)

MOTION
(06:04:16)

(06:18:16)

(07:08:38)

Manager for KSDE, updated the Board on the details of the law and how the department will support Local Education Agencies (LEA) with implementation of the requirements. Additionally, they informed the Board on how the department will continue to prioritize literacy and support LEAs with reading instruction, structured literacy training, high quality instructional materials, and other essential elements to ensure each child in Kansas can read.

CHAIR REPORT

Action on Board Travel —

Mrs. Mah moved to approve Board travel requests as presented. Mrs. Arnold seconded. Motion carried 10-0.

(07:35:01)

Act on Appointment to the KSHSAA Board of Directors —

Chair Haas nominated Jim Porter to a two-year term on the KSHSAA Board of Directors for 2023-2025. Mr. McNiece seconded. Motion carried 10-0.

MOTION
(07:36:16)

Act of Appointment to the Kansas Commission for the United States Semiquincentennial —

After reviewing the candidates brought forward by KSDE program staff, Mrs. Mah moved that the Kansas State Board of Education approve the appointment of Casey Meier to the Kansas Commission or the United States Semiquincentennial. Mrs. Arnold seconded. Motion carried 8-2 with Mrs. Dombrosky and Mrs. Hopkins in opposition.

MOTION
(07:36:44)

MOTION
(07:42:57)

Discussion of the 2024-2025 Board Meeting Dates —

Barbara Hughes, Executive Secretary for the State Board, presented a draft calendar of meeting dates for 2024 and 2025 for the Board to consider. The proposed calendar keeps with the practice of holding the State Board meetings on the second Tuesday and Wednesday of each month, with the exception of November 2025, when the second Tuesday falls on Veterans Day. The Board will take this matter up for action in July.

(07:44:23)

Discussion of the Kansas Children's Vision Health and School Readiness Commission —

One of the requirements in Senate Bill 62, passed in 2022, is for the State Board of Education to establish a Kansas Children's Vision Health and School Readiness Commission by appointing eight members to the commission of various qualifications. This was done in February of this year. However, the bill did not specify who was to convene the meeting and how it was to be done. Mrs. Arnold moved that the Board grant permission to KSDE Deputy Commissioner Dr. Ben Proctor (who was appointed as one of the Commission members) to initiate the work of the Commission. Mr. Porter seconded. Motion carried 10-0.

(07:49:00)

MOTION
(07:51:36)

Committee Reports —

Mrs. Mah reported that she will be unable to attend the next Professional Standards Board meeting on Friday, June 23 and invited another Board member to sit in on the meeting in her place.

(08:51:56)

Mrs. Arnold gave an update on the work of the Policy Committee. She stated that their work will consist of the following three topics: general review of policies and guidelines; the evaluation process of the Commissioner, Board Attorney and Executive Secretary of the Board; and development and policy/procedures for the Board's budget.

Mr. Hershberger provided the Board with materials from a recent meeting of the Kansas Prescription Drug and Opioid Advisory Committee.

Board Attorney's Report —

Mr. Ferguson discussed working happening with Kansas School for the Blind and Kansas School for the Deaf to put agreements in place with local municipalities for School Resource Officers. He also referred the Board to the Board Policies and for more context in the discussion of the Board's use of a consent agenda. He suggested the Board discuss the best practice for Board members to pose questions on consent agenda items. (07:55:32)

Requests for Future Agenda Items —

Mr. Hershberger – Wilson disorganization situation and anxiety/mental health students
Mrs. Dombrosky – Data Collection/Technology use
Dr. Horst – Does the Board have the ability to restrict use of federal funds? (08:18:24)

RECESS

The meeting recessed at 6:27 p.m. until 9:00 a.m. Wednesday.

Melanie Haas, Chair

Barbara Hughes, Board Secretary

MINUTES



Kansas State Board of Education

Wednesday, June 14, 2023

CALL TO ORDER

Chair Melanie Haas called the Wednesday meeting of the Kansas State Board of Education to order at 9:00 a.m. Wednesday, June 14, 2023, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:07:28)

ROLL CALL

The following Board Members were present:

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

APPROVAL OF AGENDA

Mrs. Arnold moved to approve the day's agenda as amended. Dr. Horst seconded. Motion carried 10-0.

MOTION
(00:07:51)

SCHOOL IMPROVEMENT/KESA

Eight years after the Kansas State Board of Education announced a new vision for Education in Kansas, Deputy Commissioner Ben Proctor and Members of the School Improvement Work Group shared an overview of the group's purpose and how they believe this begins the next step to meet that vision of Kansas leading the world in the success of each student. The Division of Learning Services (DLS) is working to define their direction, build a collaborative culture, support teaching and learning, and build meaningful internal and external accountability structures. To build coherence within DLS and in our work with schools in Kansas, we utilize the School Improvement Work Group, which includes members from the following departments: Accreditation and Design, Early Childhood, Career Standards and Assessments, Special Education and Title Services, and Teacher Licensure. Additional partners in this work include leaders from the Technical Assistance Systems Network (TASN) and from the Kansas Learning Network (KLN). The School Improvement Work Group has also increased membership to include leaders from other parts of KSDE, including Communications and Information Technology.

(00:08:02)

LEARNING SERIES: LICENSURE 101

Shane Carter, KSDE's director of Teacher Licensure, provided an informational presentation on licensure for State Board members, including the many license options and responsibilities of the Teacher Licensure team. Each year, the team issues about 25,000 licenses; completes about 8,000 fingerprint background checks; and receives about 44,000 phone calls.

(01:39:14)

ACTION ON UPDATED ENGLISH LANGUAGE ARTS (ELA) STANDARDS

In June, Beth Fultz, director of KSDE's Career, Standards and Assessment Services (CSAS) team, along with other members of her team, reviewed proposed updated English language arts (ELA) standards

(02:28:05)

and the process for development of the updated standards with the Board. Proposed revisions reflect the Kansas dyslexia initiative by incorporating the Science of Reading and adopting structured literacy as the explicit, evidence-based model for reading instruction. They also provide clarity, common language and alignment across grade levels. Two Zoom meetings where members of the public could give feedback on the updated ELA standards were held in May and June prior to the June Board meeting. Mrs. Mah moved to approve the updated ELA standards. Mr. Porter seconded. Motion carried 10-0. Next steps for implementation of the standards include a clarification document that will be posted on the KSDE website before the start of the 2023-2024 school year and KSDE ELA Standards team will develop professional development to assist districts in implementation.

MOTION
(02:36:54)

(02:38:23)

APPRENTICESHIP MENTORSHIP/PROFESSIONAL COLLABORATION GRANT WITH KANSAS NATIONAL EDUCATION ASSOCIATION (KNEA)

Shane Carter, KSDE's director of Teacher Licensure, also shared an update on the Teaching Registered Apprenticeship Program. KSDE's Teacher Licensure team has been working on finding funding streams to sustain the program, which was approved during the State Board of Education's May meeting. Funding opportunities include \$500,000 in Governor's Emergency Education Relief Fund (GEER) monies to fund the pilot for the first year; the Kansas Apprenticeship Act (House Bill 2292), which is up to \$3 million per year; a competitive grant through the United States Department of Labor that could be worth up to \$3 million; Promise Act Scholarship; Teacher Service Scholarship; and Ethnic Minority Scholarship; and the National Education Agency Great Public Schools Grant, which includes a \$10,000 planning grant. It can provide up to a maximum of \$250,000 annually. The Board will take action to approve KSDE making application to the National Education Agency Great Public Schools Grant which would include partnering with the Kansas National Education Association for the apprenticeship program.

ADJOURNMENT

Chair Haas adjourned the meeting at 11:58 a.m.

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

Melanie Haas, Chair

Barbara Hughes, Board Secretary

MINUTES



Kansas State Board of Education

Tuesday, May 9, 2023

CALL TO ORDER

Chair Melanie Haas called the monthly meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, May 9, 2023, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:05:45)

ROLL CALL

The following Board members were present:

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

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

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

APPROVAL OF AGENDA

Chair Haas asked to vote on consent agenda items c and d separately from all other items per Mrs. Dombrosky's request. She also asked to remove item h and license 3494 from item j per departmental request. Mrs. Arnold moved to approve the day's agenda as amended. Dr. Horst seconded. Motion carried 9-1 with Mr. Zeck in opposition.

MOTION

(00:18:53)

APPROVAL OF THE MARCH MEETING MINUTES

Mrs. Arnold moved to approve the minutes of the April 11 and 12, 2023 regular Board meeting. Mr. McNiece seconded. Motion carried 10-0.

MOTION

(00:19:30)

COMMISSIONER'S REPORT

Dr. Randy Watson's monthly Commissioner's Report to the Board centered on appreciation for Kansas teachers and the work they do, sharing statistics on number of teachers in Kansas, the schools they serve in, etc. He also shared information on one of Kansas's top teachers, Natalie Johnson-Berry, who just received the national "Horace Mann Award for Teaching Excellence." He closed his report by reiterating the urgency for schools to move kids from the level 1 performance indicator on state assessments to level 2 as that is critical in achieving the state's goal for graduation rates and post secondary effectiveness.

(00:19:40)

CITIZENS' OPEN FORUM

Chair Haas declared the Citizens' Forum open at 10:30 a.m. There were 8 speakers this month. The first 7 speakers' remarks were focused on dyslexia advocacy. They were Tammy Cofford, Jill Hodge,

(00:39:50)

Sarah Collins, Austin Collins, Jeannene Phillips, Emmy Johnston and Angie Johnston. Nancy Bolz shared on Cognia Support.
Chair Haas declared the Citizens' Forum closed at 10:41 a.m.

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

(01:07:55)

Assistant Director Doug Bodine reported on the most recent ESSER Task Force recommendations, which included 8 ESSER II change requests with a total net change of approximately \$71,000. As for ESSER III, 18 new districts have submitted ESSER III plans with a total value of \$13M. There are 26 ESSER III change requests this month with a total net change of \$4M.

Mrs. Mah moved to accept the recommendations of the Commissioner's Task Force on ESSER and EANS Distribution of Money and approve the public school district ESSER II change request as presented for use of federal COVID-19 relief funds. Mrs. Arnold seconded. Motion carried 9-0-1 with Mrs. Dombrosky abstaining.

MOTION
(00:10:25)

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

MOTION
(01:23:10)

PRESENTATION FROM 1ST GRADERS AT HEATHERSTONE ELEMENTARY SCHOOL - OLATHE 233

(01:30:55)

First-grade students from Heatherstone Elementary School, Olathe Unified School District 233, shared a presentation with the Board on why Kansas farmers and agriculture should be a part of the state's curriculum standards. The first graders spent the entire year learning about agriculture in Kansas through project-based lessons.

2023 US SENATE YOUTH KANSAS DELEGATES AND ALTERNATES

(01:54:00)

The Kansas State Board of Education heard from one of the 2023 US Senate Youth program Kansas delegates, Sukesh Kamesh from Kingman High School, Kingman USD 331. Madison Coyne, Blue Valley West High School, Blue Valley USD 229, is the other Kansas Delegate. 2023 Kansas Alternates are Quintin Hoppe, Peasant Ridge High School, Easton USD 449 and Jeremiah Rather, Andover High School, Andover USD 385. The students selected demonstrate a desire to serve others in a leadership role and have high academic achievements, high aspirations for college and career and be self-motivated. They also demonstrate an interest in government, history, and politics. The US Senate Youth program for high school juniors and seniors was established in 1962 by the William Randolph Hearst Foundation. The Hearst Foundation provides each delegate with a \$10,000 undergraduate college scholarship and a weeklong trip to Washington D.C. This year the event was held virtually.

PUBLIC HEARING ON PROPOSED EMERGENCY SAFETY INTERVENTION (ESI) REGULATIONS K.A.R. 91-42-1 AND 91-42-2

(03:36:35)

Ten people signed up to speak during the hearing on the proposed regulation changes and others submitted written testimony. The hearing began at 1:30pm and ended at 2:11pm. There were ten speakers, and they were Sarah Loquist, Leigh Anne Rogers, Phillip McGruder and Lisa Barcus, Rocky Nichols, Gabriel Padilla, Jaclyn Anderson, Stacy Kramer, Darla Nelson-Metzger and Lori Kopp. The Board will vote to approve the regulation changes on Wednesday.

WORKING ON THE SUCCESS OF EACH STUDENT: INDIVIDUAL PLANS OF STUDY

(04:18:05)

Natalie Clark, assistant director of KSDE's Career, Standards and Assessment Services team, and Deputy Commissioner Dr. Ben Proctor discussed Individual Plans of Study (IPS). They shared that

an IPS is both the product a student develops and a process the school implements to guide students in developing future plans. A student's IPS is developed cooperatively between the student, school staff members and family members. There are four minimum components of a student's IPS:

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

MCLOUTH HIGH SCHOOL – USD 342 FFA PRESENTATION

(05:41:25)

McLouth High School students and staff members presented on FFA in McLouth USD 342 and the USD 342 shop classes. Nicole Hinrichsen, an ag teacher at McLouth High School, Kennedy Coffin, a senior, and Makade Daniels, a sophomore, spoke during the presentation about the ag classes at the school. Jeff Hamm, president of the Hamm Foundation, shared how the foundation has partnered with McLouth High School.

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

(06:12:30)

During the State Board meeting in April, Jay Scott, Director of Accreditation and Design, presented information on 16 (15 public and 1 private) systems that were ready for review of an accredited status recommendation. The systems that were received by the Board in April were Western Plains USD 106, Doniphan West USD 111, Barnes USD 223, Clifton-Clyde USD 224, Uniontown USD 235, Valley Falls USD 338, Osawatomie USD 367, Hoxie USD 412, Osage City USD 420, Hoisington USD 431, Easton USD 449, Lansing USD 469, Parsons USD 503, and Linn Lutheran; and for conditional accreditation are Leroy-Gridley USD 245 and Kiowa County USD 422. Mr. Scott brought these 16 systems back to the Board for action. Dr. Horst made a motion to accept the recommendations of the Accreditation Review Council. Mrs. Arnold seconded. Motion carried 10-0.

MOTION
(06:19:00)

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

(06:19:37)

The Accreditation Review Council (ARC) has recommended an accredited status for the next 41 systems awaiting recommendation (39 public systems, one special purpose system and one private system). Executive summaries, accountability reports and other narratives were provided to Board members for the 41 systems. The ARC considers compliance and foundational structures to support a five-year process of continuous improvement. Board members will act on the ARC recommendations in June 2023. The systems that were received for accreditation Erie-Galesburg USD 101, Rock Hills USD 107, Central Plains USD 112, Greeley County USD 200, Piper USD 203, Moscow USD 209 (under redetermination) Minneola USD 219 Ashland USD 220, Meade USD 226, Smith Center USD 237, Wallace County USD 241, Palco USD 269, Chase County USD 284, Quinter USD 293, St. Francis Community USD 297, Sylvan Grove USD 299, Southeast of Saline USD 306, Nickerson – South Hutchinson USD 309, Haven USD 312, Ellsworth USD 327, Mission Valley USD 330, Cunningham USD 332, Wellington USD 353, Altoona-Midway USD 387, Russel County USD 407, Moundridge USD 423, Victoria USD 432, Sedgwick USD 439, Scott County USD 466, Arkansas City USD 470, Chapman USD 473, Crest USD 479, Dighton USD 482, Kismet-Plains USD 483, Flinthills USD 492, Lawrence USD 497, Lewis USD 502, Baxter Springs USD 508, Parsons State Hospital, Bethany-Lutheran

ACTION ON BOARD GOALS FOR MAY 2023 - DECEMBER 2024

Dr. Watson brought back the four goals he proposed to the Board in April with some additions to outcomes and processes. Mrs. Hopkins asked that the phrase “career training” in the Mission be replaced with “career exploration” or “career preparation.” It was determined that the Mission would be reviewed at a later time and only the goals would be addressed with today’s motion. In reference to Goal #1 *Enhance the number and quality of educators in every district*, Dr. Horst suggested in-services that are relevant to teachers – not just general to all – as a means to improve retention. Mrs. Mah suggested when PD plans are submitted for review, the relevancy to various content areas could be examined. Mr. Porter suggested a robust support for the CTSO Educators Rising as a means to encourage students into the field of teaching. After the discussion, Mrs. Arnold moved that the Kansas State Board of Education adopt the goals as presented for the time period May 2023 through December 2024. Motion was seconded by Mrs. Mah. Motion carried 9-1, with Mr. Zeck in opposition. The draft that was presented and approved is attached.

(06:24:40)

MOTION
(06:49:29)

ENGLISH LANGUAGE ARTS (ELA) UPDATED STANDARDS

Beth Fultz, director of KSDE’s Career, Standards and Assessment Services (CSAS) team, along with Joann McRell, humanities program manager with CSAS, Dr. Laurie Curtis, early literacy/dyslexia program manager for CSAS, and LuAnn Fox, a KSDE teacher leader consultant, reviewed proposed updated English language arts (ELA) standards with the Board. A public review of ELA standards took place in November 2022. There were some identified areas for improvement in the present standards, including structured literacy - semantics, syntax and morphology. Proposed revisions reflect the Kansas dyslexia initiative by incorporating the Science of Reading and adopting structured literacy as the explicit, evidence-based model for reading instruction. They also provide clarity, common language and alignment across grade levels. Zoom meetings where members of the public can give feedback on the updated ELA standards are currently being scheduled. Information on how to attend the Zoom meetings will be published on the KSDE website, shared through KSDE listservs and included in the KSDEweekly newsletter. Public comments collected from the Zoom meetings will be shared at the June Board meeting when the ELA standards return for possible approval.

(06:55:48)

ACTION ON REQUEST TO APPROVE PRESCHOOL-AGED AT-RISK PROGRAMS FOR 2023-2024

After receiving background information on preschool-aged at-risk programs from Amanda Petersen, early childhood director for KSDE, Mrs. Arnold moved that the Kansas State Board of Education approve districts to operate Preschool-Aged At-Risk programs for 2023-2024. In districts operating approved programs, 3- and 4-year-old students who meet an at-risk criterion for the Preschool-Aged At-Risk program and who are enrolled and attending a program that meets all of the Preschool-Aged At-Risk program requirements on Count Day will automatically count as a ½ student (0.5 FTE) in calculating a district’s enrollment and accompanying weightings. Mr. Porter seconded. Motion carried 10-0.

(07:31:58)

MOTION
(07:46:05)

ACTION ON RECOMMENDATIONS FOR FUNDING KANSAS PRESCHOOL PILOT GRANTS FOR 2023-2024

After receiving background information on Kansas Preschool Pilot programs and grants from Amanda Petersen, early childhood director for KSDE, Mrs. Arnold moved that the Kansas State Board of Education approve grant awards for the Kansas Preschool Pilot for 2023-2024, subject to legislative approval of funding; if a program is unable to spend funds awarded, the Kansas State Department of Education is authorized to reallocate funding among programs. Mr. McNiece seconded. Motion carried 9-1 with Mrs. Dombrosky in opposition.

(07:47:06)

MOTION
(07:59:40)

ACTION ON RECOMMENDATIONS FOR FUNDING KANSAS PARENTS AS TEACHERS GRANTS FOR 2023-2024

(08:00:20)

After receiving background information on Kansas Parents as Teachers programs and grants from Amanda Petersen, early childhood director for KSDE, Dr. Horst moved that the Kansas State Board of Education approve grant awards for the parent education program (Kansas Parents as Teachers) for 2023-2024, subject to legislative approval of funding. If a program is unable to spend funds awarded, the Kansas State Department of Education is authorized to reallocate funding among programs. Mrs. Arnold seconded. Motion carried 9-1 with Mrs. Dombrosky in opposition.

MOTION
(08:07:27)

ACTION ON MEMORANDUM OF AGREEMENT BETWEEN KANSAS DEPARTMENT OF HEALTH AND ENVIRONMENT AND KANSAS STATE SCHOOL FOR THE BLIND

(08:18:44)

In April, Dr. Jon Harding, Superintendent of the Kansas School for the Blind, presented a proposed Memorandum of Agreement between Kansas Department of Health and Environment (KDHE) and Kansas State School of the Blind (KSSB). The purpose of this MOA between KDHE and KSSB is to facilitate the development of a cooperative relationship enhancing coordination of public awareness, child find, screening, referral, evaluation and services for infants and toddlers, birth to age three, who have vision impairments and their families residing in the State of Kansas. This agreement is guided by the state and federal regulations implementing Part C of the IDEA 2004. Mrs. Arnold moved that the Kansas State Board of Education approve the Memorandum of Agreement Between Kansas Department of Health and Environment and Kansas State School for the Blind as presented. Dr. Horst seconded. Motion carried 10-0.

MOTION
(08:20:32)

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION (PPC)

(08:21:20)

General Counsel Scott Gordon presented 14 cases for action: 22-PPC-21; 23-PPC-02; 23-PPC-03; 23-PPC-04; 23-PPC-08; 23-PPC-09; 23-PPC-10; 23-PPC-12; 23-PPC-13; 23-PPC-16; 23-PPC-17; 23-PPC-18; 23-PPC-20 and 23-PPC-22. Dr. Horst moved to adopt the findings of fact and conclusions of law of the Professional Practices Commission and deny or revoke as recommended on May 9, 2023. Mrs. Arnold seconded. Motion carried 10-0.

MOTION
(08:31:50)

LEGISLATIVE MATTERS: 2023 KANSAS LEGISLATIVE SESSION UPDATE

(08:32:346)

Deputy Commissioner Dr. Craig Neuenswander updated the State Board on the just wrapped legislative session. His report included consensus revenue estimates, projected ending balance, legislation that has been signed or vetoed by the governor to date. He also reviewed legislation that has not been signed or vetoed by the governor but passed both the house and senate.

ACTION ON CONSENT AGENDA

(09:15:00)

At the beginning of the meeting, Chair Haas asked to remove item h and license 3494 from item j from the consent agenda. She also asked to remove item c and d for a separate vote from the other submissions per Mrs. Dombrosky's request. Mr. Porter moved to approve consent agenda items 24 a, b e, f, g, i, j (as amended) k, l and m. Dr. Horst seconded. Motion carried 10-0. In this action, the Board:

MOTION
(09:15:24)

- Received monthly personnel report.
- Received report of personnel filling unclassified positions.
- Act on request to initiate an (RFP) request for proposals for the state advisor of Technology Student Association (TSA) Contract.
- Act on request to contract with the Northeast Kansas Education Service
- Center doing business as Keystone Learning Services to support Perkins V annual Civil Rights reviews.

- Act to approve a second term for 4 Special Education Advisory Council (SEAC) members.
- Act to approve local professional development plan.
- Act on recommendations of the Licensure Review Committee as amended.
- Act to approve Northwest Kansas Educational Service Center interlocal agreement.
- Act to approve the Kansas State School for the Blind's general and IDEA grant assurances form.
- Act to approve the Kansas State School for the Deaf's general and IDEA grant assurances form.

Mrs. Mah moved to approve consent agenda item 24c. Dr. Horst seconded. Motion carried 7-3 with Mrs. Dombrosky, Mr. Hershberger and Mr. Zeck in opposition. In this action, the Board:

- Act on recommendations for funding the 2023-24 AmeriCorps Kansas Grant Awards.

Mrs. Arnold moved to approve consent agenda item 24d. Dr. Horst seconded. Motion carried 8-2 with Mrs. Dombrosky and Mr. Zeck in opposition. In this action, the Board:

- Act on request to contract with America Learns, LLC for the AmeriCorps Impact Suite software.

MOTION
(09:15:48)

MOTION
(09:16:15)

CHAIR REPORT

In the Chair Report, Chair Haas announced her appointment of Mrs. Dombrosky as Chair of the Student Voice Committee. Additionally, she moved the action for approval of the appointment to the KSHSAA Board of Directors to the June meeting.

(09:16:54)

Committee Reports —

Mrs. Mah submitted a written report on the activities of the Kansas Advisory Committee on Career and Technical Education, the Kansas Advisory Council on Indigenous Education – Working Group and the Professional Standards Board. She also orally encouraged Board members to submit reports on the committees and advisory boards they sit on as it is an important part of the work as a Board member. Mr. Hershberger also submitted a written summary of activities from the Kansas Foundation for Agriculture in the Classroom.

Requests for Future Agenda Items —

Mrs. Hopkins requested a discussion on the use of consent agenda; Mrs. Arnold requested a look at how specialized schools can be recognized; Mr. McNiece requested a look at data privacy; Dr. Horst requested a look at the qualification of students for special education services if diagnosed with dyslexia; Mrs. Mah requested more information on firearm safety curriculum being used by school districts currently as well as a look at Every Child Can Read Act and how the efforts of KSDE are already working towards the requirements of that legislation.

Action on Board Travel —

Mrs. Arnold moved to approve travel requests and updates. Mrs. Hopkins seconded. Motion carried 10-0.

MOTION
(09:25:45)

Board Attorney's Report —

Mr. Ferguson introduced Sophia Leonard, 2nd year law school intern with his firm. He also discussed the issue of abstentions during Board vote. He will be issuing a memo to the Board. Additionally, he provided brief information on cases happening in education law across the country as well as a case in Kansas involving the Kansas Open Records Act and the native format of records in question.

RECESS

The meeting recessed at 7:40 p.m. until 9:00 a.m. Wednesday.

Melanie Haas, Chair

Barbara Hughes, Board Secretary

KansansCan: Strategic, Targeted State Board Goals

May 2023 – December 2024

Vision: Kansas will Lead 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.



Goal #1:

Enhance the number and quality of educators in every district.

Outcome: Increase the number of teacher candidates in Kansas.

Process Outcome: Start an Apprenticeship Pilot Program by August 1, 2023

Process Outcome: Review of TEAL license by June 30, 2023

Process Outcome: Review of testing for license by June 30, 2023

Process Outcome: Approve regulation changes to include language consistent with the Interstate Teacher Mobility Compact by October 1, 2023

Process Outcome: Approve regulation changes to include a twenty-year license for retirees by October 1, 2023

Outcome: Develop a comprehensive educator leader program

Process Outcome: Establish a coherent leadership development plan from college through retirement by August 1, 2024

Process Outcome: Review standards with colleges and universities

around the preparation of building and district leaders by September 1, 2024.

Process Outcome: Review the Kansas Educational Leadership Institute outcomes for beginning administrators by September 1, 2024.

Goal #2

To enhance each student for post secondary opportunities and success.

Outcome: Decrease the percent of students scoring in level 1 on the State Assessments and increase the percent of students scoring in level 3 and 4 on the State Assessments.

Process Outcome: Schools districts will be able to self-assess their depth of implementation of Structured Literacy by August 1, 2024

Process Outcome: Clearly define student learning expectations to Kansas Standards

and supported with evidence-based instruction and materials for school districts by August 1, 2024

Process Outcome: Provide a collection of varying types of assessments that provide Balanced Assessment which gives feedback regarding instruction and student learning by August 1, 2024

Process Outcome: Provide guidance and training for the implementation of evidence-based core lesson design that reflects high expectations, meaningful engagement and learning activities directly aligned to the Kansas Standards.

Outcome: Increase graduation rate to 95%

Outcome: Increase postsecondary effectiveness to 70%-75%

Process Outcome: Revised KESA process presented to districts by August 1, 2024

Process Outcome: Provide guidance and training for school districts to have Data Literacy by August 1, 2024

Process Outcome: Analyze, report and make recommendations as to the progress of virtual schools around academic, graduation and post secondary success.

Outcome: Align school district budgeting with improvement needs for each student, as identified by the building needs assessment.

Process Outcome: Training sessions for school districts will be presented throughout the year starting with the budget workshop by July 2023.

Goal #3

Enhance engagement and partnerships with families, communities, business and policy stakeholders.

Outcome: Families and caregivers feel equipped and welcomed to engage in their student's success.

Process outcome: KSDE will partner with the Kansas Parent Information Resource Center (KPIRC) to develop resources that help build family/caregiver knowledge in an engaging way. Three resources will be developed by May 2023 with an additional three resources developed by December 2024.

Process outcome: By December 2023, KSDE will provide training and resources to enable educators to better communicate what parents/caregivers need to know to have productive exchanges about their student's success. (i.e., what the data show, what structured literacy is, etc.)

Outcome: Increase partnerships with businesses and community organizations to promote student success and career development.

Process outcome: Students will have increased opportunities to participate in career exploration, internships, youth registered apprenticeships, and work-based learning as measured annually.

Goal #4

Provide a safe and security environment to attend school.

Outcome: Increase physical safety in all school districts

Process Outcome: Conduct 5 safety audits in school districts by June 1, 2024

Process Outcome: Have on file school district safety plans by June 1, 2024

Process Outcome: Include sessions on safety and security at annual conference by October 1, 2024

Outcome: Increase cybersecurity safety in all school districts

Process Outcome: Cybersecurity guidelines updated and provided for all districts by August 1, 2023

Process Outcome: Include sessions on cybersecurity at annual conference by October 1, 2024

MINUTES



Kansas State Board of Education

Wednesday, May 10, 2022

CALL TO ORDER

Chair Melanie Haas called the Wednesday meeting of the Kansas State Board of Education to order at 9:00 a.m. Wednesday, May 10, 2023, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:04:47)

ROLL CALL

The following Board Members were present:

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

APPROVAL OF AGENDA

Mrs. Arnold moved to approve the day's agenda as amended. Mrs. Hopkins seconded. Motion carried 10-0.

MOTION
(00:04:58)

RECOGNITION OF 2022 BLUE RIBBON SCHOOLS

The Board recognized the following Kansas schools designated as 2022 National Blue Ribbon Schools:

- Cottonwood Elementary School, Andover USD 385
- Morris Hill Elementary, Geary County USD 475
- R.L. Wright Elementary School, Sedgwick USD 439

The Blue Ribbon program recognizes public and private elementary, middle and high schools in one of two performance categories: Exemplary High Performing and Exemplary Achievement Gap Closing. All Kansas schools were recognized in the Exemplary High Performing Schools category.

(00:05:13)

ACTION ON REGISTERED APPRENTICE PROGRAM

Shane Carter, director of KSDE's Teacher Licensure team, gave a quick overview of the apprenticeship program that the Teacher Licensure team is proposing after having met with higher education partners, district partners and other professional education organizations to explore the idea of creating a Registered Teacher Apprenticeship Program since May 2022. The proposed program would fall under House Bill 2292, which takes effect July 1, and requires the Commissioner of Education and the Secretary of Commerce to coordinate and develop the Kansas educator registered apprenticeship grant program and obtain necessary approval and registration of education apprenticeship programs as provided by state and federal law. Mrs. Arnold moved to approve the application to start a Teaching Registered Apprenticeship Program. Dr. Horst seconded. Motion carried 10-0, Now that the State Board has approved the agency's application, it will be submitted to the Kansas Office of Apprenticeship for review and approval and KSDE will hopefully have the pilot established for the 2023-2024 school year.

(01:14:09)

MOTION
(01:26:00)

UPDATE ON SUBSTITUTE LICENSES

The State Board suspended its rules so it could act on substitute teaching licenses. Originally on the agenda, Board members were slated to only receive an update on substitute licenses. After Carter provided three different options available to them, Mr. Zeck moved to suspend the Board policy rules to be able to vote for approval of one of the options at this meeting instead of waiting until June. Mrs. Arnold seconded. Motion carried 10-0. Mrs. Mah then moved to extend the Expanded Modified Emergency Substitute License temporarily for two school years and continue collecting data. Mr. Zeck seconded. Motion carried 10-0. The Expanded Modified Emergency Substitute License requirements include a high school diploma; completion of Greenbush substitute training modules; background check; and an application and fee. The license has the same limitation as an emergency substitute with 60 college credit hours, meaning the licensee is limited to 25 days in the same assignment and no more than 75 days during a semester.

(01:32:25)

MOTION
(02:03:20)
MOTION
(02:04:15)

RECEIVE STAFF RESONSE AND ACT ON PROPOSED EMERGENCY SAFETY INTERVENTION (ESI) REGULATIONS K.A.R. 91-42-1 AND 91-42-2

KSDE's General Counsel Scott Gordon provided a response to the questions and comments posed during the hearing held the previous day on the proposed regulation changes. Following his comments and a discussion among Board members, Mr. Porter moved to adopt the proposed amendments to the Emergency Safety Intervention regulations K.A.R. 91-42-1 and 91-42-2. Mrs. Arnold seconded. Roll call vote was held and the motion carried 10-0.

(02:14:50)

MOTION
(03:00:55)

LEARNING SERIES: SCHOOL BUDGETS 101

In the second installment of the Board's "Learning Series" presentations, Deputy Commissioner Dr. Craig Neuenswander and Dale Brungardt, director of school finance for KSDE, presented detailed information on how money is allocated to school districts, where the money comes from, and how schools develop their budgets.

(03:12:10)

ADJOURNMENT

Chair Haas adjourned the meeting at 1:32 p.m.

The next regular meeting for the State Board of Education is June 13 and 14, 2023.

Melanie Haas, Chair

Barbara Hughes, Board Secretary

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda

Number:

8

Meeting Date:

7/11/2023

Staff Initiating:

Natalie Clark

Director:

Beth Fultz

Commissioner:

Randy Watson

Agenda

Number:

4

7/12/2023

Meeting Date:

Item Title:

Receive (July 11, 2023) and Act (July 12, 2023) on Career and Technical Education (CTE) Pathway Credential Recommendations

Recommended Motion:

Recommended Motion: It is moved that the Kansas State Board of Education approve a list of industry-sought credentials, outlined in Senate Bill 123 (New Section 10), and a list of high-value industry-recognized career and technical education credentials and a list of standard career and technical education industry-recognized credentials, per Substitute for House Bill 2466 (New Section 7).

Explanation of Situation Requiring

Action:

There are three separate pieces of law and compliance responsibilities that relate to career and technical education credentials.

1. Excel in Career Technical Education Initiative (SB-155)

Senate Bill 155 was the enacting legislation, and beginning with the 2012-2013 school year, Kansas high school students qualified for state-funded college tuition in approved technical courses offered by Kansas technical and community colleges.

Occupations on the Excel in CTE (SB155) qualifying industry recognized credentials list are identified by the Kansas Department of Labor as High Demand Occupations with an average annual wage meeting at least 70% of average annual wage in Kansas on the most recent Wage Survey. Occupations on this list must have a Standard Occupational Code (SOC) that corresponds to Classification of Instructional Program (CIP) code associated with an approved postsecondary program being offered.

The Technical Education Authority votes yearly on the Excel in CTE (SB155) Qualifying Industry Recognized Credentials List.

2. Substitute for HB 2466 (page 3, new section 6)

In 2022, Substitute for HB 2466 (page 3, new section 6) required the Kansas State Department of Education to conduct a survey of high-value and standard value credentials and career and technical education courses offered to students enrolled in public high schools for the purpose

of determining the needs for secondary career technical education credentialing. The CTE Credentials report was created and submitted to the House Committee on Education and the Senate Committee on Education prior to January 15, 2023.

Substitute for HB 2466 (New Section 7) (a) *On or before July 31, 2023, and each July 31 thereafter, the state board of education shall review and approve a list of high-value industry-recognized credentials and a list of standard industry-recognized credentials.*

3. SB 123 (New Section 10)

The Governor approved SB 123 April 20, 2023 and it was signed into law. The Kansas State Department of Education was asked to survey each school district to ask *which career technical education credentials each school district offers that satisfies the definition of "industry-sought credential"*.

The Career Technical Education Credential and Transition Incentive for Employment Success Act Survey

New Sec. 10. (a) This section shall be known and may be cited as the career technical education credential and transition incentive for employment success act. (b) *Each school district that offers career technical education for students enrolled in any of the grades nine through 12 shall, upon request by any such student, pay any fees charged for any assessment or other examination that is required for such student to obtain an approved industry-sought career technical education credential.*

(c) (1) *On or before July 1, 2023, and each July 1 thereafter, the state board of education and state board of regents shall jointly conduct a survey of school districts and colleges on which career technical education credentials each school district offers that satisfies the definition of "industry-sought credential" under subsection (d).*

(2) On or before July 31, 2023, and each July 31 thereafter, the state board of education and state board of regents, after consultation with the secretary of labor, the secretary of commerce and representatives of industries that recognize career technical education credentials, shall jointly approve a list of industry-sought credentials.

(d) As used in this section:

- (1) "College" means any community college, technical college or the Washburn institute of technology; and
- (2) "industry-sought credential" means a career technical education credential that is:
 - (A) Repeatedly referenced in job postings; and
 - (B) frequently referred to by employers in communications with school districts as a career technical education credential that is in demand.

The State Board of Regents will be asked to take action to approve the list of industry-sought credentials following the State Board of Education.

There is overlap in the lists presented. For simplicity we are providing you with four lists.

1. 2023-2024 Excel in CTE (SB155) Qualifying Industry Recognized Credentials List
2. High Value List, Substitute for HB 2466 (New Section 7)
3. Standard Value List, Substitute for HB 2466 (New Section 7)

4. Industry-Sought List, SB 123 (New Section 10)

The first three lists are attached and the Industry-Sought List, SB 123 (New Section 10), is currently being compiled for review and will be presented July 11, 2023.

In compliance with Senate Bill 123 (New Section 10), the Kansas Board of Regents sent a list of credentials to each Kansas Community and Technical College that each institution submitted as part of the Excel in CTE fee review process. The Community and Technical Colleges were asked to review this list and make any additions, alterations, or subtractions that they felt needed to be made.

In compliance with Senate Bill 123 (New Section 10), the Kansas State Department of Education emailed Superintendents and asked them to review the Excel in CTE Qualifying Credentials List, [2023-2024 Excel in CTE SB155 Qualifying Cred.pdf \(kansasregents.org\)](#), and asked them to make any industry-sought credential additions that they felt needed to be made.

Kansas Board of Regents staff and Kansas State Department of Education staff met to combine the information received from the surveys. The combined list is also being reviewed by representatives of business and industry, the Kansas Advisory Committee for Career and Technical Education (KACCTE), and the Technical Education Authority. In addition, consultation with Kansas Department of Labor and Commerce will be sought.

Senate Bill 123 (New Section 10) states that each school district that offers career technical education for students enrolled in any of the grades nine through 12 shall, upon request by any such student, pay any fees charged for any assessment or other examination that is required for such student to obtain an approved industry-sought career technical education credential (Industry-Sought List, SB 123 (New Section 10)).

[hb2466_enrolled.pdf \(kslegislature.org\)](#)

[sb123_enrolled.pdf \(kslegislature.org\)](#)

2023-2024 Excel in CTE (SB155) Qualifying Industry Recognized Credential Incentive List

2018 Standard Occupational Codes (SOC)	Classification of Instructional Program (CIP) Code	Occupation	Credentials/Certifications Qualifying for Incentive Payment	Average Annual Wages 2022
53-3032	49.0205	Truck Drivers, Heavy and Tractor-Trailer	Commercial Driver License (CDL)	\$50,960
31-1131	51.3902	Nursing Assistants**	Certified Nurse Aide (CNA)	\$29,730
15-1232	01.0106, 11.1006, 51.0709	Computer Support Specialists	Cisco -- Cisco Certified Support Technician; CompTIA - A+; CompTIA - Network +; CompTIA - Server +; CompTIA - Security +; Microsoft -- Microsoft Certified Solutions Associate (MCSA)	\$50,140
49-3023	47.0600, 47.0604, 47.0614, 47.0617	Automotive Service Technicians and Mechanics	Automotive Service Excellence (ASE) -- ASE Student Certification in all 4 of the following areas: Brakes, Electrical/Electronic Systems, Engine Performance, and Suspension and Steering -- OR ASE Student Certification in at least one of the following areas: Maintenance and Light Repair (MLR), Automobile Service Technician (AST) or Master Automobile Service Technician (MAST)	\$42,900
51-4121	15.0614, 48.0508	Welders, Cutters, Solderers, and Brazers	American Welding Society (AWS) -- 3 Position Qualifications D1.1 standard or higher (AWS - 1F, 2F and 1G); American Society of Mechanical Engineers (ASME) Section 9 Standards (6G level)	\$46,390
47-2031	46.0201	Carpenters	National Center for Construction Education and Research (NCCER) - Core Curriculum: Introduction to Craft Skills and Carpentry Level 1	\$44,760
53-3033	49.0205	Truck Drivers, Light or Delivery Services	Commercial Driver License (CDL)	\$41,860
47-2111	46.0302	Electricians	National Center for Construction Education and Research (NCCER) - Core Curriculum: Introduction to Craft Skills and Electrical Level 1	\$56,790
49-9041	47.0303	Industrial Machinery Mechanics	National Center for Construction Education and Research (NCCER) -- Core Curriculum: Introduction to Craft Skills and Industrial Maintenance Level I; Society of Maintenance & Reliability Professionals-- Certified Maintenance & Reliability Technician (CMRT)	\$59,190
49-3031	47.0605, 47.0613	Bus and Truck Mechanics and Diesel Engine Specialists	Automotive Service Excellence (ASE)-- ASE Student Certification in all 4 of the following areas: Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension	\$52,030
51-9161	48.0510	Computer-Controlled Machine Tool Operators, Metal and Plastic	National Institute for Metalworking Skills (NIMS) - Machining Level 1	\$45,400
47-2152	46.0502, 46.0503, 46.0599	Plumbers, Pipefitters, and Steamfitters	National Center for Construction Education and Research (NCCER) - Core Curriculum: Introduction to Craft Skills and Plumbing and Pipefitting Level 1	\$55,050
49-9021	47.0201	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	ICE - -Core +Residential Air Conditioning & Heating or Light Commercial Air Conditioning & Heating or Commercial Refrigeration; North American Technician Excellence (NATE) -- Core + 1 one of the following specialty areas: Air Conditioning, Air Distribution, Air-to Air Heat Pumps, Gas Furnaces, Oil Furnaces, Hydronics Gas, Light Commercial Refrigeration, Commercial Refrigeration, Ground Source Heat Pump Loop Installer; HVAC Excellence -- Core Areas (Electrical & Refrigeration Theory) + one of the following specialty areas: Air Conditioning, Gas Heat, & Electrical or Light Commercial Air Conditioning, Gas Heat & Electrical or Light Commercial Refrigeration & Electrical; National Center for Construction Education and Research (NCCER)-- Core + HVAC Levels 1 & 2	\$51,270
51-4041, 51-4031	48.0501, 48.0503	Machinists	National Institute for Metalworking Skills (NIMS) - Machining Level 1	\$43,520
11-9013	01.0101, 01.1012, 01.0199	Farmers, Ranchers, and Other Agricultural Managers **	Kansas Department of Agriculture (KDA) -- KS Commercial Pesticide Applicators Certificate, Kansas Department of Agriculture (KDA) -- Agriculture Skills and Competencies Certificate, Kansas Department of Agriculture (KDA) --Plant Systems Skills and Competencies Certificate, Kansas Department of Agriculture (KDA) -- Animal Science Skills and Competencies Certificate	\$57,250
33-2011	43.0203	Fire Fighter	National Firefighter I Certification	\$40,370
11-9051	12.0504	Food Service Managers	National Restaurant Association Educational Foundation - ProStart National Certificate of Achievement; ServSafe Food Protection Manager	\$61,720
31-9091	51.0601	Dental Assistant	Certified Dental Assistant Certification	\$38,330
29-2040, 29-2042, 29-2043	51.0810, 51.0904	Emergency Medical Technicians & Paramedics**	EMT-Basic National Registry -- EMT Certification, National Registry-Paramedic -- Paramedic Certification	\$31,484
29-2052	51.0805	Pharmacy Technicians	Kansas Board of Pharmacy -- Kansas Pharmacy Technician Certification Board Exam (PTCB); Certified Pharmacy Technician	\$36,390
31-9097	51.1009	Phlebotomists	American Medical Technologist (AMTE) - Registered Phlebotomy Tech, American Society for Clinical Pathology (ASCP) - Phlebotomy Technician, National Healthcareers Association (NHA) - Certified Phlebotomy Technician, National Phlebotomy Association Certification (NPCE) - Certified Phlebotomist Technologist.	\$35,020
29-2098	51.0707, 51.0713	Medical Records Specialists	American Health Information Management Association (AHIMA) - Registered Health Information Technician, or Certified Coding Associate, American Academy of Professional Coders (AAPC) - Certified Professional Coder	\$43,545
49-3042	01.0205, 47.0302	Farm Equipment Mechanics	Automotive Service Excellence (ASE)-- ASE Student Certification in all 4 of the following areas: Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension	\$52,300

2023-2024 Excel in CTE (SB155) Qualifying Industry Recognized Credential Incentive List

2018 Standard Occupational Codes (SOC)	Classification of Instructional Program (CIP) Code	Occupation	Credentials/Certifications Qualifying for Incentive Payment	Average Annual Wages 2022
49-3021, 51-9124	47.0603	Automotive Body and Related Repairers	<i>Automotive Service Excellence (ASE)--ASE Student Certification on any of the following areas: Painting & Refinishing, Structural Analysis & Damage Repair, Non-Structural Analysis & Damage Repair, or Mechanical & Electrical; Inter-Industry Conference on Auto Collision Repair (I-CAR)--Refinish Technician ProLevel 1</i>	\$43,780
51-2011, 49-3011	47.0607, 47.0608	Aircraft Mechanics and Service Technicians	<i>Federal Aviation Administration (FAA) --Aviation Maintenance Technician- Airframe, or Aviation Maintenance Technician-Powerplant</i>	\$65,600
** Stackable Credentials Occupations on the qualifying credentials list were identified by the Kansas Department of Labor as High Demand Occupations, having an overall demand score between 10 and 30 (possible score of 10 on each report): Long-Term Projections (2020-2030), Short-Term Projections (2021-2023), and 2022 Q2 advertised jobs on KLIC (klic.dol.ks.gov); with an average annual wage meeting at least 70% of average annual wage in Kansas on the most recent Wage Survey (\$34,776 for 2022). Occupations on this list must have a Standard Occupational Code (SOC) that corresponds to Classification of Instructional Program (CIP) code associated with an approved postsecondary program being offered.				
* 2024 Watch List Occupations: Occupations on the 2023 SB155 Certifications/Credentials List but no longer meet the High Demand/Wage/Education criteria <u>(Only for students who started courses in 2022-2023 Credential must be earned before December 2024)</u>				
No occupations meet the criteria for the 2024 Watch List.				
* 2023 Watch List Occupations: Occupations on the 2022 SB155 Certifications/Credentials List but no longer meet the High Demand/Wage/Education criteria <u>(Only for students who started courses in 2021-2022 Credential must be earned before December 2023)</u>				
No occupations meet the criteria for the 2023 Watch List.				
Occupations remain on the Watch List for a minimum of two years prior to an occupation being removed from the listing.				

High Value List, Substitute for HB 2466 (New Section 7)

High-Value Credentials

ASE – Automobile Service Technician - 1022
ASE – Maintenance & Light Repair - 1023
ASE – Master Automobile Service Technician - 1024
ASE – Mechanical & Electrical - 1025
ASE – Non-Structural Analysis & Damage Repair - 1026
ASE – Non-Structural Analysis & Damage Repair - 1027
ASE – Structural Analysis & Damage Repair - 1028
ASE – Student Certification (4 areas) - 1029
ASE – Student Certification Diesel (4 areas) - 1030
ASME – Section 9 Standards (6G Level) - 1034
AWS Certification - 1036
Aviation Technician
Broadband Installer
Certified Nurse Aide (CNA) - 1042
Cisco Certified Entry Networking Technician – CCENT - 1044
Commercial Driver's License - 1050
CompTIA A+ - 1051
CompTIA Network+ - 1052
CompTIA Security+ - 1054
CompTIA Server+ - 1053
Dental Assistant - 1122
Emergency Medical Technician (EMT) - 1057
Fire Fighter Level 1 - 1061
Health Coder Certification
Health Information Technician
HVAC Excellence – Core and Air Conditioning, Gas Heat & Electrical - 1064
HVAC Excellence – Core and Lt. Comm. Air Cond, Gas Heat & Electrical - 1065
HVAC Excellence – Core and Lt. Comm. Refrigeration & Electrical - 1066
I-CAR – Refinish Technician ProLevel 1 - 1067
ICE Core & Commercial Refrigeration - 1068
ICE Core & Light Commercial Air Cond. & Heating - 1069
ICE Core & Res. Air Cond. & Heating - 1070
Kansas Agriculture Skills and Competencies Certificate - 1071
Kansas Animal Science Skills and Competencies Certificate - 1143

Kansas Plant Systems Skills and Competencies Certificate - 1072
Microsoft Certified Solutions Associate – MCSA - 1076
Microsoft Technology Associate – MTA - 1075
MSSC – Certified Production Technician - 1079
NATE Core & Air Conditioning - 1080
NATE Core & Air Distribution - 1081
NATE Core & Air-to-Air Heat Pumps - 1082
NATE Core & Gas or Oil Furnaces - 1083
NATE Core & Light Commercial/Commercial Refrigeration - 1084
NCCER Core & Carpentry Level 1 - 1087
NCCER Core & Electrical Level 1 - 1090
NCCER Core & HVAC Levels 1 & 2 - 1091
NCCER Core & Industrial Maintenance Level 1 - 1092
NCCER Core & Plumbing & Pipefitting Level 1 - 1094
NCCER Core & Sheet Metal Level1 - 1095
NIMS Machining Level 1 - 1096
NIMS Metal Forming 1 - 1097
Paramedic Certification
Pesticide Applicator Certification, Personal or Commercial - 1100
Pharmacy Technician - 1101
Phlebotomy Technician - 1102
Pro-Start - 1104
ServSafe – Manager - 1107
SMRP – Certified Maintenance & Reliability Technician - 1109

Standard Value List, Substitute for HB 2466 (New Section 7)

Standard Credentials

AAFCS – pre-PAC – Broad Field Family & Consumer Sciences - 1002
AAFCS – pre-PAC – Culinary Arts - 1003
AAFCS – pre-PAC – Early Childhood Education - 1004
AAFCS – pre-PAC – Family & Community Services - 1005
AAFCS – pre-PAC – Fashion, Textiles and Apparel - 1001
AAFCS – pre-PAC – Nutrition, Food & Wellness - 1006
AAFCS – pre-PAC – Personal & Family Finance - 1007
AAFCS – pre-PAC Education Fundamentals - 1008
AAFCS – pre-PAC Interior Design Fundamental - 1009
AAFCS- Interior Design Fundamentals - 1142
ADDA – Certified Drafter - 1010
Adobe Campaign - 1011
Adobe Digital Publishing Suite - 1012
Adobe Dreamweaver - 1013
Adobe Flash - 1014
Adobe Frame Maker - 1015
Adobe Illustrator - 1016
Adobe In-Design - 1017
Adobe Media Optimizer - 1018
Adobe Photoshop - 1019
Adobe Premier Pro - 1020
AHRI – HVAC Certifications - 1021
Apple Swift App Development Certification - 1140
ASE - Student Certification (2 areas) - 1148
ASK – Concepts of Entrepreneurship/Management - 1135
ASK – MBA Research – Concepts of Entrepreneurship and Management Certification - 1031
ASK – MBA Research – Concepts of Finance Certification - 1032
ASK – MBA Research – Fundamental Business Concepts Certification - 1033
ASK- MBA Research- Fundamental Marketing Concepts Certification - 1126
Auto Desk – Certification Program for: User, Professional, Specialist - 1035
AWS SENSE Certification - 1037
Beef Quality Assurance - 1038
Cardio Pulmonary Resuscitation (CPR) - 1039
CareerSafe – CyberSafe Safety Awareness Training - 1040

Certified Med Aide (CMA) - 1041
Certified Protection Officer - 1043
Child Development Associates- CDA - 1141
Cisco Certified Design Expert – CCDE - 1048
Cisco Certified Internetwork Expert – CCIE - 1047
Cisco Certified Network Associate – CCNA - 1045
Cisco Certified Network Professional – CCNP - 1046
Citrix Certified Associate – Networking - 1049
cPass Animal Systems - 1116
cPass Comprehensive Agriculture - 1114
cPass Horticulture Module - 1118
cPass Plant Systems - 1117
cPass Power, Structural and Technical System Module - 1115
Dog Handler - 1144
EKG Technician - 1055
Emergency Medical Responder (EMR) (First Responder) - 1056
Energy Industry Fundamentals (CEWD) - 1058
EPA – Section 608 Certification - 1059
EPA – Section 609 Certification - 1060
EverFi - 1120
Facebook Blueprint Certification - 1152
First Aid - 1062
Foundations for Safe & Healthy Early Care Facilities- Module 1 (4 Certifications) (Must get all
Foundations for Safe & Healthy Early Care Facilities- Modules 1 & 2 (Must get all 10 certificat
Google Analytics - 1151
Home Health Aide - 1063
ICC Certification for Building Construction - 1124
ISCET ASSOCIATE-LEVEL CET EXAM - 1149
ISCET ELECTRONICS SYSTEMS ASSOCIATE (ESA) EXAM - 1150
Master Teacher- ParaEducator Assessment Parts 1 & 2 (Must take both) - 1137
MBA Research 2-Cr. Standard Business Management & Administration POS Exam - 1131
MBA Research 2-Cr.Standard Marketing Program-of-Study Exam - 1132
Microsoft Access Certification - 1129
Microsoft Certified Solutions Developer – MCSD - 1078
Microsoft Certified Solutions Expert – MCSE - 1077
Microsoft Digital Literacy Certification - 1074
Microsoft Excel Certification - 1127

Microsoft Office Specialist – Associate A combination of three certificates (Word - 1130, Excel - 1130, PowerPoint - 1130) - 1128

Microsoft Office Specialist – Expert A combination of two certificates (Word - 1130, Excel - 1130) - 1129

Microsoft PowerPoint Certification - 1128

Microsoft Word Certification - 1130

National Health Science Assessment - 1085

National Safe Tractor and Machinery Operation Program (NSTMOP) (tractor safety) - 1086

NC3 - Data Analytics/Harnessing the Power of Data - 1147

NCCER Core & Carpentry Level 2 - 1125

NCCER Core & Concrete Finishing - 1088

NCCER Core & Construction Laborer - 1089

NCCER Core & Masonry Level 1 - 1093

NCCER4 - 1121

OSHA Safety Certification (10 Hour) - 1098

Para Educator - 1146

Paraprofessional Certification - 1099

Pork Quality Assurance - 1103

Public Safety Telecommunications (911 Dispatching) - 1105

QuickBooks Certification - 1123

Red Cross or American Heart Association - Basic Life Support - 1153

ServSafe – Food Handlers - 1106

Solid Works Software Certification - 1110

Telecommunications Apprentice Certification (ETA) - 1111

YQCA- Youth for the Quality Care of Animals - 1136

l - 1127, and PowerPoint - 1128) - 1073

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:

Jay Scott

Director:

Jay Scott

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act on Accreditation Review Council's June Recommendations for KESA

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of the Accreditation Review Council and award the status recommended by the ARC to the systems as presented.

Explanation of Situation Requiring Action:

In accordance with the Kansas Educational Systems Accreditation (KESA) process, systems reviewed by the Accreditation Review Council (ARC) for an accreditation status recommendation, are forwarded to the State Board of Education one month prior to the board acting. In June, 36 systems were forwarded to the State Board of Education for their review of an accredited status recommendation.

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

Accredited:

109	Republic County
114	Riverside
210	Hugoton
231	Gardner-Edgerton
234	Ft. Scott
240	Twin Valley
242	Weskan
256	Marmaton Valley
263	Mulvane
273	Beloit
274	Oakley
275	Triplains
287	West Franklin
311	Pretty Prairie
322	Onaga-Havensville-Wheaton
331	Kingman-Norwich
336	Holton

341	Oskaloosa
342	McClouth
351	Macksville
355	Ellinwood
382	Pratt
386	Madison-Virgil
388	Ellis
390	Hamilton
402	Augusta
418	McPherson
453	Leavenworth
454	Burlingame
494	Syracuse
496	Pawnee Heights
Z0009 - 0000	Independence Bible Elementary
Z0026 - 5798	Trinity Lutheran Elementary - Atchison
Z0026 - 7042	St. Paul Lutheran
Z0070 - 9942	Branches Academy

Conditionally Accredited:

401	Chase-Raymond
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During the school year of 2022-2023 there are 179 public and private systems scheduled for review by the ARC to provide an accreditation status recommendation. Staff will be available for any questions.



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

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

From: Donna Meader

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

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

In June, the ARC met and took its action on the accreditation recommendation for twenty nine (29) systems (21 public and 8 private). Today, taking into account systems that went through an appeal process prior to the June ARC meeting, we are bringing the following 29 systems:

Accredited:

105	Rawlins County
110	Thunder Ridge
211	Norton
243	Lebo-Waverly
307	Ell-Saline
339	Jefferson County North
350	St. John-Hudson
376	Sterling
392	Osborne County
408	Marion-Florence
444	Little River
471	Dexter
512	Shawnee Mission

Z0026-4560	Good Shepherd Lutheran Elementary
Z0026-6862	Zion Lutheran Elementary
Z0026-7344	Trinity Lutheran Elementary-Winfield
Z0026-8570	Topeka Lutheran Elementary
Z0026-9886	Faith Lutheran
Z0028-0000	Dodge City Diocese
Z0029-9887	St. Michael the Archangel Catholic

Conditionally Accredited:

205	Bluestem
214	Ulysses
291	Grinnell
292	Wheatland (Grainfield)
347	Kinsley-Offerle
397	Centre (Lost Springs)
398	Peabody-Burns
399	Paradise
419	Canton-Galva

Attachments:

ARC Report

Accountability Report

Kansas leads the world in the success of each student.

Accreditation Summary

Date: 06/14/2023

System: D0105 Rawlins County (0000)

City: Atwood

Superintendent: Eric Stoddard

OVT Chair: Jennifer Stelter

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Tiered Framework of Supports- The system has grown with respect to its implementation of the MTSS process over the KESA cycle. Evidence suggests there is a universal screener as well as a progress monitoring piece through Fastbridge, iStation (reading), and Ascend (Math). Students work through grade-level groups. It is suggested that the system research the TASN MTSS structure and process for skill-based intervention programs. Additionally, they are taking steps to increase PD with respect to Fastbridge to better their understanding of the tools at hand. The Jr/Sr High are at the beginning stages of interventions and have systems and plans in place in order to ensure system-wide tiered interventions over the course of the next cycle.

Family, Business, and Community Partnerships- The system has grown in this foundational structure. They evidenced this by increasing communication methods and using the Clever Program to do so. Feedback from community stakeholders suggests a 13% increase in the area of being encouraged to be involved in their child's education. Additionally, the implementation of the IPS has increased community and business partnerships as this has created several career exploration activities and partnerships within the community to highlight local resources and career paths.

Diversity, Equity, and Access- It is apparent that all student groups are represented in this system. They have specifically focused on the ESL needs of their students, having a renewed sense of focus on meeting the needs of all their populations. Additionally, the system has addressed the SEL component by analyzing their data and providing better tier-one instruction.

Communication and Basic Skills: The OVT reports that the district curriculum supports basic skills are evident. Additionally, the district reports implementing many opportunities for students including mock elections, judging/speech competitions, social interactions at the Prairie Development Center as well as some additional STEAM opportunities; these all provide direct instruction for students on needed soft skills and academic areas. I encourage the system to continue to find ways to meet the SEL needs of its students as well.

Civic and Social Engagement- The system and the OVT provided evidence that they continue to better themselves system-wide in this foundational structure. The system has annual activities that are integrated into their curricula with court experiences, voter registration, a Veteran's Day assembly as well as Ag in the classroom. I encourage them to continue to think about a systems-wide approach

district-wide.

Physical and Mental Health- Over the KESA cycle, this system has made significant growth with respect to supporting the physical and mental health of its students. It was evidenced that they have an SEL curriculum and a diagnostic to measure SEL health. They have systems in place for the future to help facilitate interventions and SEL more easily within their schedule. Additionally, in a partnership with a community foundation, they have a system of mentorship set up with their 10-12 graders where they mentor younger 6-9 students.

Arts and Cultural Appreciation- The system has evidenced that they have curricula and support structures in place with respect to art and cultural appreciation. Students K-12 are offered art as well as other fine arts credits. The system has the intentionality to get better with respect to this structure.

Postsecondary and Career Preparation- The system most recently received the Bronze and Silver star Kansas Star recognition in back-to-back years. The system's 5-year graduation average is above the states and they are outperforming their confidence interval by 15%.

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

ARC Comment

The system identified in their goal that they would develop a rigorous and relevant curriculum to increase winter MAPS scores at or above grade level and students under "on-track" per the state assessment by 5%.

The system evidenced a sporadic compilation of data which makes it difficult to determine what true growth was with respect to their statement. The elementary showed an increase in 5% at or above reading level while the junior high was -22% and the high school was an increase of 9%. It is suggested that in the future the system have one assessment system (i.e.-Fastbridge) to help track the data accurately from year to year. Additionally, there is a significant need to have all measures mentioned in the goal, tracked, analyzed, discussed, and reported to the OVT.

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

ARC Comment

The system will develop a collaborative relationship with stakeholders and community by improving parent involvement by 10%.

The system evidenced a growth of 19% and 13% respectively in elementary and high school. Suggestions in the future are to ensure an understanding of what data is being collected compared to what the initial goal statement was. It is believed that the culture is systematically improving and yet the goals need to be more streamlined and understandable.

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

ARC Comment

The system has evidenced building-level discussions that have led to DLT conversations on how to move forward. It is encouraged that the system continues to have regular meetings to discuss movement on the continuous improvement cycle. Streamlining the data tracking process and using one location to collect the data so it is more clear and more concise would be suggested as well. The system has a focus on resources to help with the improvement process and they are cognizant of the

need for SEL support as they added two counselor positions, an SEL curriculum, and an at-risk teacher.

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

ARC Comment

The system has presented evidence that suggests that they have taken steps to ensure the state board outcomes. I encourage them to continue to think about ways to strategically collect the specific data that they want and to consistently do that through the course of the next KESA cycle.

Board Outcomes

Social-Emotional Growth	At the elementary level, the system has implemented Second Steps and this year they implemented Purpose Prep at the secondary to an SEL curriculum. They utilize the SAEBRS assessment through Fastbridge in order to collect data centered around SEL.
Kindergarten Readiness	The system reports that they consistently have high responses from the ASQ noting most years it is at 100%. I would encourage the system in the next cycle to visit about what their plans are on working with pre-school services/community/parents in order to ensure Kinder Readiness.
Individual Plans of Study	The system has made great growth with respect to the IPS. They have moved from a checklist of items that needed to be completed to a program building its processes around the career interests of students while they build a portfolio and plan for the future.
High School Graduation Rate	The systems graduation rate is exemplar, exceeding the state average and posting a five-year average of 96.6%. The four-year adjusted cohort is well above the state average as well.
Postsecondary Success	The system has received a Kansas Can Star Recognition for post-secondary success the last two consecutive years. They most recently earned the Silver Star recognition. Additionally, they have a five-year success average of 64.3% which is quite remarkable.

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

ARC Comment

The system consistently gathered stakeholder feedback and shared that data with the leadership team. The system they utilize is Clever and once everyone was trained the two-way communication capabilities have increased across the district. I encourage them to think about ways to strategically involve the stakeholders in the next improvement cycle.

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

ARC Comment

It is reported that the system is very responsive to the OVT feedback with respect to areas of compliance, concise data documentation, and a focus on process and progress being documented.

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

ARC Comment

The system has ensured that the district gathered feedback both quantitative and qualitative feedback from its stakeholders. Additionally, the system set goals and had the buildings participate in each of the goal statement activities. The statements were measurable and complex enough to challenge the system.

ARC Recommendation

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

Justification

The system has assuredly participated in the KESA cycle. They were honest about their inequities and how they could get better system-wide. They have great data and outperform the state averages in academically prepared for postsecondary success in both science and ELA. In addition, they are outperforming their confidence interval.

Strengths

The system has a consistent K-12 assessment system, adopting and aligning new resources including a 7-12 intervention program as well as refining their SEL curriculum. The community support for this system is strong and they are building and engaging strong community partnerships. Their graduation rate is well above the state averages and they are outperforming their expected confidence interval.

Challenges

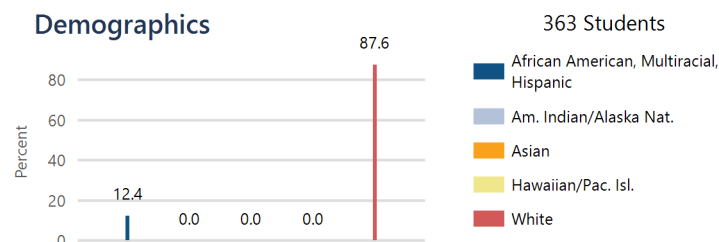
Aligning their PD goals with their system-wide improvement goals. It is apparent from the data that the system has good things going on; it is suggested that they systematically think about how to strategically collect, analyze and disaggregate both qualitative and quantitative data that are tied to their SMART goals. It is also suggested that the system research what the TASN MTSS process is and how that might guide them through their intervention cycle.



Rawlins County USD 105

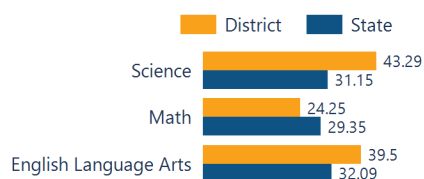
205 North 4th Street, Atwood, KS 67730-1708
(785) 626-3236
www.usd105.org

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

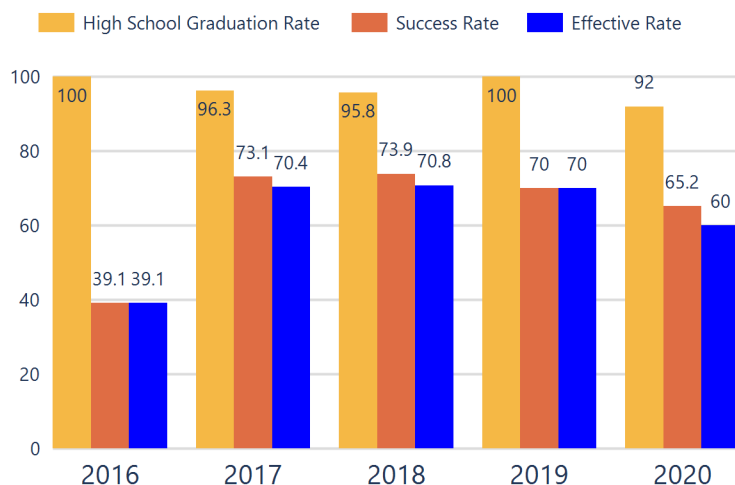


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



Kansans CAN
lead the world!
Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

96.6%

Five-Year Success Avg

64.3%

Five-Year Effective Avg

62.2%

95% Confidence Interval
for the Predicted
Effectiveness Rate

46.4 - 48.7%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

93.3%

State:
89.3

94.1%

State:
92.1

17.0%

State:
25.4

0.6%

State:
1.4

District ESSA Operating Expenditures Per Pupil

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

\$14,744

State:
\$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	31.41	20.94	30.55	36.63	29.50	29.89
Level 2	N/A	N/A	N/A	45.54	39.26	25.00	39.10	31.00	26.80
Level 3	N/A	N/A	N/A	17.27	34.03	31.94	17.82	30.50	31.95
Level 4	N/A	N/A	N/A	5.75	5.75	12.50	6.43	9.00	11.34

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	42.39	26.08	36.11	45.28	34.61	35.41
Level 2	N/A	N/A	N/A	43.47	43.47	25.00	38.67	36.53	20.83
Level 3	N/A	N/A	N/A	11.95	27.17	36.11	13.20	26.92	39.58
Level 4	N/A	N/A	N/A	2.17	3.26	2.77	2.83	1.92	4.16

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	52.77	44.44	55.55	54.28	57.14	33.33
Level 2	N/A	N/A	N/A	30.55	41.66	16.66	37.14	22.85	33.33
Level 3	N/A	N/A	N/A	16.66	11.11	11.11	8.57	20.00	25.00
Level 4	N/A	N/A	N/A	0.00	2.77	16.66	0.00	0.00	8.33

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	61.11	38.88	N/A	64.00	52.17	N/A
Level 2	N/A	N/A	N/A	33.33	38.88	N/A	28.00	26.08	N/A
Level 3	N/A	N/A	N/A	5.55	22.22	N/A	8.00	21.73	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

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

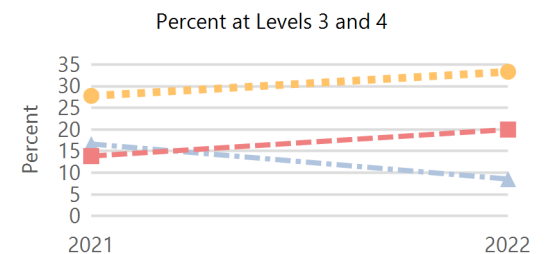
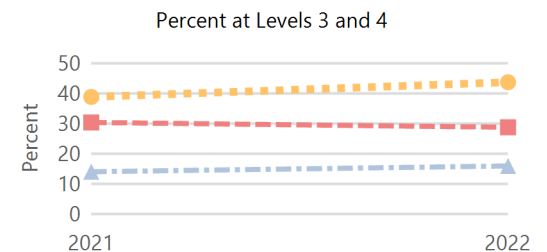
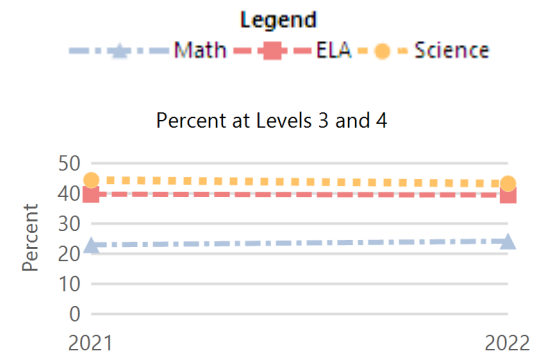
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.

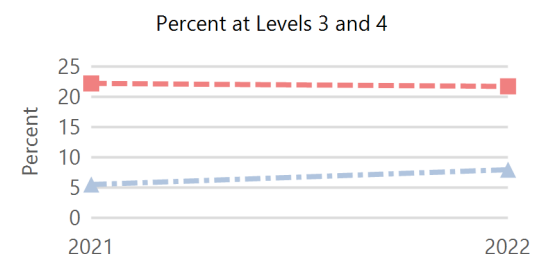


Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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



District	17.1
State	19.8

Accreditation Summary

Date: 06/07/2023

System: D0110 Thunder Ridge Schools (0000)

City: Kensington

Superintendent: Larry Lysell

OVT Chair: Roger Perkins

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Multi-Tiered System of Support: The system and OVT have provided evidence (generally) that all buildings have a tiered framework of supports in place for all students and use data to determine students' tiers. In the 2022-2023 academic year, the high school implemented an Academic At-Risk System to support struggling students. They used weekly eligibility and Student Assistance Team meetings/referrals to identify students in need. The middle school has a tiered, systems approach to supporting student reading needs and a Title I/At-Risk program. Teacher referrals and monthly SAT assessments were utilized to determine need. The elementary school implements tiered reading groups and a Title I program to support reading. SAT referrals are made at each grade level. The system is encouraged to explore options for supporting student math and SEL needs. The system's Dropout Rate is 2.0%, which is above the state average of 1.4%. It is recommended the system consider this information when implementing tiered systems of support.

Family, Business, and Community Partnerships: The system and OVT have provided evidence (assuredly) there is a system-wide practice of engaging all stakeholders, the engagement occurs on a regular basis, and is embedded in the overall culture of the school system. In USD 110, the high school offers Nex-Tech and Nex-Gen internships, job shadowing, and Lions Club partnerships. The middle school involves the community, families, and businesses through community celebrations, career explorations, honors programs, and events like science fairs. The elementary school focuses on community engagement, including visits to local businesses and classroom newsletters. The district organizes a school-wide carnival, music programs, book fairs, and participates in town celebrations and 4-H clubs.

Diversity, Equity, and Access: The system and OVT have provided evidence (generally) some student groups' needs are represented in the improvement process. The system's and schools' cultures are reflected in the vision and improvement process. In USD 110, the high school prioritizes inclusivity and support for special education and foster care students. Students with disabilities participate in school culture and maintain involvement in at least one organization. Consistency in involvement ranges from 92% to 100%. Funding from various sources ensures equitable access to organization memberships

and fees. Sports teams have no tryouts, allowing all students to participate. Foster care students also participate at high rates, ranging from 75% to 100%. The school provides transportation to vocational schools and universities, offers job shadowing opportunities, and summer school for credit recovery. A summer reading program is available at the local library. All parents have access to Powerschool, Textcaster, and the school website. Students receive backpacks with supplies, and local organizations provide vouchers for necessities. The KAY organization plans to establish hygiene closets in every building. Chromebooks are provided to all high school students for home and school use.

Communication and Basic Skills: The system and OVT have provided some evidence (generally) that curricula that support the structures in communication and basic skills are somewhat in place. It is recommended the system reflect on this foundational structure and thoroughly address communication and basic skills during the next KESA cycle. In USD 110, at the high school level, students engage in advisory activities through Project Wayfinder and participate in class presentations across various subjects using Kagan structures. In the middle school, there is a focus on character education through the morning message and personal finance lessons. Progress toward students being academically prepared for postsecondary indicates structures are in place.

Civic and Social Engagement: The system and OVT have provided some evidence (generally) that curricula that support the structures in civic and social engagement are somewhat in place. In USD 110, civic and social engagement is fostered throughout the district. High school activities include community work days, Veterans Day celebrations, food and blood drives, CPR training, and dances. The middle school focuses on recycling, city-wide cleanups, the Pledge of Allegiance, and dances. The elementary school participates in Earth Day cleanups and recites the Pledge of Allegiance each morning. The district-wide involvement includes band performances, ball games, parades, and themed weeks like Red Ribbon Week and Homecoming Spirit Weeks. The information is very limited, and it is recommended the system intentionally address curricula that support the structure of civic and social engagement.

Physical and Mental Health: The system and OVT have provided some evidence (generally) that curricula that support the structures in Physical and Mental Health are somewhat in place. In USD 110, there is some evidence of a focus on physical and mental health throughout the school levels. In high school, there are advisory sessions, specialized physical education and health classes, strength and conditioning programs, and nutrition and wellness education. The middle school emphasizes character education "Owning Up", daily physical education classes, recess for grades 4-6, and morning messages. In elementary school, there is a dedicated focus on social-emotional learning and character education, although the curriculum is not specified by the system or OVT. Physical education is provided daily, along with recess. The schools incorporate motivational bulletin boards with social-emotional content and offer brain breaks through activities like Go Noodle, breathing exercises, and cooperative learning games.

Arts and Cultural Appreciation: The system and OVT have provided evidence (generally) that curricula that support the structures in Arts and Cultural Appreciation are somewhat in place. USD 110 reports that the system prioritizes arts and cultural appreciation across different grade levels. In high school, there are classes in industrial arts, welding, and art that promote creativity and cultural diversity. The KAY Club engages in seasonal craft-making for local nursing homes in order to foster community connections. In middle school, students participate in in-person art classes and culturally diverse music programs. The school displays culturally diverse artwork in the hallways and holds school-wide acceptance presentations on Valentine's Day. In elementary school, the artwork created by students is showcased in the hallways, and culturally diverse music programs are offered. Additionally, students participate in pen pal exchanges with various places within the United States, promoting cultural understanding and connection.

Postsecondary Career Preparations: The system and OVT have provided evidence (assuredly) that curricula that support the structures in Postsecondary and Career Preparation are evident. In USD 110,

the postsecondary and career preparation initiatives in different educational levels provide students with valuable opportunities to explore and plan for their future. In high school, vocational classes, Nex-Tech internships, and career development events offer practical skills and real-world work experience. Xello, IPS, and job-shadowing activities aid students in career exploration.

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

ARC Comment

Goal 1 - Relationships—Goal is to decrease the number of behavior interventions from 2021-2023.

The system has one goal statement that is developed, measurable, and complex enough to challenge the system throughout its continuous improvement process. The goal will result in an impact on student learning. The system shows some progress toward Goal #1. There is no evidence of an action plan/improvement plan that includes evidence-based strategies and action steps for Goal #1. There is no description of a professional development program that supports the implementation of Goal #1.

The data collected from different levels of education provides insights into students' social-emotional well-being and behavioral trends. In high school, the SEL survey shows a relatively consistent percentage of students agreeing on their sense of identity and belonging. However, there is a slight increase in students feeling safe to express their thoughts and opinions. Office referral data demonstrates a positive trend, with a decline in the number of referrals over the years, indicating improved behavior management.

In middle school, the SEL survey reveals an improvement in students' ability to stay on task, complete work, and actively participate in class. The survey also indicates an increase in students being good friends to others. A comparison between the current and previous year shows substantial growth in students exhibiting self-control and being respectful to others.

Elementary school data reflects students' overall positive perception of school and their social connections. The student self-evaluation surveys show an increase in students liking school and feeling they have friends. The quarterly behavioral chart demonstrates a decreasing trend in the number of parent contacts for behavioral problems, indicating effective intervention strategies. The implementation of social-emotional learning strategies based on student surveys is planned to address the identified needs.

It is strongly recommended during the next cycle the system develop a comprehensive improvement plan which includes SMART goals and clearly defined action steps, including ongoing professional learning and implementation of researched based strategies. It is also recommended the system identify targeted data collected to determine progress toward new goals.

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

ARC Comment

Goal 2 - Responsive Culture—Goal is to increase the average daily school (overall) attendance.

The system has one goal statement that is developed, measurable, and complex enough to challenge the system throughout its continuous improvement process. The second goal statement is incomplete, and there is limited data, quantitative or qualitative, related to Goal #2. The goal statement included in this KESA report was found in KESA Artifacts only. It was not included in the system report or OVT report. There is limited evidence in KESA Artifacts of an action plan/improvement plan that includes evidence-based strategies and action steps for Goal #2. There is no evidence within the system report and OVT report related to progress toward Goal #2. There is no description of a professional

development program that supports the implementation of Goal #2.

Quarterly Attendance Report indicates an average attendance range of 89% to 96% quarterly attendance, beginning in 2017 through the present.

The system noted the high school faces an ongoing struggle with declining attendance due to chronic absenteeism. Efforts are underway by the administration and high school staff to educate parents about the risks associated with chronic absenteeism and work towards improvement. In middle school, emphasis is placed on addressing absenteeism's negative impact on academic and social progress through an inclusive and engaging environment, implementing SEL curriculum, project-based learning, school-wide activities, community engagement, and reward systems. Conversely, the elementary school reports good attendance, indicating active student participation in their learning. Again, there is no data or action plan to address implementation and ongoing learning.

It is strongly recommended during the next cycle the system develop a comprehensive improvement plan which includes SMART goals and clearly defined action steps, including ongoing professional learning and implementation of researched based strategies. It is also recommended the system identify targeted data collected to determine progress toward new goals.

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

ARC Comment

The system and OVT have provided evidence (generally) that the system works with its local board to ensure procedures and policies exist to support improvement efforts and some have been implemented. The system appears to have sufficient financial and human resources to support the effective implementation of its continuous improvement plan. In order to promote sustainability and enhance the overall school climate, the Site Council, consisting of teachers, administrators, students, and community members, continues to play a crucial role in addressing school challenges, implementing improvement processes, and achieving KESA goals by involving stakeholders at all levels. In addition, the system has implemented an Advisory program for the upcoming academic year. The program will focus on SEL and IPS. Staff meetings serve as a platform for staff to contribute to the agendas of the District Leadership Team.

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

ARC Comment

The system and OVT have provided evidence (generally) that data for some State Board outcomes are at or above expectations or showing a positive incline. There is very limited evidence to support progress toward Kindergarten Readiness. The system is beginning to collect evidence data and is working on a plan to address all five State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth

In terms of social-emotional growth, the high school previously used the Lion Quest program but faced challenges due to the extensive planning required and the difficulty in obtaining staff buy-in. They transitioned to piloting Project Wayfinder, which proved to be more feasible related to implementation. The system reports staff is demonstrating greater consistency and efficiency in implanting the SEL curriculum and utilizing data to identify and address student needs throughout the year. The system engages external resources, as well. Student surveys increased awareness of students who felt socially isolated, leading to staff discussion and improvement strategies. One successful initiative involves implementing a morning greeting to encourage student interaction and build friendships at the start of each school day.

Kindergarten Readiness

The system demonstrates a commitment to using data to enhance Kindergarten Readiness. Student surveys and self-evaluations are utilized to gather data on the nine character traits that require the most attention. A significant number of students attend preschool either through a private preschool in the district or the Pre-K program offered by USD 110. The data indicate that Kindergarten Readiness is a strength within USD 110.

Individual Plans of Study

The system demonstrates a commitment to using data to improve Individual Plans of Study at both the high school and middle school levels. At the high school, there has been a significant shift from minimal completion of Career Cruising and Xello to every student now creating an electronic portfolio. The system piloted a schedule change for Advisory, resulting in dedicated monthly time for working on these portfolios. Additionally, future plans include allocating class time specifically for enhancing the portfolio process for freshmen. To enhance guidance, a staff member participated in IPS training through Smoky Hill Educational Service Center for the past two years. At the middle school, efforts are being made to gain knowledge and effectively implement IPS at the grade levels. The school is actively seeking and utilizing resources to support students and increase the overall understanding of the IPS system among staff and students.

High School Graduation Rate

USD 110's 5-year graduation average (90.7%) is above the state average (89.3%). The system consistently achieves a graduation rate higher than the state average. The system acknowledges that smaller enrollment has a significant impact on graduation percentages. Graduation rates consistently exceed 90% for seniors, with recognition that unforeseen circumstances may occasionally arise. Through the implementation of Individual Plans of Study (IPS), the system aims to cultivate stronger relationships with students, emphasizing the importance of graduating with a postsecondary plan.

Postsecondary Success

Regarding Postsecondary Success, the system's 5-year effective average (51.2%) is beyond the Predicted Effectiveness Rate (45.5-48.6%). The system actively uses data to focus on improving Postsecondary Success. USD #110 has demonstrated consistent improvement, earning copper in Kansans Can Star Recognition in Postsecondary Success and Academically Prepared for Postsecondary. The system reports data emphasizes the need to continuously strive for improvement and avoid complacency. The system acknowledges the challenges posed by a declining student population, which can have a significant impact on data outcomes. This highlights the importance of establishing meaningful relationships with each student. Given the change in the list of Industry Recognized Certifications, the system is committed to identifying and offering certifications that are both meaningful and attainable for students during high school.

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

ARC Comment

System stakeholders were generally involved and engaged in the system's improvement process during this accreditation cycle. Some stakeholders' feedback is gathered and progress is shared randomly on improvement in some areas. Some stakeholder groups are represented and involved in the KESA process. Some evidence that some stakeholder groups provide input to the system with regard to KESA.

The system and OVT report feedback from stakeholder groups was obtained through various means such as Site Council meetings, steering committee meetings, and school board meetings where the KESA process was discussed. There is limited evidence of this practice in the system report, OVT report, and KESA Artifacts. The system did not provide a structured plan for implementing the KESA process and involving stakeholder groups.

It is strongly recommended during the next cycle the system develop a comprehensive improvement plan which includes SMART goals and clearly defined action steps, as well as a process for including stakeholder involvement.

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

ARC Comment

The OVT reports the system leadership was responsive to feedback and continued revisions throughout the KESA cycle.

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

ARC Comment

There is limited evidence that the system is reporting to their local board and communities and there is limited evidence in KESA Artifacts of an action plan/improvement plan that includes evidence-based strategies and action steps. Improvement priorities and process for evaluation are evident but not consistent. The feedback loop is hit and miss. The system recognizes a systematic improvement process is critical to continued improvement. The system has identified both strengths and areas for improvement during the next KESA cycle.

ARC Recommendation

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

Justification

USD 110's 5-year graduation average (90.7%) is above the state average (89.3%). The system's 5-year effective average (51.2%) is beyond the Predicted Effectiveness Rate (45.5-48.6%). In levels 3 and 4, USD 110 is performing 12.7% above the state average in science, 10.17% above the state average in math, and 7.43% above the state average in English Language Arts. The trend in state assessment data for students scoring in levels 3 and 4 in ELA is slightly declining, and in science and math, there is a slight growth. ACT performance data from 2022 reflects USD 110 is performing slightly below the state average (district=18.6, state=19.8). The most recent Graduation Rate is 94.7%, which is above the state average of 89.3%. Data suggests students are achieving in USD 110. Foundational structures are generally in place and the system is making gains toward producing successful high school graduates.

Strengths

Data from the KSDE Accountability Report suggests students are achieving in USD #110.

Foundational Structures are generally in place and the system is making gains toward graduating students who are prepared for postsecondary success. During the course of the KESA cycle, the system has made a number of changes to processes as they have found a need. Although this is a very small school system where one student can drastically impact a data group, the system is consistently moving forward.

Challenges

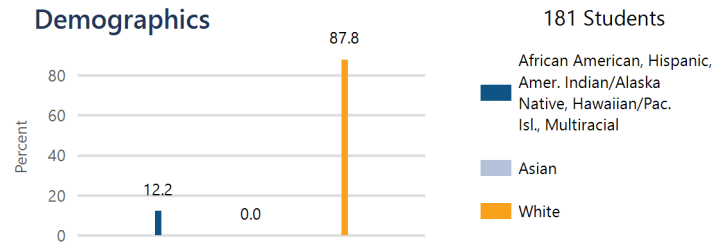
It is strongly recommended during the next cycle the system develop a comprehensive improvement plan which includes SMART goals and clearly defined action steps, including ongoing professional learning and implementation of researched based strategies. The system will need to identify targeted data to collect to determine progress toward new goals. In addition, the system will need to develop a structured plan for involving stakeholders in the KESA process.



Thunder Ridge Schools USD 110

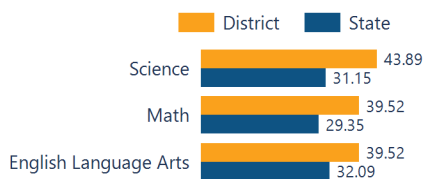
128 S Kansas, Kensington, KS 66951-0188
(785) 476-2218
usd110.net

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

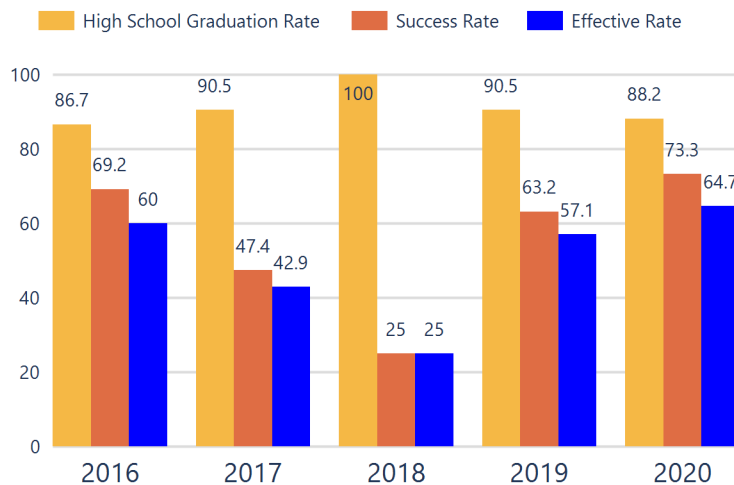


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



Kansans CAN lead the world!

Graduation
95%
Effective Rate 70-75%

Five-Year Graduation Avg
90.7%

Five-Year Success Avg
56.4%

Five-Year Effective Avg
51.2%

95% Confidence Interval for the Predicted Effectiveness Rate
45.5 - 48.6%

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

State: **94.7%** 89.3
State: **92.8%** 92.1
State: **23.6%** 25.4
State: **2.0%** 1.4

District ESSA Operating Expenditures Per Pupil

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

\$20,895

State: **\$13,830**

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

Thunder Ridge Schools USD 110

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.47	18.18	34.78	23.25	24.41	29.26
Level 2	N/A	N/A	N/A	31.57	38.63	30.43	37.20	36.04	26.82
Level 3	N/A	N/A	N/A	25.26	36.36	23.91	24.41	32.55	29.26
Level 4	N/A	N/A	N/A	13.68	6.81	10.86	15.11	6.97	14.63

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	35.18	26.53	42.42	44.44	36.11	43.75
Level 2	N/A	N/A	N/A	35.18	40.81	39.39	30.55	38.88	12.50
Level 3	N/A	N/A	N/A	20.37	28.57	6.06	19.44	22.22	18.75
Level 4	N/A	N/A	N/A	9.25	4.08	12.12	5.55	2.77	25.00

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	42.10	30.76	N/A	38.09	52.38	45.45
Level 2	N/A	N/A	N/A	26.31	23.07	N/A	23.80	19.04	18.18
Level 3	N/A	N/A	N/A	15.78	38.46	N/A	19.04	19.04	9.09
Level 4	N/A	N/A	N/A	15.78	7.69	N/A	19.04	9.52	27.27

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

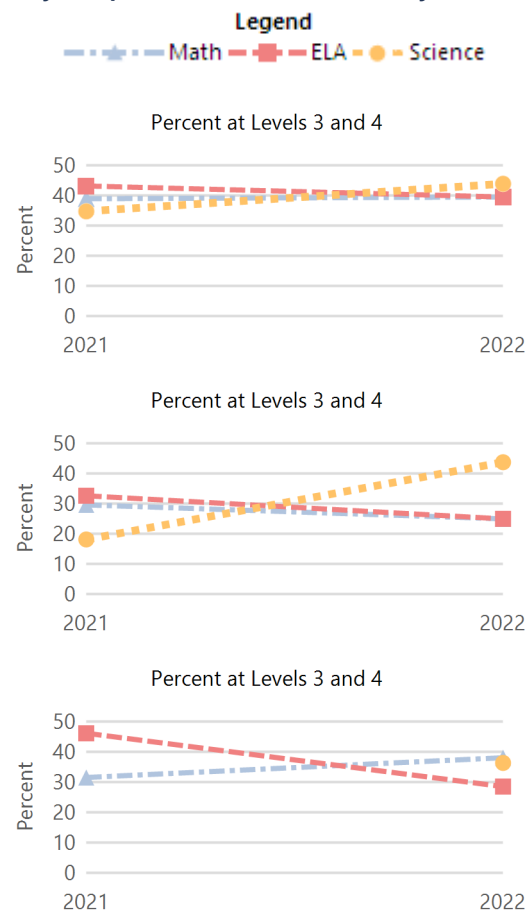
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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

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

District	18.6
State	19.8

Accreditation Summary

Date: 06/15/2023

System: D0211 Norton Community Schools (0000)

City: Norton

Superintendent: Corey Roy

OVT Chair: Sandra Short

Executive Summary/AFI

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

ARC Comment

No Compliance issues noted

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

ARC Comment

Tiered Framework of Support

Norton has made significant progress during this cycle but does not yet have a comprehensive tiered framework. They have now begun collecting the necessary student data, created a google platform for housing that data, created a team to monitor that data, and has Tiered Regrouping time during Early Release dates. They are exploring further work with TASN to develop their tiered framework in the next cycle.

Family, Business, and Community Partnerships

For family engagement, Norton has initiated and tracked data on multiple family engagement events over the five year cycle. For example, student-led conferences have gone from 40% participation to 98% participation. They have added youth entrepreneurship challenges, JAG-K program, job fairs and a pathways advisory board. Local businesses and community members are on the board, participate in the job fairs, and participate in the high school Work based learning and job shadowing programs. Norton has made a conscious decision during this cycle to have more communication and transparency with local businesses and community partners. They have responded by supporting the district both financially and through serving on boards.

Diversity, Equity, and Access

Norton has expanded equitable access during this cycle. They added a backpack program to provide food over the weekend for identified families. They created a food and clothing pantry at the high school. They used covid money to ensure every student had equal access to computers and internet access. In addition, they added an ESL Coordinator to address the increasing diversity within the district. The OVT reports that Norton is committed to supporting, protecting and including every student who enters the district by creating a culture that embeds and improves diversity, equity and inclusion.

Communication and Basic Skills

Norton offers many opportunities for students to excel at communication and basic skills. With technology, they are one-to-one which allows all students to become proficient in basic skills. They have started Financial Friday lessons to increase basic financial literacy. In speech, Norton has consistent state placers at the Western Knsas Technology Fair, State Scholar's bowl, State Forensics meet, and FFA.

Civic and Social Engagement

Students are given opportunities for engagement through an active Student Council, Youth Entrepreneurship Competition, Service Learning days, and the JAG-K program. Students also participate in mock elections and have multiple field trips within the community to learn about local government. Finally, students participate in a variety of drives and service projects to benefit the local community.

Physical and Mental Health

The students in Norton have the required amount of PE and recess. They have an active district wellness committee which hosts a variety of activities. Norton has two full time counselors and partners with multiple community agencies to support mental health.

Arts and Cultural Appreciation

USD 211 has K-12 vocal music with two instructors and one instrumental instructor. The 7-12 students received multiple All State awards over the cycle in instrumental and vocal music. The art instructor at the 9-12 building has had several award winners throughout the cycle and they just recently won their league art competition. The 9-12 Forensics program has six state titles in the last nine years. A Spanish class is offered remotely through Colby Community College.

Postsecondary and Career Preparation

All 7-12 students have an active Individual Plan of Study (IPS). During the cycle they have added the JAG-K program, work based learning classes, dual credit classes, a new Pathway Advisory Board, and 8 CTE pathways.

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

ARC Comment

The goal for the Norton School District is to increase the high school graduation rate from 89.8% (2018) to 95% (2023), by utilizing the following strategies:

- *Adopt a system-wide communication process

- *Reformat parent-teacher conferences (9-12)

- *Conduct transitional meetings at the start of kindergarten, start of grade 3, grade 5, grade 6, and at the end of grade 8.

Increasing the communication process included adding parent communication options, expanding community relationships, and adding programs. They also added a pathways advisory board and new CTE pathway options for students. They also added work learning programs and JAG-K. All of these are increasing student engagement. In addition they moved all conferences to be student led and instituted transitional meetings at certain grades. Finally, they added an ESL coordinator and increased internet access to all students.

Norton has raised their 5 year graduation average to 91.5%. While this is still below their goal of 95%, the OVT acknowledges this is a lag measure and with the changes they have made to impact the system, they are expected to gradually improve their graduation rate over time. They greatly improved communications. Changing parent teacher conferences to be student led increased participation from 40% to 98%. Survey results indicated the transition meetings are well received and educators report that the transition meetings are helpful.

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

ARC Comment

The goal for the Norton School District is to increase post-secondary effectiveness from 36.7% (2018) to

60% (2023), by utilizing the following relevant learning strategies:

- * Tiered support to move 90% of K-8 students into Tier 1 and 2 in reading

- *Tiered support to move 90% of 9-12 students into Tier 1 and 2 for behavior

- *Engaging 100% of 7-12 students in an Individual Plan of Study. (i.e. JAG-K, CTE Pathways, Dual Credit, WBL)

Norton has made significant progress during this cycle but does not yet have a comprehensive tiered framework. They have now begun collecting the necessary student data, created a google platform for housing that data, created a team to monitor that data, and has Tiered Regrouping time during Early Release dates. They are exploring further work with TASN to develop their tiered framework in the next cycle. They have also implemented the IPS for all students

Norton achieved their goal of getting 100% of the students on an IPS. The OVT reported reviewing student data and the tiered transition report. This data indicated steady progress in Reading. They also reviewed behavioral data as it relates to tier time. It was apparent to the OVT that behavior data was used proactively by the schools to address things before they became issues. At the beginning of the 5 year cycle in the fall of 2018, there were 9 participants in college and online class participation. That has grown to 40 participants in the spring of 2023. In the past at the beginning of the cycle, students participated in work release. Now students participate in job shadowing and work based learning. The students participate in two long-term job shadows, one in the fall and one in the spring. Work based learning is offered to seniors. Currently 22 out of 50 seniors participate. Therefore, all their leading indicators are up. Post Secondary success rate, their lagging data, is also up 3 percentage points to 53%, although still short of their goal of 60%.

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 sustains a core mission and vision with transparent communication with stakeholders, system wide and community wide. The board of education participates and supports the process. A board member was present at the OVT meeting, the board receives monthly updates and provides feedback. The district will continue to financially support district curriculum and the position of a curriculum accreditation and assessment coordinator. The district reported they will continue to support collaboration time for staff as well as continue to retain their outside independent curriculum consultant to guide and support systemic school improvement with the needs assessment and setting of goals, data collection and analysis, state compliance as well as preparation and submission of reports.

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

ARC Comment

Overall very well done

Board Outcomes

Social-Emotional Growth

During the cycle Norton began using the Wayfinder comprehensive curriculum which is based on the CASEL program. They also started tracking behavior data for tiered intervention. In addition, they have adjusted their counselors schedules to allow for more counseling in K-6 which was a need identified by their data. In the next cycle, they hope to continue to track the data and determine the impact of their new curriculum.

Kindergarten Readiness

At the beginning of the 5-year cycle, Norton Schools were implementing a locally-designed kindergarten readiness assessment tool. The system transitioned to using the ASQ. In 2018 there was 60 percent baseline participation data and in 2022 participation data is at 95 percent. The system has built a locally designed readiness tool to supplement the ASQ data. USD 211 opened a universal preschool at the beginning of the cycle. This has been the most significant practice made by the Norton School System. The system now has 36 students in 4 year old preschool and 34-36 students will be ready for Kindergarten. The system collaborates with the local daycare providers to increase awareness and collaborate in early childhood success.

Individual Plans of Study

Norton has implemented Xello in grades 7-12 so that now 100% of students have an IPS. They are still working on improving and expanding the process of educating the teachers and students to help them grow in order for students to succeed. Key changes from year one to year 5 are the transition from 9-12 to 7-12, creation and addition of the e-portfolio, enhancement of the advisor-based model where every child is assigned an teacher/advisor, there is now support by building leaders and counselors for the IPS process to meet the students needs, improvement in monitoring attendance data and focus on course offerings as well as support for CTE pathways classes, and the addition of JAG-K program in the fall of 2022.

High School Graduation Rate

The graduation rate has been fairly consistent throughout the five year cycle and the district has been recognized for their graduation rate by the Star Recognition program at the Copper Level two of the past five years. Their five year average is 91.5%

Postsecondary Success

Norton's five year effectiveness rate has increased to 53.0% The district takes the success of their students seriously and keeps track of their graduates and adjusted values from state data to add the following : (Military, non-Clearinghouse schools, Cosmetology & Pilot certifications): which added 4 students who are currently in military (2-2016, 1-2018, 1-2020); 2 students who graduated from Ozark Christian College (2018, 2019); 1 student who graduated from WyoTech (2020) - diesel tech; 1 student who graduated from Pratt Community (2016) - lineman; 1 student who graduated from Fort Hays State (2018); added 1 student who received a pilot's license (2018); 3 students who received cosmetology certificates (1-2019, 2-2020); and 1 student who enrolled and graduated from Manhattan High (2020) This changed the data to increase the data significantly increasing the 5 year success rate to 62.72 and the 5 year effectiveness average to 57 percent. Regardless, based on the evidence provided, USD 211 has improved in this area overall.

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

ARC Comment

The Board of education, building site councils and building leadership teams were all actively involved in providing information for the ongoing formation of their plan. The OVT noted that the superintendent had worked very hard over the previous couple of years to build relationships with the local community. Events were held during coffee hours, community groups and events were well attended, and the district worked with the community foundation to share information about what is going on in the schools. The most successful event had 40 community members in attendance. Through this process, there have been stakeholders who have donated significant funds to the school to provide for the needs of their students.

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

ARC Comment

All stakeholders were involved in the process. The OVT reported they did a great job of reviewing their data each year and making decisions based on their analysis. They also reported that the District Leadership Team was strong and one that makes decisions with students' best interest in mind and always keeping their goals in mind. During year four, they had all new administrators at every level and fidelity to the process allowed the team to continue moving forward. This very easily could have been a major setback, but with teacher leaders and with stakeholders richly engaged they continued to move with a firm foundation.

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

ARC Comment

The OVT reported that the district was always responsive to the feedback and suggestions given. The visits were collaborative and productive.

ARC Recommendation

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

Justification

The ARC recommends that USD 211 Norton Community Schools be fully accredited. Their graduation rate is 91.4% and rising. Their Post Secondary Success rate is at 53%. While this is slightly below the predicted range of 56%, it has increased every year and they are extremely focused on raising these numbers. On the state assessments, ELA and Science are above the state average. Math is below significantly this year, but only slightly last year. The OVT reported the district is dedicated to the KESA process, even succeeding with an almost complete turn over in administration which speaks to the teacher driven aspect of the process. While they did not meet their ambitious goals increasing their graduation rate by 5% and their post secondary effectiveness rate by just over 20%, they did make steady progress on both goals and all leading indicators point to achievement of their goals in the next several years.

Strengths

Nortons greatest strength is commitment to the KESA process. This is evidenced by a board member's presence at the OVT meeting and their continued support of the process. They have hired a curriculum consultant to guide and support systemic school improvement. And their expansion of opportunities for their high school students in work learning, college credit, and increased pathways is admirable.

Challenges

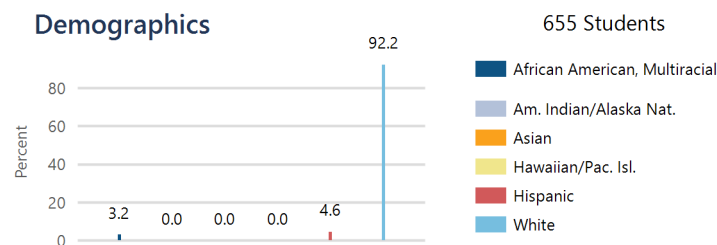
While they have made great progress towards achieving their goals they are still short. A comprehensive needs analysis in the next cycle will hopefully identify the remaining gaps they could focus on with their updated goals.



Norton Community Schools USD 211

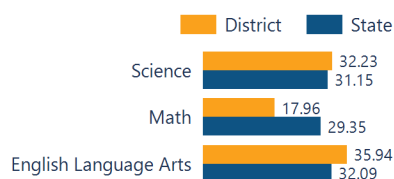
105 E. Waverly, Norton, KS 67654-1899
(785) 877-3386
www.usd211.org

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

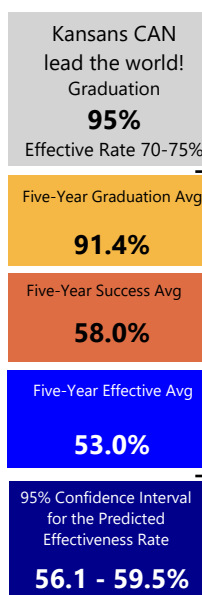
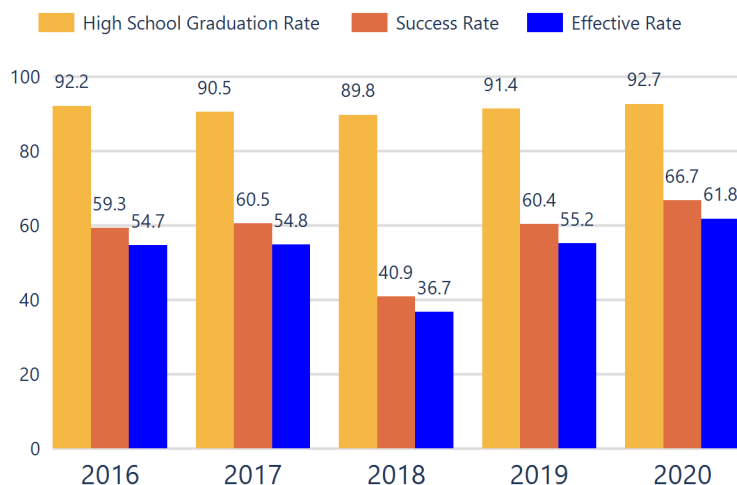


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

State: 89.3	District ESSA Operating Expenditures Per Pupil	\$13,389
89.7%	Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.	State: \$13,830
State: 92.1		
94.8%		
State: 25.4		
12.4%		
State: 1.4		
1.0%		

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

Norton Community Schools USD 211

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	27.40	22.58	30.65	42.81	27.12	40.78
Level 2	N/A	N/A	N/A	47.52	39.88	30.65	39.21	36.92	26.97
Level 3	N/A	N/A	N/A	18.95	29.32	24.81	16.33	29.08	26.31
Level 4	N/A	N/A	N/A	6.12	8.21	13.86	1.63	6.86	5.92

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	37.60	35.34	42.50	58.26	39.13	54.68
Level 2	N/A	N/A	N/A	41.88	43.10	27.50	30.43	37.39	18.75
Level 3	N/A	N/A	N/A	17.09	17.24	22.50	10.43	18.26	21.87
Level 4	N/A	N/A	N/A	3.41	4.31	7.50	0.86	5.21	4.68

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	62.26	62.00	52.63	73.33	57.77	72.00
Level 2	N/A	N/A	N/A	26.41	30.00	15.78	22.22	28.88	20.00
Level 3	N/A	N/A	N/A	7.54	8.00	15.78	4.44	8.88	8.00
Level 4	N/A	N/A	N/A	3.77	0.00	15.78	0.00	4.44	0.00

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	50.00	38.09	N/A	46.66	40.00	N/A
Level 2	N/A	N/A	N/A	27.27	47.61	N/A	33.33	33.33	N/A
Level 3	N/A	N/A	N/A	22.72	14.28	N/A	20.00	26.66	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

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

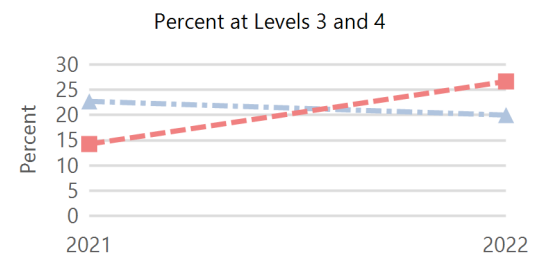
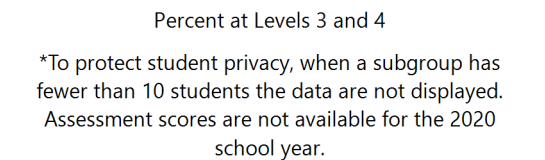
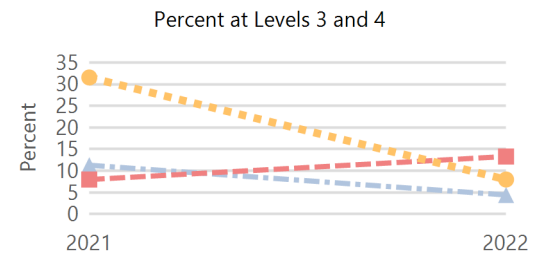
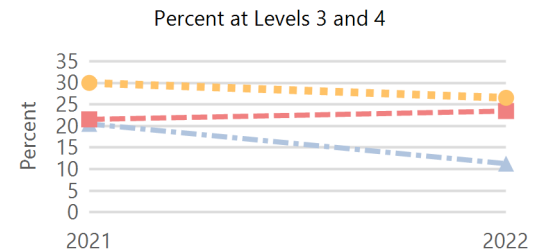
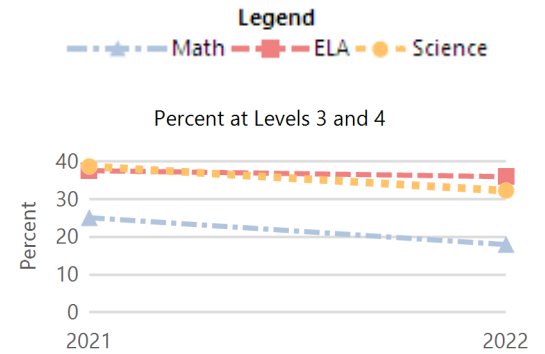
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	21.5
State	19.8

Accreditation Summary

Date: 06/18/2023

System: D0243 Lebo-Waverly (0000)

City: Waverly

Superintendent: Duane Ford

OVT Chair: Ryan Bradbury

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered Framework of Support: USD 243 has done a lot of foundational work surrounding a tiered framework of support during this KESA cycle. As individual communities, a great deal of work by the system has been done to assist stakeholders in the decision making process surrounding school improvement and culture. Student handbooks have been refurbished, the Code of Conduct has been developed/approved, and there is now a common language and signage for communicating behavioral expectations. The system uses IXL as a diagnostic tool and is actively working to implement a consistent tiered framework of support district-wide with fidelity. New math and language arts resources have been adopted and there is dedicated time for student support and enrichment. Mental health supports are now available—something that was not present at the beginning of this cycle.

Family, Business, and Community Partnerships: USD 243 has worked to maintain and further develop partnerships that support student learning. During this KESA cycle, Lebo-Waverly has developed professional learning communities and worked with district/building leadership teams, site councils, and career/technical education programs to become more involved with local businesses. In doing so, they have developed relationships with several local foundations to provide scholarships. One example can be seen with the USD 243 job shadow program, where students participate in on-the-job training with several local business entities.

New to this cycle have been the implementation of student-led conferences and focused on early learning. The system responded to the needs of young families with each town opening a daycare facility.

Diversity, Equity, and Access: During this KESA cycle, USD 243 has made significant strides to provide equitable access reflective of the diversity it holds. The system developed programs that utilize common assessments and information drive instructional opportunities. All students have access to quality core instruction. Students with special needs are supported by the Coffee County Special Education Cooperative. Students also have free access to a technical college in Emporia and transportation is provided for many students that partake in Flint Hills Technical College courses. In

summarizing the system's efforts surrounding equity, the OVT commented that the system had "clearly spent time gathering feedback from its families in order to better understand the diverse needs of its students and families."

Communication and Basic Skills: During the course of this KESA cycle, USD 243's largest initiative has been towards laying the foundations for a solid tiered systems of support. These efforts began with a needs assessment and the adoption of a language arts resource that assists them in utilizing common assessments and data to drive instructional opportunities. They are in the process of developing procedures for remediation and enrichment. These efforts are in addition to existing measures taken, such as existing core and supplemental communication courses, like the internet safety course, and skills prep for the ACT. Local Board and City/County Commission serve as guest speakers and students are encouraged to communicate with government representatives and engage in dialogue about current events and politics as part of their government, business, and agricultural course offerings among others.

Civic and Social Engagement: Meaningful, real-life experiences in civic engagement have been integrated into the learning program within USD 243. Community service and/or involvement is done at every grade level and there high school students are required to have at least 25 hours of community service in order to graduate. To this end, there are ample opportunities for students to be involved—from city recreation to church to supporting community cleanup and/or in younger grades among others. Government students must attend School Board meetings, City Council meetings, and County Commission meetings as part of the meeting attendance process. Afterwards, students summarize their learning experience in writing. Students also prepare the local Veteran's Day celebration and provide the music and vocal support.

Physical and Mental Health: Prior to the pandemic, neither school in USD 243 had focused on behavior social emotional support. A needs study conducted as part of the KESA process revealed this need, therefore, USD 243 partnered with TASN to establish a tiered system of support within the district. Academic tiers were certainly an area of focus; however, the development of tier 1 expectations for student behavior was a priority. The system utilized the Kansas Communities that Care survey as well as MySabers within Fastbridge. From there they worked to provide suicide prevention training, an app to report bullying, and increase mental health services available at school. USD 243 now utilizes an online counseling service that is offered free of charge as well as a wellness committee that works to create healthy policies regarding food service and snacks. Second-chance breakfast is also offered. All of this is alongside existing practices such as daily physical education and recess. School facilities, such as the track, are also available to community patrons. As a result, chronic absenteeism and dropout rate are below the state average and their attendance rate is above state average.

Arts and Cultural Appreciation: USD 243 offers foreign language courses online and has developed a working relationship with the Emporia Arts Council. They work to provide summer programming in music-instrumental and vocal—as well as art. USD 243 also participates in league, district, and state programs for these areas. At the elementary level, students receive the opportunity to explore music and art as part of after-school programs. They have had challenges in retaining highly-qualified staff in their arts programs; however, have been able to maintain in-school music and art offerings by having the schools share staff. They have also worked to partner with community organizations and share resources to assist in providing students with a well-rounded experience in the arts.

Postsecondary and Career Preparation: Lebo-Waverly has a rich history of providing students with opportunities to attend Flint Hills Technical College while in high school. During this KESA cycle, they have refined and developed their postsecondary processes to assist students in seeing the variety of opportunities that can await them after high school. In lower grade levels, this looks like career and student dress-up days. In 6th grade, students begin documenting their career interests and laying the foundation for an educational plan to support their aspirations. USD 243 staff provide college visits to their alma-maters through a unique program to help staff and students build relationships and gain

knowledge about postsecondary opportunities. Additionally, on the job training and workforce development programs are offered in areas such as culinary arts, automotive, dental hygiene, and computer programming to name a few. Transportation to and from Emporia State University and Flint Hills Technical College is also provided.

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

ARC Comment

Goals 1 & 2: 80% of students in tier 1 for ELA. #2 Develop a system of supports for Math.

The system's goals have evolved throughout the course of this KESA cycle as USD 243 became more aware of its needs and worked to develop/attain the tools and support necessary to address them. District mission statements have been revised and within the past year, every school in USD 243 has developed a school improvement plan. These plans contain measurable goals and action steps. As a district, academically their goals are to have 80% of students in tier 1 for language arts and to develop a system of support for math. Data collection for these goals is still underway and needs to be defined. Notwithstanding, state assessment scores for the system in language arts, math, and science are all above the state average for the overall student population, those on free and reduced lunch, and students with disabilities. Furthermore, the district has conducted a needs assessment, replaced its language arts resource, and supported staff with training to ensure fidelity. They have started a new adoption process in math and have an active plan in motion to build a solid tier 1 and additional layers of support and enrichment.

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

ARC Comment

Through their work with TASN, USD 243 reset their goals during this KESA cycle. At this time, it is not readily clear that their third goal of having no more than 5 discipline referrals per student has been met as USD 243 is still collecting data. Notwithstanding, the system's year 5 report does note a reduction in discipline referrals. Also noteworthy are the foundational steps that the system has taken to support this goal. During the course of this KESA cycle, the district has revised student handbooks and established a clear code of conduct district-wide. Artifacts provided for this summary also included aligned supports and evidence of learning/goal achievement measures. In reviewing district-wide attendance and dropout data, the system's attendance is above the state average (95% in 2021 and 39.5% in 2022 vs the state averages of 93.8% in 2021 and 92.1% in 2022. Their dropout rates in 2021 and 2022 were 0.5% and 0.6%, notably below the state average as well.

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

ARC Comment

The OVT shared that there has been strong financial support from the system's board of education throughout the course of this KESA cycle. Efforts funded include, but are not limited to, curriculum, professional development, 1:1 technology, and fully supporting students in dual credit opportunities. In addition, through collaborative processes, the board of education, community, staff, and other stakeholders rewrote and/or updated handbooks and district policies. This support has resulted with staff developing and maintaining a growth mindset. The renewed Mission and Vision has helped USD 243 schools to develop clarity and focus on their improvement efforts. They have experienced a unified approach and teamwork mindset toward their goals that they did not feel was present before the most recent cycle.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth

During the KESA cycle, USD 243 has taken a more meaningful look at available data to inform support for students' social-emotional needs. Lebo and Waverly schools utilize the KCTC survey data, ASQ3R data, and MySABERS to assess student needs. Since making this change, schools in the system have shared that they are far more responsive and actively seek to assist students who exhibit social emotional needs. The procurement of the Stopit app, professional development for staff, and becoming yellow-ribbon schools have contributed to this effort. As this is the first year of data collection of the new goals, the district will look to process that data and adjust programming as needed.

Kindergarten Readiness

Students in USD 243 participate in MySAEBERS and the ASQ-3R. Elementary schools in both towns have begun daycare services and expanded age groups served to include children ages 3 and up. Of those participating in system-led child care services, 100% have participated in the ASQ-3R and all thus far have gone on to attend USD 243 schools in kindergarten. As the data collection process is new, the system has a plan to review and use it in their professional learning community discussions on learning groups and plans. The expanded PreK and daycare programming that has been added during this cycle is a great benefit to students and will greatly assist the district as they monitor Kindergarten Readiness.

Individual Plans of Study

USD 243 utilizes Xello with an intentional and well-defined process as they have multiple learning environments (online, dual credit, and traditional) as well as career exploration activities, such as job shadowing and internships embedded into their learning program. During the course of this KESA cycle, students in USD 243 have attained over \$300,000 in scholarships. The system has a career and academic planning class as well as multiple career and tech ed opportunities. Evidence of the impact of these efforts can be seen in their graduation rate, which has remained above the state average throughout the course of this KESA cycle. They have also received several Kansas Can Star Awards that reflect their success in this area.

High School Graduation Rate

USD 243's graduation rate has consistently been above the state average for the course of this KESA cycle. This is an even more noteworthy achievement given the impact that one student can have in a small system. Students have multiple pathways to success via the system's individual plans of study structure, planned opportunities, and other supports in place. The district's work to develop a tiered system of support and an aligned curriculum will further support these efforts. Last but not least, USD 243 has earned either a Gold or Silver Kansans Can Star Recognition for high school graduation for the past four years.

Postsecondary Success

Building on their rich history of offering student opportunities to attend Flint Hills Technical College while in high school, the system has worked to further deepen and grow their relationships with colleges and universities. Many students graduate from USD 243 having participated in one or more dual credit and/or college courses. Students graduating with these experiences and/or credentials/ industry recognized certifications have positively supported the system's five year effective average, which has been more than 6% over its predicted rate for multiple years. Last but not least, USD 243 has earned a Silver Kansans Can Star Recognition for post-secondary success for the past two years. This recognition is nothing new to USD 243 as prior to that the district had been earning a Bronze recognition since 2019.

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

ARC Comment

A priority of this KESA cycle was to unify the towns of Lebo and Waverly. This took a great deal of effort as Lebo and Waverly are communities with twin 1A school systems located 15 miles apart. USD 243 utilized collaborative processes to assist the board of education, community, staff, and other stakeholders to develop a unified approach. Challenging tasks such as rewriting the district's Mission and Vision and updating handbooks and district policies took a great deal of effort from both communities. Needs assessments assisted in these tasks as they gave the system common areas of foci. This unified work has resulted with achievements and renewed support for the school system the two communities share. Staff are developing and maintaining a growth mindset and the board of education has funded more change in this KESA cycle than ever before.

Each building has a Site Council and Building Leadership Team that meet at least quarterly. There is a district Leadership Team that meets three times a year and includes members of site councils. The superintendent conducts walkthroughs of each building weekly and principals do so with greater frequency. Last but not least, the district has developed its communication efforts and now utilizes social media and the school/district websites as an additional means to gather input and share information.

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

ARC Comment

The KESA team in USD 243 was responsive to feedback and advice throughout the improvement cycle. Despite some staff turnover, their team remains energized and unified as they move forward with the

school improvement process. KESA reports from the OVT chair and system have been completed.

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

ARC Comment

USD 243 serves two communities and two school systems with different beliefs about what is best for students. During this KESA cycle, the Lebo Waverly Board of Education has stood firm in its support of the system's improvement efforts. It is evident by the work completed and currently in-progress that the schools in USD 243 are closer today than ever before. One example shared by the OVT is that this is the first time both Lebo and Waverly have had the same materials and processes for all grades and all subjects. The efforts of the system to learn their needs, get support from TASN, and collaborate for positive change have been rewarded with strong financial support from the school board.

ARC Recommendation

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

Justification

This system has done a tremendous amount of work in a short period of time, resulting in a renewed energy and focus that will help them in the next KESA cycle. While their state assessment scores have been consistently above the state average in all areas, the ARC is excited to see how the efforts made during this cycle continue to develop and come to fruition as they continue working towards improvement.

It is challenging to be consistent in a small system as one student's challenges can have an impressive impact. It is evident that USD 243 has worked hard to support their students' development and postsecondary plans. Having four years of Commissioner's Awards and Kansas Star Recognitions in the areas of high school graduation, academically prepared for postsecondary, and postsecondary success are something for which USD 243 is (and should be) incredibly proud.

The final goals developed for this KESA cycle are to have 80% of students in tier 1 for language arts, to develop a system of support for math, and to have no more than 5 discipline referrals per student. Data collection for these goals is new and underway. Therefore, whether or not the goals have cannot clearly be stated. Regardless, the OVT recommends that the system continues into the next cycle with its current goals. This allows the system to collect complete data sets from which they can make decisions and adjustments moving forward.

Strengths

The structures in place to support students' civic engagement and postsecondary success are exemplary.

This system has done a tremendous amount of work in a short period of time, resulting in a renewed energy and focus that will help them in the next KESA cycle. Efforts to engage and solicit stakeholder feedback to create a more unified system should be celebrated. The past and continued support of the local board of education is worthy of praise.

Challenges

The system's goals are still in their early stages and need to be better defined and aligned with the system improvement process moving into the next cycle. Goals should be student-centered, measurable and have more robust evidence and artifacts to support the achievements made.

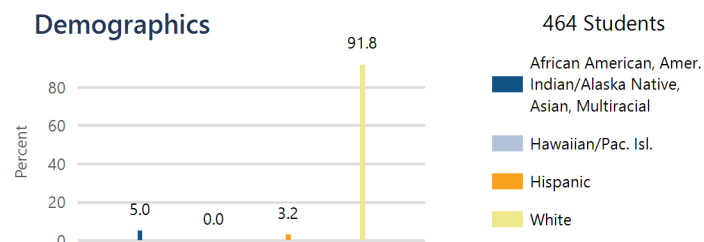
The system has made noteworthy strides in early learning and social emotional support. These efforts should be continued and built upon.



Lebo-Waverly USD 243

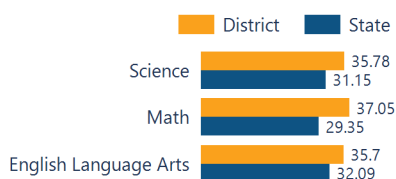
411 Pearson, Waverly, KS 66871-0457
(785) 733-2651
www.usd243ks.org

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

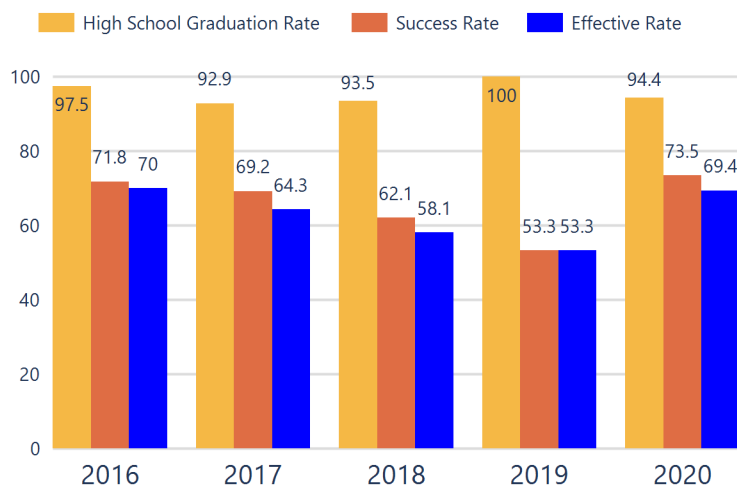


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

Kansans CAN
lead the world!
Graduation
95%

Effective Rate 70-75%

Five-Year Graduation Avg

95.5%

Five-Year Success Avg

66.7%

Five-Year Effective Avg

63.7%

95% Confidence Interval
for the Predicted
Effectiveness Rate

55.3 - 57.5%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

89.7%

State: 89.3

93.5%

State: 92.1

18.5%

State: 25.4

0.6%

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

\$14,931

State: \$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	22.07	16.90	30.10	25.44	26.78	37.89
Level 2	N/A	N/A	N/A	38.96	43.66	22.58	37.50	37.50	26.31
Level 3	N/A	N/A	N/A	28.57	29.10	29.03	28.57	26.33	23.15
Level 4	N/A	N/A	N/A	10.38	10.32	18.27	8.48	9.37	12.63

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	28.57	27.14	50.00	37.20	39.08	45.16
Level 2	N/A	N/A	N/A	41.55	44.28	14.28	41.86	31.03	29.03
Level 3	N/A	N/A	N/A	24.67	21.42	25.00	16.27	24.13	19.35
Level 4	N/A	N/A	N/A	5.19	7.14	10.71	4.65	5.74	6.45

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	55.00	38.46	81.81	46.93	53.06	72.22
Level 2	N/A	N/A	N/A	25.00	38.46	0.00	30.61	28.57	5.55
Level 3	N/A	N/A	N/A	15.00	23.07	18.18	20.40	14.28	16.66
Level 4	N/A	N/A	N/A	5.00	0.00	0.00	2.04	4.08	5.55

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

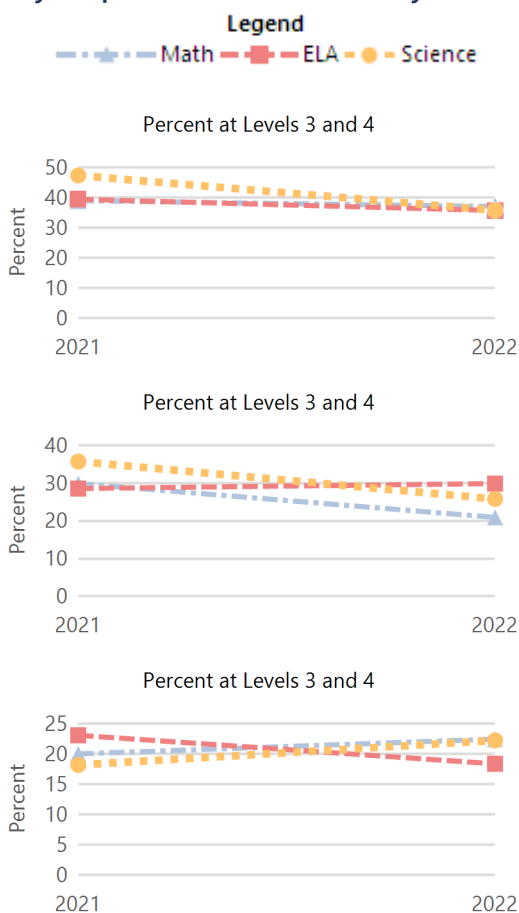
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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

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

District	20.6
State	19.8

Accreditation Summary

Date: 06/13/2023

System: D0307 Ell-Saline (0000)

City: Brookville

Superintendent: Brian Rowley

OVT Chair: Greg Clark

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered System of Supports:

All buildings have a tiered framework of supports in place for students and use data to determine students' tiers. According to the system and OVT report, Ell-Saline has a tiered system of support for K-12 students. Students are tested with Fasbridge, Reading Plus, and MAPS to gauge what academic interventions are necessary for students. At the elementary level, additional data is gathered using QPS, Haggerty, Lexia, and PAST assessments. Students are progress monitored weekly and instruction and groups are adjusted based on student data and progress monitoring monthly during PLC time. At the MS/HS level students receive intervention on Wednesdays during block time and the 4th hour is also available for high school reading intervention. 7th hour is utilized for middle school reading and math intervention. Extra assistance is also available during Seminars three days each week. Students also receive tiered systems of support through social/emotional counseling and Tier 3 students receive services through Central Kansas Mental Health including wrap-around meetings and/or outside therapy. Tier 2 students receive individual counseling from the system's on-site campus counselor. Tier 1 students receive services in their seminar time doing social/emotional activities, as well as the social/emotional counselor doing tier I lessons by grade level. At the 7th–12th-grade levels, they have also implemented intervention rotations on a weekly basis during the middle school classes of math, reading, keyboarding, and FACS. At the 9th grade level, the system implemented a Foundations of Algebra course for Tier 3 math students.

Family, Business, and Community Partnerships:

According to the system and OVT report, programs and/or methods that the system used that engage with the largest part of the community include parent and stakeholder surveys, Parent-Teacher Conferences, CTE Pathway Advisory Committees, and Site Councils. The system also engages and develops partnerships with Back-to-School Night which educates students and families who are new to the system; FFA-led Career Day educates students and families about possible careers they might choose; Big Brothers/Big Sisters brings together a high school student to mentor grade school students; FCCLA, Blood Drives, and the FFA-led Career Day connects the community to students and builds working partnerships for further development. The system's, Ell-Saline Cardinal Foundation

allows teachers to apply for grants for classroom equipment that will be used to help educate students. The system has also established partnerships with Central Kansas Mental Health so students can receive counseling and support if needed. The system needs to continue to examine outside agencies and businesses to further develop partnerships for post-secondary support for all students.

Diversity, Equity and Access:

USD 307 is relatively homogenous, however, the System has engaged in creating ways that have allowed them to better meet the needs of diverse learners and promote equity across demographics. Efforts have been made to ensure equity across all demographics (gender, race, religion, and socioeconomic). Some of these providing a variety of technologies to students, creating new classes in CTE to reach more varied learners, the maintenance of an MTSS program to meet the needs of learners at all levels, promoting all extra-curricular activities to create deeper connections to students, various field trips, along with partnerships with Bethany College, Salina Area Tech, K-State, and Kansas Wesleyan University and working with parents to ensure all children feel that there is something specifically for them in school every day.

Communication and Basic Skills:

Throughout the Redesign process, USD 307 has made several comprehensive changes that have not only strengthened the general, standards-aligned curricula for students but have also stimulated growth in life skills such as communication. The system has Communication and basic skills are ingrained in their curriculum, especially in high school. Students have opportunities to debate and defend their views in government class, students participate in challenges to support team building and communication/problem-solving skills, and community service projects provide further opportunities. Additionally, high school students are required to take a speech class as a graduation requirement.

Civic and Social Engagement:

Curricula that support the structures in civic and social engagement are somewhat evident. Examples were provided of various opportunities students have to participate in community civic and social engagement. Experience ranges from mock elections, and field trips, to various curriculum-related activities, experiences, and instruction.

Physical and Mental Health:

According to the system and OVT report, all students have the required amount of PE, health, and recess. For mental health, the system provides a Tier level of support via school-based staff (counselor and social-emotional support staff) and a partnership with Central Kansas Mental Health services for individual counseling, and the counselor provides weekly social-emotional lessons. The system has added monthly wellness challenges and developed a social-emotional committee at the elementary level. Additionally, assemblies and curricula are used to educate students regarding drug and alcohol abuse along with the student's overall mental health needs.

Arts and Cultural Appreciation:

Students receive fine arts and language instruction throughout the entirety of their curricula. Students K-6 participate in both art and music classes. For 7-12, students have opportunities for both visual and auditory arts, with several art classes, band, choir, and foreign language courses. All of the art and music groups engage in performances and events for and within the public, such as concerts or art showcases. Additionally, all students receive some exposure to fine arts, a fine arts credit is part of the high school graduation requirements.

Postsecondary and Career Preparation:

According to the system and OVT report, 7th-12th-grade students in the system participate in the Xello program. Middle school students focus on career exploration and career pathways offered at the high school level. High school students utilize Xello and individual plans of study to map postsecondary or career-level education and training. The high school has a partnership with Salina Area Technical

College for concurrent or dual credit courses. In addition, the system has 6 CTE pathways with articulation agreements with surrounding colleges, including industry-recognized certifications.

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

ARC Comment

Goal: Provide at least 50 minutes per month for staff collaboration to discuss student learning, and evaluate student data and school improvement initiatives.

According to the system and OVT report, at the elementary level teams met 50 minutes every third Friday to evaluate student data, change intervention groups, and discuss teaching practices. At the MS/HS teachers met for 45 minutes on the first Wednesday of the month. In addition, each teacher was on a team that met for another 45 minutes per month. All teachers met for at least 90 minutes each month. In an effort to improve the system's ability to meet student's needs during this time, the system had professional development and training on the new ELA curriculum, Dreambox, Reading Plus, Second Step (elementary), Squabbles (MS/HS), and adopted Fastbridge as one of the assessment tools. The system used this time for professional development training staff to effectively use new curricula, programs, and assessment tools to support student needs with the additional collaborative time.

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

ARC Comment

Goal: Regularly review student progress, and implement appropriate interventions and tiered instruction to maintain at least a 95% graduation rate which will help us reach our Success and Effectiveness Average.

According to the system and OVT report, all USD 307 students received tiered instruction based on their specific needs. The district graduation rate was 93.9% in 2021 and increased to 97.3% in 2022. Monitoring and data collection during this cycle also indicated the system needed better alignment with their ELA curriculum and new materials were adopted along with a focused and targeted area in phonemic awareness. Across USD 307 at all grade levels, the system consistently implements Tiered interventions and holds PLC time to discuss data and determine student needs. With the implementation of Fastbridge in the 2022-2023 school year, the system was able to utilize the data better to make decisions and support the overall academic success of its students. USD 307 had a significant improvement with Reading Plus intervention from the first year to the second year. 27% of at-risk readers tested out of At Risk Status when retested. The system also saw significant improvements in FASTBRIDGE scores from the fall to the winter testing. From the fall testing to the winter testing, 10% of the students moved from either not meeting the benchmark to in danger of not meeting the benchmark, or from in danger of not meeting the benchmark to on track to meet the benchmark. This was after one semester of data and interventions. The system also acknowledges the work in this area and the overall impact it will have on state assessment scores, ACT scores, and continued growth in the graduation rate.

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

ARC Comment

According to the system and OVT report, USD 307 has worked hard and demonstrated quality evidence to support its goals. USD 307 has set forth plans and programs to address its goals. The system has done all this while facing the challenges of a shrinking budget and a pandemic to support its students'

needs. The system has provided 1:1 technology for students, purchased new ELA and math curriculums, added tiered intervention support programming, and added staff via a social-emotional support advisor.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth

The system has added a Social Emotional Student Advisor at the Middle/High School, along with implementing Second Step curriculum at the Elementary and Squabbles Curriculum at the Middle/High School. At the high school level, a seminar period occurs during the school day which sets aside 31 minutes a day for team-building activities, social and emotional lessons, and one on one relationship-building with teachers. The system also has a Flex Day that allows students to receive social/emotional support during block times on Wednesday afternoons with social/emotional lessons and support. Students that require Tier 3 intervention for social/emotional support receive outside services through the Salina Mental Health Center and WRAP services. The system utilizes attendance data, student survey data, and suspension data to monitor progress.

Kindergarten Readiness

According to the system and OVT report, during the 2017-2018 school year, all preschool and kindergarten students took the Ages and Stages Questionnaire, along with the Ages and Stages Questionnaire: Social-Emotional- 2. Beginning in 2022-2023, the Elementary building decided to hold an ASQ day to ensure 100% completion of this measure. The change allowed the system to immediately share the results of the screeners with the parents to discuss needs. The systems scores in 2022-23 indicated an uptick in completion and the system attributes this to having 100% attendance on the ASQ day. Along with doing the ASQ annually, the system began utilizing Fastbridge math and reading screeners for Preschool and Kindergarten students during the 2022-2023 school year to determine student needs and interventions. Data also indicates a need for the system to focus work on aligning the curriculum for preschool and Kindergarten students.

Individual Plans of Study

The individual plan of study started with Career Cruising before changing over to Xello. All students grades 7-12 complete the grade level assignments in Xello, which helps identify strengths and interests. Those are updated yearly and show students how interests change over the course of 6 years. During Xello seminar time or Flex Blocks, students enter their data in the digital portfolio and plan of study. The plan of study consists of test scores, credits, grades, future plans, community service hours, courses completed, courses to be taken, transcript, graduation requirements, GPA, scholar requirements vs graduation requirements, certifications they can earn, CTE pathways, career interests per grade level, honors, awards, employment, post-high school plans, and postgraduate contact information.

High School Graduation Rate

The five-year graduation rate for the system is 97.1% of students. The System's efforts in building a responsive learning environment will help to ensure students' needs are being met, increasing motivation and student desire to learn. The system earned a Silver Star for the High School Graduation Rate.

Postsecondary Success

Increased growth in the System's postsecondary success indicates that they have implemented programs that meet the needs of their individual students. This trend can be attributed to the increased offerings to students through CTE pathways, opportunities to attend technical school programs, and the successful engagement the system has from the community and stakeholders. The counseling center requires students to go on college and career exploration field trips. Sophomores through seniors take two trips a year to colleges, vocational, career fairs, and college fairs. The system participates in the Nex-Gen Virtual Career Fairs for the high school and the middle school. Female students in 9th-12th grade have the opportunity to participate in the Teen Women in Science and Technology at K-State Salina. The CTE and vocational teachers also take students on trips to explore career exploration opportunities and the system offers 6 CTE pathways. K-State Salina comes to the campus, as well as Wichita State to discuss post-secondary interests and careers with students. Salina Vo-tech visits the school to certify students in welding. Students are given the opportunity to job shadow and participate in Work Based Learning. Students are also given opportunities to receive certifications through our onsite classrooms as well as Salina Vo-tech. The system has a post-secondary success average of 64.7% and a Five Year Effective Average of 62.9% which is within the confidence interval. The system received a Silver Star from KSDE in the area of Post-Secondary Success.

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

ARC Comment

Stakeholder feedback is gathered and the process is shared with the relevant groups. Stakeholder groups are represented and input is gathered. The System stakeholders included the Site Council, CTE

Pathway Advisory, parents, businesses, and a variety of groups to continually gain information on how to prepare students for the workforce. The system did not indicate stakeholder feedback from its students and the system during the next cycle should also focus on and include input from those most directly impacted by what occurs in the system.

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

ARC Comment

The system was responsive to the Outside Visitation Team and was appreciative of working with their OVT team. The system and OVT felt like the visits were beneficial. The system has had a change of leadership in its 5-year cycle and entered the Redesign process with new district leadership present.

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

ARC Comment

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

ARC Recommendation

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

Justification

~Evidence was provided indicating that the system has in place all Foundational Structures, two active goals, sustainability of the improvement process, Kansas vision for education and State Board Outcomes, stakeholder involvement, and fidelity of implementation.

- The system has a Five-Year Graduation Average of 97.1%, a Five-Year Success Average of 64.7%, and a Five-Year Effective Average of 62.9%.
- The 95% Confidence Interval for the Predicted Effectiveness Rate is 61.7%-65.4%.

Strengths

- ~Silver Star Recognition in High School Graduation Rate
- ~Silver Star Recognition in Postsecondary Success
- ~The fidelity of the KESA process
- ~Dropout Rate .05 below the state rate of 1.4
- ~Deep knowledge staff and administration have of students and willingness to try what is necessary to help students succeed.
- ~ Outside-the-box thinking to find opportunities for the students in the system

Challenges

~Based on the data provided, social-emotional learning is an area of improvement for the system for the next accreditation cycle. Data in this area is somewhat stagnant in growth and student survey data still indicate some areas of concern with meeting the social-emotional needs of students. The system should focus further attention and growth in this area. Social Emotional learning improvements have been started but need continued improvement based on local data provided.

~Academically Prepared for Postsecondary- continue increasing opportunities for postsecondary experiences and collection of data and documentation

~Tiered System of Supports at the Secondary Level--During the next KESA cycle continued focus and improvement in interventions for secondary students. Supports are in place, but data was limited on how interventions are determined and growth is measured for students in middle/high school.

~Constructing SMART Goals that are clear, reachable, student-focused, meaningful, motivating, and time-bound.

~Chronic Absenteeism-Monitor and address the root cause of Chronic Absenteeism and develop strategies to improve.

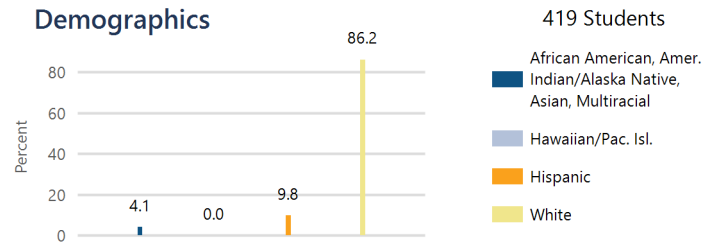
~Develop strategies to improve State assessment scores that fall below the state average or declining data specifically in the areas of math and science and continued monitoring of reading data, as data in 2022 indicates 71.84% are at Levels 1 and 2 for Math, 66.95% at Level 1/2 for ELA and 77.77% in Science are at Level 1/2.



Ell-Saline USD 307

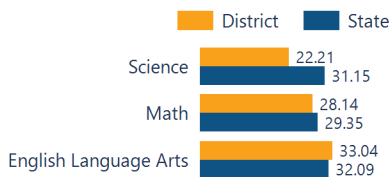
412 E. Anderson, Brookville, KS 67425-0157
(785) 914-5602
www.ellsaline.org

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

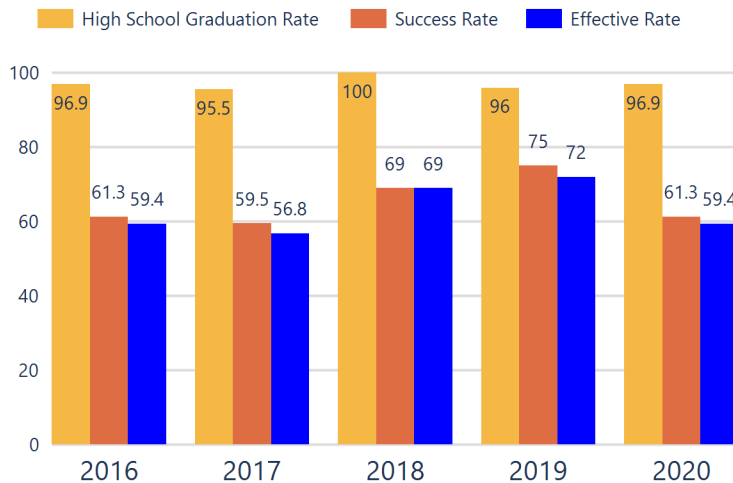


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

97.1%

Five-Year Success Avg

64.7%

Five-Year Effective Avg

62.9%

95% Confidence Interval for the Predicted Effectiveness Rate

61.7 - 65.4%

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

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

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

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

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

GRADUATION RATE

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

97.3%

State: 89.3

District ESSA Operating Expenditures Per Pupil

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

\$15,119

State: \$13,830

ATTENDANCE RATE

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

92.5%

State: 92.1

CHRONIC ABSENTEEISM

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

24.8%

State: 25.4

DROPOUT RATE

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

0.5%

State: 1.4

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	30.08	31.03	49.54	31.09	30.43	43.33
Level 2	N/A	N/A	N/A	49.15	34.91	27.02	40.75	36.52	34.44
Level 3	N/A	N/A	N/A	18.22	30.17	18.01	22.68	26.52	15.55
Level 4	N/A	N/A	N/A	2.54	3.87	5.40	5.46	6.52	6.66

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	41.97	38.75	40.00	41.66	37.03	55.55
Level 2	N/A	N/A	N/A	45.67	35.00	40.00	42.85	39.50	27.77
Level 3	N/A	N/A	N/A	12.34	23.75	20.00	13.09	19.75	13.88
Level 4	N/A	N/A	N/A	0.00	2.50	0.00	2.38	3.70	2.77

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	58.06	58.06	85.00	64.70	64.70	75.00
Level 2	N/A	N/A	N/A	29.03	25.80	10.00	26.47	26.47	25.00
Level 3	N/A	N/A	N/A	6.45	16.12	0.00	5.88	5.88	0.00
Level 4	N/A	N/A	N/A	6.45	0.00	5.00	2.94	2.94	0.00

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	42.85	32.14	58.82	40.00	55.00	46.15
Level 2	N/A	N/A	N/A	50.00	35.71	23.52	40.00	15.00	30.76
Level 3	N/A	N/A	N/A	7.14	32.14	17.64	20.00	30.00	23.07
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00

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

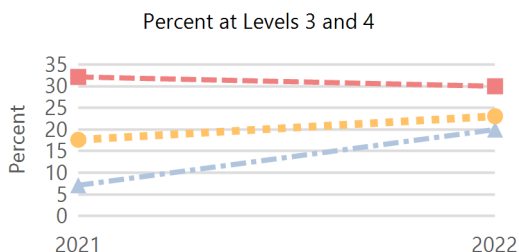
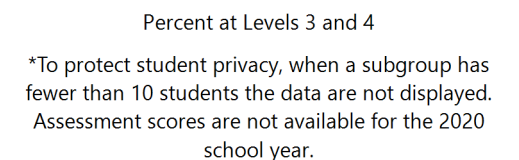
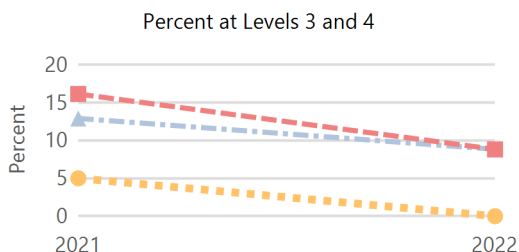
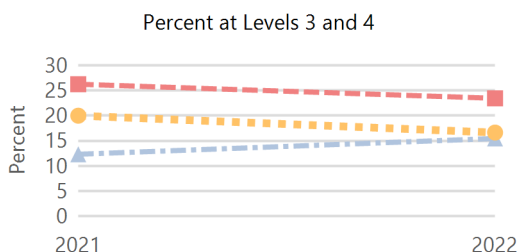
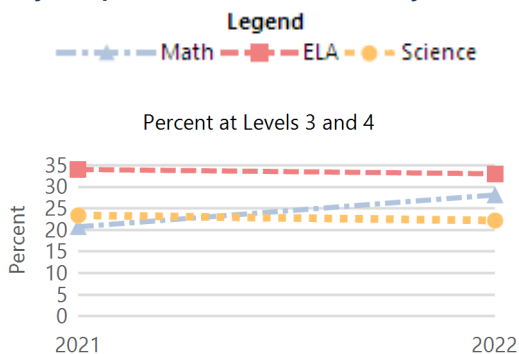
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	17.0
State	19.8

Accreditation Summary

Date: 06/13/2023

System: D0339 Jefferson County North (0000)

City: Winchester

Superintendent: Brad Kempf

OVT Chair: Adrienne Walsh

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Tiered Framework of Supports:

According to the system and OVT report, USD 339 is utilizing FastBridge data to make instructional decisions in the K-8 building. However, no data was shared in the OVT or system report to determine progress or impact on students. At the secondary level, there is no formal tiered system of interventions in place, the system does provide students an After School Assistance Program, Credit Recovery options, student improvement team supports, and tiered Algebra courses to support struggling students. Additionally, the system has revised its schedule to provide "Teacher Assist" time where every teacher is available to students for support. Through leadership team discussion and staff turnover, it has been determined that there is a need for MTSS professional development. Therefore, TASN has been contracted to work with the district for the 2023-24 school year. Through support from TASN, USD 339 hopes to establish MTSS at the middle/high school level.

Family, Business, and Community Partnerships:

According to the system and OVT report, the system has various partnerships with the CTE Community Advisors which was instrumental in establishing an Ag CTE pathway for students which currently has 20 students enrolled. Additionally, family and/or community partnerships are developed via Booster Club, Family Orientation Night, and collaboration and partnerships with local businesses for the system's FBLA and FFA student groups. Additionally, the system has established partnerships with Washburn Tech and Highland to support the CTE needs of students. The system has also collaborated with the local county's Chamber of Commerce and city councils.

Diversity, Equity, and Access:

USD 339 is relatively homogenous, however, the System has engaged in creating ways that have allowed them to better meet the needs of diverse learners and promote equity across demographics. Efforts have been made to ensure equity across all demographics (gender, race, religion, and socioeconomic). Some of these ways have been accomplished by providing a variety of technologies to students, classes in CTE to reach more varied learners, the maintenance of an MTSS program, and recognition by the system for improvement for MTSS support for secondary students to meet the needs of learners at all levels, promoting all extra-curricular activities to create deeper connections to students, and working with parents and stakeholder groups to ensure all children feel that there is something specifically for them in school every day.

Civic and Social Engagement:

According to the system and OVT report, USD 339 offers a variety of student opportunities to promote civic and social engagement not only via the district curriculum and course offerings but various community opportunities. Students are engaged in mentoring at the high school where a senior mentors an incoming freshman student, students participate in community work days to better the communities they reside in. Additionally, students volunteer at the Topeka Rescue Mission, organize food drives, and celebrate and host the local Veteran's Celebration. Students at the elementary level participate in Wall of Heros, Adopt a Grandparent, food drives, raise funds for Ronald McDonald House, and participate in activities at the local nursing home.

Physical and Mental Health:

USD 339 continues to meet the KSDE graduation requirement for physical education, health, child nutrition, social-emotional learning, and physical wellness. The district has developed a Wellness Committee to support activities for both students and staff. At the high school level, students have physical education requirements, sports programs, annual square dancing, and a reward day filled with activities for physical and mental health. At the elementary/middle school, students have physical education daily, Bright Smiles Program, Vision and hearing screenings, brain breaks, recess, incentive days, and sports programs. Zones of regulation has been implemented at the elementary level. During the accreditation cycle, the district implemented the use of a full-time social worker and strategies to support students in difficult life experiences.

Arts and Cultural Appreciation:

According to the system report, USD 339 School has a variety of ways to support arts and cultural appreciation. Students have elective opportunities in Band, Choir, Art, Industrial Arts, Computer Applications, Photography, Band Trips, Art Show competitions, Spanish International Day, Solo/Ensemble music competitions, and performances. Theatre provides students access to diverse content and curriculum in the arts. At the elementary/middle school, students can experience Music, Art, Band classes, Art displays, plays, and concerts scheduled and provided throughout the school year.

Postsecondary and Career Preparation:

According to the system and OVT report, the high school graduation rate remains above the state average. A significant number of students work on the family farm after school. The high school still maintains a partnership with Washburn Tech, but Washburn Tech has decreased the availability of spots for high school students which has led to discussions with other outside entities to support postsecondary and career prep. Additionally, in the area of post-secondary and career preparation, USD 339 has taken a system-wide approach to postsecondary and career preparation. At the high school, students and staff use Xello, Senior Projects, CTE Pathways, and job shadow opportunities. Sophomores tour Washburn Technical School to examine postsecondary interests. The system also has an articulation agreement with Highland Community College for opportunities for student learning. The system offers 21 dual credit options for students. At the elementary level, students are exposed to career exploration through project-based learning. In 8th grade, students begin work using XELLO to help them identify strengths and interests.

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

ARC Comment

Goal: Utilize a growth mindset and continually develop cognitively, emotionally, socially and physically. (Responsive Culture)

According to the system report, the system worked and documented progress toward this goal in a variety of ways. One of those ways was by the hiring of a social worker. The social worker saw approximately 30% of the student body throughout the accreditation cycle. This number correlated with the at-risk numbers from the district's Community that Cares survey. The range of the support

provided during visits differed depending on student needs (i.e. 1:1 support, periodic check-ins, etc.) The system also sees an increase in parent referrals related to feelings of anxiety in both the student and the parent. Additionally, the system utilized the social worker for professional development with staff in areas of social-emotional learning and trauma-informed care.

The system indicated the implementation of SAEBRS as a social-emotional learning screener at the high school has helped in the identification of students needing support. The system continues to learn how to use this new data and how to use the data effectively in designing interventions and supports based on student needs. The system also used the Kansas Communities That Care Survey (KCTC) to be responsive to student needs. Overall, the data showed student results are good compared to the state numbers and the utilization of SAEBRS helped the system target specific students who may not have been identified via KCTC.

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

ARC Comment

Goal: Ensure and enhance learning opportunities and experiences aligned with the state standards which prepare students for post-high school success and achievement.

The system and OVT report indicated that USD 339 has expanded CTE Pathways by adding another Pathway: Comprehensive Agriculture. Data indicates there are 51 students enrolled in classes for this pathway. The system also offers pathways in Graphic Design, Media Tech, Applied Business Development, Business Economics, Business Management, Mass Production, Welding Processes. For the 2022-2023 school year, the system had 105 students involved in 2nd year CTE Pathway classes.

The system also indicated it added 3 new extracurricular activities this year in response to the community, looking at student needs and in an effort to give its students more opportunities.

The system indicated it also has seen a steady increase in state assessment scores and some are above the state average. At the elementary level a new math curriculum was adopted to help support and address low test scores and a new ELA curriculum is being adopted to support student needs. The new curriculum will align with state standards and provide alignment across the building and Fastbridge data was analyzed to determine intervention support. Data indicated 9% of students in 2nd- 8th grade fell into the "high risk" category. 20% of students in 2nd- 8th grade fell into the "some risk" category. 72% of students in 2nd- 8th grade fell into the "low risk" category. iReady data was analyzed to determine interventions and "my path" lessons the students need to complete to fill in the gaps. PLC meetings focused on data analysis, standards-based common assessments, and collaboration between grade-level teachers and support staff. The district has contracted with TASN to provide training and implement MTSS structures throughout the district.

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 staff and board of education have put effort into creating programs and opportunities for students. They appear to have a supportive board of education and community that will help drive their strategic planning efforts which will help them sustain improvement efforts within the KESA framework. Additionally, the system appears to have sufficient financial and human resources to support the implementation of its KESA plan as the local board continues to dedicate financial and time resources to support the needs identified via this KESA cycle and the next cycle.

6. The evidence submitted to the Accreditation Review Council indicates the system does

generally demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

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

Board Outcomes

Social-Emotional Growth

The system administers the SAEBRS SEL screener to gather data on students and student areas of intervention. The system has full-time social workers and counselors that work across the district to support students and students with significant needs. The system also collaborates with teacher teams to problem-solve and support students' social-emotional learning needs. Additionally, the system utilizes Second Step as its social-emotional curriculum. The district also provides speakers to promote and discuss various issues to support students' overall mental health and well-being. The elementary also focuses on Zones of Regulation to teach students coping strategies and skills related to social-emotional learning. The system needs to utilize the data from SAEBRs to support more specific and targeted interventions for students along with a more comprehensive social-emotional curriculum for secondary students.

Kindergarten Readiness

According to the system and OVT report, USD 339 has a 4-year-old preschool and is currently exploring the addition of a 3-year-old preschool to better support kindergarten readiness and the needs of the early childhood population. Additionally, USD 339 indicated partnerships developed with local daycares to collaborate with regard to expectations for students entering school. USD 339 noted that only 52% of parents of current kindergarten students participated in the ASQ-3 and ASQ:SE-2. To increase the completion percentage in the future, the early childhood team plans to have parents answer the ASQ questions during kindergarten open house along with additional ways to increase participation via screening nights or onsite completion during enrollment.

Individual Plans of Study

The system and OVT report indicated that the IPS process has been continually evolving for the past 5 years. Initially, the system implemented the IPS process with the help of Career Cruising, however during the KESA cycle the system transitioned to Xello. Within the system, the counselor meets with each student before they enter 9th grade to build a class schedule from 9th grade to graduation. Students are given Xello assignments to complete each year which are monitored by the Xello coordinator. Each year, student progress is reviewed by the counselor, principal, and other teachers to ensure successful completion. Seniors complete several portions of the IPS process to prepare them for college, trade school, or the workforce.

High School Graduation Rate

The four year adjusted cohort graduation rate is at 94.1% which is above the state average of 89.3% and above the state effective rate of 70%-75%. The system received a Silver Star in high school graduation rate.

Postsecondary Success

The system has a post-secondary success average of 61.9% and a Five Year Effective Average of 58.2% which is within the confidence interval of 58.1%-60.8%. The system attributed some impact on its post-secondary success as it has multiple students graduate and enter into the family farming operation which is not included in the post-secondary data. The system received a Bronze Star from KSDE in the area of Post-Secondary Success and a Copper for Academically prepared for Post Secondary. The system recognizes the continued need to increase postsecondary experiences and programming which the system feels will result in documented growth over time.

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

ARC Comment

Throughout the accreditation cycle, it was evident that school improvement had been done generally with a system approach. The KESA team has shared information from site council representatives, board members, staff, and administration from both buildings. During the goal-setting process, JCN sought feedback from a variety of stakeholders, including classified staff, certified staff, administrators, and community members. A relevant stakeholder group that was not evident was the student and student groups population that was recognized by the system. Additionally, the system acknowledges needed improvement in stakeholder involvement from community members that were not directly part of the school community.

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

ARC Comment

According to the OVT report, all KESA visits have been very positive and collaborative. USD 339 staff have been very honest about system strengths and initiatives that have been underway. The system was very responsive to feedback and recognize continued areas of improvement. For example, USD 339 noted a slide in their Kansas State Assessment data. As a result, they have adopted a new math curriculum and are in the process of reviewing language arts curriculum adoption.

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

ARC Comment

Evidence provided by the System and OVT reports indicated that the System is reporting to their local board and communities. Reports appear to be completed in a timely manner. A system plan was evident however, action steps and goals were not always clear. Improvement priorities were evident in most areas but a valid and reliable process for evaluation was limited or lacking related to system goals and data drive progress in a variety of areas. Receiving feedback and using that information appears to be part of their continuous improvement process according to the OVT report.

ARC Recommendation

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

Justification

- ~Evidence was provided indicating that the system has in place all Foundational Structures, two active goals, sustainability of the improvement process, Kansas vision for education and State Board Outcomes, stakeholder involvement, and fidelity of implementation.
- ~The system has a Five-Year Graduation Average of 94.1%, a Five-Year Success Average of 61.9%, and a Five-Year Effective Average of 58.2%.
- ~The 95% Confidence Interval for the Predicted Effectiveness Rate is 58.1%-60.8%.

Strengths

- ~Community stakeholder support and engagement for district programs.
- ~Overwhelming evidence of the caring the system has for staff and students
- ~District continues to examine methods and areas for improvement and has already begun the strategic planning process
- ~Dual Credit Options for students within a small school. The system currently offers 21 dual-credit courses.
- ~Systematic process in place regarding curriculum selection, district and building initiatives, and the overall improvement process.

Challenges

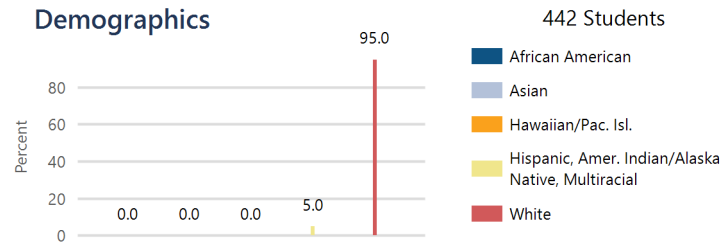
- ~Tiered System of Supports at the Secondary Level--During the next KESA cycle continued focus and improvement in interventions for secondary students. Some supports are in place, but data was limited on how interventions are determined and growth is measured for students in middle/high school.
- ~Constructing SMART Goals that are clear, reachable, student-focused, meaningful, motivating, and time-bound and supported with qualitative and quantitative data.
- ~Chronic Absenteeism-Monitor and address the root cause of Chronic Absenteeism and develop strategies to improve.
- ~Develop strategies to improve State assessment scores that fall below the state average or declining data specifically in the subgroups of free and reduced lunch and students with disabilities. Examine systems, supports, and instruction occurring to support these specific populations of students.
- ~Community Partnerships--With the changing relationship with area Tech schools reach out and develop partnerships and collaborative relationships with local businesses and entrepreneurs to support student post-secondary interests and needs.



Jefferson County North USD 339

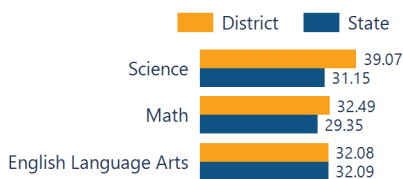
310 5th Street, Winchester, KS 66097-4902
(913) 774-2000
www.usd339.net

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

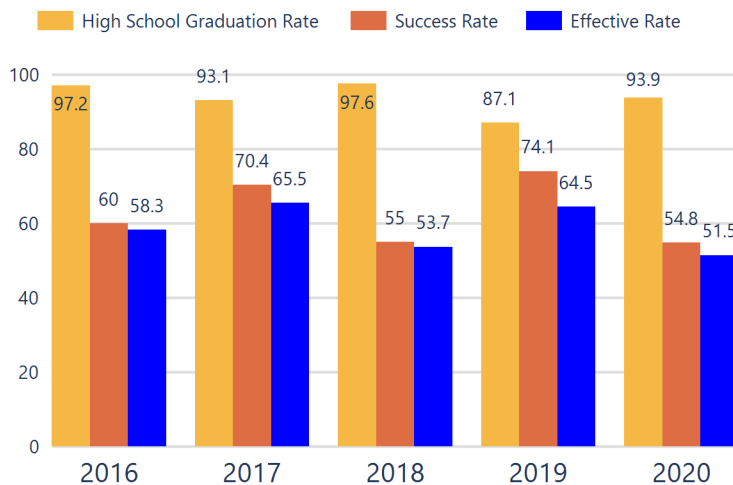


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

94.1%

Five-Year Success Avg

61.9%

Five-Year Effective Avg

58.2%

95% Confidence Interval for the Predicted Effectiveness Rate

58.1 - 60.8%

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

- Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.
 - 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: 89.3
94.1%

State: 92.1
93.6%

State: 25.4
15.3%

State: 1.4
1.0%

District ESSA Operating Expenditures Per Pupil

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

\$14,307

State: \$13,830

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

Jefferson County North USD 339

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	22.00	25.50	23.91	25.41	34.16	26.43
Level 2	N/A	N/A	N/A	43.00	40.00	31.52	42.08	33.75	34.48
Level 3	N/A	N/A	N/A	26.00	25.50	31.52	25.41	26.25	22.98
Level 4	N/A	N/A	N/A	9.00	9.00	13.04	7.08	5.83	16.09

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	38.66	44.59	42.42	42.46	54.79	45.83
Level 2	N/A	N/A	N/A	38.66	32.43	36.36	39.72	26.02	41.66
Level 3	N/A	N/A	N/A	14.66	18.91	12.12	12.32	13.69	12.50
Level 4	N/A	N/A	N/A	8.00	4.05	9.09	5.47	5.47	0.00

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	51.42	52.94	29.41	53.06	61.22	66.66
Level 2	N/A	N/A	N/A	22.85	17.64	41.17	26.53	14.28	16.66
Level 3	N/A	N/A	N/A	11.42	17.64	11.76	12.24	18.36	0.00
Level 4	N/A	N/A	N/A	14.28	11.76	17.64	8.16	6.12	16.66

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

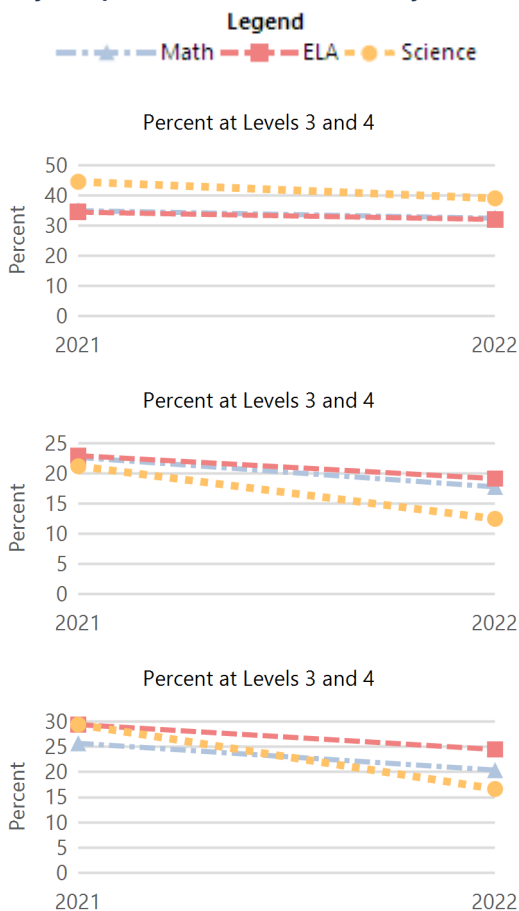
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

District	20.5
State	19.8

Accreditation Summary

Date: 04/11/2023

System: D0350 St John-Hudson (0000)

City: St. John

Superintendent: Josh Meyer

OVT Chair: Brent Garrison

Executive Summary/AFI

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

ARC Comment

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

2. Foundational areas are **not** addressed.

ARC Comment

Tiered Framework of Supports: The district had an MTSS program at the K-6 level for math and reading at the beginning of the KESA process. The elementary school also had a designated time scheduled each day for this at the elementary and included benchmark, screening, and progress monitoring assessments. The concern or challenge was the lack of consistency and fidelity in how it was implemented at each grade. Since the beginning of the KESA process, the district had great gains. The district has hired a full-time interventionist starting in the 21-22 school year. The MTSS program in grades K-8 is much more structured and consistent in each grade compared to the start of the cycle. The OVT also noted that there was a lack of tiered intervention for behavior district-wide and very little academic intervention for grades 7-12.

Family, Business, and Community Partnerships: USD 350 felt that the district stakeholders are engaged and supportive of the school district. Nothing formally was in place to ensure the engagement or to improve that engagement at the start of the cycle. The district has a site council along with a monthly newsletter and the superintendent has a monthly column in the newspaper. During the cycle, the district's students have begun working with community businesses.

Diversity, Equity, and Access: USD 350 did not have anything official in place to ensure equity for all at the start of the KESA process and in year one. While the district believed that education at USD 350 was equitable for all students, there were no formal practices or procedures that they could identify.

Communication and Basic Skills: In year 1, the district had formal curricular standards through the state KCCRS. Through the process, the district made several advancements in real-world learning, curricular resources, after-school programs, and tutoring for at-risk students. The team acknowledges the following findings and areas of improvement. Curricular standards are aligned with state standards. However, there seems to be a disconnect between our curriculum and how the standards are assessed. As with a lot of smaller districts work can and will be done to address that gap or holes in the curricular standards.

Civic and Social Engagement: USD 350 had implemented the Character Counts program in the elementary grades and has ongoing lessons in each elementary counselor for social learning at the beginning of the KESA cycle. The district was proud of a district-wide community service day each spring where students get into the community and do community service work. Government students

attending meetings of governing bodies throughout the school year was a common expectation.

Physical and Mental Health: Physical education classes were required for all students through 9th grade and are available beyond that as elective courses. The high school curriculum meets the minimum health / PE graduation requirement and the district is compliant with nutrition requirements. Staff members participate in an annual exercise challenge to encourage healthy living.

Arts and Cultural Appreciation: The team from St. John noted that at the beginning of the KESA process art and music classes are provided through 8th grade for all students and as elective courses in high school. Nothing formal is in place for cultural appreciation. It was noted that the OVT team felt the district could still create opportunities for more cultural appreciation through partnerships with diverse members of the population.

Postsecondary and Career Preparation: All students in USD 350 have an IPS beginning in the 7th grade. In 2019-

2020 school year, they transitioned to XELLO. They also transitioned to a hybrid model where the CTE/IPS coordinator assigns the lessons but some of the work is completed in LS and some of it is completed in classrooms, most notably the ELA classrooms. They have worked to continually make the IPS an important and relevant part of each student's education and post-secondary success. Students discuss their plans of study in parent-teacher conferences with their LS teacher. Senior students do a portfolio presentation and highlight their IPS in a public event. Many opportunities for students to earn dual credits and certifications/credentials are present at St. John.

Areas For Improvement

Comment	Tiered Framework of Support
Rationale	The concern or challenge is the lack of consistency and fidelity in how the MTSS program is implemented at each grade, especially in grades 7-12. The OVT noted that there was a lack of tiered interventions for behavior district-wide and very little academic intervention for grades 7-12.
Tasks	1.) Develop and implement a tiered intervention support system for behavior district-wide. 2.) Develop and implement a tiered intervention support system for academics for grades 7-12.
Timeline	05-01-2024
System Response	<p>We believe there is a misunderstanding about information provided in our year 5 and our OVT chair's reports and the concerns that the ARC identified related to two foundational structures. Our report was laid out in such a way to first explain where we were in year 1, followed up by information about where we are now at the end of the cycle, and then by comments about how we want to improve in the future. The comments in the rationale explaining why the two areas are identified as areas of improvement came directly from the where we were part of the narrative.</p> <p>In the supporting evidence submitted with this appeal, you should note the highlighted sections in each identified area of improvement. Those comments reflect where we were in year one of our cycle and do not reflect how we have developed and improved in both identified areas throughout the cycle.</p>

While we agree that we still have room to improve, we have provided

data as well as narrative information showing that we have improved our tiered interventions greatly over the accreditation cycle and have laid that out in our report. When reviewing the KESA rubric, our report provides information that meets the criteria under the "generally" heading. We do in fact have tiered interventions and data collection for behavior and academics in all grades. Information in our year 5 report shows this and we have also provided additional clarification in the supporting evidence document.

It is the same situation with the diversity, equity, and access foundational structure. While we have room for improvement in this area, we have laid out some processes and procedures in our narrative that address diversity, equity, and access. We have gathered perception data that shows positive gains. This is outlined in our report and again in the supporting evidence document. This would indicate that we again have met the "generally" qualifiers in the KESA rubric.

The OVT report states that, "Since the beginning of the process, the district has shown great gains in its tiered support system." The OVT report also notes improvements that were made in the area of diversity, equity, and access similar to what we have in our report. We would like the ARC to consider these comments in the OVT report as evidence that we indeed have "an intentional, quality growth process" in the two identified areas.

We respectfully ask the ARC to reconsider the decision that we have not met the accreditation criteria for these two foundational structures and the resulting recommendation of a conditional accreditation status. Further details and explanations are provided in the supporting evidence document.

Comment	Diversity, Equity, and Access
Rationale	USD 350 did not have anything official in place to ensure equity for all at the start of the KESA process. While the district believed that education at USD 350 was equitable for all students, there were no formal practices or procedures that they could identify.
Tasks	Develop a practice or procedure for diversity, equity and access for all students.
Timeline	05-01-2024
System Response	We believe there is a misunderstanding about information provided in our year 5 and our OVT chair's reports and the concerns that the ARC identified related to two foundational structures. Our report was laid out in such a way to first explain where we were in year 1, followed up by information about where we are now at the end of the cycle, and then by comments about how we want to improve in the future. The comments in the rationale explaining why the two areas are identified as areas of improvement came directly from the where we were part of the narrative.

In the supporting evidence submitted with this appeal, you should note the highlighted sections in each identified area of improvement.

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While we agree that we still have room to improve, we have provided data as well as narrative information showing that we have improved our tiered interventions greatly over the accreditation cycle and have laid that out in our report. When reviewing the KESA rubric, our report provides information that meets the criteria under the "generally" heading. We do in fact have tiered interventions and data collection for behavior and academics in all grades. Information in our year 5 report shows this and we have also provided additional clarification in the supporting evidence document.

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The OVT report states that, "Since the beginning of the process, the district has shown great gains in its tiered support system." The OVT report also notes improvements that were made in the area of diversity, equity, and access similar to what we have in our report. We would like the ARC to consider these comments in the OVT report as evidence that we indeed have "an intentional, quality growth process" in the two identified areas.

We respectfully ask the ARC to reconsider the decision that we have not met the accreditation criteria for these two foundational structures and the resulting recommendation of a conditional accreditation status. Further details and explanations are provided in the supporting evidence document.

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

ARC Comment

Goal: All families will be engaged in the education of their children.

The district felt this would be an ongoing goal due to the diversity and challenges they have to engage families. The OVT stated that they recognize the district wants to work towards all stakeholders to be actively engaged with the schools in proportion to the given population. The district noted that they still see less participation from Hispanic families and those from poverty.

The OVT team felt that most of what was set out to be accomplished was indeed completed by USD 350. The district implemented a new automated messaging system and the overall response from families is positive. The only hard data presented was from the perceptions surveys. Perception data from the community survey shows that we have made modest improvements with this goal. Responses show the following perception data (agree or somewhat agree) over the KESA cycle: The

schools engage families in the education of students - 86.1% (1.9% increase). The school district communicates effectively with families and the community - 85.2% (3.2% increase). Student progress is adequately communicated to families - 87.8% (5.8% increase).

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

ARC Comment

Goal: All students will feel safe and have their needs met in order to learn every day.

The district felt they accomplished what they set out to do in their action plan, with the exception of the implementation of a formal curriculum for social-emotional learning. They have a curriculum but the lessons are isolated to the counselor instead of teachers. The teachers do assess students' social-emotional well-being in the fall and spring of each year using the SRSS-IE screener. Teachers use the data to complete a more comprehensive screener based on early warning indicators (attendance, behavior, course performance). The OVT felt that this process is an excellent tool to gauge and monitor the well-being of students and allow for maximum learning. The district plans to pilot the curriculum this current year and implement it in the 23-24 school year. Currently, any SEL activities are provided through the counselor and embedded in the core curriculum.

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

ARC Comment

The district updates the Board of Education at the monthly meetings and they formally approve the KESA updates yearly. The district uses a needs assessment process that is purposeful and gets input from all staff members. This helped the staff be invested in the goals and action plans.

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 district is strong in all areas except social-emotional growth. The district is addressing all of the state board outcomes and views them as part of the results.

Board Outcomes

Social-Emotional Growth

The OVT reported that the most important staffing decision made in regard to this area was the addition of a full-time social-emotional counselor and therapy dog. The district has also implemented one in-service day during the year as a self-care day.

Kindergarten Readiness

USD 350 takes great pride in the fact that they have exceptional preschool programs, teachers, and support staff as well as a strong PTA program, all of which help ensure our district's children are ready for Kindergarten. Preschool is offered for three- and four-year-olds in half-day sessions that take place four days a week. Our partnership with our special education co-op helps us to provide early interventions for our preschool students with the highest needs. The OVT team has noted and feels this is a real strength of the district.

Individual Plans of Study

All students have an IPS beginning in 7th grade. When the KESA cycle started, the district was using Career Cruising. In 2019, the district transitioned to Xello. The CTE/IPS coordinator assigns lessons but some of the work is completed in LS and some of it is created in classrooms (ELA). Each student has a daily advisory/seminar time to develop and review the IPS. The student IPS is reviewed with the student and family during student-led conferences.

High School Graduation Rate

When a very small enrollment, having one student not graduate can significantly affect the graduation rate. The district's graduation rate hovered around 95% for most of the cycle.

Postsecondary Success

The data shows consistent improvement in post-secondary education success. Most recently, the class of 2020 has 83.3% of students meeting the success criteria. The 5-year average effective rate has consistently been improving over the cycle. The effective rate of 62.5% is well above the predictive rate of 50.4-54.1%.

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

ARC Comment

The district noted that it was difficult to get back to regular and consistent engagement with site councils ever since getting back to "normal." The OVT reported that regular communication with the leadership team and site councils could be improved.

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

ARC Comment

The OVT reported that the district was very responsive to feedback. The district was very interested in what the OVT team had to say and was responsive to any suggestions. The OVT Chair reported that they were very confident in the responsiveness of the district leaders.

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

ARC Comment

The OVT reported that they didn't have any concerns. The OVT reported that the district had measurable and realistic goals that seemed appropriate for the district.

ARC Recommendation

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

Justification

The conditional accreditation recommendation is based on the multiple AFIs located in the Foundational Structures.

Strengths

Parents as Teachers program
An emphasis on early childhood
A growing partnership with community businesses

Challenges

Develop a tiered intervention system for behavior and academics to support students.

Develop a diversity, equity, and access plan.

The system needs more measurable goals moving into the next cycle. The goals need to be tied to student learning.

Curricular standards are aligned with state standards. However, there seems to be a disconnect between our curriculum and how the standards are assessed. As with a lot of smaller districts work can and will be done to address that gap or holes in the curricular standards.

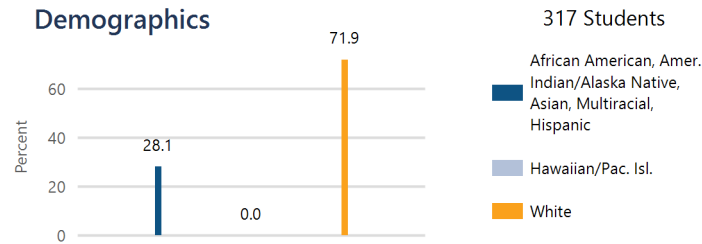
The OVT reported that regular communication with the leadership team and site councils could be improved.



St John-Hudson USD 350

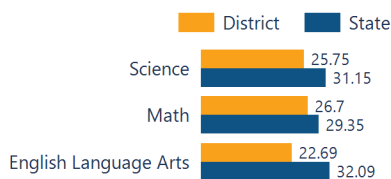
505 North Broadway, St. John, KS 67576-1836
(620) 549-3564
www.usd350.com

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

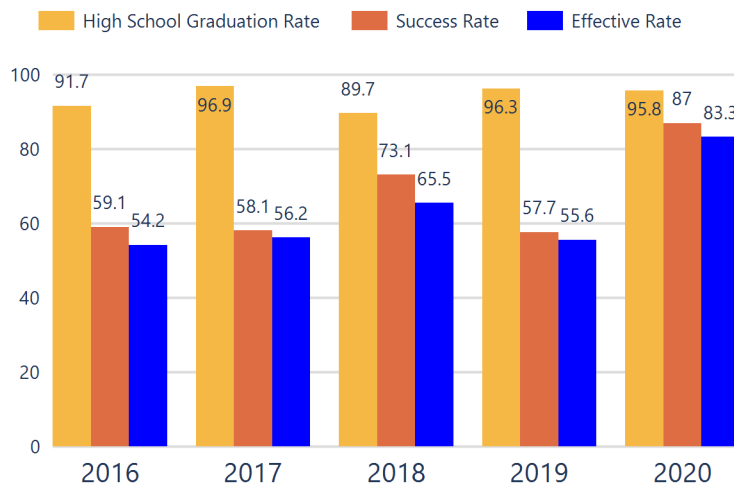


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

Kansans CAN lead the world!
Graduation
95%

Effective Rate 70-75%

Five-Year Graduation Avg

94.1%

Five-Year Success Avg

66.4%

Five-Year Effective Avg

62.5%

95% Confidence Interval for the Predicted Effectiveness Rate

50.4 - 54.1%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

95.8%

State: 89.3

District ESSA Operating Expenditures Per Pupil

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

\$17,515

State: \$13,830

91.4%

State: 92.1

31.8%

State: 25.4

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

N/A

State: 1.4



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.29	27.09	40.78	26.08	33.12	40.90
Level 2	N/A	N/A	N/A	42.67	47.09	25.00	47.20	44.17	33.33
Level 3	N/A	N/A	N/A	24.84	21.29	28.94	20.49	19.01	24.24
Level 4	N/A	N/A	N/A	3.18	4.51	5.26	6.21	3.68	1.51

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	39.47	36.48	52.50	35.52	44.15	50.00
Level 2	N/A	N/A	N/A	43.42	48.64	25.00	57.89	45.45	32.35
Level 3	N/A	N/A	N/A	17.10	12.16	20.00	6.57	10.38	17.64
Level 4	N/A	N/A	N/A	0.00	2.70	2.50	0.00	0.00	0.00

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	38.88	34.28	46.66	45.45	47.72	61.53
Level 2	N/A	N/A	N/A	44.44	51.42	13.33	38.63	38.63	30.76
Level 3	N/A	N/A	N/A	8.33	14.28	40.00	9.09	11.36	7.69
Level 4	N/A	N/A	N/A	8.33	0.00	0.00	6.81	2.27	0.00

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	40.00	33.33	50.00	39.02	43.90	50.00
Level 2	N/A	N/A	N/A	37.14	54.54	22.22	53.65	43.90	37.50
Level 3	N/A	N/A	N/A	22.85	12.12	27.77	2.43	12.19	12.50
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	4.87	0.00	0.00

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

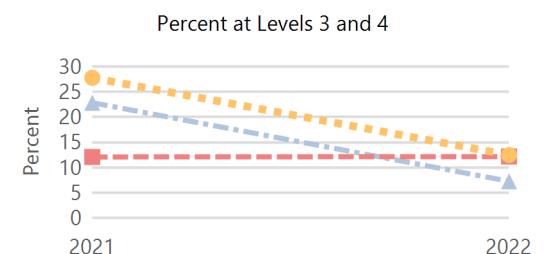
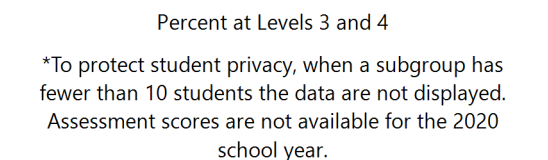
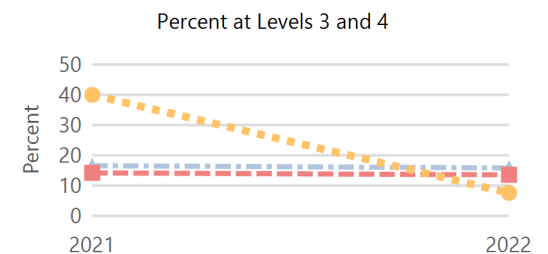
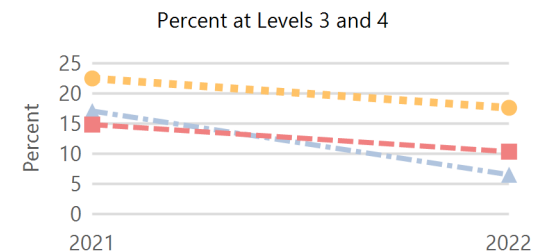
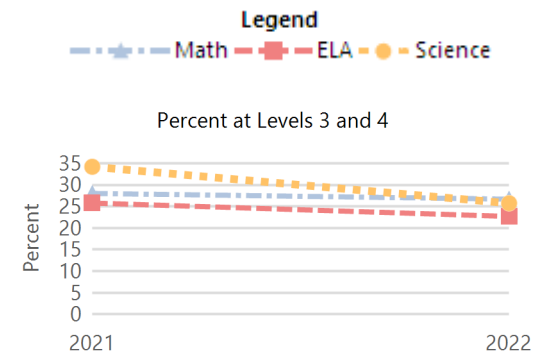
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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	18.5
State	19.8

Accreditation Summary

Date: 06/02/2023

System: D0376 Sterling (0000)

City: Sterling

Superintendent: Jim Goracke

OVT Chair: Cindy Couchman

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Overall USD 376 has worked hard to address the foundational structures.

Tiered Framework of supports- all buildings in USD 376 have a tiered system of supports and they utilize data to support the interventions.

Family, Business, and Community Partnerships- USD 376 has created very meaningful relationships with their local businesses. They have mock interviews where members of the community interview all juniors and seniors. They also have created opportunities for their teachers to tour local businesses so they can see what types of jobs are available locally and how the school can help prepare students for those jobs.

Diversity, Equity, and Access- Through no fault of their own they do not have much cultural diversity, but instead they focus on equity for students across economic status. With that as a focus, the system has implemented many programs to provide equitable access and opportunities for all students.

Communication and Basic Skills- All students in grades 7-12 are rated each year on employability skills which include written and oral communication. All students are required to do oral presentations throughout the year. Mock interviews are also done each year.

Civic and Social Engagement- USD 376 creates community service projects for high school students. They also require seniors to attend both a city council meeting as well as a school board meeting.

Physical and Mental Health- Sterling has hired additional personnel to make sure that students have access to help when needed. The system also focuses on healthy lifestyles for students. 97% of their students are involved in activities through the school.

Arts and Cultural Appreciation- Fine arts is important to USD 376. They offer multiple opportunities for students to participate in plays, music, and drama.

Postsecondary and Career Preparation- This is an area where USD 376 excels. They offer mock interviews, job shadows, and career fairs for all students. High school students are also given the opportunity to attend the local community college. The ability for teachers to tour local businesses allows teachers to better prepare students for local jobs.

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

ARC Comment

It is the goal of USD 376 staff to foster student relationships in order to promote student connectedness, motivation, and achievement, as measured by involvement percentages, student climate and connection surveys, attendance rates, and

student support opportunities/services.

USD 376 has shown improvement with this goal but is encouraged to write measurable goals moving into cycle 2. Sterling has shown improvement in family attendance at both student conferences and family engagement nights.

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

ARC Comment

Create an academic culture that provides opportunities where students see the significance and connection between academics and the real world as measured by career exposure/involvement opportunities, students reporting confidence in career direction, and civic engagement opportunities.

USD 376 has shown that they are taking this goal seriously, but are encouraged to write measurable goals moving forward. USD 376 has created COW (Careers on Wheels) which brings representatives from the community in to talk to students about different careers. Sterling has had great success in postsecondary.

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

ARC Comment

The system has implemented new staff and curriculum and will need to focus on the sustainability of those positions moving forward.

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

ARC Comment

USD 376 Sterling has shown improvement in each area and should be commended for their high school graduation rate along with their postsecondary success rate.

Board Outcomes

Social-Emotional Growth

USD 376 has seen the need for more data and support in this area. They have bought a new curriculum to implement and hired an additional part-time counselor to assist students.

Kindergarten Readiness

The system reports that the percentage of students completing the ASQ has increased each year and they have taken steps to improve communication with local groups that support preschool-age children.

Individual Plans of Study

The system now reports that all 8-12 students have a current IPS. This has been worked on throughout the cycle and the system has made improvements in this area.

High School Graduation Rate

USD 376 has consistently been above the state average for the last 15 years. They have a 96% five-year graduation average. They had 1 class that threw their data off but still remain above the state average. The system received a Gold Kansans Can Star recognition for their graduation rate.

Postsecondary Success

USD 376 is a small school but has had success in the Postsecondary. While over the 5-year reporting, their data has slightly decreased each year, the system is still above their 95% confidence interval of 56.2-58.8%, and the system is at 62.8% as of 2020 data. The system received a Silver Kansans Can star recognition in Postsecondary success.

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

ARC Comment

Stakeholder involvement was limited at the start of the cycle but has greatly improved in the last couple of years. The system is working to include more stakeholders moving forward.

8. System leadership was **not** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

Per the OVT report- the OVT only met with the district twice in five years. The system needs to improve in being collaborative and garnering feedback from the OVT. Reports were also not turned in on time so this is a major area for improvement for the system in the upcoming KESA cycle.

9. The system has **not** followed the KESA process with an expected level of fidelity.

ARC Comment

The OVT reported that they only met with the district in years 1 and 5 with other years not receiving reports. This shows a lack of fidelity to the process. USD 376 should make the process a priority moving forward.

ARC Recommendation

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

Justification

While USD 376 struggled with the KESA process they do have excellent data to support that they are doing good things in their district. It is unsure if the lack of KESA process fidelity was due to the system or the OVT, this should definitely improve in the next cycle but does not take away from what USD 376 is doing for students.

Strengths

High school graduation and postsecondary success are definite strengths, along with being academically prepared for postsecondary. The system is markedly above the state average in academically prepared for postsecondary success. The system also received the following Kansans Can star recognitions: Gold in high school graduation rate, Silver in postsecondary success, and Copper in academically prepared for postsecondary success.

Challenges

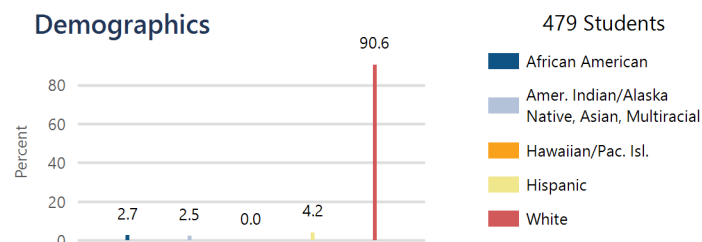
USD 376 should look at its fidelity to the KESA process and focus on how to make that a priority. They also will be facing staff retirements over the next few years which will result in staff turnover.



Sterling USD 376

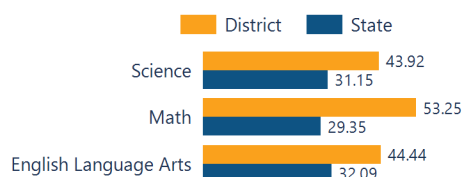
308 E. Washington, Sterling, KS 67579
(620) 278-3621
www.usd376.com

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

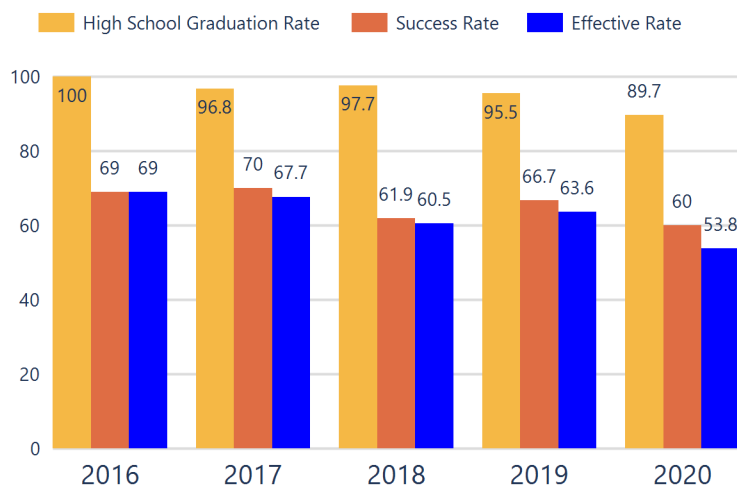


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

96.0%

Five-Year Success Avg

65.4%

Five-Year Effective Avg

62.8%

95% Confidence Interval
for the Predicted
Effectiveness Rate

56.2 - 58.8%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

94.6%

State:
89.3

District ESSA Operating Expenditures Per Pupil

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

\$14,710

State:
\$13,830

94.6%

State:
92.1

15.3%

State:
25.4

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

N/A

State:
1.4



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	11.53	15.29	22.01	14.94	21.07	28.03
Level 2	N/A	N/A	N/A	33.46	35.68	27.52	31.80	34.48	28.03
Level 3	N/A	N/A	N/A	33.46	36.86	33.94	34.48	31.80	27.10
Level 4	N/A	N/A	N/A	21.53	12.15	16.51	18.77	12.64	16.82

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	15.11	26.19	25.80	18.00	27.00	30.43
Level 2	N/A	N/A	N/A	37.20	32.14	29.03	40.00	35.00	23.91
Level 3	N/A	N/A	N/A	33.72	28.57	32.25	27.00	29.00	28.26
Level 4	N/A	N/A	N/A	13.95	13.09	12.90	15.00	9.00	17.39

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	38.23	53.33	41.66	54.54	54.54	42.85
Level 2	N/A	N/A	N/A	50.00	36.66	25.00	36.36	39.39	28.57
Level 3	N/A	N/A	N/A	11.76	6.66	25.00	6.06	3.03	21.42
Level 4	N/A	N/A	N/A	0.00	3.33	8.33	3.03	3.03	7.14

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

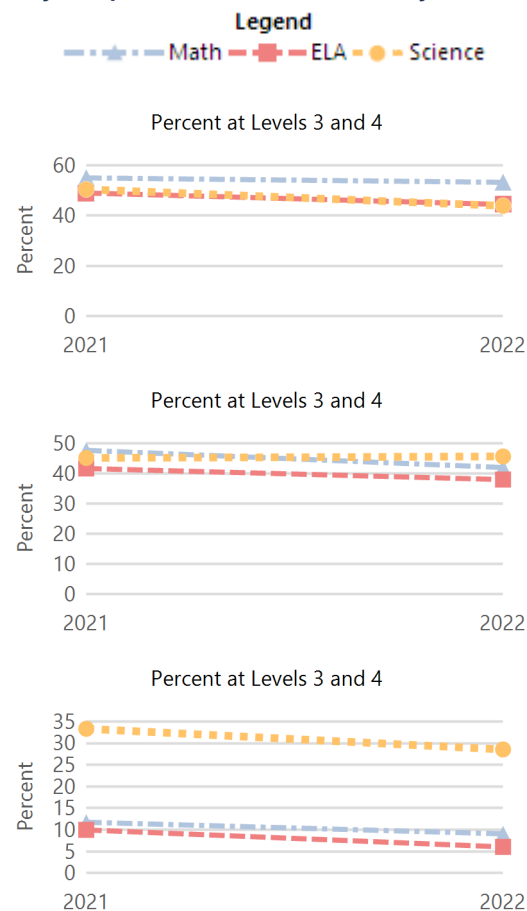
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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

District	21.5
State	19.8

Accreditation Summary

Date: 06/15/2023

System: D0392 Osborne County (0000)

City: Osborne

Superintendent: Troy Langdon

OVT Chair: Linda Haring

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered Framework of Support

At the beginning of the 5-year KESA cycle, the system had pockets of tiered support. At the end of this cycle, a strength of the Osborne School System has now become the development and implementation of a multi-tiered system of support to meet the requirements of the dyslexia initiative. They now have a very active PLC in place that analyzes data, placing students in the correct tier for support and monitoring the progress of students.

Family, Business, and Community Partnerships

There are many opportunities for partnerships. Some highlights include: Students visited the city mayor to prepare for the Ameritowne trip, participated in the Youth Entrepreneurship Challenge, and are involved in the Students and Staff Together Exploring Educational Possibilities and Services (STEPS). Each of these activities has involved parents, community members, and outside organizations.

Diversity, Equity, and Access

Student group needs are represented in the improvement process. Systems and schools' cultures are reflected in the vision and improvement process. There is a transition to a universal preschool program and also an SEL curricular resource has been adopted. There is also a focus on positive behavior supports.

Communication and Basic Skills

At the end of Year 5, the System has adopted and implemented Wayfinder, a Social Emotional Curriculum, which is CASEL-aligned. The preschool uses Conscious Discipline social/emotional curriculum in developing and strengthening social skills. Family Groups now share information with stakeholders through their Facebook page and Twitter page, website, and school board meetings.

Civic and Social Engagement

Curricula that support the structures in civic and social engagement are evident in every grade level K-12. There are efforts to understand their local government as well as support military and veterans in their community. Additionally, they have reached beyond their borders to make meaningful visits to the Kansas State government buildings.

Physical and Mental Health

Curricula that support the structures in Physical and Mental Health are evident throughout the system. The emphasis has been on social and emotional health with the opportunity for mental health services. Additionally, playground equipment has been purchased to make recess more accessible and meaningful.

Arts and Cultural Appreciation

In STEPS classes, students have the opportunity to select from multiple classes where they can develop their art and cultural appreciation. These classes include, but are not limited to, Music Lab, Mural Painting, and Taxidermy. The system's reading curriculum incorporates culturally-rich reading stories. In preschool, teachers use dance to engage students. Weekly music education lessons are instructed by the district's vocal teacher. Students also participate in drama play, where they are given the opportunity to act out stories, create stories, and retell different versions of stories

Postsecondary and Career Preparation

The system moved from using Career Cruising as an assessment tool in Year 1 to using Xello in Year 3. The school counselor introduced Individual Plans of Study in Year 3, and the staff participated in IPS training through Smoky Hill Cooperative in Year 4. Now, in Year 5, each student has an IPS digital portfolio. Additionally, ACT is used to help measure postsecondary preparation and students can participate in dual credit courses.

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

ARC Comment

By May 1st, 2023, 100% of the students in USD 392 will be given appropriate formative assessments (ESGI data, MAPS, AIMS Web, State Assessment) to identify risk factors (both academic and social-emotional), which will be used in the development of tiers to support all K-12 students with a goal to reach a five-year graduation rate of 93% and a five-year effective average of 63%

The system has met the goal that 100% of students are being given the assessments and that data is being used to place students for additional support. This has not yet resulted in the desired graduation rate or 5-year effectiveness average stated above, but they are moving in that direction. Of specific note is that the ACT average has moved from 18.3 to 19.1 in two years which is difficult to do. They have the correct systems in place to be successful in time.

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

ARC Comment

By May 1, 2023, 100% of USD 392 staff and students will be taught strategies to build relationships, support social-emotional growth, and encourage self-care, which will support improved social competence skills within Based on your communication with and observations of the system over the course of the KESA cycle, summarize the evidence to support impact on buildings and alignment to the system. students and stronger relationships within the district with the purpose of retaining employees and reducing the district's chronic absenteeism rate to 11%

The system met the goal of teaching strategies to build relationships, support SEL growth, and encourage self-care. While these efforts have not yet resulted in a chronic absenteeism rate of 11%, the system is moving in the right direction. Data indicates that staff moved from 34-1 to 60-1 positive to negative feedback ratios in the past two years. Top bad behavior, lack of respect, dropped from 96 reports to 48 in just one year. The system uses go.edustar to record office referrals. Years 21-22 indicated 25 office referrals, while the 22-23 year shows only 12.

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

Osborne has developed very active PLC groups to address each area of concern that has arisen over the past KESA cycle. The MTSS PLC has petitioned the School Board for additional para support to further develop their MTSS tier instruction. There appears to be a high level of buy-in by staff and administration to support the maintenance and improvement of the needed programs. Based on the new systems implemented recently, LiveSchool, Wayfinder, Words Our Way, etc., the staff seems very dedicated to improving performance and meeting KESA goals. The district shows its support for staff and their needs by allotting weekly meeting times during the school day for PLC group development and publishes an update with staff each week. The system has monthly and quarterly meetings to ensure fidelity and progress. Therefore, the PLCs are very responsible for monitoring, evaluating, and providing accountability for the KESA improvement process.

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

ARC Comment

The system has addressed and is making progress in the areas as evidenced below.

Board Outcomes

Social-Emotional Growth

Positive interactions have improved, office referrals have decreased and there has been an increase in the percentage of students who report wanting to come to school.

Kindergarten Readiness

Students participating in the ASQ (Kindergarten Readiness Snapshot):
- 2020 – 71%; 2021 – 100%; 2022 – 85%. Observations from kindergarten teachers indicate more students entering the classroom with skills needed to master kindergarten. Additionally, the district added a 4-year-old preschool two years ago, and a 3-year-old preschool last year based on data indicating students were not ready for kindergarten.

Individual Plans of Study

Students are participating in the creation of IPS which includes academics and career preparation. The system has added opportunities for post-secondary certification. The district is above its predicted rate for post-secondary effectiveness.

High School Graduation Rate

The 2016-2020 Postsecondary Progress report reflects a 5-year graduation rate of 88.2%, which includes a Covid dip in 2020 of 78.6. 2022 graduation data indicates a rebound to a 94.4% graduation rate based on the district's focus on student engagement in challenging and relevant academic content and involvement in school activities.

Postsecondary Success

The current 5-year effective average for USD 392 is 52.7%, in line with the 2022 state average of 52%. The USD 392 five-year success average is 52.7%, slightly above the current state average of 52%. USD 392's Five Year Effective Average of 52.7% is above their Predicted Effectiveness Rate of 46.9-50.6%.

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

ARC Comment

PLC groups meet weekly to analyze data and review progress. Information from these meetings is then given to the principal either through verbal communication or email. The School Board is updated on the progress of each PLC by the principal or a PLC spokesperson. Parents are constantly being updated through letters or emails, and the community stays aware of progress through social media posts of activities.

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

ARC Comment

The Osborne PLC teams and administration have been very receptive to the OVT team's recommendations. The staff and administration are all heavily involved in the process, as each member was able to answer questions directed to them and explain the data that drove their decisions through the process.

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

ARC Comment

Over the 5-year KESA cycle, Osborne has maintained very active PLCs who have shown strong interest and concern in the development of the system and the success of their students. They have well-established goals and have used data over the course of the cycle to modify instruction and the needs of students.

ARC Recommendation

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

Justification

The system has engaged in the work and has results that show students are succeeding.

Strengths

There is a high level of staff ownership,

Challenges

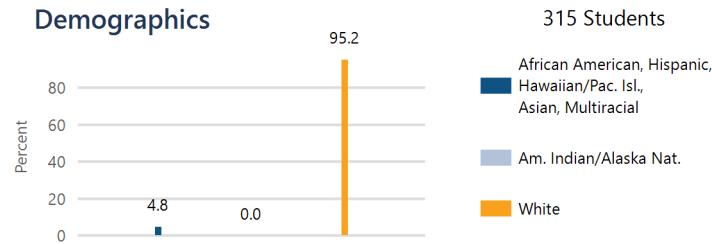
The district is working to overcome challenges within its MTSS system. Additionally, they will continue to grow in their understanding of using data to drive improvement.



Osborne County USD 392

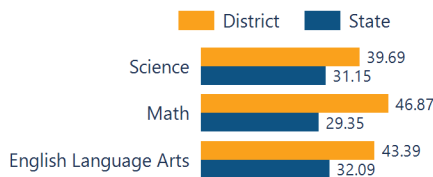
234 W Washington St, Osborne, KS 67473
(785) 346-2145
usd392.com

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

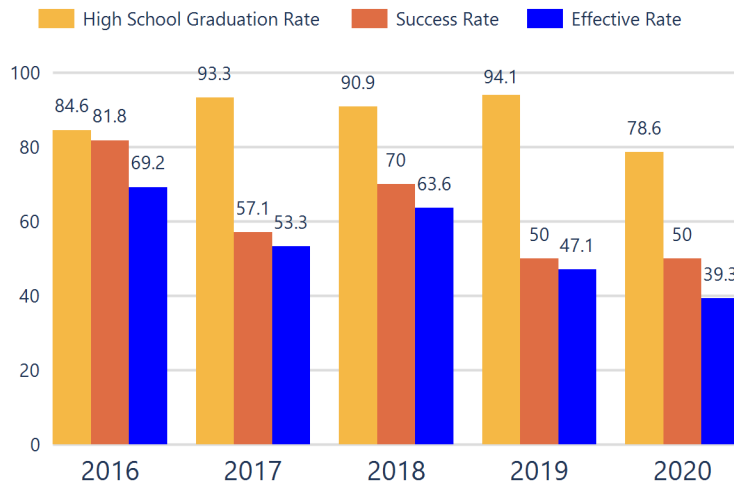


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

88.2%

Five-Year Success Avg

59.8%

Five-Year Effective Avg

52.7%

95% Confidence Interval
for the Predicted
Effectiveness Rate

46.9 - 50.6%

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

- Graduation Rate:** The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).
- Success Rate:** A student must meet one of the four following outcomes within two years of High School graduation.
 - 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: 94.4%	89.3	District ESSA Operating Expenditures Per Pupil	\$15,535
State: 94.1%	92.1	Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.	State: \$13,830
State: 16.3%	25.4	Click here for State Financial Accountability.	
State: 0.8%	1.4		



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	19.49	14.56	26.98	14.37	15.72	25.00
Level 2	N/A	N/A	N/A	30.18	35.76	28.57	38.75	40.88	35.29
Level 3	N/A	N/A	N/A	33.96	32.45	26.98	35.00	27.04	17.64
Level 4	N/A	N/A	N/A	16.35	17.21	17.46	11.87	16.35	22.05

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	27.86	19.64	40.00	25.75	27.27	38.46
Level 2	N/A	N/A	N/A	42.62	42.85	35.00	43.93	43.93	46.15
Level 3	N/A	N/A	N/A	21.31	26.78	25.00	28.78	21.21	7.69
Level 4	N/A	N/A	N/A	8.19	10.71	0.00	1.51	7.57	7.69

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	43.75	33.33	46.15	34.61	46.15	41.66
Level 2	N/A	N/A	N/A	25.00	37.03	30.76	38.46	38.46	25.00
Level 3	N/A	N/A	N/A	12.50	22.22	7.69	23.07	11.53	8.33
Level 4	N/A	N/A	N/A	18.75	7.40	15.38	3.84	3.84	25.00

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

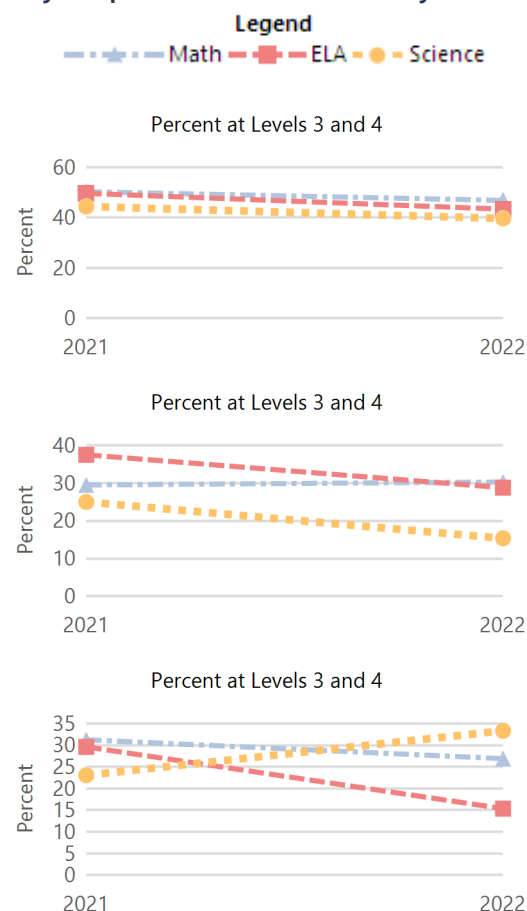
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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

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

District	19.1
State	19.8

Accreditation Summary

Date: 06/15/2023

System: D0408 Marion-Florence (0000)

City: Marion

Superintendent: Lee Leiker

OVT Chair: Glenna Grinstead

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered Framework of Support

All buildings have a tiered framework of supports in place for all students and use data to determine students' tiers. The system used ACT and Fastbridge data to expertly set up their tiers of support during this KESA cycle.

Family, Business, and Community Partnerships

There are many opportunities for families to engage in the schools and attendance is high. Student-led conferences resulted in 96% attendance in middle school and 75% attendance in high school. Business partnerships are used as an extension of the learning in schools and students are able to contribute to the community.

Diversity, Equity, and Access

All student group needs are represented in the improvement process. Systems and schools' cultures are reflected in the vision and improvement process.

Communication and Basic Skills

Curricula that support the structures in communication and basic skills are evident. State assessment scores are well above state averages.

Civic and Social Engagement

Curricula that support the structures in civic and social engagement are evident. Additionally, students have the opportunity to make these lessons come alive as they regularly engage with the community. There is a great partnership.

Physical and Mental Health

Curricula that support the structures in Physical and Mental Health are evident. There is a variety of ways that this is being met: A fresh food program, a counselor in every building, a social worker, and a data drive process for helping students are all new during this cycle.

Arts and Cultural Appreciation

Curricula that support the structures in Arts and Cultural Appreciation are evident. One of the standouts is that Spanish has been added to grades three through five!

Postsecondary and Career Preparation

Curricula that support the structures in Postsecondary and Career Preparation are evident. This has been a focus in this cycle with expanded opportunities for students. The system's post-secondary effectiveness rate is way above the confidence level. They are to be commended.

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

ARC Comment

Relevance: Marion SMART Goal #1: By May of 2021, Marion students will complete at least five real-life experiences during the school year. The system has indicated many opportunities and activities that were used to meet this goal. Teachers focused on creating meaningful lessons for students that connected theory with real-life experiences. What is missing is data that shows each student had at least 5 experiences. The district has earned many awards that would indicate that for at least some students this goal has been achieved. In the future, the system is encouraged to keep data on individual students if this goal remains.

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

ARC Comment

Relationships: Marion SMART Goal #2: Each week, each staff member will have meaningful, nonacademic contact with at least three students by the end of each school year. This goal was based on a needs assessment and the system reports that it is going well. Over 90% of students are involved in at least one extra-curricular activity. The district does not have data from staff members to show connections that have been made. This would be an area for growth if this goal is continued to the next school year.

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

ARC Comment

The system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. The district regularly communicates with stakeholders and is looking ahead to the technology, curricular resources, and human needs in the next cycle. They also have a plan in place to address sustainability when leadership changes. They are looking to be more data-driven which will serve them well.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth	The system has implemented an assessment to show growth which has been negatively impacted by recent legislative changes. They are working to support students without this data.
Kindergarten Readiness	The system has a 100% completion rate with ASQ and is using the data. They are finding that students are entering Kindergarten without a pre-school experience and they are working to determine how to help children thrive.
Individual Plans of Study	The IPS process has been hampered by the turnover of staff. The system has prioritized this area for the next cycle. However, they do have many of the components in place and are using the STAR rubric to help them align and guide their work. Their efforts for a systematic approach will be rewarded in the next cycle.
High School Graduation Rate	The graduation rate is above the state average. The district has dug into its data and has found that if students start in the system they will graduate. They are encouraged to continue to work on ways to help students who move into the district and/or have challenges to be successful. They are working hard to help all students and are analyzing their data effectively.
Postsecondary Success	The system is well above its confidence interval at 66% (interval is 52-55) and close to the state goal of 70%. While they have limited resources they are maximizing them to the benefit of their students. As IPS is a goal for the next cycle this will help them even more. This is an area for which they should be commended.

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

ARC Comment

The system has had a great turnover and initially was not engaged in the KESA process. That has recently changed and they are VERY engaged currently. Their plans to stay engaged will have them at an Assuredly rating for the next cycle.

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

ARC Comment

USD 408 has been very receptive to suggestions and advice from the OVT. USD 408 has been responsive to feedback from the OVT and worked to honestly answer questions. District leadership has provided additional information whenever asked. They seem to have a dedicated group that wants to make the district as strong as it can be.

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

ARC Comment

Fidelity has been an issue for the district since their OVT team has not completed OVT reports for the last several years. Moving into Year 5, they worked to find new OVT members and worked to gather their data as needed. The district had been working through the KESA process; it was just not reported. The strength is that the district kept moving forward and working toward its goals.

ARC Recommendation

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

Justification

Post Secondary success rate is above predicted levels, the graduation rate remains high, state assessment scores are above state averages, and the district is working through the components of the school improvement process. Students have a number of opportunities and the district has made efforts to grow and strategize.

Strengths

The district has many opportunities for students and is taking advantage of its small size. There are strong connections with the community and they have worked to have some strong partnerships. The district is aware of the issues needed for improvement and has a plan.

Challenges

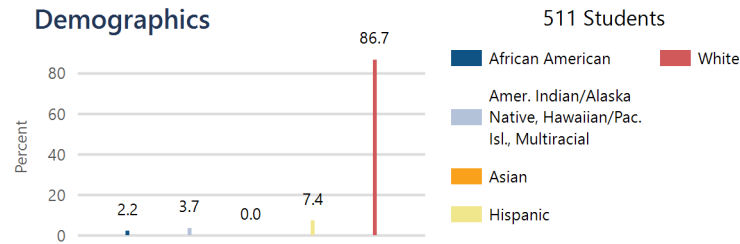
The system needs to continue its current engagement with the KESA process so that they have a full five years of data and growth to show. They need to be focused on measurable outcomes and then collect the necessary data.



Marion-Florence USD 408

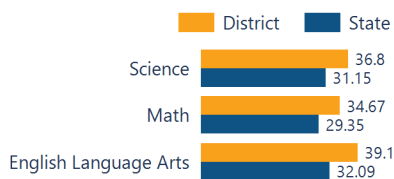
101 N Thorp, Marion, KS 66861-1125
(620) 382-2117
<http://www.usd408.com>

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

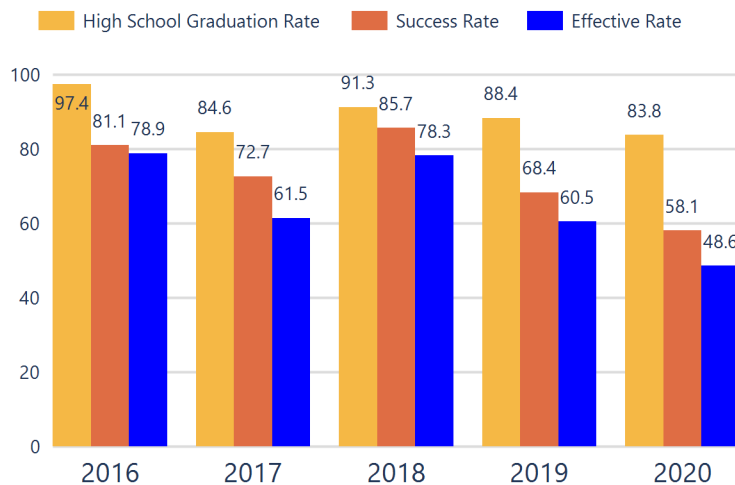


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

88.9%

Five-Year Success Avg

74.0%

Five-Year Effective Avg

65.7%

95% Confidence Interval for the Predicted Effectiveness Rate

52.3 - 54.7%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

92.3%

State: 89.3

District ESSA Operating Expenditures Per Pupil

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

\$16,875

State: \$13,830

92.2%

State: 92.1

26.2%

State: 25.4

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

1.3%

State: 1.4

Marion-Florence USD 408

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	23.84	22.69	16.49	26.93	24.35	24.80
Level 2	N/A	N/A	N/A	41.15	31.92	36.08	38.37	36.53	38.40
Level 3	N/A	N/A	N/A	24.23	34.23	36.08	26.56	27.30	21.60
Level 4	N/A	N/A	N/A	10.76	11.15	11.34	8.11	11.80	15.20

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	37.50	34.16	23.33	35.84	37.73	25.42
Level 2	N/A	N/A	N/A	39.16	38.33	50.00	38.67	33.96	44.06
Level 3	N/A	N/A	N/A	18.33	20.00	20.00	17.92	20.75	22.03
Level 4	N/A	N/A	N/A	5.00	7.50	6.66	7.54	7.54	8.47

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	56.81	61.36	50.00	75.00	57.50	50.00
Level 2	N/A	N/A	N/A	34.09	31.81	28.57	22.50	37.50	38.88
Level 3	N/A	N/A	N/A	4.54	4.54	21.42	0.00	5.00	5.55
Level 4	N/A	N/A	N/A	4.54	2.27	0.00	2.50	0.00	5.55

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	42.85	19.04	N/A	33.33	22.22	16.66
Level 2	N/A	N/A	N/A	33.33	57.14	N/A	38.88	55.55	50.00
Level 3	N/A	N/A	N/A	19.04	14.28	N/A	11.11	16.66	16.66
Level 4	N/A	N/A	N/A	4.76	9.52	N/A	16.66	5.55	16.66

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

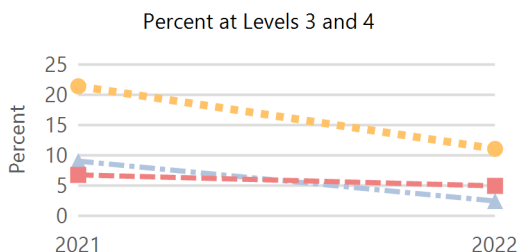
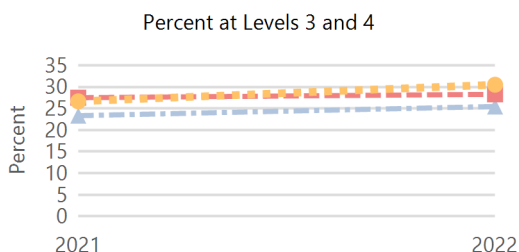
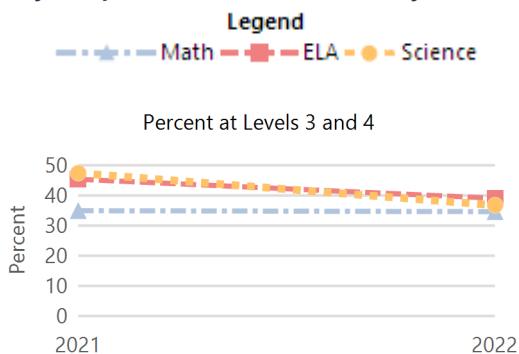
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.

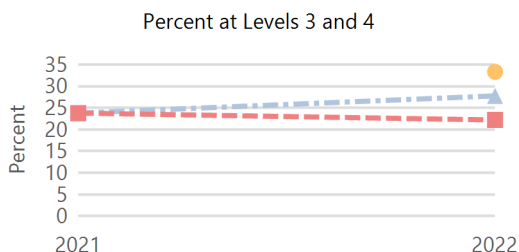


Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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



District	18.6
State	19.8

Accreditation Summary

Date: 03/01/2023

System: D0444 Little River (0000)

City: Little River

Superintendent: Brent Garrison

OVT Chair: Brock Hampton

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

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

ARC Comment

Goal Statement Windom Elementary: Goal 1: Increase student engagement through investigative, hands-on learning experiences. Goal Statement Little River Jr/Sr High: Goal 1: Demonstrate deliberate integration of career and technical education and academics across the curriculum through collaborative lesson planning and instruction, including dual credit options.

The goal needs to be in a SMART goal format, as Goal 1 is more of a statement, not a goal with outcomes.

The evidence to support the goal is limited for data and struggles to align with the goal. Moving forwarded into the next cycle, realignment of goals to match the evidence.

Elementary Workshop Wednesday, grades 4 - 6 students choose activities based on interests.

Workshops based on career strands including Event Planning/Marketing, Ag, Food, Architecture/Construction, STEM, & Genius Hour. Q2 Genius Hour Groups construction, foods, construction/creating, fishing, tech, language, textiles. The showcase allowed students to view projects family/community members attend. Q3 Worked in teams to create Kansas Day presentations/activities for PreK-3. Q4 Choose play/create games(no electronics), greenhouse/gardening, book club, agriculture, fitness, fine arts.

5th grade-Salina Starbase Program

Secondary Redesign Goal: Real-World Apps/ Community Partnerships

(Falls into RIGOR) Provide opportunities for students to practice life skills/social skills that indicate professionalism based on a variety of situations/people.

Adding 1/2 time College/Career Advisor has increased opportunities for our students in these areas:

Internship- Students may spend one/two semesters of Senior Year interning for surrounding businesses: Little River Learning Center, Marquette Learning Center, Kylie See Salon, Miller

Plumbing, Oneok, Kratzer Farms, Rice County EMT, Raleigh Insure, Windom Elementary, Lyons Special Services, Cordell Chiro, Porter Land and Cattle, Mutual Telephone, People's Bank, Central Prairie Coop, Ameriprise, Sandstone

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

ARC Comment

Goal Statement Windom Elementary: Goal 2: Ensure all students have their social and emotional needs addressed through the collaboration of all stakeholders. (teachers, staff, parents, community members, students) Goal Statement Little River Jr-Sr High- Goal 2: To customize Individual Plans of study and demonstrate how students' interests and needs are guiding course selection, extracurricular participation, and ongoing review of the process.

As stated in goal 1, the same recommendations are for goal 2. The goal needs to be in a SMART goal format, as Goal 2 is more of a statement, not a goal with outcomes.

The evidence to support the goal is limited for data and struggles to align with the goal. Moving forwarded into the next cycle, realignment of goals to match the evidence.

Elementary Soft Start program: puzzles, building w/dominos & other materials, coloring, reading, study

help, board games, etc... The activities evolved as the weather became colder with the addition of active centers.

Counselors led Bi-weekly class lessons based on the month's character trait. Newsletters were shared with families on SEL health and self-care.

"Second Step" Counseling Program was implemented 2022-23, which included monthly lessons with grades PK-6.

The principal led four lessons during the year. The PK-6 Family Liason provides lessons monthly.

Family Groups met monthly, ate lunch, and did activities related to character traits. Social skills-proper eating etiquette/listening skills emphasized.

DARE program

Mood trackers used in some grades

Student Gratitude Journals under the guidance of a Counselor

Secondary Students in Grades 7-12 have a spreadsheet to track JH/HS courses completed with w/grades, College

Courses, ACT scores, State & NWEA MAP scores, Community Service, Career Interests, Post-Secondary Interests, Job Shadows & Internships Completed, Academic Honors, Activities

Involvement & Work Experience.

Students update IPS throughout the school year as needed.

With a class of 2026, IPS will use Google Sites to organize the information in a professional portfolio format.

Students refer to IPS when choosing courses & for job shadowing, internships, & college visits.

Student Led Conference-Fall

Student Showcase-Spring

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

ARC Comment

The system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. The district has a direction now with BLT and other structures in place. I was impressed by the focus and

enthusiasm the administrative team has with the measures they have implemented and the direction the district is now heading. The district has committed to a full strategic plan that will be aligned with the KESA process.

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

ARC Comment

Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. System understands and can explain its data results for some State Board outcomes. System is beginning to collect evidence, data and is working on a plan to address all five (5) State Board outcomes to create change. The key is that the system is aware of areas that are not fully developed and will be addressing them in the next cycle.

Board Outcomes

Social-Emotional Growth

The district is Focusing on the local growth measures from year 1; what improvements have been seen in social-emotional growth over the full KESA cycle?

An important piece for both buildings has been the addition of a Mental Health Intervention Program. The Mental Health Intervention Program is a program provided by the KSDE with grant money to serve the school's social/emotional needs. They are in partnership with the Center for Counseling and Consultation out of Great Bend. This program enables the school and The Center to work together to bring a therapist and/or case managers to the school to provide school-based mental health services to students in need. The major goals are to make mental health more accessible to students so they are able to receive the treatment they need and to enhance communication between the treatment provider and the school to coordinate care and treatment for the student better.

Kindergarten Readiness

The district has Focused on the early childhood care and education programs and Kindergarten Readiness Snapshot tool measures from year 1. (Include the percentage of kindergarten students in each building who participate in the Kindergarten Readiness Snapshot, the ASQ-3, and the ASQ: SE-2, unless the teacher collaborates with the family to determine that the ASQ should not be used.)

Individual Plans of Study

At the start of this KESA Cycle, none of the students had an IPS. They then began with a template in Google for all students to track: HS courses completed with grades, College Courses completed, ACT scores, Community Service, Career Interests, Post-Secondary Interests, Job Shadows & Internships Completed, Academic Honors, Activities Involvement, & Work Experience. The system added an 8th grade course in Career Exploration. Within this course, each student created a Google Site to record and update their IPS information in a professional format. When students graduate, they will be able to share this Google Site to a personal Google Account.

High School Graduation Rate

The systems 2019 data in KIDS was not reported accurately so that skewed the overall data numbers. They tend to be quite consistent in recent years.

They have an average in the mid to low 90% based on ACTUAL data (which may be impacted by a single student). Graduation rate was impacted by the following: They have had a few instances where parents chose to homeschool, particularly after 2020, and two students transferred to a private school that was not considered an accredited school. As a district, they have been more cognizant of finding ways to identify students earlier and then

find opportunities for them that fit their interests to help motivate them to take care of the necessary things to graduate. The system has maintained to stay in the upper 90s through out the cycle, above the state average.

Postsecondary Success

Post-secondary success has been up and down depending on the class of students. They have several students who have chosen the military route, which skews the data in a small system. They also have students who enter the workforce right after high school due to experience gained through internships making above a living wage. They also look at the individual student and determine what post-secondary success looks like for him or her. For a few, just maintaining a job and showing up on time, and doing what is expected of them is successful. Some of the data is inaccurate due to data not being entered correctly into the KIDS system. They have a table that indicates accurate data based on their tracking of every student who entered their system at the 9th-grade level and monitoring what they were doing after high school. The inaccurate number for the 2019 graduation rate skews all other numbers after that year. This area will be an area that would need to be watched and considered to add as part of the next cycle's goals.

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

ARC Comment

The system believes that they have done a good job of involving all stakeholder groups, as appropriate, in the KESA process. While they have not identified additional stakeholders to involve, they do plan to continue to involve all stakeholders currently involved in the process. At different intervals, information and data have been shared with the local board of education and the Chamber of Commerce, and they offered parent camps during the redesign process.

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

ARC Comment

One of the things that really helped this system was going through the process as a Gemini II district. USD 444 has many strengths to capitalize on, including consistency throughout the process, including buy-in from all faculty and staff. Community involvement is a strength along with real-world PBL. A strong leadership team, while having the consistency of half the DLT, has been the same since the

beginning of KESA. Many of the action items or strategies were teacher-driven.

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

ARC Comment

The School District was very responsive to the OVT Team feedback and recommendation. The system was very organized and engaging with their stakeholders. The OVT appreciates their attention to detail and how hard they worked to make the school successful. The system was able to answer all questions and provide feedback from many staff, not just the administration. USD 444 has made a conscious effort to focus on school improvement throughout the process.

ARC Recommendation

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

Justification

Goals

Windom Elementary: Goal 1: Increase student engagement through investigative, hands-on learning experiences.

Goal Statement Little River Jr/Sr High: Goal 1: Demonstrate deliberate integration of career and technical education and academics across the curriculum through collaborative lesson planning and instruction, including dual credit options.

Goal Statement Windom Elementary: Goal 2: Ensure all students have their social and emotional needs addressed through the collaboration of all stakeholders. (teachers, staff, parents, community members, students)

Goal Statement Little River Jr-Sr High- Goal 2: To customize Individual Plans of study and demonstrate how students' interests and needs are guiding course selection, extracurricular participation, and ongoing review of the process

ARC Comment:

The district has maintained a steady growth of improvement to meet Goal 1 and Goal 2 along with maintaining district academic success, but significant drops in postsecondary success, with the understanding that postsecondary effectiveness will need to be addressed in the next cycle, ACT performance is slightly below the state average, but the district is committed to using district funds wisely and maintaining a strategic plan with student outcomes to address outcomes. The district needs to realign goals to read as SMART Goals.

Strengths

Strengths include but are not limited to Career Exploration through internships, job shadows, guest speakers, post-secondary scheduled visits for classes, focus on the social-emotional well-being of students and staff, Real-world Application SEL process includes continuous professional development, Staff involvement and buy-in, Low teacher turnover, Real-world project-based learning, Community involvement, Student leadership opportunities, Many club opportunities for students, Strong civic engagement, Many high school students are earning college credit prior to graduation. I Have included student input throughout the process. Academically Prepared for Postsecondary, they received a Cooper.

Challenges

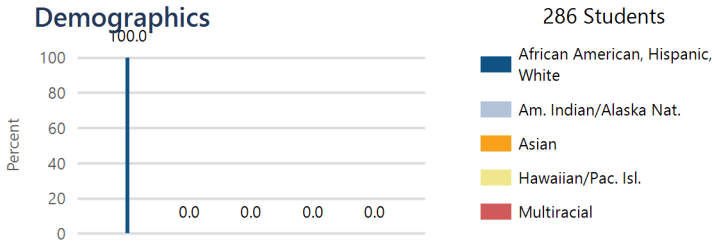
The area they will need the most growth will be with aligning goals to evidence-based outcomes. Attendance and chronic absenteeism continue to reduce the number of students scoring at level one on state assessments. Like most districts, they have an overwhelming amount of data available to them, and they need to prioritize what is most meaningful. The system realizes this and will continue to make it a priority. The effective rate was below 57.4 at the lower end of their predicted rate and needs to be addressed in the next cycle. Put together a comprehensive plan to address short-term measures in this area.



Little River USD 444

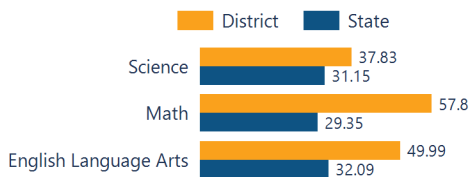
455 Prairie, Little River, KS 67457
(620) 897-6325
www.usd444.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Exceeding**
Grades: **PK-12**
Superintendent: **Brent Garrison**

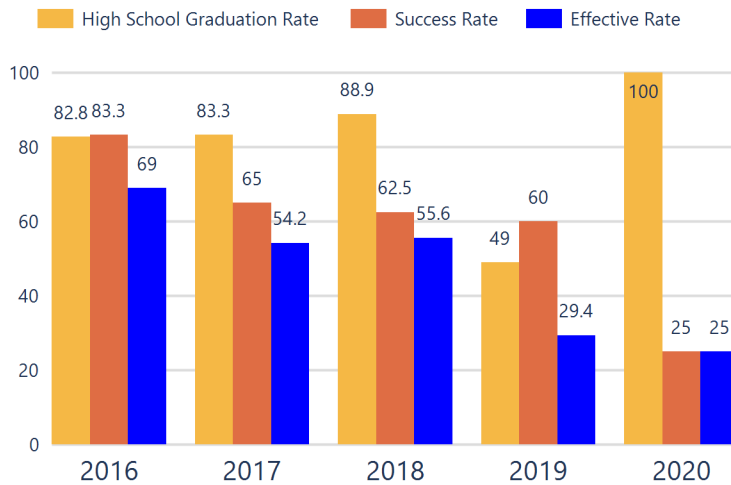


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

70.6%

Five-Year Success Avg

66.3%

Five-Year Effective Avg

46.8%

95% Confidence Interval for the Predicted Effectiveness Rate

57.4 - 60.4%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

96.0%

State: 89.3

94.2%

State: 92.1

14.1%

State: 25.4

0.7%

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

\$15,228

State: \$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	20.27	21.83	17.24	12.50	12.50	22.97
Level 2	N/A	N/A	N/A	40.55	41.54	36.20	29.68	37.50	39.18
Level 3	N/A	N/A	N/A	26.57	26.76	31.03	42.18	39.06	25.67
Level 4	N/A	N/A	N/A	12.58	9.85	15.51	15.62	10.93	12.16

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	23.52	32.35	28.57	30.43	17.39	47.05
Level 2	N/A	N/A	N/A	47.05	35.29	35.71	17.39	34.78	23.52
Level 3	N/A	N/A	N/A	14.70	20.58	21.42	34.78	39.13	17.64
Level 4	N/A	N/A	N/A	14.70	11.76	14.28	17.39	8.69	11.76

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	42.10	63.15	N/A	33.33	38.88	28.57
Level 2	N/A	N/A	N/A	26.31	10.52	N/A	27.77	44.44	50.00
Level 3	N/A	N/A	N/A	26.31	15.78	N/A	38.88	16.66	21.42
Level 4	N/A	N/A	N/A	5.26	10.52	N/A	0.00	0.00	0.00

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

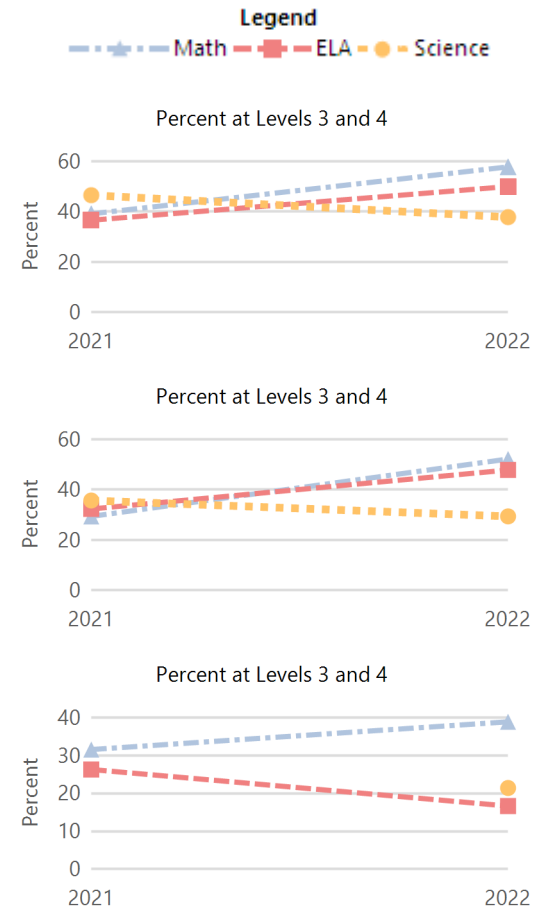
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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

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

District	18.8
State	19.8

Accreditation Summary

Date: 06/15/2023

System: D0471 Dexter (0000)

City: Dexter

Superintendent: KB Criss

OVT Chair: Steve Pegram

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

The OVT reported that the system did an outstanding job of tracking data using google sheets. They also noted over 30 items that the system does in and with the community. This system has an extensive program under diversity in the classes and buildings. Also, the OVT reflected that the system has all foundational structures in the system and there is evidence that the work is moving in a positive direction. Work is part of the school culture and efforts are being made to maintain, embed, and improve quality.

- Tiered Framework of Support

ARC Comment: The system did an outstanding job of tracking data using google sheets. Each student was tracked by grade level and test scores across Fall, Winter, and Spring. Certified and Classified staff updated scores and monitored students for growth. If no growth was found, students were referred to the student improvement team for interventions. Student Improvement Teams were established for each building within the system.

- Family, Business, and Community Partnerships

ARC Comment: As noted by the OVT report the system has widespread community support! They have demonstrated tremendous partnerships and collaboration with local patrons, families, businesses, and organizations. One only needs to look at the most recent bond issue vote of 80% in favor to 20% not in favor to validate this community support. The district has a strong community to help students reach their full potential. Local patrons, businesses, civic groups, and organizations participate in partnership programs and activities that provide everything from financial support and equipment to tutoring and mentoring.

- Diversity, Equity, and Access

ARC Comment: The system has an outstanding Community-Based Instruction Program developed for the transitional needs of qualifying students within Special Education. This program is an excellent example of how small rural schools can integrate and build diversity, equity, and access programs relevant to the district's student population.

- Communication and Basic Skills

ARC Comment: The systems-certified staff instructors create cumulative and comprehensive units of study in Language Arts through Build Your Own Curriculum (BYOC). This mapping document ensures

the Kansas Language Arts standards of speaking, writing, reading, and listening are emphasized throughout students' system-wide.

- Civic and Social Engagement

ARC Comment: The system has many different social and civic engagements. Most notable is the Functional Life Skills classroom which led its school community of students and staff in preparing two school-wide civic activities. The first of these activities encourages students to compete against each other to collect nonperishable food items for Dexter families in need during the holiday season. The systems of Civics and Community Service classes allow students to "give back" to their community. Each student will contribute over 80 hours of community service throughout the year. These opportunities take place both on campus as well as off-campus.

- Physical and Mental Health

ARC Comment: Over the years of this KESA Cycle, the district has invested heavily in its physical and mental health program for its students. The following improvements were presented by the team to reflect the commitment to address the physical and mental health of the district's students: Before 2020 the district had no full-time nurse. With the onset of Covid in 2020, the district realized health services were deficient at the school. In August 2020, the district hired a full-time school nurse who set up a fully equipped nursing station. The district has seen a growth of 50% in hearing and vision screens, resulting in 100% of students being served. These services are now offered to every student every year.

- Arts and Cultural Appreciation

ARC Comment: During this KESA Cycle, the system has invested heavily in providing new and improved Arts and Cultural Appreciation offering for its students. They noted that a steady growth in the creation, innovation, and participation in all arts programs. In recent years the 7-12th grade music program participation has grown from a total of 39 students to 74 students. A theater program was created that currently enrolls nine additional students and 20 students in volunteer roles. The entire visual arts program was also created, serving 109 students district-wide.

- Postsecondary and Career Preparation

ARC Comment: The System does an outstanding job of career and postsecondary preparation for its students. The OVT notes 5 different programs that the system had improved on in this cycle. It is fantastic and encouraging for a rural to see what they do for its students.

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

ARC Comment

By the end of year 5, our students will demonstrate overall academic growth, as measured by the district and state assessments

The system identified GOALS based on their original NEEDS ASSESSMENT done with Michael Kuntz at Greenbush, in which information was gathered via a PERCEPTION SURVEYS of Staff, Parents, and Students. The top three most important areas identified by stakeholders were as follows: Continuous Improvement (17%) Academic Success (25%) Meeting Student Needs (36%). With this information, the district set its goals around Academic Success and Meeting Student Needs. The system was able to improve both academic success and meet the needs of students with data to show improvement. The system included evidence-based strategies and took necessary steps to achieve goals.

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

ARC Comment

By the end of the cycle, we will increase the social and emotional skills of students as evidenced by self-reporting on district and state surveys

The system implements a reliable and valid system-wide screening that is based on communication with, and observations of, the system over the course of the KESA cycle. The system utilized Kansas MTSS as evidence to support the impact on buildings and alignment to the system process for academics and behavior. This includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.

Systems Strategic Plan: Target area: Social/Emotional Skills and Competency have been a big focus during this KESA cycle. When the system began this cycle, it had a plan to address these skills. While their students completed the KCTC survey, they didn't dig into the results or make plans to impact that data. With the creation of this goal, the system developed a more strategic plan to target and improve these skills and have seen more growth over time. At the elementary building, there was no curriculum or plan to address SEL skills in Year 1. After the creation of this goal, they began using the Second Step curriculum weekly to begin supporting student growth in this area. In 2020-2021 they began using the mySAEBERS test to provide individual data points for each student. There have been fewer students scoring high risk on that survey since 2020. In 2022-23 they shifted to the Studies Weekly Well-Being curriculum, which has daily lessons teachers use for a Soft Start: a planned time and space to provide this teaching and learning experience. At the secondary building, they had created family groups that intentionally connected staff with individual students for direct mentoring and positive relationships pre-Covid, they intentionally stepped up their teaching of social-emotional skills after the pandemic. The system had been using mySAEBERS to collect individual data, but they now will be using the pre/post-tests provided by CORE Curriculum to measure student growth.

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

Throughout the year, building teams met to review rubrics, research solutions, and create a plan of action. Utilizing services from Greenbush, core staff updated curriculum maps through Build Your Own Curriculum (BYOC). Programs to implement team building to build trust among staff were added to the professional development activities. The system began to host socials and activities after school to improve connections with families. Through system surveys of district patrons, the district learned the community believed that more classroom space was needed, along with increased course offerings and open lines of communication between the parents, staff, district, and the community. Through the data received from the district, the high school teachers determined they needed more rigorous programs. A new math curriculum was implemented with an online component. One-to-one technology was added as well. Staff were trained on linking MAPS assessment data to Study Island for remediation. Updated social media links were developed to build a bridge between the school and the community. Talks of a remodel/addition to the school had begun, as student space was at a minimum, and the elementary school needed renovation. The district implemented Extended Learning Period and ZAP (Zeros are not Permitted) incentive programs for students.

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

ARC Comment

The system implemented programs and improved their delivery methods for most all the State Board Outcomes as noted previously or in the OVT report.

Board Outcomes

Social-Emotional Growth

The system implemented an additional element to their MTSS process to address social-emotional growth. Due to this data, the elementary and high school developed family groups based on the following criteria: lack of adequate academic achievement, concerns with the home environment, student apathy, and behavior issues/referrals. These students were paired with instructional staff who had the following goals; engage students in deliberate conversation two times a week looking for interests, goals, progress, family concerns, etc., and monitor students' grades, eligibility, and Zap referrals, assist each other and SPED team with remediation and make-up work as needed. Throughout the KESA process, the system continued to adjust its delivery to students in social-emotional. They added the CORE curriculum to help target student interventions. Through the efforts of the Dexter staff, the district is experiencing a lower number of students in the Tier II group.

Kindergarten Readiness

The system strongly believes in providing younger students with a positive and supportive start! Kindergarten paraprofessional(s) have been hired to provide as much 1:1 and small group assistance as needed to support student learning. The kindergarten class is incredibly fortunate to utilize curriculums that establish continuity across several grade levels. A comprehensive Reading curriculum is utilized by grades Pre-K through 5th. The Math curriculum is continuous from grades K through 12th.

Individual Plans of Study

The system uses the Choices Program by the Bridges company. It has the components of career and self-interest exploration (interest inventories, goals/work values, skill, and ability inventories). In high school, it delves more heavily into career paths and specific career exploration with added components for resumes, college search, and financial aid exploration. This goes hand in hand with one-on-one advisement by faculty, counselor, and Special Education teachers (as appropriate) for advisement about future course paths in high school regarding Math, English, other core subjects, and specialty areas such as Ag and Music.

High School Graduation Rate

The System has continually improved its graduation rate, and it has been 100% for the past two years. The district attributes this success to new programs, like ZAP Incentive Trips, and new curricula like Ag-FFA, Art, Theater, and Digital Media/Video Production. These courses motivate students to join something new, follow through, and find a place to belong. With the personal attention students receive from the instructional staff, the Dexter School District students have responded: 2019 (192 students) 83% graduation rate 2020 (213 students) 95% graduation rate 2021 (243 students) 100% graduation rate 2022 (268 students) 100% graduation rate.

Postsecondary Success

The System serves both vocational and college-bound students. The school district has worked to address the needs of both types of students by attempting to add more rigor and relevance to the educational curriculum. In a partnership with Cowley College, they have students working to achieve vocational training and college credits while attaining their high school diploma. The graduating class of 2019 is an example and a way to connect the system KESA information presented directly to our measurable goals. This class had ten students, 9 of whom were either in a college or a vocational track, and combined for 342 college credit hours and 96 total college classes while in High School.

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

ARC Comment

The system involved stakeholders in the needs assessment process, and has maintained continuous communications with the community throughout the cycle.. The KESA process builds a working relationship of trust and effective decision-making. The projects implemented kept moving forward, and the district staff and community fed off one another's momentum. Through the cycle, all partners were held accountable for the proposed outcomes. With all the surveys and assessments, added curriculum and building project came to fruition quickly, and community pride, trust, and goodwill were the outcome.

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

ARC Comment

The system success achieved through the KESA process is due to the willingness to involve the community with the school system. Not only staff and parents but by inviting all residents of the school system to attend socials and festivities that provide opportunities for students to display their progress and give the district the opportunity to continually inform the community about the progress they were making with the improvement process. The OVT noted that the system needs to stay focused, share what they are doing with others, and listen to other districts in areas where they may be interested in improving. The ability to learn from others and to share successes should be the focus of all school districts.

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

ARC Comment

The system success achieved through the KESA process is due to the willingness to involve the community with the school system. The OVT noted that the system needs to stay focused, share what they are doing with others, and listen to other districts in areas where they may be interested in improving. The ability to learn from others and to share successes should be the focus of all school districts. The system showed great fidelity throughout the process.

ARC Recommendation

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

Justification

- The system serves both vocational and college-bound students and worked to improve and enhance their programs during the cycle.
- The system improved their community involvement during the cycle.
- The system added additional staff and support to help students, staff, and community grow.
- The system recognized the need for change and made the changes necessary to improve.

Strengths

- Beginning this school improvement process, the system selected three areas they wanted to address in the accreditation process. They were in the areas of Results, Rigor, and Relationships. Throughout the district's documentation, there is extraordinary evidence they stayed true to what they began even as the KESA process continually changed.
- The chair believes strong evidence is presented, that district results improved, and more rigor was implemented.
- The system relationships between the district and community significantly enhanced.

Challenges

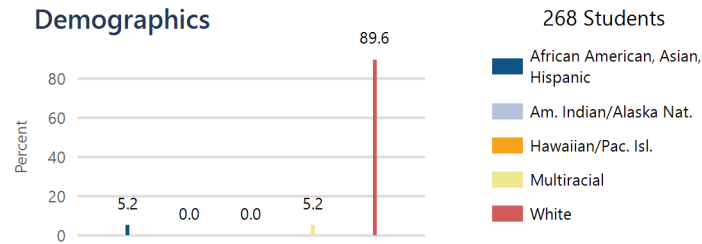
- The district did note it was concerned with its Chronic Absenteeism after COVID. The percentage of students with chronic absenteeism before COVID was 3%, and now is 14%. Although this is much lower than the state average of 25%, it is an area the district wants to address in the next KESA cycle.
- Maintaining these strong ties will only lead to sustained student success.
- Additional involvement with other districts through sharing ideas will enhance opportunities for the school system to be aware of other districts' successes and new opportunities for their students.



Dexter USD 471

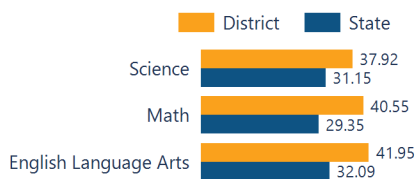
311 N Main, Dexter, KS 67038-0097
(620) 876-5415
www.usd471.org

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

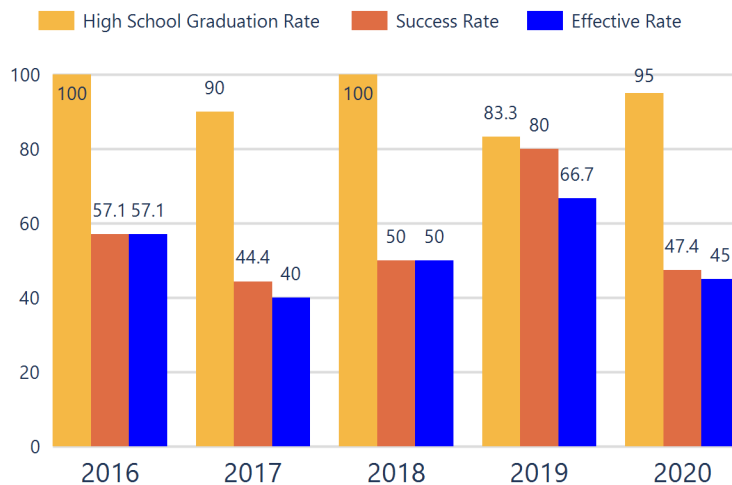


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

Kansans CAN
lead the world!
Graduation
95%

Effective Rate 70-75%

Five-Year Graduation Avg

92.7%

Five-Year Success Avg

54.9%

Five-Year Effective Avg

50.9%

95% Confidence Interval
for the Predicted
Effectiveness Rate

51.1 - 53.9%

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

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

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

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

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

GRADUATION RATE

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

100.0%

State: 89.3

ATTENDANCE RATE

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

94.9%

State: 92.1

CHRONIC ABSENTEEISM

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

14.8%

State: 25.4

DROPOUT RATE

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

N/A

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

\$12,682

State:
\$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	21.42	19.00	35.41	24.47	23.77	22.41
Level 2	N/A	N/A	N/A	39.68	36.36	33.33	34.96	34.26	39.65
Level 3	N/A	N/A	N/A	31.74	38.84	20.83	27.27	33.56	22.41
Level 4	N/A	N/A	N/A	7.14	5.78	10.41	13.28	8.39	15.51

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	29.03	27.58	54.54	31.03	31.03	31.81
Level 2	N/A	N/A	N/A	45.16	32.75	27.27	43.10	34.48	40.90
Level 3	N/A	N/A	N/A	20.96	36.20	13.63	20.68	29.31	18.18
Level 4	N/A	N/A	N/A	4.83	3.44	4.54	5.17	5.17	9.09

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	46.80	39.02	50.00	39.53	44.18	36.00
Level 2	N/A	N/A	N/A	25.53	31.70	27.77	44.18	34.88	20.00
Level 3	N/A	N/A	N/A	19.14	21.95	11.11	9.30	13.95	24.00
Level 4	N/A	N/A	N/A	8.51	7.31	11.11	6.97	6.97	20.00

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

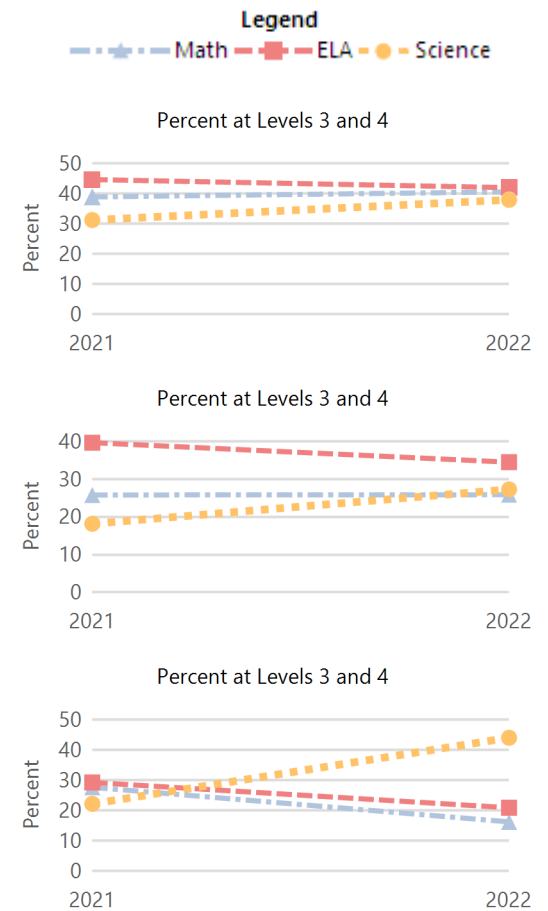
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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

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

District	16.8
State	19.8

Accreditation Summary

Date: 06/22/2023

System: D0512 Shawnee Mission Pub Sch (0000)

City: Shawnee Mission

Superintendent: Michelle Hubbard

OVT Chair: Jana Craig-Hare

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

All Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction.

Tiered Framework of Support: Since the beginning of this KESA cycle, Shawnee Mission School District [SMSD], or USD 512, has worked to develop a streamlined Response to Intervention [RTI] process. In doing so, SMSD created a district Guidebook for Student success that provides guidelines for implementing each tiered framework of support. This work took much of the KESA cycle to develop and in year 5, the team was working to clearly define their tiers and systemic implementation. Systemic implementation included, but was not limited to, expanding secondary resources and modifying building schedules to provide opportunity for student intervention and academic support.

The work focused on a tiered frameworks of support also took root with professional development and collaboration opportunities provided to Building Leadership Teams [BLT], building-level staff, and school leaders. Evidence supporting this includes system-hosted professional development on the Professional Learning Community model and opportunities for building-level teams to develop customized training and take ownership of providing the tiered interventions with flexible grouping.

Family, Business, and Community Partnerships: SMSD believes that family, business, and community partnerships start with ensuring that these stakeholders feel welcome when entering its doors. Front office staff and multilingual communication are the initial face of these efforts. Feeling welcome and valued is then backed through the multiple resources and opportunities for interaction within a given building. Schools in SMSD work to engage families through activities and events such as interactive workshops, Back to School nights, and Parent-Teacher / Parent-Teacher-Student Associations. SMSD has also invested in family, business, and community partnerships through the hiring of a Business to Education Program Officer who works to connect students with real-world opportunities as well as the system's Foundation partnership with Dolly Parton's Imagination Library.

Diversity, Equity, and Access: During this KESA cycle, SMSD completed a 3-year cycle of Corwin's Deep Equity Program and transitioned to ongoing implementation. The system frequently monitors the academic/behavioral data across all subgroups and regularly shares it with individual BLTs and the board of education to support a collaborative system effort to close achievement gaps.

In alignment with SMSD's DEBI goals, the Youth Equity Stewardship [YES!] program for students began in spring 2022. As a Youth Equity Steward, students learn ways to make sure everyone is included regardless of their background. They reach out to community groups and clubs within SMSD and support them in finding ways to tie their goals together to make all students feel included. The system told the OVT that each school has its own structures and that 75 YES! students are given opportunities to collaborate with building administrations to support DEBI.

Communication and Basic Skills: Throughout this KESA process, the system has focused on increasing student communication skills through the teacher-led creation of curriculum guides for all grade levels and content areas, core and non-core. These teacher groups, called Curriculum Cadres, have also aligned instructional material with the curriculum guides.

Experiences such as Constitution Day and Freedom Week activities are embedded in the system's curriculum to support students in developing communication and the independent life skills needed to be successful beyond high school. In addition to these, interpersonal communication skills, such as those necessary for team environments, are supported through the integration of social emotional standards into core areas and daily student opportunities.

Civic and Social Engagement: SMSD has developed elementary and secondary curriculum guides to prioritize KSDE's History Government Social Studies (HGSS) standards. A new social studies resource was adopted in 2021-22 to help teachers shift to more of an inquiry-based approach. SMSD overhauled resources and provided professional development for teachers. Current and ongoing topics moving forward include but are not limited to, Social Justice in the Classroom and the representation of BIPOC perspectives in Literature/History. At the secondary level, students participate in projects, student government, service organizations, and career pathways that provide opportunities for civic and social engagement.

Last, during this cycle SMSD has developed Market Value Assets [MVAs]. These consist of four categories of specific work opportunities/ accreditations that contribute to student success in work and learning beyond graduation. The categories are Work Experiences, Industry-Recognized Credentials, Dual-College Credit, and Entrepreneurial Experiences. The system's strategic plan goal is for every SMSD student to graduate with at least one MVA.

Physical and Mental Health: The system believes that access to school-based mental health support directly improves students' physical and psychological safety, academic and cognitive performance, as well as social emotional development. Mental health professionals are integrated within each building and there is protected time for social-emotional character development [SECD]. The system has also worked to develop stronger cross-cultural connections with SECD and there are SECD priority standards at all grade levels.

There is a full time nurse available at every building and dental services are provided at Title 1 sites through Project Smile. Curriculum maps are in place for health and physical education programming K-12. At the elementary level, lessons on growth and development are provided. At the secondary level, human growth and development has been embedded in the health curriculum.

Arts and Cultural Appreciation: The system has demonstrated its pledge to quality arts and cultural appreciation through the addition of two part-time coordinator positions in visual and performing arts to support staff and students. At the elementary level, students attend visual art and music classes weekly. At the secondary level, students may choose from multiple options in visual arts, music performance, music theory, music technology, and multi-level drama courses.

During this cycle, SMSD has adopted a variety of new resources for K-6 music resources, elementary and middle school visual arts, 5th-6th beginning band and strings, as well as a new music technology course at the high school level. The system encourages participation in district and state music

ensembles and offers cultural family nights.

Postsecondary and Career Preparation: During this cycle, SMSD has expanded Market Value Assess [MVA] opportunities for students. MVA's consist of four categories of specific work opportunities/accreditations that contribute to student success beyond graduation: Work Experiences, Industry-Recognized Credentials, Dual-College Credit, and Entrepreneurial Experiences. A goal of the system's strategic plan is for every SMSD student to graduate with at least one MVA.

SMSD is partnering with the community to provide mentorship and professional network opportunities to students. There are multiple opportunities for students to earn college credit through coursework such as AP courses, College Now, and Project Lead the Way curriculums.

Individual Plans of Study (IPS) continue to be used throughout the school district for all students. Coursework is aligned with student interests as identified by interest inventories, ability profilers, and academic results. During the 2022-23 school year, SMSD worked to revamp its Program Planning guide to include more details regarding MVAs and planning for postsecondary.

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

ARC Comment

The system had several goals and the first two, in the areas of personal resilience and interpersonal skills, have been summarized here. SMSD's first goal was "By the end of the 2022-2023 school year, a minimum of 60% of students in grades 3- high school will develop and utilize personal resilience skills as evidenced by the Grit survey data from Panorama." Panorama results from this KESA cycle indicate an increase in the percentage of students reporting they have developed and utilized personal resilience skills. Evidence of this growth was shown for students in grades 3-6 and 7-12. Since 2019, the baseline year, favorable responses for grades 3-6 increased by 3% and for grades 7-12, 2%. Data has also been analyzed by grade, race and gender. Looking at the data in this manner has provided SMSD with feedback and areas for additional work/growth moving forward. The district is committed to seeing this goal through as they completed the student survey again in spring 2023 despite facing challenges to get parental consent.

The system's second goal on interpersonal skills was, "By the end of the 2022-2023 school year, a minimum of 80% of students in grades 3- high school will demonstrate interpersonal skills important to life success as evidenced by the Self-Management survey data from Panorama." The district shared evidence showing an overall increase in favorable responses for students in grades 3-6 and 7-12. Since the baseline in 2019, the district saw 2% growth for students in grades 3-6 and a slight decline for grades 7-12. An analysis of the data by grade level did not reveal any significant differences in data. The analysis by gender showed females responding more favorably than males. The largest variation came in analysis by race. In the area of self management for grades 3-6, students Other than White scored lower than White students. For grades 7-12, Asian students scored the highest at 77% and students identifying as American Indian or Alaskan Native scored the lowest at 57%. The system is working to address these discrepancies through the RTI process and will continue to monitor data moving forward.

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

ARC Comment

There were multiple points of measure for the system goals 3 and 4 in the areas of college/career readiness and academic growth.

SMSD's goal 3 was, "By the end of the 2022-2023 school year, 80% of students in grades 3- high school

will demonstrate college and career readiness skills as evidenced by at least one of these measures:” Student performance, scoring a 2, 3, or 4, on both ELA and Math state assessments, Earning 1 or more MVA, and/or reaching at least 2 college and career readiness benchmarks on the ACT. State assessment data from this cycle experienced a negative impact from the pandemic; however, SMSD is confident that their infrastructure—tier 1, academic supports, PLCs and the RTI process will support student achievement. At the end of this cycle, SMSD began to see improvements and a return to a positive state data trend and is still above the state average overall and in most subgroups.

Evidence on MVAs shows a notable increase in student achievement since their 2020 baseline was 26.7% and it increased to 45% in 2022. Work with subgroups is still needed; however SMSD is aware and working to close opportunity gaps. ACT results showed a decrease in the percentage of students meeting 2 or more CCR benchmarks. SMSD shared that the decrease is partly due to a decreasing trend of students taking the ACT once and/or multiple times.

SMSD’s goal 4 was, “By the end of the 2022-2023 school year, 70% of students will demonstrate academic growth as evidenced by at least one of the[se] measures in both ELA and Math.” Evidence of student achievement was measured by their movement up a level on the state ELA or math assessment and/or meeting/exceeding their Growth Target on NWEA MAP. The elementary level included some additional measures— scoring benchmark and/or meeting/exceeding typical growth on Acadience Assessments. State and other assessment data provided showed significant increases in the percentage of students meeting one or more criteria of this goal. As the pandemic impacted efforts and achievement with this goal, SMSD reported that they will continue to monitor and support as they move into the next KESA cycle.

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

ARC Comment

The system has procedures and policies in place for long-term sustainability. SMSD’s Strategic Action Plan guides the system’s KESA efforts and progress is regularly shared with the board of education. In turn, the board of education, even with changes in board’s makeup, has been supportive of the system’s efforts for continuous improvement.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth

Since 2019, USD 512 utilizes the Panorama SEL Survey to track and measure social-emotional learning twice yearly for grades 3-12. Since the tracking began, participation consent from parents has grown by 22%. During the same period of time, [eligible] participation in the survey has increased by nearly 1,000 students.

Survey results during this KESA cycle show that 80% of elementary students feel like they have strong student relationships. Other areas such as climate, self-management, and grit aren't far behind with 65-78% of students responding favorably. Favorable results at the secondary level range from 76-87% in self-management, diversity, and inclusion.

The increase in participation and resulting favorable student feedback is a result of the system's Cornerstone cadre effort to develop themes and curricula to promote SEL development. SMSD is working to move these lessons into curriculum maps, so efforts are embedded into tier 1 instruction.

Kindergarten Readiness

Data for kindergarten readiness in SMSD is stable. During this cycle, participation in the ASQ was its highest in 2022 at 72%, but dipped to 61% in 2023. ASQ results are similar as students with one or more developmental concerns during the 2018-2019 was 37% and shifted to 36% during the 2022-2023 school year. Finally, students with SEL concerns have also been steady at 4.1% in 2019 and 2023.

Stable results during the pandemic are an achievement and the result of the system's efforts to work with community stakeholders, such as Parents as Teachers, to provide outreach and support. 53% of elementary schools in SMSD have an early childhood program. The system also utilizes the Dolly Parton Imagination project and has 3,700 students participating.

Individual Plans of Study

During this cycle, SMSD's Individual Plans of Study [IPS] have grown. Secondary students use YouScience and Xello to discover career interests and participate in planning. Middle school participation in Xello ranges from 73%-99%, with an average of 81.6%. At the high school level, 95% of students completed core lessons in Xello. IPS Dashboards from 2019 show that 57% of students in grades 7-12 had identified career clusters and learning and personality styles in their IPS. The same Dashboard data in 2022 shows a completion rate of 82%--an increase of 25% over the course of this KESA cycle.

SMSD is working to improve the relevancy of the IPS for students and are clarifying tasks by developing an IPS Checklist and using it to increase participation in CTE and MVA opportunities that the district offers.

High School Graduation Rate

For the course of this cycle, the graduation rate in USD 512 has varied by 1.5%, consistently being aligned with, or (for the majority of the cycle) just above the state average with its highest rate being 90% in 2019. The system analyzes disaggregated graduation rate data and areas of note during this KESA cycle include, but are not limited to the following: A 9% increase over the course of the cycle for students with disabilities (76% to 83%) and a return to an upward trend for English Language Learners, a subgroup whose graduation rates were notably impacted by the pandemic.

Postsecondary Success

The system's 5-year effective rate during the course of this cycle has been steady with a slight decline from 58% in 2019 to 57.6% in 2022. Their 5-year effective average is similar, moving only 1% over the course of the cycle and in 2022 at 64.4%, was slightly above their rate in 2019 (64%).

Given the challenges of the pandemic, the OVT and ARC agree that stable data is worth celebrating. SMSD continues to partner with local postsecondary institutions to monitor postsecondary success. They have outlined efforts to grow in this area through continuing CTE and signature program expansion, as well as further utilizing students' IPS. These goals interrelate with other areas of the Strategic Plan, such as SEL and were established before the pandemic. It is this foundation that has helped USD 512 remain steady and begin to counter post-pandemic challenges.

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

ARC Comment

Each school in the system has a Building Site Council [BSC] and is represented on the District Site Council [DSC]. Quarterly updates and tasks regarding KESA were given to ensure that these groups were well informed and equipped to provide feedback in identifying next steps in the improvement process. Updates and feedback from other groups such as parents, staff, students and community members were solicited and shared through strategic action plan committees and focus groups as well as social media, Thought Exchange, surveys, and the Inside Shawnee Mission School District Magazine among other means. Communication from the district is also provided in English and Spanish.

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

ARC Comment

The OVT was thoroughly impressed with the high caliber of personnel and progress made during the course of this KESA cycle. The system conducts yearly OVT visits and has a chairperson. All KESA reports were submitted in a timely manner. The OVT shared that "There are no concerns or suggestions for the system regarding the fidelity of the KESA process and timelines. The system reports have been exemplary and timely. It is evident that a great deal of thought and preparation went into the reports and the entire accreditation process." SMSD was receptive to and values feedback from the OVT.

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

ARC Comment

The SMSD Board of Education along with other stakeholders and stakeholder groups receive regular updates on KESA efforts. The system's strategic plan is the driving force behind its KESA process and USD 512 is to be applauded for its efficiency in aligning KESA with strategic plan efforts. This efficiency allows the system to spend more time and focus on 'doing the work' of continuous improvement. SMSD has a plethora of data—and they know how to make use of it in identifying areas for improvement and making informed decisions moving forward.

ARC Recommendation

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

Justification

Attaining and maintaining continuous growth in a large system such as USD 512 is a challenge on any given day and the pandemic certainly tested the system in unforeseeable ways. Notwithstanding, what the OVT and ARC hopes the system has learned from this cycle and the pandemic is that the systems and infrastructure in place within SMSD WORK! Their effective infrastructure and use of data to drive their Strategic Action Plan and interweave the KESA process is exemplary. There is and always will be room for growth; however, the system strives to be dynamic in anticipating needs and planning a unified and equitable approach to meeting challenges.

Academic achievement in USD 512 was relatively flat over the course of this KESA cycle but maintained an overall average above the state in ELA, math, and science. In 2022 the only content and subgroup slightly below the state average was that of Hispanic students, of whom 18.22% scored a 3 or 4 in ELA compared to the state average of 18.31%. The system outperforms the state average on the ACT, attendance, chronic absenteeism, and 5 year graduation rates. SMSD is in line with the state 4-year graduation rate at 89.1% and has been slightly above the state average dropout rate for most of this KESA cycle. Finally, their 5-year effective average has mostly been above, if not within their predicted confidence interval throughout this entire cycle, most recently at 57.6% in 2022.

In this KESA report, the system shared 4 goals relating to personal resilience, interpersonal skills, college/career readiness, and academic growth. Their goals, shared below, yielded stable results despite the challenges during the course of this cycle. While 'stable' is not typically a word used to describe positive continuous improvement, maintaining standards of high achievement in a large system through a pandemic and changes in leadership are extraordinary.

SMSD's first goal was "By the end of the 2022-2023 school year, a minimum of 60% of students in grades 3- high school will develop and utilize personal resilience skills as evidenced by the Grit survey data from Panorama." Although data still indicates a need for continued work, the results showed improvement overall.

The second goal, to "By the end of the 2022-2023 school year, a minimum of 80% of students in grades 3- high school will demonstrate interpersonal skills important to life success as evidenced by the Self-Management survey data from Panorama," also showed overall growth. Work is still needed, but the fact that there were not significant differences in result data among nearly all subgroups is something to celebrate.

SMSD's third goal, to "By the end of the 2022-2023 school year, 80% of students in grades 3- high school will demonstrate college and career readiness skills..." was notably impacted by the pandemic. It was measured by one (or more) of the following data points: Performance on State Assessments (scoring a 2, 3 or 4 on both ELA and Math), Earning 1 or more Market Value Assets (MVAs), and/or Reaching at least 2 College and Career Readiness Benchmarks on the ACT exam. Results were mixed, but a +18% growth in MVAs shows a system that has anticipated student needs in a rapidly changing world.

USD 512's target of "70% of students will demonstrate[-ing] academic growth as evidenced by at least one of the[se] measures in both ELA and Math" by the end of 2022-2023 has not yet been achieved; however, overall growth was seen and should be celebrated as the goal carries into the next cycle.

Strengths

Their effective infrastructure and use of data to inform decisions is impressive. Alignment of this magnitude does not occur by happenstance or with ease. The OVT and ARC commend hard work, dedication, and commitment demonstrated by the system.

The OVT was thoroughly impressed with the high caliber of personnel and progress that has been made, all while navigating the challenges the education system has experienced.

SMSD's commitment to continuous improvement, as guided by their Strategic Action Plan and the KESA process, is exemplary. The system engaged all stakeholders, expanded CTE and signature programs, and is continually refining tiers of support to meet students' academic and social emotional needs.

Challenges

SMSD has an incredible amount of data. Moving forward the district should examine where they are data-rich and where gaps exist. This will assist them in systematically reviewing and prioritizing district initiatives based on what is / is not working.

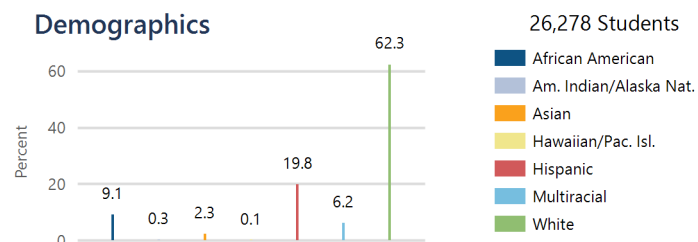
As they continue into the next cycle, the system should continue to monitor, analyze, and respond to dropout, attendance, and chronic absenteeism. Dropout rates have been slightly above the state average and chronic absenteeism has made some noticeable jumps during this KESA cycle (12.7% in 2019 and 21.3% in 2022). The system's strength and growth in areas such as IPS and MVAs may start to have a positive impact on these areas of concern moving into the next cycle.



Shawnee Mission Pub Sch USD 512

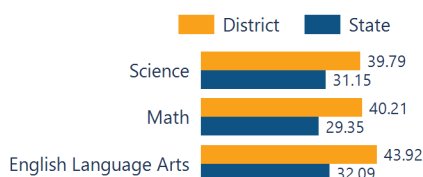
8200 W. 71st Street, Shawnee Mission, KS 66204-1798
 (913) 993-6200
<http://www.smsd.org>

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

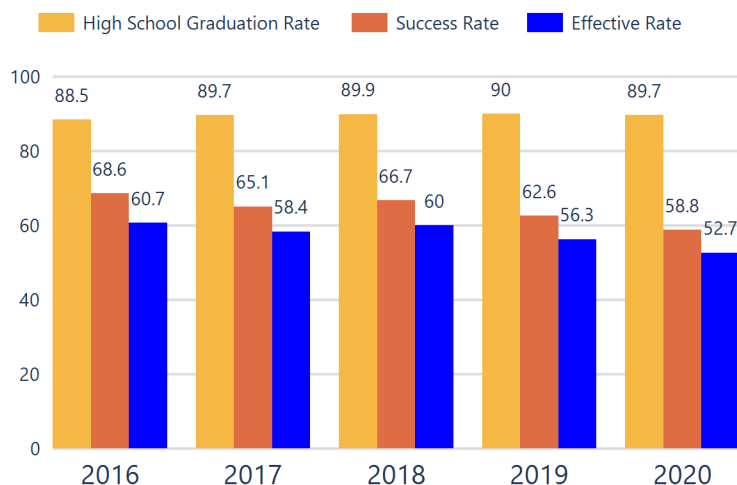


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

Kansans CAN
lead the world!
Graduation
95%

Effective Rate 70-75%

Five-Year Graduation Avg

89.6%

Five-Year Success Avg

64.4%

Five-Year Effective Avg

57.6%

95% Confidence Interval
for the Predicted
Effectiveness Rate

53.9 - 58.1%

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

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

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

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

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

GRADUATION RATE

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

89.1%

State: 89.3

District ESSA Operating Expenditures Per Pupil

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

\$12,478

State: \$13,830

ATTENDANCE RATE

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

92.8%

State: 92.1

CHRONIC ABSENTEEISM

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

21.3%

State: 25.4

DROPOUT RATE

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

1.8%

State: 1.4

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

Shawnee Mission Pub Sch USD 512

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	26.94	24.34	32.89	25.53	24.46	33.23
Level 2	N/A	N/A	N/A	34.70	30.35	26.56	34.25	31.60	26.96
Level 3	N/A	N/A	N/A	23.95	32.28	25.62	24.99	30.98	22.81
Level 4	N/A	N/A	N/A	14.39	13.01	14.90	15.22	12.94	16.98

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	44.66	42.78	52.28	41.10	39.85	49.83
Level 2	N/A	N/A	N/A	39.04	35.18	27.96	38.82	36.19	28.27
Level 3	N/A	N/A	N/A	12.93	18.99	14.63	15.54	19.84	15.78
Level 4	N/A	N/A	N/A	3.35	3.03	5.11	4.51	4.09	6.10

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	60.40	59.54	62.61	59.72	60.48	64.32
Level 2	N/A	N/A	N/A	27.50	22.94	21.49	27.38	23.98	20.84
Level 3	N/A	N/A	N/A	8.70	14.53	10.98	8.39	11.53	9.81
Level 4	N/A	N/A	N/A	3.39	2.97	4.90	4.50	3.99	5.01

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	52.41	44.61	60.79	48.70	45.43	56.16
Level 2	N/A	N/A	N/A	35.19	36.01	24.56	37.88	36.56	27.27
Level 3	N/A	N/A	N/A	10.40	16.16	11.91	11.23	15.98	13.13
Level 4	N/A	N/A	N/A	1.98	3.21	2.72	2.17	2.00	3.43

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	45.65	43.74	52.79	43.43	41.70	52.01
Level 2	N/A	N/A	N/A	37.35	34.53	28.84	37.91	36.33	29.47
Level 3	N/A	N/A	N/A	13.44	18.34	14.17	13.90	18.22	13.88
Level 4	N/A	N/A	N/A	3.55	3.37	4.19	4.73	3.72	4.62

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

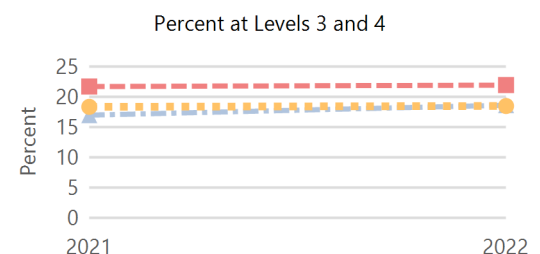
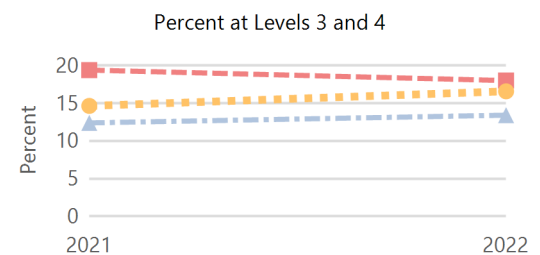
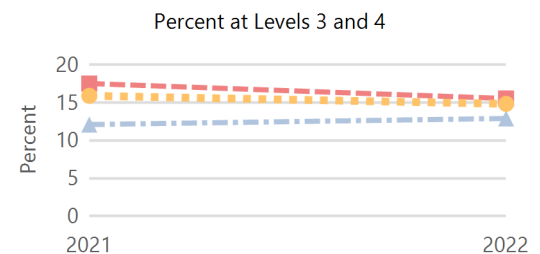
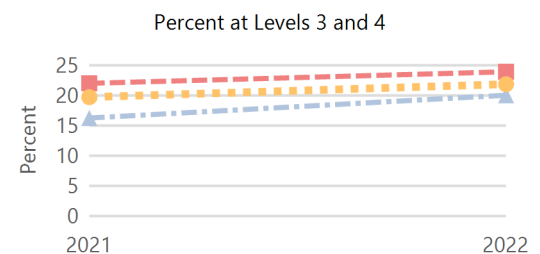
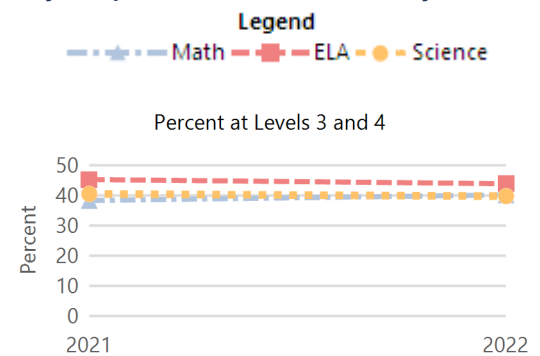
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	21.3
State	19.8

Accreditation Summary

Date: 06/22/2023

System: Z0026 Lutheran Schools (Topeka) (4560)

City: Topeka

Superintendent: James Bradshaw

OVT Chair: Darrel Kohlman

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered Framework of Support: When this KESA cycle began, Good Shepherd was not collecting or using data to assist in instructional decision making. Good Shepherd has since implemented regular Fastbridge testing. Staff then use the assessment results to create instructional groups and address areas of student need. There is progress monitoring every two weeks and regular adjustments are made to assist students in reaching proficiency in both reading and math. During this cycle, a reading specialist was added to the staff to assist in implementing interventions for reading and math. The staff has also been trained in recognizing and addressing students with dyslexia using LETRS training. Students at grade level and/or those needing enrichment work on gaining skills that will continue their enhancement and growth towards expanding their knowledge.

Last but not least, during this KESA cycle, Good Shepherd partnered with TASN to develop a school-wide behavior plan. They developed the RAMS program, Respect, Attitude, Mindfulness, and Safety. Staff developed expectations for all the areas in the school day as well as school, or RAMS families, in which groups of 10 students across all grade levels are led by a teacher. The families regularly gather throughout the school year to discuss social/emotional issues, school culture, and do fun activities.

Family, Business, and Community Partnerships: Good Shepherd is a close knit community of three churches that share a common school. Together, these faith communities utilize stakeholder feedback to deepen relationships and grow. The school stays connected with the church community through five parent teacher league meetings each year as well as two church association meetings, board meetings, and biweekly staff meetings.

In 2020, stakeholders expressed a need for an additional childcare facility, so Good Shepherd opened one in the fall of 2021. The daycare has a full capacity with a waiting list.

Good Shepherd also takes pride in its partnerships with businesses in the community. They have an annual school auction organized by volunteers and donations. As businesses donate money and items, Good Shepherd utilizes their services and products. They also utilize these partnerships to raise

students' awareness of employment available in the community. Due to these efforts, Good Shepherd has increased their auction total by approximately \$40,000 during this past KESA cycle. The OVT shared that since 2018, total annual donations have increased from \$45,000 to \$80,000 in 2022.

They also have Muffins for Moms, Donuts for Dads, Grandparents' Day, and soup supper. These events provide opportunities for communication to all stakeholders in the Good Shepherd Lutheran School community. Last but not least, the school connects to the Marysville community by participating in Squirrel Fest, MHS Homecoming activities, as well as other arts activities in the community.

Diversity, Equity, and Access: Good Shepherd Lutheran works to provide access that is equitable and reflective of the diversity it holds. The school is composed of families from three different Lutheran churches in the Marysville area. While this is a relatively homogeneous group, teaching staff work to expose students to the diversity that exists within their community as well as that which they may encounter in the future. There is time dedicated to equity and diversity during their school families instructional time. The school also seeks to expose students to generational diversity through student interactions during recess and visits to area nursing homes.

Most differences among students are academic, therefore they have implemented tiers of support to address student needs. They have also added a reading specialist to assist in implementing interventions for reading and math. The staff has also been trained in recognizing and addressing students with dyslexia using LETRS training.

Communication and Basic Skills: As part of their needs exploration at the beginning of the KESA cycle, Good Shepherd staff spent time reviewing and comparing the Kansas State Standards to their own curriculums. This investigation helped identify several gaps in their curriculum, notably standards connected to higher-level thinking skills. Upon learning this, the school purchased a new math resource and developed a timeline to implement a new curriculum and new materials in all content areas. They used data collected from FastBridge to make curricular and instructional decisions in the area of reading. These efforts include, but are not limited to increasing exposure to different reading genres and then having students showcase their learning to parents during curriculum nights.

Civic and Social Engagement: During this KESA cycle, Good Shepherd partnered with TASN to develop a schoolwide behavior plan to assist with social engagement. The RAMS (Respect, Attitude, Mindfulness, Safety) program spells out expectations for all the areas in the school day. Building on this effort, staff also created school, or RAMS, families to discuss social/emotional issues, school culture, and do fun activities.

In addition to community events such as Muffins for Moms, Squirrel Fest, Grandparents' Day, and soup supper, Good Shepherd also utilizes area first responders, community workers, and business owners as guest speakers to connect students. Students also participate in local Veterans' Day celebrations and visit local museums to make connections with local history.

Physical and Mental Health: Students in all grade levels, even those in middle school, have recess daily. Good Shepherd believes that recess, whether 3 times a day or 1, encourages and provides opportunities to promote physical activity and good health. Students in grades 5-8 have physical education classes several times each week.

Mental health is addressed through daily religion classes where social and emotional topics, such as feelings, sin and guilt, repentance, and forgiveness of ourselves and others are discussed. The entire school community also participates in daily school devotions. Last but not least, there are two pastors at the school daily and available to students for individual counseling. To develop student relationships, the pastors have hosted events like Popcorn with Pastors and end-of-the-year water fights.

Arts and Cultural Appreciation: Good Shepherd both provides and seeks opportunities to expose and

educate students using art and cultural appreciation. The system works with the local public school district to provide students in middle school the opportunity to enroll in band. The school also hosts two performances each year in which students have the opportunity to dance, sing and act. Students are also encouraged to participate in local competitions, such as the Gathering of Talent, hosted annually by Concordia University.

Good Shepherd also seeks out art and cultural events to help their students learn. They also take advantage of local opportunities, such as plays, singing performances, and performances by the Wichita Theater of Arts, that are hosted by an active community organization. The school has also hosted a singing group and takes students to the Marysville High School art show each year. This field trip also supports their students' individual plans of study as it gives them an opportunity to see the different kinds of art classes available at the high school level.

Postsecondary and Career Preparation: Postsecondary and career preparation was limited at Good Shepherd at the start of this KESA cycle. Staff have worked to develop this area for grades PreK-2 by focusing on how local businesses impact

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

ARC Comment

The system's first goal, to improve relationships with students, parents, and local stakeholders to produce a more successful student environment as measured by a 20% increase on survey questions and observations was met. Good Shepherd implemented a monthly newsletter, and other technologies, such as SeeSaw in grades K-4 and the Remind app at all grades. Staff also utilized email, text, and grade level newsletters to communicate with stakeholders. As measured by survey results shared as evidence, stakeholder responses went from 33% Strongly Agreeing and Agreeing to the statement, "In this school, staff regularly communicates with me (newsletters, emails, text messages)" to 82.4% in 2022.

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

ARC Comment

Goal 2 for the system was to use FastBridge math assessments to ensure that 80% of their student body is on the career and college pathway. To meet this goal, the system implemented tiers of support based on FastBridge testing in the fall, winter, and spring. They also implemented progress monitoring to keep track of growth in between benchmark testing. Using the aMath assessment in the fall of 2020, 29% of students met the college pathway and 44% of students were at the low risk benchmarks set in FastBridge. In fall 2022, 33% of students scored at the college pathway and 48% of students were considered low risk. The system combined these scores to show a net achievement.

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's commitment to seek support from organizations such as TASN, support staff through professional development, and make investments in communication platforms such as SeeSaw demonstrates their pledge to sustain the continuous improvement process. Staff appreciate and see the benefits of using data to inform curriculum and instruction. The school board's support to utilize multiple platforms for communicating with students, parents, and church members has had a positive impact on both the climate and the culture at Good Shepherd.

The system's foundation for continuous improvement has been set and will only grow with the addition of a reading specialist and principal. Their development of school-wide behavior expectations (RAMS) and the RAMS families alongside assessment procedures will encourage their efforts and momentum moving forward.

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

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive incline. The system is knowledgeable of its data results, demonstrated evidence of growth, and has plans for continuous improvement with the next KESA cycle.

Board Outcomes

Social-Emotional Growth	The system's development and establishment of school wide behavior expectations known as RAMS, has had a positive impact on the school. SABERS data from FastBridge shared that as of fall 2022, 0 students were considered at risk and 93% of students were low-risk. As the collection and analysis of this data is new, the next cycle will provide the system more information to continue developing their social emotional support systems.
Kindergarten Readiness	Prior to this KESA cycle, Good Shepherd did not offer preK support. It was established during this KESA cycle due to feedback from stakeholders. The system participates in the Kansas Kindergarten Readiness Ages and Stages program to monitor Kindergarten Readiness. FastBridge earlyMath scores from fall 2021 and 2022 both show 100% of students to be at low risk.
Individual Plans of Study	Individual Plans of Study for students at Good Shepherd Lutheran School were not in place until this KESA cycle. In 2021, students in 7th and 8th grade were enrolled in the public school's Xello program. This past year, a formal, K-6 curriculum was developed and put into use. Activities include but are not limited to field trips, guest speakers, and themed units to learn about jobs in the community.
High School Graduation Rate	Good Shepherd is a K-8 system and does not track its students through high school graduation. The system shared anecdotal information that students graduating from Good Shepherd do well in the high schools they attend. The OVT encouraged Good Shepherd to work with the public school system(s) their graduates attend to monitor progress in individual plans of study, graduation, and postsecondary success.
Postsecondary Success	The high schools that Good Shepherd students attend monitor their Postsecondary Success.

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

ARC Comment

Staff input and feedback to system leadership regarding improvement has been of utmost importance

during this KESA cycle as there has not been a school leader in place. The system's school board consists of members from all three supporting churches, which also helps ensure that each congregation is represented in decisions made for the system. Furthermore, ministers from all three churches are regularly involved with school operations. Other stakeholders—students, parents, and parishioners, provide feedback in the form of surveys and progress is shared consistently. Survey results over the course of this KESA cycle show that communication between the school and stakeholders has improved tremendously.

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

ARC Comment

Good Shepherd has utilized OVT feedback to implement changes that address areas of concern. As the system did not have a school leader for a notable portion of the KESA cycle, the improvement process has truly been staff driven. Improvements made by the system during this KESA cycle are evident of the system's commitment to the KESA process.

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

ARC Comment

As the system's school board consists of members from all parish communities and input from staff and other stakeholders has been vital to ensure that KESA reports were completed and continuous improvement achieved. Stakeholders, feedback from the OVT, and the KESA improvement process supported the fidelity of the systems improvement during this KESA cycle.

ARC Recommendation

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

Justification

The ARC recommends full accreditation for the Good Shepherd Lutheran. The system has embraced the KESA process, sought outside support when needed, and leveraged both to support student growth and stakeholder engagement. The system's attendance and chronic absenteeism notably outperform the state average and state assessment scores in language arts and math have been 20% over the state average for the past two years. State assessment scores in science were not available in 2022, but in 2021, the 45% of the system scored a 3 or 4 compared to the state average of 34% scoring 3 or 4. These are incredible achievements on their own and even more so given the challenges imposed by the pandemic.

Good Shepherd's goal to increase stakeholder engagement was more than met with a nearly 50% increase in positive feedback on a survey completed by stakeholders. Their efforts to increase engagement with stakeholders are even more impressive given that they have not had a building principal for the past three years.

The system's goal to ensure that 80% of its' students were on a career/college pathway was met, although it could use further metrics and/or definition moving forward. Notwithstanding, efforts to learn, document, and track student achievement and growth should be celebrated and continued.

Strengths

Strong relationships with stakeholders and their surrounding community. Good Shepherd has sought input, been responsive to stakeholder needs, and tracked their improvement progress. Their

The system's newly established tiers of support are to also be applauded. This was not a formal goal, but had it been the system would have overwhelmingly met it given their efforts to utilize state-sponsored assessments, track data, and use it to inform decisions made regarding curriculum and student support.

Good Shepherd's work with TASN is also worthy of note. Their focus on behavior expectations and the creation of RAM families has been another example of the school continuing to address areas of need of their students and staff.

Challenges

The system did a nice job for their first round of goals; however, moving forward both goals should be student-centered with the metrics for measurement clearly defined.

The OVT shared that Good Shepherd's largest barrier is their status as a K-8 system. They suggested building upon the positive relationships with families and high school(s) to track graduate success. The OVT shared that the system informally tracks students through conversations with parents and the school; however working with the high school to more formally monitor graduates may provide them with further data to inform their future growth and provide them with formal data to celebrate.



Good Shepherd Lutheran Elem - Lutheran Schools (Topeka) - Z0026

206 S 17th Street, Marysville, KS 66508-1750
(785) 562-3181

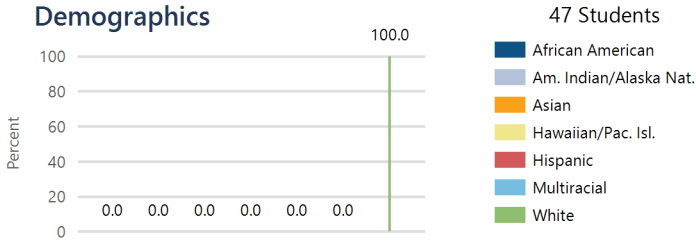
Principal: **Terry Harries**

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation:

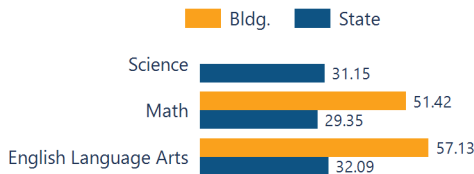
Grades: **PK-8**

Superintendent: **James Bradshaw**



Academically Prepared for Postsecondary Success

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

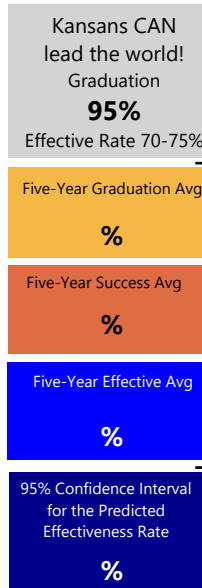


District Postsecondary Effectiveness

No Data Available

District Kansans Can Star Recognition

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



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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

N/A

State: School ESSA Operating Expenditures Per Pupil

89.3

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

N/A

State:
\$13,830

96.1%

State:
92.1

7.4%

State:
25.4

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

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	13.33	13.33	18.18	5.71	2.85	N/A
Level 2	N/A	N/A	N/A	26.66	30.00	36.36	42.85	40.00	N/A
Level 3	N/A	N/A	N/A	53.33	50.00	45.45	40.00	51.42	N/A
Level 4	N/A	N/A	N/A	6.66	6.66	0.00	11.42	5.71	N/A

FREE AND REDUCED LUNCH STUDENTS

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

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

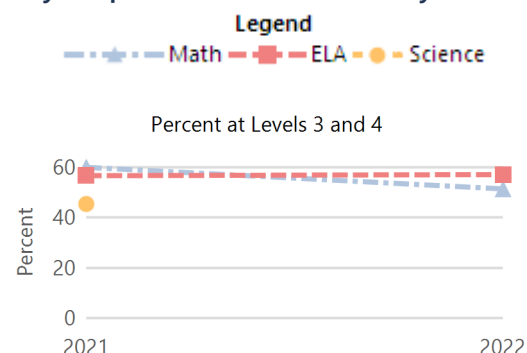
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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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Percent at Levels 3 and 4

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

Building

State 19.8

Accreditation Summary

Date: 06/23/2023

System: Z0026 Lutheran Schools (Topeka) (6862)

City: Topeka

Superintendent: James Bradshaw

OVT Chair: Lisa Brookover

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered Framework of Support: Zion's approach to a tiered framework of support is non-traditional. Due to their size and setup, most classes consist of students from two grade levels. Teachers loop with students during a given set of grade levels. This, as well as dedicated SIT time for teachers to review assessment scores and interventions, are the primary structures in place to follow the student progress and growth. Zion has a document showing the tiered level of each student. This document contains students' historical assessment data and follows them throughout their time at Zion. The data sheet is color coded and the tiers are identified as 0-25% High Risk (in need of Tier III support), 26-45% Low Risk (in need of Tier II support) and 46% and above No Risk. Information from this data sheet and staff discussion resulted in the hiring of a part time teacher to work with students in reading and math. The system reports student gains as a result of this intervention.

Family, Business, and Community Partnerships: The system has faced hardship in developing relationships during this KESA cycle. Zion has relationships with several local agencies, such as County Mental Health and Tri County Special Education Interlocal to ensure that students have access to support not offered on site. One example of this is an early childhood consultant that conducts observations and makes recommendations for services such as speech/language, occupational, and physical therapy.

Reengaging families and the community since the pandemic has been challenging for Zion Lutheran. The OVT reported that the system partners with church and community organizations through their chapel offerings, fundraising, and charitable work efforts. Moving into the next cycle, Zion has plans to refocus their efforts on engagement through data gathered from stakeholders in the community, church, staff, families, and students.

Diversity, Equity, and Access: Zion works to provide access that is equitable and reflective of the diversity it holds. The system has mission and vision statements that address diversity, equity, and inclusion. The system shared that promoting a culture and acceptance are part of their curriculum as a Christian school. Moving forward they have included these areas in their professional development

and plan to monitor the effectiveness through data collection.

Communication and Basic Skills: State and national standards are the foundational components for communication and basic skills at Zion Lutheran. Standards are used for making instructional decisions and to identify assessment tools that will monitor the students' progress throughout the school year. There is a system in place to review and update curriculum and instruction annually. For students that need more individualized support, Individual Learning Plans are created to provide a plan for additional support. Regular staff meetings and communication tools are in place to assist in communicating student needs. Furthermore, students are involved in setting classroom goals and developing their own individual plan of study through presentations and a portfolio. Extraordinary student state assessment scores are evidence of the system's effective processes.

Civic and Social Engagement: The system prides itself on teaching students the importance of living their faith, which includes making decisions based on their core values and serving others. Zion provides multiple opportunities for students to do this through an annual day of community service as well as fundraisers and drives for community and church organizations. They also regularly collect food donations for the Independence Food Bank and host a Thanksgiving meal annually.

Physical and Mental Health: Zion utilizes the Kansas Social Emotional and Character Development and Early Learning Standards in addition to their Lutheran Education curriculum to address the student needs. For mental health support, Zion has a partnership with Four County Mental Health and the Independence High School. Nutrition services are provided and students participate in the Power Panthers program for nutrition instruction. The system shared that they could do a better job of integrating physical activity into curricular subject areas.

Arts and Cultural Appreciation: Zion recognizes the need to expand in this area moving forward. Teachers lead cultural and art appreciation efforts. They plan field trips to expand knowledge about other cultures and integrate the arts with other curriculum, such as social studies.

Postsecondary and Career Preparation: Zion has developed a customized tool to identify student areas of interest and strengths. There is an Individual Plan of Study coordinator that meets with students regularly to discuss and update their personal portfolio. The Independence High School counselor also meets with students to discuss their interests as they transition to high school. The system contacts the public high school to find information on former students; however, evidence supporting this was not provided to the ARC.

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

ARC Comment

The system's first goal was as follows: "During the course of the school year 85% of the students at Zion Lutheran School will increase their reading level. Student reading level increases will be measured by their percentile rank as calculated by standardized assessment results." Evidence for this goal was done via the FastBridge, NWEA MAP, STAR, and Kansas state assessments. During this time, system-wide growth was shown in FastBridge and state assessment results; however, whether or not 85% of the student body increased their reading level is not explicitly shown.

Notwithstanding, given the system's overall growth, it can be determined that the system, for this first KESA cycle, has been met given the evidence below:

Performance on state assessments shows growth between 2021 and 2022. In 2021, 65.5% of students at Zion scored a 3 or 4 on the state language arts assessment. In 2022, that percentage grew over 5% to 70.82%. The system also showed growth on the language arts assessment for their free and reduced population, which went from 54.4% earning 3's or 4's in 2021 to 63.63% in 2022. Both sets of scores are

over 30% higher than the average for the state.

Growth was also shown in the system's FastBridge reports. In fall 2021, the system's median was the 70th percentile. In spring 2022, the median percentile was 73. NWEA MAP results appeared to be mixed, with no change for students in 2nd grade, a decrease in green for 3rd, increases for grades 4 and 7, and mixed results for 8th. Evidence for the STAR assessment was more challenging to follow as while pre and posttest scores indicated growth, the summary was for 16 of 37 students.

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

ARC Comment

Zion's second goal was to "...create an environment in which families and stakeholders will feel welcomed, included, valued, and connected to each other, to school staff, and to what students are learning and doing in class." Efforts to meet this goal include teacher emails, phone calls, in person visits, Remind, and Class Dojo communication. There were also events such as Muffins with Mom, Doughnuts with Dad, and a book fair. The system reported 100% attendance at parent-teacher conferences although artifacts to support this were not included in ARC reporting. The OVT shared that prior to the pandemic, parents were very involved through a parent-teacher league [PTL]. The system shared that getting stakeholders reinvested in the school has been challenging. Zion responded to these challenges by implementing and reviewing data from parent surveys and offering some new opportunities for involvement. As they desire all stakeholders to be active participants in the life of the school, the system plans to continue this goal for the next KESA cycle.

Given the system's effort, evidence presented, and challenges faced, this goal has generally been met.

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

Continuous improvement is valued by the Zion and supporting church. Their dedication to the improvement process is evidenced by their association with the National Lutheran School Accreditation process for the past 20 years. The system's small size and regular early release on Wednesdays allow for regular communication among staff. The system also utilizes title funding for professional development. The school board has been supportive of system needs to purchase additional technology resources to assist with student assessment and progress monitoring. These efforts and support allowed the system to hire a part time intervention teacher after the pandemic. Zion plans to continue their professional learning communities and development moving into the next KESA cycle.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth	Zion utilizes the Kansas Social Emotional and Character Development and Early Learning Standards to support students' social emotional growth. These in conjunction with the system's efforts to teach students the importance of living their faith through their religious curriculum make up the curriculum for social emotional growth. The system also shared that additional activities such as sports, field trips, and service projects, incorporate social emotional learning opportunities.
Kindergarten Readiness	Zion uses the Ages and Stages 2 and 3 to monitor kindergarten readiness. They have maintained a 100% participation rate and information learned is shared with parents and utilized to provide appropriate strategies on site at their preschool or to families for those not yet in attendance. Approximately 30% of students in the preschool go on to attend kindergarten at Zion. The system prides itself on frequent parent-teacher communication and takes advantage of the small class sizes in preK to meet individual student needs.
Individual Plans of Study	<p>Zion's Individual Plan of study has evolved throughout the course of this KESA cycle in response to student needs. There is a dynamic portfolio for each student that tracks their academic growth as well as interventions provided. The portfolio follows the student throughout their time at Zion and students contribute to it by writing SMART goals related to a chosen career path. They also have the opportunity to explore careers through the use of hirepaths.com.</p> <p>Documenting students' individual plans of study has evolved over time and Zion has taken an intentional approach to implement technology within the classroom and student portfolios. The system reports that 7th-8th grade students will continue to explore, gather, and reflect on their future through the use of digital portfolios via Google Sites.</p>
High School Graduation Rate	This area is not applicable to Zion Lutheran as they are a system that serves preschool through 8th grade. In the future, the system could work with the area high schools to begin tracking its former students' graduation and postsecondary success.
Postsecondary Success	This area is not applicable to Zion Lutheran as they are a system that serves preschool through 8th grade. In the future, the system could work with the area high schools to begin tracking its former students' graduation and postsecondary success.

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

ARC Comment

Zion's Board of Education was provided information over the KESA process regularly and given the opportunity to ask questions, voice concerns, and provide feedback. For parents, Zion provided a survey for parents to complete. The system acknowledges that reengaging parents and other stakeholders has been a challenge since the pandemic. The OVT suggested that Zion reach out to other Lutheran schools and KSDE to learn new strategies and tools for reengaging stakeholders moving forward.

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

ARC Comment

The system has experienced large challenges in its efforts to balance KESA and National Lutheran School Accreditation [NLSA]. These challenges were only added upon with OVT turnover and pandemic. Notwithstanding, the system did complete end of year reports for KESA. The OVT shared that leadership has been very receptive to feedback from the OVT team, asked good questions, and shared a commitment to the improvement process. System leadership had reports ready for the OVT and spent time reviewing them to answer visiting team questions. The system shared that the KESA process helped them learn more about how to help their students be more successful, not just in their own classroom, but as a system.

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

ARC Comment

Balancing KESA and National Lutheran School Accreditation [NLSA] has been challenging for Good Shepherd. Zion's Board of Education was provided information over the KESA process and the system leadership team shared progress with the community. Notwithstanding, a more formal way of collecting and disseminating information is required. The OVT provided suggestions for gathering and disseminating information as the system enters their next improvement cycle.

ARC Recommendation

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

Justification

The system has experienced large challenges in its efforts to balance KESA and National Lutheran School Accreditation [NLSA]. These challenges were only added upon with OVT turnover and pandemic. Notwithstanding, the system learned a lot from the KESA process about how to help their students and system to be more successful. Academic results, such as those shared below, do not happen by accident.

Performance on state assessments has been consistently high throughout this KESA cycle and shows steady growth, which is impressive. In language arts, the percent of students earning 3's and 4's in general and free/reduced lunch populations has been 30% over the state average for the past two years. In math, achievement is even higher, with 55.16% of their students earning a 3 or 4 in 2021 and 76% in 2022. Their success is even more impressive for their free and reduced lunch population, with 45% earning a 3 or 4 in 2021 and 66% in 2022. These achievements, notably those in 2022, are upwards of 50% higher than the state average.

Zion's team has expressed interest in retaining both goals for the next cycle. Their first goal, to increase 85% of students' reading level, was considered met given the district's beyond exemplary performance on state assessments and overall growth shown with FastBridge results. Moving forward, should the system keep this exact goal, they will need to provide additional information indicating the goal has been met for 85% of the student body. The OVT also recommended that Zion continue on the path of professional learning in the area of structured literacy.

The system's second goal was generally met. Zion made efforts to create an environment in which families and stakeholders will feel welcomed, included, valued, and connected, but has struggled to bounce back in this area post-pandemic. The OVT provided suggestions on how to create more opportunities for involvement at the classroom and school level, and the system has been receptive.

Strengths

The academic achievement consistently made by this system is truly impressive and should be celebrated.

Continue fostering staff interest in finding new ways to improve their instruction and student support. The OVT commented that reinforcement from the church congregation is also commendable.

Teachers and leadership collaboration efforts to support students are unique and capitalize on the system's small size. All staff build relationships with students and the OVT shared that the building has a family atmosphere.

Challenges

In March 2019, the OVT visit reported that Zion was in general compliance with the standards of the KESA process due to work needed in the areas of a tiered framework of support, diversity, and postsecondary/career preparation. The system has made some efforts in these areas; however, the system needs to navigate a clear and systemic path for continuous improvement and implementation of the KESA process with greater fidelity moving forward. While there was ample evidence of academic achievement and tracking, formal documentation of other efforts and processes was lacking. Creating a clear and systemic path will aid the system in finding or developing tools to collect and disseminate data/information. It will also aid in the further, formal development of tiers of support for behavior and academics at tiers II and III.

The system needs to continue in its goal to gather feedback from all stakeholders. The OVT suggested the utilization of varied sets of communication and tools to gather and share information. In doing so, keep in mind that continuous improvement goals need to be student-centered.

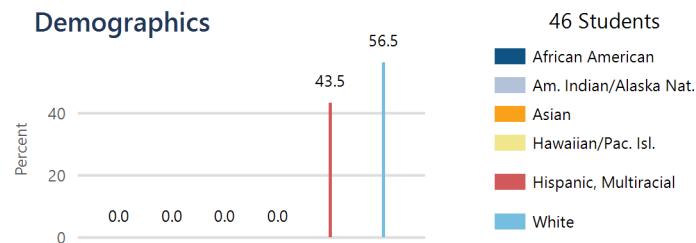
The OVT team and ARC also recommend that Zion continue increasing their pedagogical knowledge through professional development and opportunities to gather and discuss feedback from all stakeholders, not just parents. The Year 5 report from the OVT provided several suggestions for ways the system can seek input and create connections that go beyond the school walls.



**Zion Lutheran Elem -
 Lutheran Schools (Topeka) - Z0026**

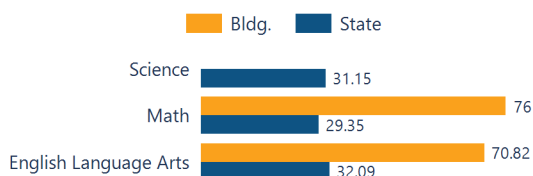
301 S 11th St., Independence, KS 67301-3625
 (620) 332-3331
 www.zionindy.com
 Principal: **Eric Pralle**

System Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation:
 Grades: **PK-8**
 Superintendent: **James Bradshaw**



Academically Prepared for Postsecondary Success

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

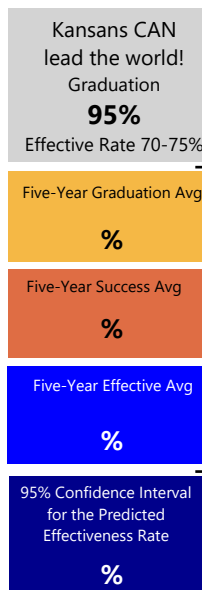


District Postsecondary Effectiveness

No Data Available

District Kansans Can Star Recognition

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



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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

N/A

State:
89.3

School ESSA Operating Expenditures Per Pupil

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

N/A

State:
\$13,830

95.6%

State:
92.1

15.8%

State:
25.4

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

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	0.00	3.44	N/A	0.00	4.16	N/A
Level 2	N/A	N/A	N/A	44.82	31.03	N/A	24.00	25.00	N/A
Level 3	N/A	N/A	N/A	44.82	51.72	N/A	60.00	54.16	N/A
Level 4	N/A	N/A	N/A	10.34	13.79	N/A	16.00	16.66	N/A

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	0.00	0.00	N/A	0.00	9.09	N/A
Level 2	N/A	N/A	N/A	54.54	45.45	N/A	33.33	27.27	N/A
Level 3	N/A	N/A	N/A	36.36	36.36	N/A	50.00	54.54	N/A
Level 4	N/A	N/A	N/A	9.09	18.18	N/A	16.66	9.09	N/A

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

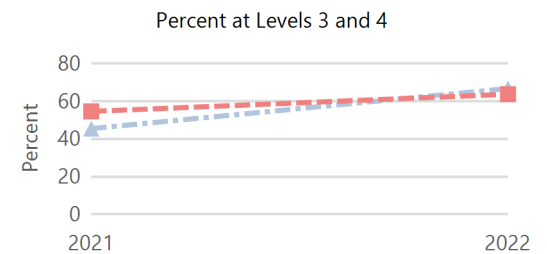
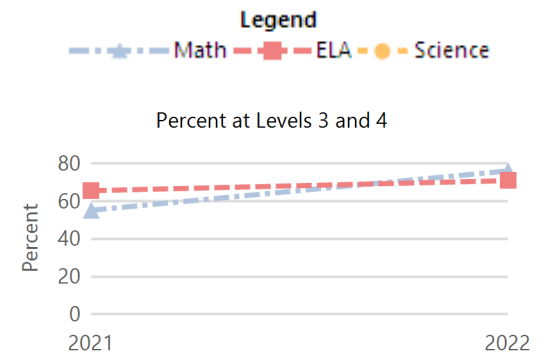
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

Building

State 19.8

Accreditation Summary

Date: 04/23/2023

System: Z0026 Lutheran Schools (Topeka) (7344)

City: Topeka

Superintendent: James Bradshaw

OVT Chair: Jamie Finkeldei

Executive Summary/AFI

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

ARC Comment

Compliance is met

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

ARC Comment

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

Tiered Framework of Support - Trinity Lutheran uses Fastbridge and the Star Reading Tests to assess students. With small class sizes, students are assessed individually by the teacher and supported by an extra tutor that comes in several times a week for Tier II support. A few part-time teachers also pull students individually. Special education services are offered through Winfield public schools.

Family, Business, and Community Partnerships - Because family communication was one of the school's goals, a lot of work was done in this area. The congregation is a vital community partner and the school shares pictures in the bulletin, the principal writes letters for the church newsletter and gives a quarterly report to the congregation at the assembly meeting. The school had a successful dinner auction this year with contributions from local businesses. Business owners come in to talk to the students. The school has a float in the Winfield parade and a booth at the county fair.

Diversity, Equity, and Access - Financial assistance is offered to increase access for students to attend. The school participates in the free lunch program. Diversity is discussed in both social studies and religion curriculum. There is not a lot of diversity in the school, both ethnically and in the free/reduced lunch status.

Communication and Basic Skills - A new writing curriculum was implemented during the cycle. Middle school students prepare and present speeches on various topics and all classes lead chapel services.

Civic and Social Engagement - For civic engagement, students learn about and discuss current events through a monthly current events magazine. Upper-grade students watch a daily current events video and discuss it. Students perform at the veterans' home and go caroling during Christmas. They participate in service projects such as donating quilts for first responders to use in accidents, collecting money for various organizations, and cleaning the yards of elderly congregation members. The 7th & 8th graders took a tour of the Legislature in Topeka and the Brown vs Topeka Board of Education Museum.

Physical and Mental Health - Health is covered in the science curriculum and social-emotional health in

the religion curriculum. The Pastor provides counseling for students in need of support. Teachers provide PE for students. The Wellness Plan is written in compliance with the hot lunch program.

Arts and Cultural Appreciation - All students take music classes and have two concerts per year. They also sing at local nursing homes, the college, and church services. Art and art appreciation are a component of Gr. 3-8 curriculum, including a pottery class. Fifth & sixth grades take a tour of the Wichita Art Museum.

Postsecondary and Career Preparation - Many different professionals such as the pastor, a doctor, a farmer, an anesthesiologist, a chiropractor, a pilot, and a chief meteorologist have presented to students, information on their occupations. This is the first year the school has 7th & 8th grade so they will be using Xello or another IPS system next year.

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

ARC Comment

Goal 1 – 80% of students testing at the high-risk level in Reading will progress to low-risk and above by 2028.

Several strategies have addressed the goal including using Fastbridge data to identify students in need, adding a tiered system of support, and completing professional development on reading instruction including structured literacy training.

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

ARC Comment

Goal 2 - 80% of parents surveyed will say that Trinity Lutheran School communicates effectively by April 2028.

Support Data: There has been more personal contact with families through text messages and personal meetings, the website was improved and their social media presence on Facebook increased, the Remind App sends messages to parents. There is more communication with the congregation. The parent organization meets monthly and has increased in attendance.

January 2023 survey results: 74% of parents reported the school communicates effectively and April 2023 the results show 86% of parents feel this way.

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

Trinity Lutheran is a small school (38 students K-8) with combination classes. During the five-year cycle, there have been three different principals and several turnovers among teachers. The school added 7th/8th so sustainability has been difficult. Recently, the staff has remained more stable which allows for better buy-in and more sustainability of the improvement process. The new principal has embraced the KESA process, but it is in its infancy.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth	The Board of Education adopted a Wellness Plan in 2020 which prioritized mental health. Systems for teachers to focus on student mental health were added. Winfield public school shares its nurse with Trinity. The Pastor is a counselor for students in need. The school is exploring adding a social-emotional curriculum. Teachers now have a wellness program through their health insurance.
Kindergarten Readiness	In 2022-23, 86% of the parents completed the ASQ (one family opted out). In 2021-22, 100% completed the ASQ. In most years, all but one of the parents complete the ASQ. Students who attend preschool are showing more success. The teacher uses the data to help drive instruction.
Individual Plans of Study	The 7th & 8th grades were added in 2022-23, so now the school will look at Xello or a similar program for IPS. Many different professionals have presented to students about their occupations.
High School Graduation Rate	N/A
Postsecondary Success	N/a

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

ARC Comment

Despite, or because of, frequent teacher turnover, the teachers are highly engaged in the process. They know what is going on and provide feedback on the process. Parents completed many surveys throughout the cycle. The Board was invited to provide input through the cycle. The process and results were shared with parents through newsletters, the entire congregation through quarterly assembly meetings, and with the Board during their monthly meetings.

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

ARC Comment

The school became more systematic in its approach to gathering data and implementing change. While this cycle was difficult, the OVT believes that they have put in the work to be much better situated for Cycle II. They are planning to expand their Reading goal and looking at a Social Emotional and IPS goals.

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

ARC Comment

The new principal and team are more committed to the process and hopefully will stay long enough to make Cycle II more impactful. The prior two years had the principal and some teachers knowing they were leaving at the time of the OVT visit, and therefore not all the reports were in a timely manner.

ARC Recommendation

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

Justification

Overall, the system demonstrates both Results and Process. Assessment scores of students performing at levels 3 and 4 in Math are above the state average. The school was awarded the Bronze Star for Academic Preparedness. State Board Outcomes and actively pursued the implementation of the Foundational Structures.

Strengths

The new principal is committed to KESA and is committed to creating a consistent effort.

Small class size allows a very personalized approach. Now with a new systematic, data-driven approach to tiered support student success is increasing.

The community is very supportive of the school.

Challenges

Due to turnover in leadership, they only have one year of data. They have implemented strategies over the five years, but the data collection has been inconsistent.

Goals in the next cycle need to be student-driven, SMART goals.

With the addition of 7th and 8th grade, they need to add Xello and an IPS plan.

There is a need for a social-emotional curriculum and a way to track student mental health. Investigate a climate and culture instrument that demonstrates data supporting the goals of the school curriculum.

Limitations/Barriers

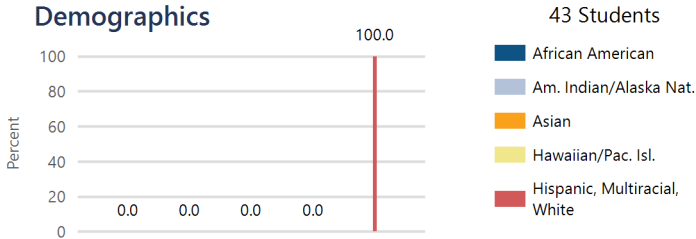
The system's size limits the number of resources and staff available to do improvement work. Also, student enrollment affects the data substantially.



**Trinity Lutheran Elem [Winfield] -
 Lutheran Schools (Topeka) - Z0026**

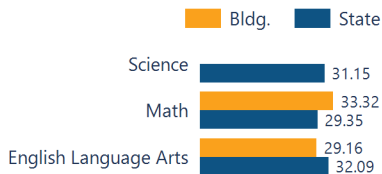
910 Mound St., Winfield, KS 67156-3929
 (620) 221-1820
 www.trinitylutheranwinfield.com
 Principal: **Chris Dehning**

System Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation:
 Grades: **PK-6**
 Superintendent: **James Bradshaw**



Academically Prepared for Postsecondary Success

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

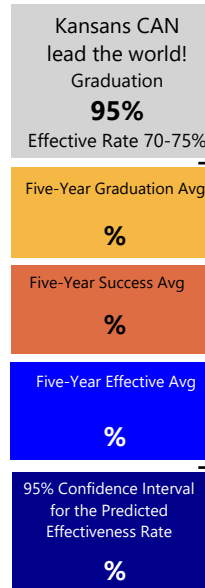


District Postsecondary Effectiveness

No Data Available

District Kansans Can Star Recognition

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



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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

State: N/A	School ESSA Operating Expenditures Per Pupil	State: N/A
89.3	Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.	State: \$13,830
94.5%		
13.6%	Click here for State Financial Accountability.	
N/A		



School Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	22.72	13.63	N/A	29.16	29.16	N/A
Level 2	N/A	N/A	N/A	40.90	40.90	N/A	37.50	41.66	N/A
Level 3	N/A	N/A	N/A	27.27	22.72	N/A	29.16	20.83	N/A
Level 4	N/A	N/A	N/A	9.09	22.72	N/A	4.16	8.33	N/A

FREE AND REDUCED LUNCH STUDENTS

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

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

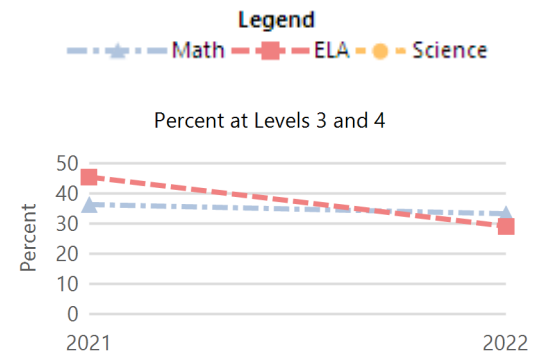
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

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Percent at Levels 3 and 4

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

Building

State 19.8

Accreditation Summary

Date: 05/19/2020

System: Z0026 Lutheran Schools (Topeka) (8570)

City: Topeka

Superintendent: James Bradshaw

OVT Chair: Jaime Finkeldei

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered Framework of Support: The system and OVT have provided evidence (generally) that Topeka Lutheran Elementary has a partial tiered framework of supports in place for all students and uses data to determine students' tiers. During the 2020-2021 school year, the implementation of Daily 5 ELA and Daily 3 Math resulted in the creation of a dedicated time for small group instruction, 2-3 days per week. In the subsequent 2022-2023 school year, an additional time slot for Daily 5 and extra math time for grades 5-8, as well as additional Daily 3 time for grades K-4, were introduced. Tier time was incorporated into classroom settings. Teachers engaged in one-to-one interactions with students, where instructional feedback was provided. Teachers also met with students needing more intensive supports before and after school. Student movement across tiers was determined based on their performance in Daily 5, challenges with Tier 1 instruction, DIBELS results, and Lexile reading levels from Reading A to Z. The assessments employed throughout the academic year included NWEA MAP, administered three times per year, as well as DIBELS and Reading A to Z assessments, which were conducted three times annually. It is recommended the system incorporate a multi-tiered support system to address social-emotional learning needs.

Family, Business, and Community Partnerships: The system and OVT have provided evidence (generally) there is a practice of engaging all stakeholders, the engagement occurs irregularly, and is embedded in the school system culture. Effective communication with families is established through various channels, including emails, Facebook, and Instagram. Surveys indicate parents feel well-informed about school activities and updates. Family engagement is a notable strength, with a wide range of activities organized throughout the year, such as Grandparents Day, Veterans Day, chili supper, family reading night, concerts, walk-a-thon, clean-up day, etc. The school primarily communicates with the three primary congregations it serves, sharing weekly updates through the church. However, there is a recognized need to enhance communication with stakeholders beyond parents and local congregations, particularly alumni and past parents. The school actively engages with local businesses, including alumni-owned businesses, and fosters partnerships with local nursing homes for volunteer activities.

Diversity, Equity, and Access: The system and OVT have provided evidence (generally) some student groups' needs are represented in the improvement process. The system's and schools' cultures are reflected in the vision and improvement process. Teachers undergo professional development focused on diversity and equity, covering topics such as homeless, appropriate interpersonal interactions, and vigilant student observation to detect potential issues. Despite a small student body of 58 students, the school places importance on shaping students' understanding of the Christian perspective regarding the dignity of all individuals. Additionally, the school exhibits socioeconomic diversity through the provision of free and reduced lunch programs.

Communication and Basic Skills: The system and OVT have provided evidence (generally) that curricula that support the structures in communication and basic skills are somewhat evident. Students across all grade levels are encouraged to express their thoughts, emotions, and ideas through various mediums in the classroom. These avenues include Kindergarten students creating videos with green screens and video editing software to Middle School students providing evidence during classroom discussions. Additionally, students develop their skills through the writing process, collaborative projects, whole-class presentations, letter writing, daily writing activities, free choice writing time, partner/group communication, and creating and sharing videos on platforms like Seesaw, Google Classroom, and Flipgrid. These diverse opportunities foster a rich environment for student expression and communication.

Civic and Social Engagement: The system and OVT have provided evidence (generally) that curricula that support the structures in civic and social engagement are somewhat evident. Topeka Lutheran School prioritizes authentic interactions and engagement for students. They participate in civic and social activities, including creating and distributing greeting cards to individuals with mobility challenges and engaging with supporting congregations through visits and worship involvement. Students also form "Chapel Families" to foster relationships and mentorship, while monthly activities like shared reading and service projects strengthen community bonds. The school further demonstrates social responsibility through all-school food-packing initiatives in collaboration with Kids Against Hunger.

Physical and Mental Health: The system and OVT have provided evidence (generally) that curricula that support the structures in Physical and Mental Health are somewhat evident. Topeka Lutheran School ensures that all students have access to physical education (PE) and health classes, promoting their overall well-being. Additionally, students have the opportunity for recess twice a day, allowing for social and physical engagement. The school incorporates social-emotional learning through its religious curriculum. While there isn't a dedicated counselor on staff, Topeka Lutheran School has established connections with a local mental health organization, a retired Lutheran pastor, and three association pastors who can provide support and guidance to students in crisis. Teachers have undergone professional development to understand the significance of mental health and the importance of closely observing students' well-being.

Arts and Cultural Appreciation: The system and OVT have provided evidence (generally) that curricula that support the structures in Arts and Cultural Appreciation are somewhat evident. Topeka Lutheran School places a strong emphasis on arts and cultural appreciation. All students receive formal art and music instruction, with band classes starting in 4th grade. Students have opportunities to attend live performances at the Topeka Civic Theater and enjoy musical performances by the Topeka Symphony. The band students also participate in the Topeka Symphony School Day Concert. In addition, the school's music teacher utilized donor funding to purchase ukuleles, enriching music theory education for all students. Prior to the pandemic, TLS students had the chance to exhibit their artwork in collaboration with a community studio. Furthermore, the school has formed a partnership with St. John's Music Academy, enabling students to receive on-site piano, violin, flute, trumpet, and organ lessons.

Postsecondary Career Preparations: The system and OVT have provided evidence (generally) that

curricula that support the structures in Postsecondary and Career Preparation are somewhat evident. Topeka Lutheran School is a K-8 system. To address the recommendations of the OVT, Topeka Lutheran School is prioritizing field trips to expose students to various professions. They are also organizing a career fair in the spring to further enhance career exploration. Additionally, the school is actively working with their four 8th-grade students to explore different high school options. To assist students in grades 5-8 with career planning, Topeka Lutheran School utilizes Xello, a platform where students complete an interest inventory and three lessons. These activities are integrated into the students' homeroom time, ensuring comprehensive career guidance.

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

ARC Comment

Goal 1 – Topeka Lutheran School will demonstrate at least a 10 percentage point improvement in student achievement in levels of proficiency on state assessments compared to the spring of 2018 levels of 24% in Math and 44% in English.

The system and OVT have provided evidence (generally) that Goal #1 is a fully developed goal statement that is measurable. The goal developed has resulted in system growth and the goal will continue to impact student learning. There is evidence, supported by data, of results related to this goal statement. The system did not include an action plan for addressing Foundational Structures, System Goals, State Board Outcomes, and professional learning efforts.

Topeka Lutheran School set a goal to demonstrate a 10% point improvement in student achievement on state assessments compared to the 2018 levels of 24% in Math and 44% in English. The school successfully achieved their goal in math, with college/career readiness increasing to 30% in 2022. However, they fell short in reading, with college/career readiness decreasing to 21% in 2022. The 2023 state assessment scores will determine whether 2022 was an anomaly or a continuing trend, as the school's small class size often leads to significant fluctuations in percentages. However, the system stated they remain optimistic about the overall trend in ELA based on this year's DIBELS and NWEA MAP scores, suggesting that last year's decline was a temporary setback. The successful implementation of Daily 5 and the high student engagement observed, indicate that this program is expected to positively impact ELA scores this year.

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

ARC Comment

Goal 2 – Overall student achievement in reading and math as measured by proficiency levels will increase by at least ten percent over the five years of the cycle by implementing and completing specific stakeholder engagement activities: site council meetings, parent-teacher conferences, before school visits, family activities, and faculty professional learning/curriculum work.

The system and OVT have provided evidence (generally) that Goal #2 is a developed goal statement that is measurable. The goal developed has resulted in system growth. There is evidence, supported by data, of results related to this goal statement. The system did not include an action plan for addressing Foundational Structures, System Goals, State Board Outcomes, and professional learning efforts.

Over the course of the KESA cycle, Topeka Lutheran School aimed to increase overall student achievement in reading and math by at least 10% through specific stakeholder engagement activities. Site Council meetings remained consistent at four per year, while home visits maintained a 100% participation rate. The number of participants at the carnival increased from 157 in 2017-2018 to 225 in 2022-2023, while the chili supper saw a slight fluctuation. Full-day professional development meetings varied between four and seven sessions per year. In terms of academic achievement, math

college/career readiness improved from 14% in 2018 to 30% in 2022, while reading college/career readiness experienced some fluctuations, reaching 44% in 2021, but dropping to 21% in 2022. The relocation of the preschool to the same building as the elementary school increased family engagement and improved the transition of Pre-K 4 students to kindergarten. The presence of a new principal enhanced connectedness within the school community. The principal raised concerns about tying community engagement to state assessment goals, recognizing that the two may not strongly correlate.

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

ARC Comment

The system has addressed the sustainability of their improvement process (assuredly). The system and OVT have provided evidence that Topeka Lutheran School effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan.

Topeka Lutheran School has made sustainability efforts by investing in new curriculum, including Really Great Reading and Go Math, to enhance the quality of education. The Board also acquired new assessments, such as DIBELS, NWEA MAP, and Reading A-Z, to improve the monitoring of student progress. In order to support the tiered system of support, the board hired a para to assist with classroom instruction. The arrival of a new principal has led to increased involvement and investment from both the Board and teachers in the KESA process. Teachers were actively engaged in goal-setting and OVT visits, showing a heightened commitment under the leadership of the new administrator. These initiatives demonstrate the school's commitment to sustainability and continuous improvement in educational practices.

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

ARC Comment

The system and OVT have provided evidence (generally) to the ARC which indicates the system has shown noticeable gains in meeting expectations of the Kansas Vision for Education and State Board outcomes. Data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. The system understands and can explain its data results for some State Board outcomes. The system is beginning to collect evidence, and data and is working on a plan to address all five (5) State Board outcomes to create change.

Board Outcomes

Social-Emotional Growth

Data collected and analyzed from 3rd-8th grade students focused on four main areas. The results showed that a consistent percentage of students reported having two or more friends within the class or school. The percentage increased slightly over the years. Similarly, the percentage of students who had not witnessed, or were unsure if they had witnessed bullying, showed improvement over time. However, the percentage of students who agreed that teachers usually, or almost always stop bullying remained relatively low but saw a slight increase in the most recent year. The data indicated that professional development during the cycle had a positive impact, and further training for teachers and role-playing opportunities for students were identified as vital for providing support in bullying situations. Additionally, the availability of a retired Lutheran pastor for students in need has become an important resource.

Kindergarten Readiness

The completion rate of the ASQ (Ages and Stages Questionnaire) for Kindergarten Readiness assessment has remained consistently high, with a temporary decrease in the 2020-2021 academic year due to the impact of the COVID-19 pandemic. However, the completion rate rebounded in subsequent years. Kindergarten enrollment from the Topeka Lutheran School Preschool Program experienced a decrease in the 22-23 academic year but is expected to increase significantly in the following year, indicating growth and potential increased Kindergarten Readiness. The kindergarten teacher regularly utilizes ASQ data to inform and guide instruction, ensuring a targeted approach to meet the needs of students.

Individual Plans of Study

To develop Individual Plans of Study, Topeka Lutheran School has implemented the use of Xello for students in grades 5th-8th. All students complete inventories and grade-level lessons within the platform. In response to the OVT recommendations, the system is actively working on providing additional opportunities to highlight postsecondary options. They are planning a career fair in the spring and have also incorporated a career focus into their field trips. For instance, students visited the water treatment facility to explore related careers. Students also visited K-State to explore engineering career fields and other career options. These efforts aim to enhance student's career exploration and provide valuable insights into different professions.

High School Graduation Rate

Topeka Lutheran School is a K-8 system. Students attend a variety of high schools and no high school data is tracked.

Postsecondary Success

Topeka Lutheran School is a K-8 system. Students attend a variety of high schools and no postsecondary success data is tracked. The system noted they are considering this postsecondary success as a possible goal area during the next KESA cycle.

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

during the accreditation cycle.

ARC Comment

The system and OVT have generally provided evidence some of the system stakeholders were involved and engaged in the system's improvement process during this accreditation cycle. Stakeholder feedback was gathered and progress was shared randomly. Some stakeholder groups were represented, involved, and provided input regarding the system's improvement process.

Topeka Lutheran School actively involves stakeholders in various ways to ensure their valuable input. This includes conducting annual surveys to gather feedback from students, parents, teachers, and community members. Quarterly Site Council meetings provide a platform for stakeholders to come together, discuss school matters, and contribute to decision-making. The Parent-Teacher group plays a vital role in offering feedback and facilitating open communication. School board meetings serve as important forums for discussions and collaboration. By engaging stakeholders effectively, the school seeks to have a meaningful impact on student growth and create a positive education environment.

The system notes Topeka Lutheran School would like to grow involvement from teachers, the community, and the Board during the next accreditation cycle. Data was shared during Site Council meetings and Board meetings, particularly in the later years. To enhance stakeholder engagement in the next cycle, there is a plan to hold a Strategic Planning Meeting involving all stakeholder groups to map out the school's direction for the next five years. This will ensure a more inclusive and collaborative approach to decision-making and planning.

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

ARC Comment

The system and OVT have provided evidence (generally) that the system followed the KESA process with an expected level of fidelity. The fidelity of implementation of the KESA process resulted in both strengths and challenges for Topeka Lutheran School. The change in administration and high staff turnover had a negative impact on the implementation process during the final year of the cycle. However, in the current year, the OVT did receive the yearly update within the designated timeframe, indicating improved adherence to timelines. The new building administrator demonstrated high engagement and commitment to KESA, regularly discussing plans for the future and emphasizing the involvement of all stakeholders in the next cycle. Regarding responsiveness to feedback, while limited by staff turnover, Topeka Lutheran School was responsive to the OVT's suggestions. The previous principal focused on compliance, while the new building administrator shifted the focus to engagement. Overall, the OVT reported the system was responsive to feedback and dedicated to the KESA process.

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

ARC Comment

The system and OVT have provided evidence (generally) that they have implemented the KESA process with an expected level of fidelity. Some evidence exists that the system reports to their local board and KESA reports have been completed in a timely manner. Although artifacts do not include a district action plan, there is evidence a structured action plan is in place within the district. Goals drive academic improvement priorities within the system. The OVT reports the system has been open to any comments or feedback provided. High staff turnover has resulted in challenges throughout this KESA cycle, but the system and OVT feel the system is trending in a positive direction.

ARC Recommendation

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

Justification

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

The KSDE Accountability Report does not indicate a Graduation Rate or Effectiveness Average, as Z0026 is a K-8 system. In levels 3 and 4, Topeka Lutheran Elementary is performing 0.95% above the state average in math, and 10.88% above the state average in English Language Arts. The trend in state assessment data for students scoring in levels 3 and 4 in ELA and math is declining. There is no ACT performance data, as this is a K-8 system. Attendance is 95.8% compared to the state average of 92.1%. Chronic Absenteeism, 6.0%, is significantly below the state average of 25.4%.

All Foundational Structures are generally evident in the system and there is evidence that the work is moving in a positive direction. The system did not include an action plan for addressing Foundational Structures, System Goals, State Board Outcomes, and professional learning efforts. However, elements of a systematic approach are documented throughout the report and the system is developing a Strategic Plan meeting for the 2023-2024 school year.

The system has shown some noticeable gains in meeting expectations of the Kansas Vision for Education and State Board outcomes in defined areas. Topeka Lutheran School is a K-8 system, so there is no data related to graduation or postsecondary effectiveness. The system acknowledges the need to focus on successful high school graduation. There is evidence the system is exploring ways to track high school graduation and postsecondary effectiveness.

The system did earn Kansans Can Star Recognition for Academically Prepared for Postsecondary on the most recent KSDE Accountability Report.

Strengths

Topeka Lutheran School benefits from strong community engagement, and small class sizes within the school have been linked by the system to long-term success for students. In levels 3 and 4, Topeka Lutheran Elementary is performing 0.95% above the state average in math, and 10.88% below the state average in English Language Arts. There is no ACT performance data, as this is a K-8 system. Attendance is 95.8% compared to the state average of 92.1%. Chronic Absenteeism, 6.0%, is significantly below the state average of 25.4%.

Challenges

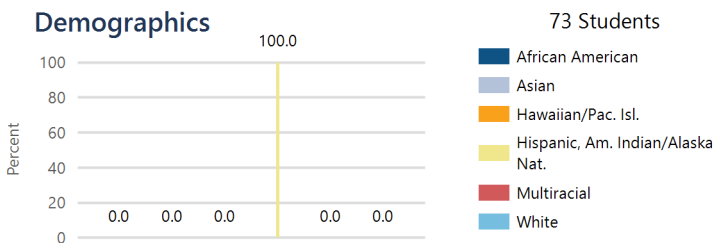
The system's KSDE Accountability Report does show a negative trend in producing students who are Academically Prepared for Postsecondary. This is an extremely small system where a single student can result in a substantial change to system data. There is evidence, supported by data, of results related to goal statements. However, the system did not include an action plan for addressing Foundational Structures, System Goals, State Board Outcomes, and professional learning efforts. It is strongly recommended the system develop a structured improvement plan which includes action steps, data collection, a timeline for implementation, designated responsibilities, and dedicated professional learning.



Topeka Lutheran Elem - Lutheran Schools (Topeka) - Z0026

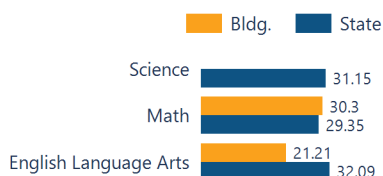
701 Roosevelt, Topeka, KS 66606-1745
 (785) 357-0382
www.topekalutheran.org
 Principal: **Kyle Johnson**

System Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation:
 Grades: **K-8**
 Superintendent: **James Bradshaw**



Academically Prepared for Postsecondary Success

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

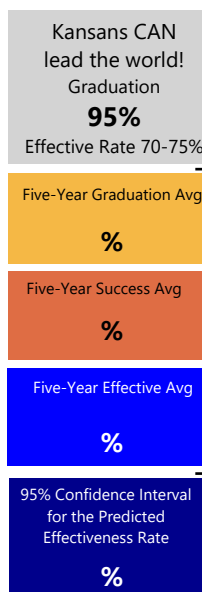


District Postsecondary Effectiveness

No Data Available

District Kansans Can Star Recognition

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



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

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

GRADUATION RATE

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

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

DROPOUT RATE

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

State: N/A	School ESSA Operating Expenditures Per Pupil	State: N/A
89.3	Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.	State: \$13,830
95.8%		
6.0%		
N/A	Click here for State Financial Accountability.	
1.4		



School Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	12.50	27.50	36.36	33.33	42.42	N/A
Level 2	N/A	N/A	N/A	50.00	32.50	27.27	36.36	36.36	N/A
Level 3	N/A	N/A	N/A	25.00	27.50	27.27	24.24	12.12	N/A
Level 4	N/A	N/A	N/A	12.50	12.50	9.09	6.06	9.09	N/A

FREE AND REDUCED LUNCH STUDENTS

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

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

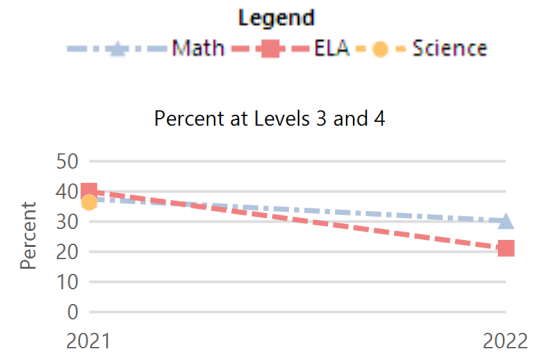
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

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Percent at Levels 3 and 4

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

Building

State 19.8

Accreditation Summary

Date: 04/19/2023

System: Z0026 Lutheran Schools (Topeka) (9886)

City: Topeka

Superintendent: James Bradshaw

OVT Chair: Jamie Finkeldei

Executive Summary/AFI

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

ARC Comment

Compliance areas are met.

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

ARC Comment

Overall, the system assuredly has foundational structures that are working and that are moving the system in a positive direction. The focus has been mostly on developing strategies in the tier structure.

Tiered Framework of Support - Faith Lutheran underwent significant improvements in tiered support over the course of the cycle. When they started, they believed their small classes (less than 5 per grade) made them naturally tiered. With guidance from the OVT, they realized that no matter how small the groups were, tiered instruction is still important. The school added a Universal screener (DIBELS) given three times a year and has now expanded to DIBELS -8. The lower students are given a diagnostic test (Easy-CBM). They hired an intervention teacher for Tier II and III pull-out. The SIT team was also revamped during this cycle. This team reviews DIBELS and other assessment results to identify strategies that work for specific students. The OVT reviewed the school's Screening Process Chart which outlines the steps from the screener to diagnostic to differentiated instruction. It is a very detailed plan for a small school.

Family, Business, and Community Partnerships - Family communication is a real strength. An SIS (Schoolworx) was purchased during this cycle for online gradebook and report cards. The OVT reviewed a calendar of Family Activities which included an activity almost every month. The school and teachers send out weekly or monthly newsletters. There are strong family relationships with the school through texts and meetings after school. One of the school's goals was better community communication. The OVT reviewed the communication plan created during the cycle with the congregation and the board. This was an area of great improvement. Weekly bulletin announcements and monthly bulletin board announcements were placed in the church (which sponsors the school). For business partnerships, the school partners with Derby Public Schools and Derby Community Foundation on various activities throughout the year. There are multiple businesses in the community that support the school.

Diversity, Equity, and Access - Ethnic diversity has risen from 10% to 17% over the five-year cycle. The school does not have much diversity within the school, however, monthly themes include Christmas around the world, Native American, Black History, and Hispanic Heritage.

Communication and Basic Skills - The school has a well-rounded curriculum that focuses on writing skills and communication. There is Science Fair and Wax Museum in alternating years, where students are required to make presentations. Other classes have presentations built into their curriculum.

Students lead chapel in front of the whole school as well as do chapel dramas in front of the whole school.

Civic and Social Engagement - Faith Lutheran conducts a "see you at the pole" on the National Day of Prayer. Students set up tables and chairs for various functions. Charitable projects include making fleece-tie baby blankets for distribution, singing, and providing concerts at a local nursing home, and making gifts for the church community, especially the elderly. The Chapel offerings support a different charity each quarter (local, state, national, and worldwide).

Physical and Mental Health - Faith Lutheran has a part-time PE teacher from Derby Public Schools. The Pastor is available for counseling, however, any other necessary counseling and psychological services are usually provided by the families. The school provides a list of professionals for families' reference. Kansas Fitness Day activities take place with Derby Public Schools.

Arts and Cultural Appreciation - Faith Lutheran has a part-time art teacher, and the part-time music teacher is provided by Derby Public Schools. There is a Christmas and Spring Concert. The school has an art showcase to display students' work. There are field trips to ballet, symphony, theater, etc. The school also participates in Derby's community foundation cultural activities.

Post-Secondary and Career Exploration - Faith Lutheran school goes up to 5th grade. Guest speakers are brought in to speak on careers. The school also hosts an annual career day where parents and volunteers visit and discuss their jobs.

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

ARC Comment

50% or more of the students will meet or exceed the expected growth goals in math and reading set by NWEA MAP and 50% or more of the students taking the Kansas State Assessments will score a 3 or a 4 in math and reading.

The school would like to develop improved relationships with stakeholders. A survey will be distributed to families and staff with the measurable goal of 80% positive toward the improvement of communication and activities for both families and staff and the end of the third quarter in 2023.

Several strategies were indicated to achieve this goal including keeping the school's Facebook and website current, teacher newsletters, and Love and Logic discipline, Parent and Congregation surveys to help make communication stronger.

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

ARC Comment

Ninety percent or more of our school families will agree with each of the following three statements: Our school is focused on student success and classroom activities engage children through a variety of teaching strategies and learning activities.

Faith Lutheran would like to establish curriculum alignment in the subject matters. The first Scope and Sequence and/or Curriculum Mapping is for ELA by the end of the school year of 2022, followed by the second one for Math by the end of the school year 2023. A subsequent consequence will be the improvement of student scores with an 80% average.

Several strategies will be used to achieve this goal. The ELA curriculum will be changed next year. The Math curriculum was changed but returned to the original series. There will be individual data sheets

for each student.

Because Faith Lutheran has a transient population, data collection is difficult to track over time, however, The OVT reports that the school met its goal in this area. Over 80% of the students scored at least a 2 on the state assessment which is an improvement over the cycle.

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

ARC Comment

The district did in good faith develop goals and strategies that were intended to meet the needs of the school. The Board is willing to purchase new curriculums and hire new teachers as necessary. The Board chair attends the KESA meetings with the teachers. Over the five years, there have been two part-time principals and two years without a principal, including year five. Two key teachers have been in charge of the improvement process and were dedicated to the process.

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

ARC Comment

Overall, the institution strategized implementing programs and staffing to address most of the State Board Outcomes.

Board Outcomes

Social-Emotional Growth	The SIT Team addressed students with SEL needs. The discipline plan was based on Love and Logic. Individual data sheets track social emotional issues as well. The Religion curriculum was utilized to teach social-emotional growth. The Pastor aides with counseling. Data collection included tracking suspensions and parent survey results. 100% of the teachers were trained in Love and Logic.
Kindergarten Readiness	Data collection includes 100% jn 2018, 100% in 2019, 88% in 2021, 67% in 2022, 89% in 2023.
Individual Plans of Study	IPS is not required because there are no students in 6th grade.
High School Graduation Rate	NA Grade K-8 school
Postsecondary Success	NA Grade K-8 school

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

ARC Comment

There were regular presentations at Parent Meetings and board meetings. The Board president attended the KESA visits and the Board gets monthly updates from the KESA board.

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

ARC Comment

The biggest struggle is constant turnover in leadership and a small transient school population. It is

hard to measure success over time. Two faculty members were truly committed to KESA and worked hard to meet the goals. They were responsive to the OVT and valued outside advice and opinion.

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

ARC Comment

The two faculty members implemented the KESA process with fidelity.

ARC Recommendation

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

Justification

They have implemented the State Board Outcomes and actively pursued the implementation of the Foundational Structures.

Strengths

The two primary teachers have been extremely dedicated to the process. They have implemented the process with fidelity. They have grown from panicking about whether they could accomplish this to having a school completely bought into the process through their willingness to be responsive to the OVT and KSDE requirements.

Communication is a strong asset because of their small school size and their connection to their board and congregation. The school would not operate without this strong connection, so it is self-reinforcing.

Individualized, personalized instruction and a tiered system of support result in strong state assessment scores and a close-knit school.

Have looked at the overall data and trends over the last five years to determine the future goals of the school.

Challenges

Sustainability is difficult with transient staff, small class sizes, and student turnover; therefore, the school needs to continue to tell their story through social media and their website to grow their school.

Limitations/Barriers

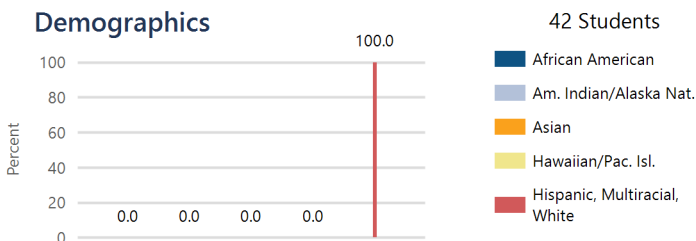
The system's size limits the number of resources and staff available to do improvement work. Also, student enrollment affects the data substantially. This may affect chronic absenteeism.



Faith Lutheran School - Lutheran Schools (Topeka) - Z0026

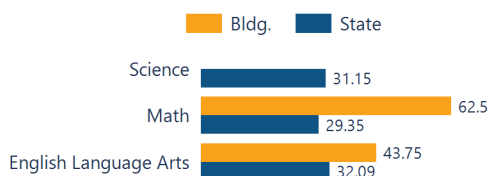
208 S. Derby Ave., Derby, KS 67037-1443
(316) 788-1715
www.flsderby.com
Principal: **Cheryl Voss**

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation:
Grades: **PK-6**
Superintendent: **James Bradshaw**



Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness

No Data Available

District Kansans Can Star Recognition

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

Kansans CAN
lead the world!

Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

%

Five-Year Success Avg

%

Five-Year Effective Avg

%

95% Confidence Interval
for the Predicted
Effectiveness Rate

%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

N/A

State: 89.3

School ESSA Operating Expenditures Per Pupil

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

N/A

State: \$13,830

90.4%

State: 92.1

28.6%

State: 25.4

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

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	0.00	9.09	N/A	6.25	25.00	N/A
Level 2	N/A	N/A	N/A	63.63	45.45	N/A	31.25	31.25	N/A
Level 3	N/A	N/A	N/A	18.18	36.36	N/A	56.25	43.75	N/A
Level 4	N/A	N/A	N/A	18.18	9.09	N/A	6.25	0.00	N/A

FREE AND REDUCED LUNCH STUDENTS

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

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

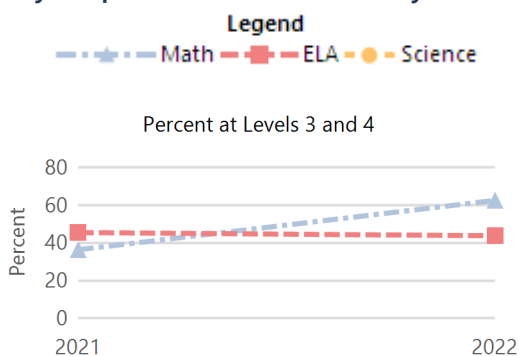
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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Percent at Levels 3 and 4

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

Building

State 19.8

Accreditation Summary

Date: 06/16/2023

System: Z0028 Dodge City Catholic Diocese (0000)

City: Dodge City

Superintendent: Trina Delgado

OVT Chair: Joyce Frederiksen

Executive Summary/AFI

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

ARC Comment

No Compliance issues noted.

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

ARC Comment

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

Tiered Framework of Support

Over the course of this five-year accreditation cycle, the system adopted FastBridge, HMH Reading Assessment, and AIMSweb for all schools. MTSS tier time has been implemented for both reading and mathematics. Student Improvement Teams (SIT) meetings are also in place. Half of the schools now provide after school tutoring and 40% of the teachers are enrolled in LETRS training for the fall.

Family, Business, and Community Partnerships

The parish community and families are closely tied to the system. Intentional family engagement has been a goal this cycle and parents have been trained on and use the communication platform. Community members attend school events and field trips to local banks, farms, hotels, art centers and other local businesses show community partnerships.

Diversity, Equity, and Access

Most of the students in the system are diverse; more than 80% are Hispanic. Bilingual staff are hired in every building. Additionally, the school has over 100 first generation and low income students enroll during this cycle. The system works with the local public school system for translators and all communications are translated into different languages. Parents report that faculty value diversity and the uniqueness of families.

Communication and Basic Skills

The system is a private, Catholic school and students lector in church and sing. Students also compete in an oration program, the wax museum, science fair, social studies assessment presentations, Christmas programs, and the spring music program. Additionally, students are involved in class plays and choral reading presentations.

Civic and Social Engagement

The system has been intentional regarding civic and social engagement. Some students participated in an Honor Flight for Veterans, local officials were invited to speak about local issues, and 33% of the schools now have a student council. Fundraising activities for local charities are student-led, such as

Ukraine relief, food bank, care packages, and Catholic charities.

Physical and Mental Health

All schools have a PE teacher, and all students have a wellness plan. The system has a relationship with the local public school to provide services with local mental health associations. Three schools now have a counselor on staff, and schools have implemented a check in time with all students. All schools have an SEL curriculum: either Frenzy or Virtues Based Restorative Discipline (VBRD).

Arts and Cultural Appreciation

All schools have music programs and compete in music festivals, and several schools now have an art teacher on staff. Celebrations such as Our Lady of Guadalupe, Chinese New Year, and Our Lady of Le Vang are significant for the system's diverse populations.

Postsecondary and Career Preparation

The middle schools utilize Xello in cooperation with the local public schools. Students attend career fairs and other activities with the public school students, and they public school high school counselor helps students complete their 4-year plan.

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

ARC Comment

Goal 1: Increase family engagement

The system added text alerts (Remind and Edu-Connect) to better communicate with families, and parents were trained using the platform. The system also increased their social media presence. Bilingual staff members were hired and teachers have been trained in ESOL to increase the engagement of Hispanic families. There has been an increase in families attending school activities, and the system has also seen an increase in bilingual volunteers. The OVT reported that it is obvious that diverse families feel more welcome in the school.

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

ARC Comment

Goal 2: Use technology to provide engaging learning in the real world

The system purchased technology during this cycle so that all students now have a computer. Three schools received grants from the Department of Agriculture to update technology, infrastructure, and hardware. Families have become more comfortable with technology and Google classroom which has allowed students to observe in the classroom via video conferencing. Technology has allowed schools to implement IXL, Study Island, SAAVAS, and other programs that allow individualized instruction.

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

ARC Comment

The Superintendent position is now a full-time position which will give her more time to focus on KESA in cycle 2. All principals support the accreditation process. The technology goal has been supported through grants and the system has committed to changing their fee structure in preparation for a continuous commitment to technology.

6. The evidence submitted to the Accreditation Review Council indicates the system does **assuredly** demonstrate significant gains in meeting the expectations of the Kansas

Vision for Education and State Board Outcomes.

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive incline.

Board Outcomes

Social-Emotional Growth	All schools utilize Frenzy or VBRD and all staff have been trained on these programs. SABERS is used by most of the schools to track SEL results, and parents participate in the Kansas Communities Who Care survey.
Kindergarten Readiness	ASQ is completed by parents with a 60% completion rate. The system has strategies for increasing this percentage.
Individual Plans of Study	Two schools in the system have a middle school and those students use Xello with the local public schools. The public high school counselor comes in to help with the 4-year plan of study.
High School Graduation Rate	This is a PK-8 system.
Postsecondary Success	This is a PK-8 system.

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

ARC Comment

Parents completed surveys in years 1 and 5 of the accreditation cycle. The system works closely with local school councils who review plans monthly. The improvement process was shared with the community through the pastoral council and parents are informed through weekly bulletins and parish meetings.

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

ARC Comment

The system had an OVT chair and team that conducted yearly visits. All reports have been completed.

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

ARC Comment

The system has a plan with action steps and goals that drive academic improvement.

ARC Recommendation

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

Justification

The ARC recommends full accreditation for Dodge City Catholic Diocese. Most state assessment scores have increased, especially for Hispanic students. The OVT noted that collaboration has increased over the course of the accreditation cycle and communication with stakeholder groups also improved. They collaborate with the local public schools to offer services to their students.

Strengths

The OVT noted the increased collaboration between the schools within the system. Additionally, a commitment to the system goals and communication of progress toward those goals is a strength. Every school adopted an SEL curriculum and teachers were trained on the implementation. Additional staff have been hired.

Challenges

The system should work on increasing the number of parents/families who complete the ASQ and ASQ-SE.



Dodge City Catholic Diocese - Z0028

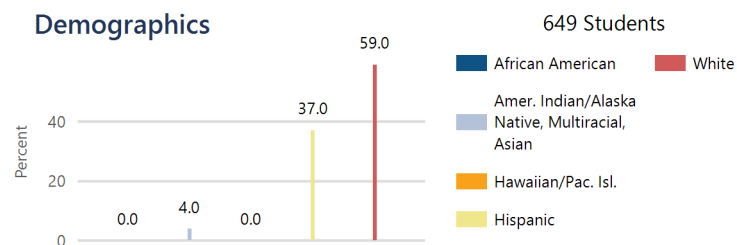
910 Central Ave, Dodge City, KS 67801
(620) 276-8981

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation:

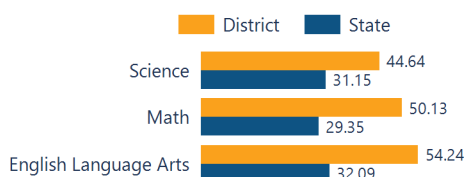
Grades: **PK-8**

Superintendent: **Trina Delgado**

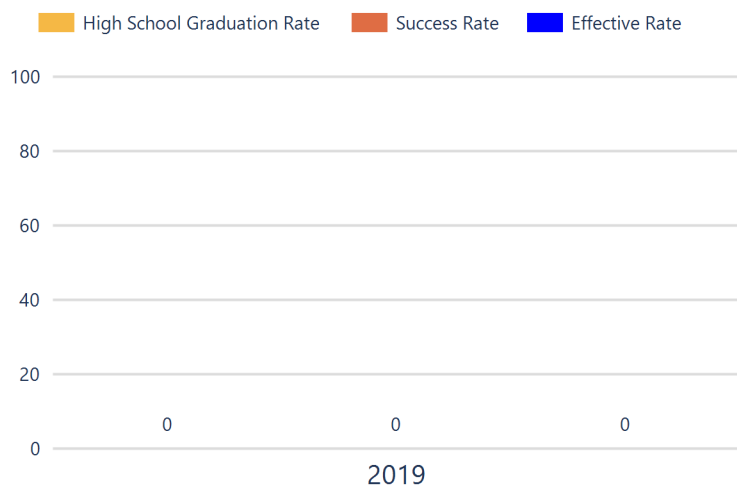


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

Kansans CAN lead the world!

Graduation

95%

Effective Rate 70-75%

Five-Year Graduation Avg

0.0%

Five-Year Success Avg

0.0%

Five-Year Effective Avg

0.0%

95% Confidence Interval for the Predicted Effectiveness Rate

%

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

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

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

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

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

GRADUATION RATE

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

N/A

State: 89.3

District ESSA Operating Expenditures Per Pupil

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

N/A

State: \$13,830

ATTENDANCE RATE

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

94.4%

State: 92.1

CHRONIC ABSENTEEISM

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

12.6%

State: 25.4

DROPOUT RATE

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

N/A

State: 1.4

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

Dodge City Catholic Diocese - Z0028

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	8.94	10.81	26.53	10.40	13.56	21.42
Level 2	N/A	N/A	N/A	41.46	33.78	30.61	39.46	32.18	33.92
Level 3	N/A	N/A	N/A	35.77	42.43	30.61	30.93	38.29	25.89
Level 4	N/A	N/A	N/A	13.82	12.97	12.24	19.20	15.95	18.75

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	20.22	22.47	45.45	21.62	21.62	28.57
Level 2	N/A	N/A	N/A	49.43	42.69	27.27	41.89	37.83	42.85
Level 3	N/A	N/A	N/A	24.71	28.08	27.27	22.97	27.02	14.28
Level 4	N/A	N/A	N/A	5.61	6.74	0.00	13.51	13.51	14.28

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	30.00	35.00	N/A	34.61	38.46	40.00
Level 2	N/A	N/A	N/A	42.50	50.00	N/A	40.38	44.23	53.33
Level 3	N/A	N/A	N/A	22.50	12.50	N/A	17.30	17.30	0.00
Level 4	N/A	N/A	N/A	5.00	2.50	N/A	7.69	0.00	6.66

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	18.26	14.65	45.45	16.66	20.45	32.50
Level 2	N/A	N/A	N/A	47.82	47.41	24.24	51.51	37.87	37.50
Level 3	N/A	N/A	N/A	28.69	32.75	21.21	27.27	36.36	20.00
Level 4	N/A	N/A	N/A	5.21	5.17	9.09	4.54	5.30	10.00

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

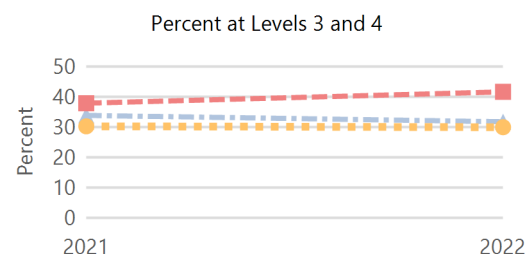
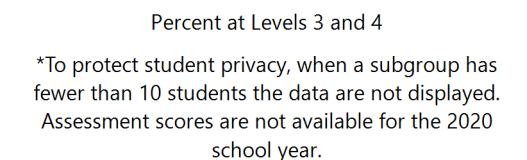
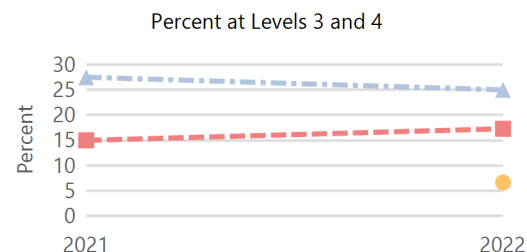
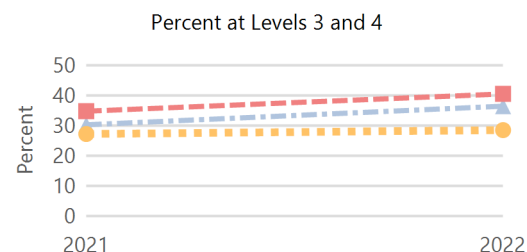
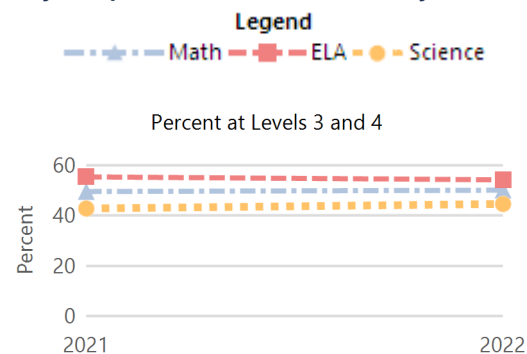
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District

State 19.8

Accreditation Summary

Date: 10/14/2020

System: Z0029 Kansas City Catholic Diocese (9887)

City: Kansas City

Superintendent: Vincent Cascone

OVT Chair:

Executive Summary/AFI

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

ARC Comment

No compliance issues noted

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

ARC Comment

Tiered Framework of Support

St. Michael has a strong MTSS program in grades K-4 which allows for early intervention with struggling students. They adjust interventions based on data, which provides for a supportive successful learning environment. A similar system is lacking for students in grades 5–8. The MTSS program for older students lacks consistency and accountability. The institution has hired a Resource Manager to support classroom and resource teachers. This will provide additional support for students in grades 5–8 going forward.

Family, Business, and Community Partnerships

All stakeholders are surveyed annually. Parents report high satisfaction with the school and its culture. They feel comfortable expressing their opinions and feel like they are listened to by the staff and administration. Multiple committees exist that parents can participate in and the participation rate is very high. As a Catholic school, they have a strong connection to their parish community. The school and its students regularly interact with the parish community who supports the school in a multitude of ways. Likewise, the Catholic business community strongly supports the schools with local businesses contributing much to the school. Finally, the students have a variety of charity drives and fundraisers to support the community, both locally and abroad. They proudly support the Honduras Mission Ministry by partnering with the parish-funded school in Honduras to educate girls.

Diversity, Equity, and Access

St. Michael is 91% Caucasian with a small free and reduced lunch count and no ESL students. However, they are committed to diversity, equity and access. They are focused on serving all students and have done much to bolster equity, especially during the COVID pandemic. They have five resource rooms to serve students on IEP which are 5.7% of their population. They have 14 students developmentally delayed, 2 hearing impaired, 1 other health impaired, 5 specific learning disability, and 2 speech. During the cycle, they added a resource manager to further support students. Their technology is somewhat outdated but is available to all.

Communication and Basic Skills

Students at St. Michael are prepared extremely well academically. State Assessment and NWEA MAP data both confirm outstanding academic achievement. One of their strategies in goal two was improved writing through the use of the four square model. While implementation was slowed because of a change in administration, students did demonstrate improvement in this area. All

students take Music, PE, and Computer, with electives in Art, Spanish, and Latin. They also implemented Problem Based Learning as a strategy which focuses on critical thinking skills. Presentation are common in various classes and almost all students read at Mass, in front of the entire school at least once during their career.

Civic and Social Engagement

St. Michael students participate in a variety of charitable fundraising and events. The parent-led Volunteer Service League works with many ministries in the parish and community and supports their initiatives. The school supports the Honduras Mission ministry which runs a girls school in Honduras. Through this students learn of the importance of international social engagement and the plight of girls and poverty in other countries. This also involves the students in following international politics and what is going on in other parts of the world. Locally, the middle school students are involved in issues of school choice and religious freedom, discussing these issues on both the state and national level.

Physical and Mental Health

All students take the required amount of PE and have ample recess time. The school has a wellness committee as mandated by the hot lunch program and meets its requirements. In mental health, they have a part-time counselor and a priest who are available to talk to students in need. The school works closely with the local public school on IEP and other issues. In addition, they have local service providers they can refer parents to.

Arts and Cultural Appreciation

The school offers Art, Spanish and Latin. In addition, Catholic culture is filled with art, music, architecture and history. The impact of all of these on western civilization is studied through religion class and latin class. Spanish class addresses cultural aspects in addition to language acquisition.

Postsecondary and Career Preparation

St. Michael has implemented an individual plan of study (IPS) for the seventh and eighth graders using the Archdiocese of Kansas City's IPS template which includes a faith component as well as career interest inventories. The recent adoption of XELLO is the foundation and primary resource for students' IPS. The principal is assessing the effectiveness and usability of this program for younger students.

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

ARC Comment

All students will improve math sense across the curriculum, through improvement in fact fluency and conceptual understanding.

While not a smart goal, St. Michael did have detailed action steps to achieve this goal. During this cycle, St. Michael increased the use of IXL, added Xtra math, and adopted a new 6-8 math curriculum. They increased the use of manipulatives in the classroom and began to educate parents on various math concepts. In addition, they received professional development on NCTM's five math strands and focused on new techniques such as anchor tasks, messy problems, prompts and pictures, and real life problems that create rigor and productive struggle.

The OVT reviewed State assessment data, NWEA MAP results, IXL reports, and artifacts compiled by the teachers. The data indicated a significant increase in math assessment scores, particularly in middle school, and overall high achievement. Improvements in mathematics, especially in 6th, 7th and 8th grades, are attributed to increased alignment of course maps, increased intervention programs, and the adoption of a new math resource that better aligns with the curriculum standards. At the end of last year, 91.7% of all students at SMA were achieving average or above ratings in mathematics as measured by the state assessments, which is considerably higher than the state average of 66%.

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

ARC Comment

All students will improve reading comprehension across the curriculum through improvement in language acquisition and improved writing structure..

While not a smart goal, St. Michael did have detailed action steps to achieve this goal. They implemented Lexia for grades 3-5 and in Tier 2 and 3 for Grades 6-8. They utilized Sadlier-Oxford Vocabulary in grades 5-8. They also added Reading A-Z in grades K-3. Finally they focused on Information text in all grades, requiring each teacher to focus on informational text at least once per quarter. In writing, they implemented the Four square model with required quarterly examples of student writing. Although after a change in leadership the accountability for this waned and not all teachers completed a writing sample every quarter.

The OVT reviewed state assessment data, NWEA Map results, Reading A-Z benchmark assessment, Lexia reports, and the artifacts compiled from the teachers. All of this data indicated growth and excellence in reading comprehension. While it was not a SMART goal and therefore did not have a specific growth amount, growth was evident and the overall success of the students was impressive. While around 95% of students scored a two or better on the ELA state assessment, it is important for the school to have a plan for all students and not be content. As measured by the 2022 state assessments, 91.2% of all students scored average or above average ratings in ELA as compared to the state average of 66%.

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 local advisory board and parish were deeply involved in the KESA process. They allocated additional money for a new math curriculum, a new reading program, an additional resource room manager and offer support throughout the process.

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

ARC Comment

Overall excellent

Board Outcomes

Social-Emotional Growth

In mental health, they have a part-time counselor and a priest who are available to talk to students in need. The school works closely with the local public school on IEP and other issues. In addition, they have local service providers they can refer parents to. The OVT did not mention a specific curriculum, outside of the religion curriculum. If one does not exist, it would be recommended they adopt one, along with a tool to measure growth.

Kindergarten Readiness	The school does participate in giving the ASQ to all incoming Kindergartners. Since this was a Cognia report, there was no data on the exact percentage of parents completing the ASQ but it was not flagged as an area of concern. Therefore we anticipate that it is at an acceptable level. They do have a preschool and the majority of Kindergartners come through their preschool program. This creates a high level of consistency and collaboration.
Individual Plans of Study	St. Michael has implemented an individual plan of study (IPS) for the seventh and eighth graders using the Archdiocese of Kansas City's IPS template which includes a faith component as well as career interest inventories. The recent adoption of XELLO is the foundation and primary resource for students' IPS.
High School Graduation Rate	St. Michael is a K-8 building, although Diocese of KC has a 97.1% graduation rate
Postsecondary Success	St. Michael is a K-8 building, although Diocese of KC has a 80.3% post secondary success rate

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

ARC Comment

As a Cognia school, there was great stakeholder involvement and engagement. All stakeholders were surveyed annually and the visiting team spoke to various stakeholder groups as part of the visit. The Site council was involved in the process every step of the way. Input was gathered from teachers, students, parents, and community members. The accreditation process was led by a committee of teachers, which turned out to be very beneficial, as there was a lot of turnover in administration during the cycle. Regular reports were given to all stakeholders.

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

ARC Comment

As a cognia school, there was great fidelity to the process. They turned in annual reports and survey analysis to Cognia. They had a comprehensive visit by the Cognia team. The Cognia team gave them one noteworthy practice and two areas for improvement. The noteworthy practice was: "St Michael the Archangel has made significant strides in the creation, development, and support for a positive and joy-filled culture among the stakeholders that make up the learning community. Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders communicate so that learners and staff members know what to do and expect in everyday circumstances." The two areas for improvement were, "Establish a documented process for professional development within the institution that is learner-centered where students are challenged and supported to strive towards individual achievement and self-efficacy." and "Develop a systematic process of engaging stakeholders in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process for curriculum and instructional practices."

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

ARC Comment

This is where the turnover in administration during the cycle hurt them. Although the accreditation teacher committee held the process together overall, some of the accountability waned and priorities changed with the changes in administration. The new principal is committed to strengthening the

culture by modeling the attributes and implementing practices that shape and sustain the desired institution culture, setting expectations for all staff members. This information led to a systematic approach to transitioning leadership roles and an intentional response to those areas where staff needed more support.

ARC Recommendation

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

Justification

The ARC recommends full accreditation for St. Michael the Archangel school. Their assessment scores far exceed the state average with 57% of students scoring a 3 or 4 on the state assessment. While they are a K-8 building, the Archdiocese of Kansas City has a 97% graduation rate and a 80% post secondary success rate. While neither of their goals were SMART goals, they did demonstrate growth in both Reading and Math during the cycle, despite a dip due to the pandemic. They have demonstrated success in both process and results. They have great support from a teacher-led accreditation committee, but struggled due to a lot of turnover in administration during the cycle.

Strengths

The new principal has reinvigorated the KESA process and improved the culture of the school. The OVT was very impressed with the direction of the accreditation process and the school due to the new principal.

Another area of strength is their assessment data. Students at St. Michael perform well above the state average.

Finally, the teacher-led committee did an outstanding job holding things together and the teachers collected a lot of data and implemented a multitude of strategies

Challenges

In the next cycle, St. Michael needs to utilize student-centered SMART goals.

Parent and student survey results indicate a very teacher-centered learning environment which utilizes a lot of worksheets with limited technology and group work. Focus should be given to a more learner-centered, individualized and engaging learning environment.

They need to look at social emotional curriculum and a way to measure the growth of that curriculum.

KANSAS STATE DEPARTMENT OF EDUCATION K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022



St Michael the Archangel Catholic School - Kansas City Catholic Diocese - Z0029

14201 Nall Ave, Leawood, KS 66223-2984

(913) 402-3950

<https://stmichael.eduk12.net/>

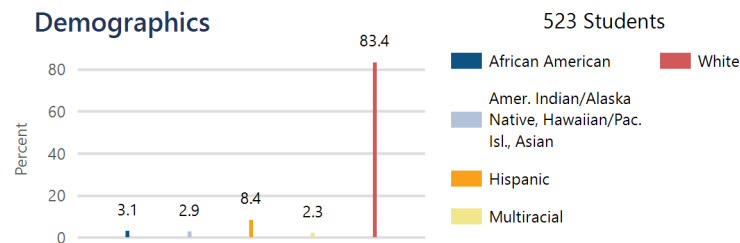
Principal: **Diana Tate**

System Accreditation Status: **Accredited**

ESSA Annual Meaningful Differentiation:

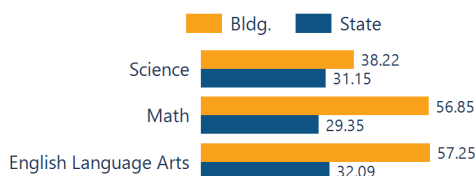
Grades: **K-8**

Superintendent: **Vincent Cascone**

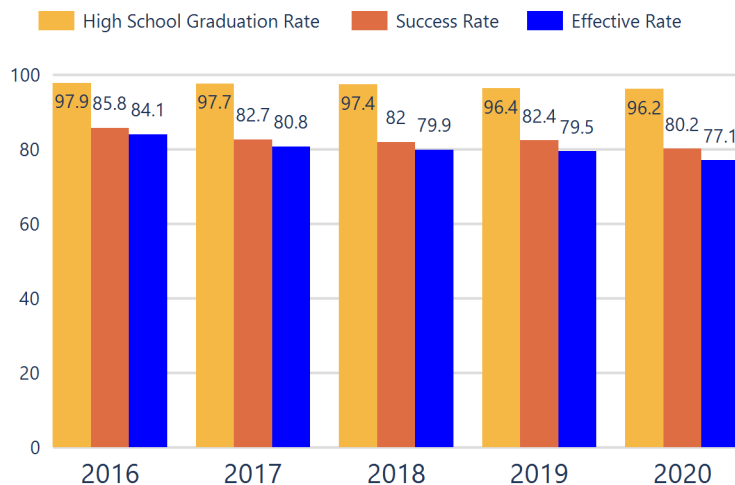


Academically Prepared for Postsecondary Success

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

97.1%

Five-Year Success Avg

82.7%

Five-Year Effective Avg

80.3%

95% Confidence Interval
for the Predicted
Effectiveness Rate

64.7 - 70.9%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

N/A

State:
89.3

School ESSA Operating Expenditures Per Pupil

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

N/A

State:
\$13,830

93.7%

State:
92.1

16.1%

State:
25.4

N/A

State:
1.4

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

St Michael the Archangel Catholic School

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



School Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	7.18	5.31	22.52	8.28	8.83	25.49
Level 2	N/A	N/A	N/A	38.75	25.00	35.13	34.85	33.90	36.27
Level 3	N/A	N/A	N/A	36.87	50.31	28.82	40.00	41.02	24.50
Level 4	N/A	N/A	N/A	17.18	19.37	13.51	16.85	16.23	13.72

FREE AND REDUCED LUNCH STUDENTS

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

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	25.00	16.66	N/A	N/A	18.18	N/A
Level 2	N/A	N/A	N/A	58.33	41.66	N/A	N/A	45.45	N/A
Level 3	N/A	N/A	N/A	0.00	33.33	N/A	N/A	18.18	N/A
Level 4	N/A	N/A	N/A	16.66	8.33	N/A	N/A	18.18	N/A

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	16.66	0.00	N/A	16.66	16.66	N/A
Level 2	N/A	N/A	N/A	50.00	41.66	N/A	25.00	25.00	N/A
Level 3	N/A	N/A	N/A	25.00	41.66	N/A	58.33	50.00	N/A
Level 4	N/A	N/A	N/A	8.33	16.66	N/A	0.00	8.33	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	5.88	5.88	N/A	9.52	9.09	N/A
Level 2	N/A	N/A	N/A	35.29	29.41	N/A	23.80	27.27	N/A
Level 3	N/A	N/A	N/A	47.05	41.17	N/A	52.38	59.09	N/A
Level 4	N/A	N/A	N/A	11.76	23.52	N/A	14.28	4.54	N/A

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

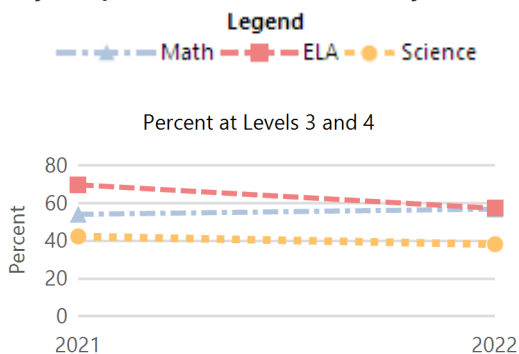
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.

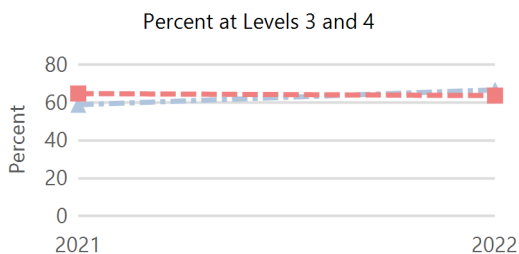
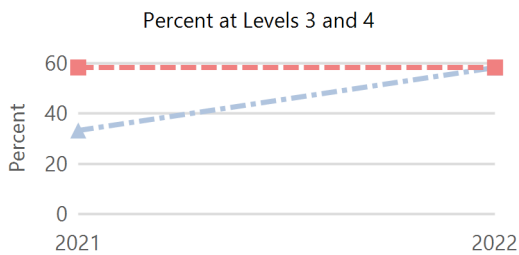
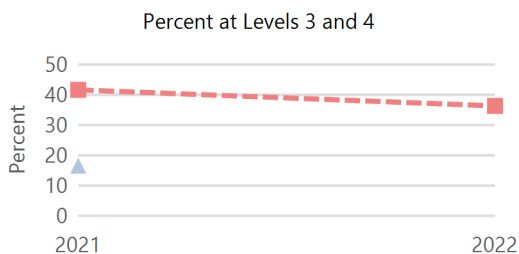


Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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



Building

State 19.8

Accreditation Summary

Date: 04/01/2023

System: D0205 Bluestem (0000)

City: Leon

Superintendent: Joel Lovesee

OVT Chair: Josh Swartz

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered Framework of Support: The system and OVT have provided evidence supporting their report that all buildings have a tiered framework of supports and data is disaggregated. The system hired a Social Worker for the district that has put supports in place for students and families. She facilitates mentor programs to connect high school students with younger students. Students are referred by a staff member or teacher and the team creates a plan of action to address the student's needs. Some need continued monitoring while others go straight to Title classes or Special Education Testing. The staff were trauma-informed trained and Really Great Reading Curriculum was adopted.

Family, Business, and Community Partnerships: The system has established and maintained both district-level and building-level site councils with regular meetings. The system hosts an 8th grade parent meeting to discuss students' IPS plans, a 10th grade parent meeting to discuss Butler Academies and WSU Tech programs, an 11th parent meeting to discuss important events, and a FAFSA meeting for parents to discuss Financial Aide and filling out the FAFSA. The system has 25 advisory board members from the community. They help plan actions to support pathways and make decisions that impact the local community. Each class at the high school has a community service project planned and they take a day to help clean up the community. The graphic design pathways students run a team store at Bluestem Mercantile that interacts with local patrons and allows them to create custom orders for shirts and a variety of other products. The system also re-started the Bluestem Briefings, a publication that is sent to every mailbox in the district. This allows them to keep the community informed about what is happening within the district.

Diversity, Equity, and Access: The system and OVT have provided evidence supporting their report that all student group needs are represented in the improvement process. Since the beginning of the 5-year cycle for this system, a focus on trauma informed training that includes a poverty simulation through a service center (ESSDACK) supports efforts to address challenges with diversity, equity, and access. The system justified this connection through the impact of the structured support systems that changed current processes addressing learning inequities. This focus on individual students helps to reduce the barriers that exist related to diversity, equity, and access.

Communication and Basic Skills: The OVT reports that the system provided evidence supporting their report that the system's curriculum supports the structures in Communication and Basic skills. The addition of the main street businesses, student presentations, and student-led conferences all contribute to the development of verbal and written communication skills. The system re-started the Bluestem Briefings, a publication that is sent to every mailbox in the district.

Civic and Social Engagement: The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in civic and social engagement. The OVT reports that students at all levels are exposed to the community in various ways. Each student's IPS document holds a community service and work experience tab so that they can document their achievements. The Government course teaches students about our government structure, how to vote, and how to register to vote. Every year the system hosts an Ag Day and uses local community members and students to present about Kansas Agriculture to 4th grade students throughout the county that attend.

Physical and Mental Health: The system and OVT have provided evidence supporting their report that the system has supported the structures in physical and mental health. The OVT reports that the system offers a physical education requirement that continues to be present for all students in secondary schools. The system hired a Social Worker for the district that has put supports in place for students and families. She started a Clothes and Food Closet, delivers food products to homes in need, and created a weekend backpack food program through the Kansas Food Bank. She provides one on one counseling with students, some as needed, some on a regular basis. The social worker reaches out to parents to discuss grades, behavior, attendance, and mental health. She monitors attendance and sends warning letters, truancy referrals, and implements attendance contracts as needed.

Arts and Cultural Appreciation: The system and OVT have provided evidence supporting their report that the system's curriculum supports the structures in arts and cultural appreciation. The system offers Graphic Design and Digital Media pathways. They added Graphic Design, Studio Art, Instrumental Music, and Music Appreciation (dual credit) to the schedule at high school to increase the number of options students have to take fine arts classes. They also added an Advanced Art class to their specials schedule to allow students to further their art education while at the elementary school. Band is also offered from 5-12th grades.

Postsecondary and Career Preparation: The system has increased postsecondary experiences and programming which has resulted in documented growth over time. A Career and Life Planning course for 7th graders to start introducing them to their own individual plan of study and Career Pathways exists. They offer Career Connections, Internships, and Work Based Learning courses for those that want to further pursue their goals and take the next steps in their journey. The high schools assist students to enroll and attend Butler Academies in Rosehill, Andover, Augusta, and El Dorado. They help enroll and transport students to attend WSU Tech programs in Wichita and offer Certifications for each CTE Pathway. They offer and facilitate the ACT test, ACT Work Keys test, PreACT, and ASVAB test.

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

ARC Comment

Goal 1: Our district will increase our effectiveness rate to the state goal of 70% effectiveness rate by the year 2024. We will align and update all of our core subject curricula and add district assessments to measure student growth within the next three years. The district will implement Individual Plans of Study/ Portfolios for each student in grades 7-12 within two years.

The system's 2021-22 5-year effective average rate is below their predictive range of 51.0-53.1% at 34.6%. In 2020-21 the effective average rate was below their predictive range of 48.4-50.7% at 37.7%. In 2019-20 the effective average rate was below their predictive range of 44.7-46.7% at 38%. In 2018-19

the effective average rate was below their predictive range of 48.1-49.7% at 42%.

Academically prepared for postsecondary: The 2021-2022 accountability report indicated that the system is achieving below the state average (29.35) in levels 3 and 4 in math at 17.14, below the state average (32.09) in levels 3 and 4 in ELA at 23.06, and below the state average (31.15) in levels 3 and 4 in science at 29.4. The 2020-2021 accountability report indicated that the system is achieving below the state average (27.89) in levels 3 and 4 in math at 20.63, below the state average (35.16) in levels 3 and 4 in ELA at 21.42, and below the state average (34.54) in levels 3 and 4 in science at 22.92. The 2018-2019 accountability report indicated that the system is achieving below the state average (32.64) in levels 3 and 4 in math at 24.99, below the state average (36.58) in levels 3 and 4 in ELA at 25.36, and below the state average (35.56) in levels 3 and 4 in science at 25.43.

The system has increased postsecondary experiences and programming that has resulted in documented growth over time. A Career and Life Planning course for 7th graders to start introducing them to their own individual plan of study and Career Pathways. They offer Career Connections, Internships, and Work Based Learning courses for those that want to further pursue their goals and take the next steps in their journey. The high schools assist students enroll and transport our students to attend Butler Academies in Rosehill, Andover, Augusta, and El Dorado. They help enroll and transport our students to attend WSU Tech programs in Wichita and offer Certifications for each CTE Pathway. They offer and facilitate the ACT test, ACT Work Keys test, PreACT, and ASVAB test.

Areas For Improvement

Comment	Goal 1: Increased postsecondary effectiveness rate
Rationale	The system did not identify an explicit measurable goal with root causes, action steps/interventions, and annual/cycle growth measures.
Tasks	The system will need to identify an explicit measurable goal with root cause(s), action steps/ interventions, and annual/cycle growth measures and documented growth.
Timeline	05-31-2024
System Response	<p>Area for Improvement: Goal 1: Increased postsecondary effectiveness rate</p> <p>In 2019 our District's Effectiveness Rate was 48.3% and dropped to 28.6% in 2020. In 2020 we started having all Freshman students take our Self Management course to start them looking and making plans for the future. We had records from our local Community College (Butler) that showed a majority of our students were starting, but not completing their programs of study. We deduced that a lot of that might be coming from the fact that they had no plan of action or idea of what they really wanted to do. With the Self Management course we hoped to start them on a path with a plan so that we could later increase our effectiveness rate. The next year we added a Career Connections course so that students could dive more in depth to their goals and plans and find out more about their career interest area. We started our IPS process at this time as well and started having more conversations with students about their goals. We had already had partnerships with WSU Tech and Butler Early Academies to reach our students and get them an associates degree or certification while in high school, but it was at this time that we started getting more information out to our student body and parents about these opportunities. We started tracking our Seniors better as they left us and were monitoring our progress through them. Since the</p>

Effectiveness rate is delayed for 2 years, we have not seen our state recorded effectiveness rate for 2021 or 2022 graduates yet. Our 2021 Graduates were going in the following areas.

- 7 - enrolled in 4yr post secondary
- 12 - enrolled in 2yr post secondary
- 2 - enrolled in vocational ed
- 2 - earned industry recognized certification
- 2 - entered the military
- 9 - entered the workforce making \$12/hour.

We continue to monitor our graduates and are still implementing strategies to get them prepared for their next steps.

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

ARC Comment

Our district will implement a K-12 curriculum for Character Education that will address Career and Character Development within three years. Our district will create a bond proposal to address the facility needs to implement an early childhood program within one year.

The impact on the system overall is reported to be one of positive progress. Staff, programs, and resources are all in place to move the district and student growth forward. This has been a multi-year process to get alignment in curriculum, assessment and character education. The move towards outcomes-based grading has had a major impact on the buildings. Teachers work more cooperatively with their grade levels, subject matter, and other staff members to achieve student success. It has also positively impacted the way in which we assess students by improving overall teaching strategies and focusing on specific areas of study.

Areas For Improvement

Comment	The district will implement a K-12 curriculum for Character Education that will address Career and Character Development within three years.
Rationale	The system did not identify an explicit measurable goal with root causes, action steps/interventions, and annual/cycle growth measures.
Tasks	The system will need to identify an explicit measurable goal with root cause(s), action steps/ interventions, and annual/cycle growth measures and documented growth.
Timeline	05-31-2024
System Response	Area for Improvement: Goal 2: The district will implement a K-12 curriculum for Character Education that will address Career and Character Development within three years.

This goal was started to fully implement our IPS Process. We set a time in the line schedule for students to work on their career development as well as their Social Emotional Health and Learning. We started this time by creating a one year plan that addressed many areas and foundational structures, but found that we were constantly reinventing the wheel and having to come up with new activities for student engagement and learning. The current plan was based on every student completing the same tasks in grades 7-12. We had our staff member, Kasie Kieffer, enroll in and join the ESSDACK IPS PLN

and Data PLN groups to better our district's plans. After one year we came up with our Building Level Framework and worked to create the grade level framework. In 2021-2022 school year we started implementing the process. In the 2022 school year we have a completed framework for 7-12 and focus areas for each grade level to address their Social Emotional Learning, Individual Plans of Study, Programs of Study, Course work, and future plans. We have activities for Career Exploration, Employability Skills & Learning Styles, Goal Setting, Work Based Learning, Assessment & Testing, Financial Literacy, Civic Engagement, and Family Involvement catered to each grade level. This was such a strenuous process that we only got it completed for the BJSHS Building but have plans to start building and implementing a framework for the Elementary in the coming school year.

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

Throughout this cycle, resources were allocated for additional staffing in early childhood, remediation programs, social work, and career and character development. These areas will remain a priority throughout the next cycle and they have been built into the district's annual budget. Throughout this KESA cycle, staff was pretty limited in their involvement. The OVT reported that there were major areas of change that needed to happen, with a very veteran staff who would wait out previous administration or Board directives. Therefore, it was decided early on that key members of the administration would orchestrate how and what needed to be improved. Throughout this process, there have been several staff changes and now the district is in a place of collaboration and involvement.

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

ARC Comment

The system and OVT have provided rationale and limited data beyond the KSDE Accountability Reports demonstrating their efforts towards growth in the State Board Outcomes.

Board Outcomes

Social-Emotional Growth

Evidence reported by the system and OVT indicates that the system has established local measurements and indicators for demonstrating growth on SECD standards. The system hired a Social Worker for the district that has put support in place for students and families. She started a Clothes and Food Closet, delivers food products to homes in need, and created a weekend backpack food program through the Kansas Food Bank. She provides one on one counseling with students, some as needed, some on a regular basis. The social worker reaches out to parents to discuss grades, behavior, attendance, and mental health. She monitors attendance and sends warning letters, truancy referrals, and implements attendance contracts as needed. Staff received PD on Inspired leadership and Trauma Informed practices. The system implemented a building and grade level framework and Second step curriculum at K-6.

Kindergarten Readiness

The system has seen improvement in a reduced number of students screened and qualifying for Special Education services in the lower grade levels due to catching struggling students early and implementing interventions with their multi-tiered instruction and support. Their participation data for the Kindergarten Readiness Snapshot was 100%, ASQ-3 was 100%, and ASQ:SE-2 was 100%. The district opened a 4-year-old preschool during the 22-23 school year and continues to grow the measures used to identify the level of learning as students start as kindergarten students in the system.

Individual Plans of Study

Every freshman was required to take a self-management course that walked them through each component of an IPS Portfolio, and the instructor would put pertinent data into their IPS Folder that was kept hardcopy. In 2021, they redesigned the IPS Portfolio to create an all-encompassing Spreadsheet with tabs for Plans of Study and Courses, Career Exploration and areas of Interest, postsecondary plans and programs, Resume tracking, community service, workplace experience, clubs and activities, Test Results, Goals, and Senior Project Plans. In 2022, they implemented designated advisors for students that will stay with them through graduation. Students meet with this advisor every day for 30 minutes. Students start utilizing the Xello platform in 7th grade during Character Education time based on the grade level framework. Students update their career interest inventories multiple times a year on the Xello Platform. Students have assignments each year to further explore options and careers they are interested in pursuing.

High School Graduation Rate

The system's graduation rates have been consistently above the state rates. According to the 2021-2022 Accountability report, the system's graduation average is 94.3% which is above the state's graduation rate of 89.3%. The 2020-2021 graduation average was 94.6% which was above the state's graduation rate of 88.1%. The 2019-2020 graduation average was 89.7% which was above the state's graduation rate of 88.3%. The 2018-2019 graduation average was 90.6% which was above the state's graduation rate of 87.5%.

The system's attendance rates have been consistently been above the state attendance rates. The KSDE Accountability Reports show the system at 95.2% in 2021-22 (state average 92.1%), 93.9% in 2020-21 (state average 93.8%), 98.0% in 2019-20 (state average 94.5%), and 96.9% in 2018-19 (state average 94.5%).

The system's chronic absenteeism rates have been consistently below the state's chronic absenteeism rates. The KSDE Accountability Reports show the system at 11.9% in 2021-22 (state average 25.4%), 15.2% in 2020-21 (state average 17.5%), 3.9% in 2019-20 (state average 13.9%), and 8.3% in 2018-19 (state average 13.9%).

Postsecondary Success

The system's 2021-22 5-year effective average rate is below their predictive range of 51.0-53.1% at 34.6%. In 2020-21 the effective average rate was below their predictive range of 48.4-50.7% at 37.7%. In 2019-20 the effective average rate was below their predictive range of 44.7-46.7% at 38%. In 2018-19 the effective average rate was below their predictive range of 48.1-49.7% at 42%. The system has increased postsecondary experiences and programming which has resulted in documented growth over time. A Career and Life Planning course for 7th graders to start introducing them to their own individual plans of study and Career Pathways. They offer Career Connections, Internships, and Work Based Learning courses for those that want to further pursue their goals and take the next steps in their journey. The high schools assist students to enroll and attend Butler Academies in Rosehill, Andover, Augusta, and El Dorado. They help enroll and transport students to attend WSU Tech programs in Wichita and offer Certifications for each CTE Pathway. They offer and facilitate the ACT test, ACT Work Keys test, PreACT, and ASVAB test.

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

ARC Comment

The system and OVT reported that overall stakeholder involvement has been a struggle in the district. CTE Advisory Committee has been instrumental in designing education for post-secondary success. With the use of programs and community involvement, there have been some signs of improvement that should be built upon.

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

ARC Comment

The OVT team reports that community involvement and pride in the school system show to improve with many of the school-to-business ventures that are in place. The system focuses on improving facilities and encourages this work to better serve students and also as a recruiting tool to bring additional families into the area. The OVT report does not explicitly highlight instruction improvement suggestions from the OVT and how the system responded to those suggestions.

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

ARC Comment

The system submitted yearly reports one month prior to OVT visits, the yearly updates were shared with the local BOE, and the yearly OVT reports were shared with the local BOE. As the focus of the cycle was to keep staff focused without this being a distraction, the involvement was not strong. The change noticed however for the next cycle is the importance of including staff in this process in a way where the improvement process feels as if it's natural and flows with general best practices.

ARC Recommendation

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

Justification

The system conducted limited growth data and evidence in required areas, limited needs assessment and planning explanations, did not provide evidence of thoughtful planning, and did not provide action plans or sufficient annual updates on work towards system goals.

Strengths

The system's data indicates a strength in the areas of connecting with their community, graduation rates, attendance rates, and chronic absenteeism rates.

Challenges

The system continues to be challenged by low preparation for postsecondary success rates (state assessment scores), low postsecondary effectiveness rates, and a structure to monitor and report goal growth. The system will need to identify the root cause(s), focus on implementing affective interventions, involve all stakeholders, and develop a structure for documenting growth.

System Appeal

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

Appeal Summary

Below is the requested information that was lacking from Goal 1 & 2. The beginning of our KESA process had multiple setbacks by changes in personnel throughout the first few years and a changes in our OVT team. We feel we have a very solid process now and look forward to our next KESA cycle. We can't go back to years 1 and 2 and make up for what was missed in assessments, but we have learned from those years and this past KESA cycle and already have our assessments, future framework for goals, planning, staffing, resources and overall direction for the next 5 years.

Area for Improvement: Goal 1: Increased postsecondary effectiveness rate

In 2019 our District's Effectiveness Rate was 48.3% and dropped to 28.6% in 2020. In 2020 we started having all Freshman students take our Self Management course to start them looking and making plans for the future. We had records from our local Community College (Butler) that showed a majority of our students were starting, but not completing their programs of study. We deduced that a lot of that might be coming from the fact that they had no plan of action or idea of what they really wanted to do. With the Self Management course we hoped to start them on a path with a plan so that we could later increase our effectiveness rate. The next year we added a Career Connections course so that students could dive more in depth to their goals and plans and find out more about their career interest area. We started our IPS process at this time as well and started having more conversations with students about their goals. We had already had partnerships with WSU Tech and Butler Early Academies to reach our students and get them an associates degree or certification while in high school, but it was at this time that we started getting more information out to our student body and parents about these opportunities. We started tracking our Seniors better as they left us and were monitoring our progress through them. Since the Effectiveness rate is delayed for 2 years, we have not seen our state recorded effectiveness rate for 2021 or 2022 graduates yet. Our 2021 Graduates were going in the following areas.

7 - enrolled in 4yr post secondary

12 - enrolled in 2yr post secondary

2 - enrolled in vocational ed

2 - earned industry recognized certification

2 - entered the military

9 - entered the workforce making \$12/hour.

We continue to monitor our graduates and are still implementing strategies to get them prepared for their next steps.

Area for Improvement: Goal 2: The district will implement a K-12 curriculum for Character Education that will address Career and Character Development within three years.

This goal was started to fully implement our IPS Process. We set a time in the line schedule for students to work on their career development as well as their Social Emotional Health and Learning. We started this time by creating a one year plan that addressed many areas and foundational structures, but found that we were constantly reinventing the wheel and having to come up with new activities for student engagement and learning. The current plan was based on every student completing the same tasks in grades 7-12. We had our staff member, Kasie Kieffer, enroll in and join the ESSDACK IPS PLN and Data PLN groups to better our district's plans. After one year we came up with our Building Level Framework and worked to create the grade level framework. In 2021-2022 school year we started implementing the process. In the 2022 school year we have a completed framework for 7-12 and focus areas for each grade level to address their Social Emotional Learning, Individual Plans of Study, Programs of Study, Course work, and future plans. We have activities for Career Exploration, Employability Skills & Learning Styles, Goal Setting, Work Based Learning, Assessment & Testing, Financial Literacy, Civic Engagement, and Family Involvement catered to each grade level. This was such a strenuous process that we only got it completed for the BJSHS Building but have plans to start building and implementing a framework for the Elementary in the coming school year.

Frameworks and IPS documents have been added. Additional information is in the artifacts section.

Final Recommendation

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

Justification

The system conducted limited growth data and evidence in required areas, limited needs assessment and planning explanations, did not provide evidence of thoughtful planning, and did not provide action plans or sufficient annual updates on work towards system goals.

The system has indicated that at the beginning of their KESA cycle, they had multiple setbacks by changes in personnel throughout the first few years and changes in our OVT team. They now feel that they have a solid process in place and look forward to our next KESA cycle. They shared that they can't go back to years 1 and 2 and make up for what was missed in assessments, but they have learned from those years and this past KESA cycle and already have our assessments, future framework for goals, planning, staffing, resources and overall direction for the next 5 years.

AFI 1: Goal 1: To increase our effectiveness rate to the state goal of 70% effectiveness rate by the year 2024. The system's 2021-22 5-year effective average rate is below their predictive range of 51.0-53.1% at 34.6%. In 2020-21 the effective average rate was below their predictive range of 48.4-50.7% at 37.7%. In 2019-20 the effective average rate was below their predictive range of 44.7-46.7% at 38%. In 2018-19 the effective average rate was below their predictive range of 48.1-49.7% at 42%.

The system has not earned an effectiveness rate within their predictive range since the 2018-19 school year and the 2021-22 accountability data indicates that the system is less effective on each accountability since the 2018-19 accountability report. The system should continue to implement the process they have developed until progress is made as shown through data.

AFI 2: Goal 2: Our district will implement a K-12 curriculum for Character Education that will address Career and Character Development within three years. Our district will create a bond proposal to address the facility's needs to implement an early childhood program within one year.

The system did not begin to implement a building-level framework until the 2021-22 school year. The system completed the 7-12 framework during the 2022-23 school year. The system plans to begin implementation of the framework for the elementary level during the next school year.

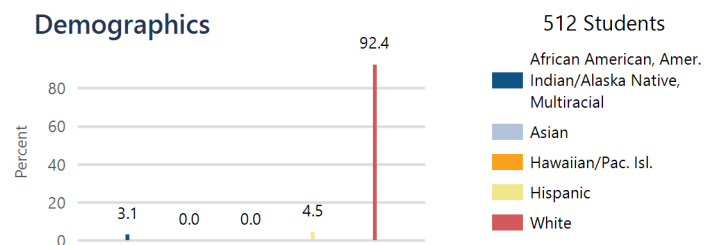
The system should continue to implement the process they have developed until progress is made as shown through data.



Bluestem USD 205

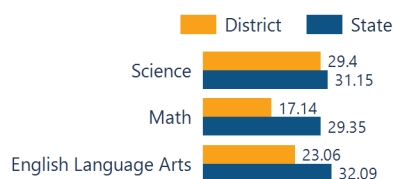
625 S. Mill Road, Leon, KS 67074
(316) 742-3261
<http://www.usd205.com>

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

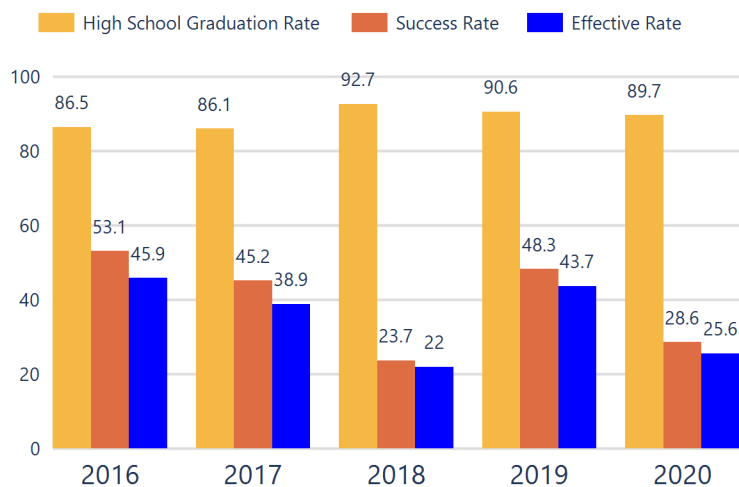


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

89.2%

Five-Year Success Avg

38.8%

Five-Year Effective Avg

34.6%

95% Confidence Interval for the Predicted Effectiveness Rate

51.0 - 53.1%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

94.3%

State: 89.3

District ESSA Operating Expenditures Per Pupil

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

\$12,625

State: \$13,830

95.2%

State: 92.1

11.9%

State: 25.4

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

1.6%

State: 1.4



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	39.14	40.71	45.87	39.78	43.95	39.49
Level 2	N/A	N/A	N/A	40.21	37.85	31.19	43.06	32.96	31.09
Level 3	N/A	N/A	N/A	18.50	18.57	18.34	14.59	19.04	21.84
Level 4	N/A	N/A	N/A	2.13	2.85	4.58	2.55	4.02	7.56

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	46.09	44.88	46.66	49.23	51.93	54.38
Level 2	N/A	N/A	N/A	36.71	37.79	35.55	40.00	27.13	17.54
Level 3	N/A	N/A	N/A	16.40	16.53	13.33	9.23	17.82	24.56
Level 4	N/A	N/A	N/A	0.78	0.78	4.44	1.53	3.10	3.50

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	68.25	66.12	66.66	60.97	73.17	81.81
Level 2	N/A	N/A	N/A	25.39	25.80	14.28	26.82	14.63	4.54
Level 3	N/A	N/A	N/A	6.34	8.06	19.04	9.75	12.19	9.09
Level 4	N/A	N/A	N/A	0.00	0.00	0.00	2.43	0.00	4.54

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	38.46	23.07	N/A	40.00	33.33	N/A
Level 2	N/A	N/A	N/A	38.46	53.84	N/A	26.66	26.66	N/A
Level 3	N/A	N/A	N/A	23.07	15.38	N/A	33.33	26.66	N/A
Level 4	N/A	N/A	N/A	0.00	7.69	N/A	0.00	13.33	N/A

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

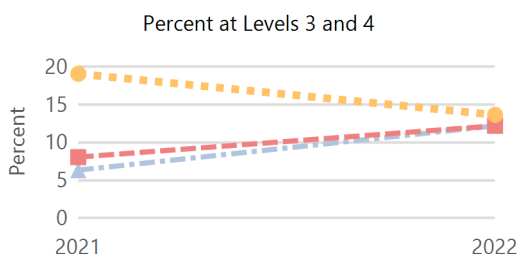
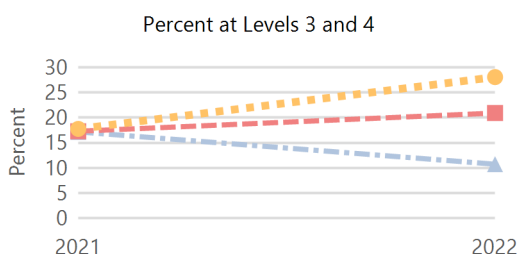
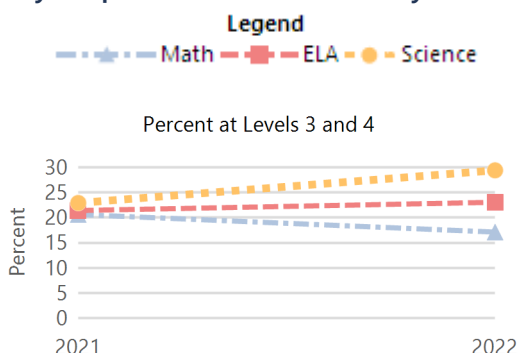
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.

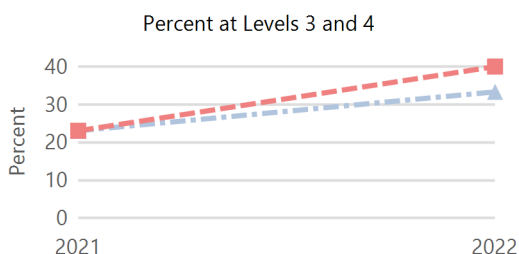


Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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



District	18.8
State	19.8

Accreditation Summary

Date: 05/02/2023

System: D0214 Ulysses (0000)

City: Ulysses

Superintendent: Corey Burton

OVT Chair: Tami Knedler

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered Framework of Support: The system and OVT have provided evidence (generally) that Some Foundational Structures are evident in the system and there are pockets of implementation and sustained efforts. There is evidence that work is being done and plans are being actively put into action. Ulysses has made progress in implementing a tiered system of support to respond to student needs. All buildings now have a framework in place to determine tiers and provide interventions. The high school is adapting its schedule to provide tiered interventions and they are piloting math and reading interventions. Professional development on intervention implementation is still needed. Hickok Elementary is focusing on reading instruction and intervention using CKLA for core and Lexia Core 5 for tiered supports. Sullivan Elementary is focusing on SEL through Second Step. The middle school has built intervention time into the daily schedule, as well. The system is working on the refinement of their MTSS structures.

Family, Business, and Community Partnerships: The system and OVT have provided evidence (assuredly) there is a system-wide practice of engaging all stakeholders that occurs on a regular basis. The district has established partnerships based on survey feedback, and yearly career fairs, interview days, and "adulthood" days involving families, businesses, and community members. The district also engages families through student-led conferences, parent-teacher checklists, and kindergarten camps. Elementary schools involve community partners to educate students on financial literacy, and the system hosts evening events, such as "Reading is Sweet" night to engage families. The system has worked to develop a more robust social media presence to further engage all stakeholders. The high school has developed a part-time communications director position, and teachers collaborate with the community to determine goals for graduates.

Diversity, Equity, and Access: The system and OVT have provided evidence (generally) some student group needs are represented in the improvement process. Ulysses has progressed from emerging to implementing by refining after-school and summer programs, establishing an online credit recovery program, and implementing FastBridge and PLCs for data review system-wide. They encourage staff to

earn ESOL endorsements, support diversity, and involve student groups in the improvement process. The district's vision reflects the cultures within the system.

Communication and Basic Skills: The system and OVT have provided evidence (generally) that curricula that support the structures in communication and basic skills are somewhat evident. Ulysses has progressed from emerging to the transitioning phase in curriculum alignment. In year 1, they found that their curriculum did not address at-risk students. In years 2 and 3, they implemented reading interventions from Lexia and Fast ForWord. In year 4, they mapped the ELA curriculum with instructional strategies and standards. Year 5 saw the implementation of a vertically aligned K-12 curriculum that reflects the diversity and culture of the community. The alignment provides structured support for communication and basic skills opportunities.

Civic and Social Engagement: The system and OVT have provided evidence (generally) that curricula that support the structures in civic and social engagement are somewhat evident. Ulysses has made progress in this area by establishing various student groups and community service events. They have held senior interview days, volunteered at events, and provided Story Walk Project. The elementary schools have participated in food drives and planting flowers while the high school has integrated science classrooms with the elementary. The system's next steps include expanding the PK-12 curricula, offering community engagement experiences, and identifying district-wide expectations.

Physical and Mental Health: The system and OVT have provided evidence (assuredly) that support the structures in Physical and Mental Health are evident. In year 1, curricula for physical health were available for grades PK-12, with counseling support from Compass and regular PE built into the district schedules. In year 2, the system initiated SEL surveys in the elementary schools. Year 3 saw the addition of two full-time counselors in the high school for tiered mental health support, and wrap-around meetings conducted in middle/high schools. In year 4, a structured system for social-emotional and mental health was established, with evidence based SEL curricula, SEL surveys, and partnerships for social workers. Year 5 established K-12 curricula for physical and mental health, with Second Step for elementary and middle schools, and School Connect for high school.

Arts and Cultural Appreciation: The system and OVT have provided evidence (assuredly) that curricula that support the structures in Arts and Cultural Appreciation are evident. The system has established curricula in grades K-12 and employs dedicated teachers for music, art, and theater. All K-6 students participate in art, band, or vocal, and a significant number of 7th/8th and high school students also take part. The system celebrates Hispanic Heritage Month yearly, and diversity is fostered through projects and student engagement. Access to fine arts curricula is provided to all students.

Postsecondary and Career Preparation: The system and OVT have provided evidence (generally) that curricula that support the structures in Postsecondary and Career Preparation are somewhat evident. Ulysses has made progress in implementing its Career and Technical Education (CTE) program. The system introduced Career Cruising and then Xello as resources for Individual Plans of Study (IPS). Activities such as career planning, career day, and IPS have been integrated into the curriculum, and advisory teams have been formed to review IPS activities. Staff have elicited community input on IPS and what is expected of a high school graduate. Ulysses's Five-Year Graduation is 85.2% with a Five-Year Effective Average of 48.2%. Ulysses is outperforming their Predicted Effectiveness Rate of 43.8%-47.6%. The system's ACT average, 17.5, is below the state average of 19.8.

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

ARC Comment

Goal 1 – By the 2022-2023 school year, the graduation rate will increase by 5% from 2017 (79.5%), lower the District Chronic Absenteeism Rate by 5% from 17.8% in 2019, and lower the percentage of High-Risk Students identified in Fastbridge aReading and aMath by 7% from our Winter 2020

Fastbridge percentages at 22% and for 20% aMath.

The system has two goal statements. Goal 1 statement is measurable but lacks focus, and there is limited evidence to illustrate the goal is having a positive impact on student learning and progress toward some State Board Outcomes. The data used to determine this is graduation rate, chronic absenteeism, and Fastbridge results.

Graduation Rate:

The graduation rate increased by 4.3%, falling just short of the target. The system suggests the COVID-19 pandemic impacted the full attainment of this goal, but the district is moving in a positive direction.

Result: Not met.

Chronic Absenteeism:

Chronic absenteeism was a significant challenge for USD 214, with a rate of 17.8% in the baseline year in 2018-2019. The system has not progressed in this portion of Goal 1. Their most current chronic absenteeism rate, based on the KS Accountability Report 21-22, is 33.2%. It should be noted that the trend in chronic absenteeism across the state of Kansas is increasing, and USD 214 is paralleling that trend. The system acknowledges this should remain a goal area during the next KESA cycle.

Result: Goal not met.

Fastbridge:

USD 214 has implemented a tiered system of support, researched-based interventions, and a science of reading-focused curriculum in order to decrease the percentage of high-risk students identified in Fastbridge aReading and aMath by 7%. Fastbridge data is being used to determine the success of their action steps, and the system is more intentional in the usage of progress monitoring data and appropriate placement in fluid intervention groups. USD 214 reports they have decreased at-risk students by 6.1% which is 0.9% from the goal of 7%, and the system believes they will meet the goal of 7% by the conclusion of the 2022-2023 school year.

The original goal statement regarding Fastbridge, as noted in the system report, stated the following: "...lower the percentage of High-Risk Students identified in Fastbridge aReading and aMath by 7% from our Winter 2020 Fastbridge percentages at 22% and for 20% aMath".

Fastbridge reading results appear to decrease in percent of high-risk students from baseline to 2022, but more than doubled during the 2022-2023 school year. Fastbridge math results appear to have steadily decreased the percent of high-risk students, but the percent has increased during 2021-2022 and 2022-2023.

Data reported on page 14 of the system report:

FastBridge Screening Data: (2022-2023 data is winter benchmarks)

-FastBridge Reading Screening & At-Risk Data

2018-2019- 29.1%
2019-2020- 24.1%
2020-2021- 23.1%
2021-2022- 14.2%
2022-2023- 31%

- FastBridge Math Screening & At-Risk Data

2018-2019- 29.1%
2019-2020 - 26.2%
2020-2021- 18.8%

2021-2022- 21.4%

2022-2023- 23%

The system has not achieved a 7% decrease in students identified as high-risk, based on Fastbridge data.

Result: Not met.

Progress toward Goal 1 statement is inconsistent. Although the system has an action plan in place, it is not producing reasonable results and moving the system toward students who are academically prepared for postsecondary success. Based on the KS Accountability Report 2021-2022, USD 214 produced the following results on state assessments:

"All Students" scoring in levels 3 and 4:

- Math: (20-21) 13.54% compared to (21-22) 17.65%—positive trend
- ELA: (20-21) 18.03% compared to (21-22) 17.86%—positive trend
- Science: (20-21) 19.01% compared to (21-22) 13%—negative trend

"Students Receiving Free and Reduced Lunch" scoring in levels 3 and 4:

- Math: (20-21) 11.6% compared to (21-22) 14.05%—positive trend
- ELA: (20-21) 15.11% compared to (21-22) 13.63%—negative trend
- Science: (20-21) 10.94% compared to (21-22) 11.6%—positive trend

"Students With Disabilities" scoring in levels 3 and 4:

- Math: (20-21) 12.49% compared to (21-22) 12.37%—negative trend
- ELA: (20-21) 12.76% compared to (21-22) 10.61%—negative trend
- Math: (20-21) 11.53% compared to (21-22) 7.14%—negative trend

"Hispanic Students" scoring in levels 3 and 4:

- Math: (20-21) 10.62% compared to (21-22) 13.54%—positive trend
- ELA: (20-21) 15.20% compared to (21-22) 13.97%—negative trend
- Math: (20-21) 13.35% compared to (21-22) 11.84%—negative trend

Areas For Improvement

Comment	Goal 1—increase graduation rate, decrease chronic absenteeism, and decrease percent of students identified as high-risk based on Fastbridge results for aReading and aMath.
Rationale	The system has not met their goal of increasing the graduation rate for all students. The system recognizes the discrepancy between high school graduation for students attending the traditional high school and students attending the alternative high school. Chronic absenteeism remains a challenge for USD 214 and has increased significantly during this KESA cycle. Fastbridge data from baseline to present does not indicate the system is decreasing the percentage of students identified as high-risk. As a result of this progress, students are not academically prepared for postsecondary success.
Tasks	The system will need to identify an explicit measurable goal with root cause(s), action steps/ interventions, and annual/cycle growth measures that will lead students to being academically prepared for postsecondary success.
Timeline	05-31-2024
System Response	We do plan to accept USD 214 accreditation without protest. We do not fully agree with the ARC recommendation because we believe we

have shown growth in Goal 1 and Goal 2.

For example, our post-secondary success rate is higher than predicted, so we prepare students to succeed after graduation better than the state expects to by 1.2%.

As a district, we fell short of our graduation goal by 0.7%, but we showed growth from 79.5%.

We will admit that chronic absenteeism is increased based on the school accountability report for the 21-22 school year. If you look at the 22-23 school year data (on our data dashboard), we provided our district data for chronic absenteeism. We have two categories: at-risk (10%-20-% of school days missed) and Critical (20% or more school days missed). As a district, many of our school buildings identified interventions that we identified in our KESA Reports. During our OVT visit in March, we had significant progress in chronic absenteeism.

District average for At-risk: 20-21 SY 28.7%; 21-22 SY 26.2%; 22-23 SY 5.9% District average for critical: 20-21 SY 7.1%; 21-22 SY 15.2%; 22-23 SY 0.63%

****This data was collected on January 23, 2023****

Our parent-teacher conference data was incomplete for the 2022-2023 school year because we had to upload our KESA documentation before our spring conference. We only reported our fall conference data (57.25%) which would make a decrease of 17.4%. Now that we have spring PT conference data, we have 79.6% for the 22-23 SY.

That would be a 5% increase from 21-22 SY. USD 214 reached their 10% increase in parents/families participating in PT Conferences from 69.5%

Fastbridge Data is screwed because the 22-23 SY is the 1st full year of implementation of reading and math testing K-12. In this area, we accept the ARC recommendation that there is a continued need for improvement in this goal area.

Based on the definition of "accredited," we believe we showed growth in implementing interventions/action steps in our district action plan and have shown student growth toward our SMART Goals. We met the standard for accreditation based on the definition. "Accredited" means the system is in good standing (compliance) with the State Board and that they have provided conclusive evidence of growth in student performance. In addition, the system has provided conclusive evidence of an intentional, quality growth process.

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

ARC Comment

Goal 2-- By the end of the year 2022-2023 the district will improve the parent-teacher conference attendance by 10% from 69.5 in 2018 and lower the chronic absenteeism rate by 5% from 17.5% in 2019.

The system has two goal statements. The goal 2 statement is measurable, but there is no evidence to illustrate the goal is having a positive impact on student learning and progress toward some State Board Outcomes. The data used to determine this is parental attendance during parent-teacher conferences and chronic absenteeism rate.

Ulysses is committed to increasing two-way communication and has been tracking Parent-Teacher Conferences and ASQ completion rates to demonstrate success. To improve attendance, the school created an online platform for parents to reserve a time slot and surveyed parents to determine optimal days and times. The school also provides teachers with a Parent-Teacher Conference Checklist. Kepley Middle School and Ulysses High School have implemented student-led conferences once a year. The district provides translators during conferences to ensure language is not a barrier to communication and has purchased Time Kettle Translation devices. The district-wide average attendance rate for fall 2022 was 57.25, which is a 17.4% decrease from the previous year. The system has determined this is a result of not having Spring conference data.

Conference Attendance:

2018-2019—69.5%
2019-2020—74% (+5%)
2020-2021—74% (static due to no P/T conferences in the Fall—COVID-19 restrictions)
2021-2022—74.6% (+0.6%)
2022-2023—57.25% (reflects Fall data only)

The system has not increased conference attendance by 10%.

Result: Not met.

Chronic Absenteeism:

As stated in Goal 1, chronic absenteeism was a significant challenge for USD 214, with a rate of 17.8% in the baseline year in 2018-2019. The system has not progressed in this portion of Goal 2. Their most current chronic absenteeism rate, based on the KS Accountability Report 21-22, is 33.2%. It should be noted that the trend in chronic absenteeism across the state of Kansas is increasing, and USD 214 is paralleling that trend. The system acknowledges this should remain a goal area during the next KESA cycle.

Progress toward Goal 2 statement is inconsistent. Although the system has an action plan in place, it is not producing reasonable results and moving the system toward students who are academically prepared for postsecondary success. Based on the KS Accountability Report 2021-2022, USD 214 produced the following results on state assessments:

“All Students” scoring in levels 3 and 4:

- Math: (20-21) 13.54% compared to (21-22) 17.65%—positive trend
- ELA: (20-21) 18.03% compared to (21-22) 17.86%—positive trend
- Science: (20-21) 19.01% compared to (21-22) 13%—negative trend

Result: Not met.

Areas For Improvement

Comment	Goal 2—increase parent-teacher conference attendance and decrease chronic absenteeism.
Rationale	The system has not met their goal of increasing parent-teacher

conference attendance 10%. Chronic absenteeism remains a challenge for USD 214, and has increased significantly during this KESA cycle. As a result of this progress, students are not academically prepared for postsecondary success.

Tasks

The system will need to identify an explicit measurable goal with root cause(s), action steps/ interventions, and annual/cycle growth measures that will lead students to being academically prepared for postsecondary success.

Timeline

05-31-2024

System Response

We do plan to accept USD 214 accreditation without protest. We do not fully agree with the ARC recommendation because we believe we have shown growth in Goal 1 and Goal 2.

For example, our post-secondary success rate is higher than predicted, so we prepare students to succeed after graduation better than the state expects to by 1.2%.

As a district, we fell short of our graduation goal by 0.7%, but we showed growth from 79.5%.

We will admit that chronic absenteeism is increased based on the school accountability report for the 21-22 school year. If you look at the 22-23 school year data (on our data dashboard), we provided our district data for chronic absenteeism. We have two categories: at-risk (10%-20-% of school days missed) and Critical (20% or more school days missed). As a district, many of our school buildings identified interventions that we identified in our KESA Reports. During our OVT visit in March, we had significant progress in chronic absenteeism.

District average for At-risk: 20-21 SY 28.7%; 21-22 SY 26.2%; 22-23 SY 5.9% District average for critical: 20-21 SY 7.1%; 21-22 SY 15.2%; 22-23 SY 0.63%

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Fastbridge Data is screwed because the 22-23 SY is the 1st full year of implementation of reading and math testing K-12. In this area, we accept the ARC recommendation that there is a continued need for improvement in this goal area.

Based on the definition of "accredited," we believe we showed growth in implementing interventions/action steps in our district action plan and have shown student growth toward our SMART Goals. We met the standard for accreditation based on the definition. "Accredited" means the system is in good standing (compliance) with the State

Board and that they have provided conclusive evidence of growth in student performance. In addition, the system has provided conclusive evidence of an intentional, quality growth process.

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

ARC Comment

The system and OVT have provided evidence (generally) that the system works with its local board to ensure procedures and policies exist to support improvement efforts and some have been implemented. The system appears to have sufficient financial and human resources to support the effective implementation of its continuous improvement plan. Throughout the KESA cycle, two new district leadership administrators were appointed in years four and five, and a staff member was added to the district data initiative in year five as an instructional coach. To support student learning, USD 214 purchased the Second Step (SEL) curriculum, as well as digital resources such as Reflex, Fast ForWord, and Dreambox, to address the shortage of support staff in the classroom. The district also purchased School Connect to enhance its SEL curriculum and regularly brings in consultants from various service centers and state agencies for professional development in core subject instruction. Ulysses USD 214 funds and supports a MakerSpace lab to provide students with creative and metacognitive skill development.

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

ARC Comment

The system and OVT have evidence (generally) that data for some State Board outcomes are at or above expectations or showing a positive incline and some are below expectations or declining. The system understands and can explain its data results for some State Board outcomes.

Board Outcomes

Social-Emotional Growth

USD 214 reports they initially lacked a social-emotional learning (SEL) curriculum and did not track data for the social-emotional health of their students during the KESA cycle. However, by the 2022-2023 school year, the district fully implemented an SEL curriculum and monitors progress using SAEBRS and mySAEBRS through Fastbridge. To meet the needs of the elementary students the district hired a new full-time counselor in the 2021-2022 school year. Second Step is used at the elementary level, while the middle school began using it in the 2022-2023 school year. The high school is using the School Connect curriculum to address the social and emotional needs of students. Additionally, programs such as CHAMPS and Positive Behavior Systems address the social-emotional needs of all K-12 students.

Kindergarten Readiness

The system has put much effort into developing Kindergarten Readiness skills. USD 214 earned Kansans Can Star Recognition (bronze) in the area of Kindergarten Readiness. The district provides devices and assistance to families for completing the ASQ assessment. All kindergarten families completed the ASQ3 and ASQ-SE, and ASQ-SE2 results indicated that 6.8% of students entering kindergarten showed social-emotional concerns, compared to 10.83% of incoming students in 2021. Ulysses introduced a successful Kindergarten Camp program to help incoming students experience school and learn school systems ahead of time. Preschool attendance of incoming kindergartners has increased from 70.1% to 80% in 2022-2023. This has resulted in a substantial impact on students who are considered kindergarten ready.

Individual Plans of Study

USD 214 has made significant progress in the area of Individual Plans of Study (IPS) for all students, including special populations, in grades 6-12. The IPS is updated annually with the help of an academic roadmap created by students and counselors. The district uses Xello to administer career interest inventories and assignments while holding student-led conferences to review digital portfolios with families. Career days and mock interviews are offered to help students gain insight and practice their interview skills. Ulysses offers 16 CTE Pathways, which have seen a significant increase in student participation from 343 to 618 since the KESA cycle began. Juniors are given the opportunity to tour community businesses, while juniors and seniors can shadow and participate in work-study programs.

High School Graduation Rate

USD 214's Five-Year Graduation Average is 85.2%. The system aimed to increase the graduation rate by 5%. After refining district processes to achieve this goal, the district saw an immediate increase of 6.5% in the graduation rate. There was a slight dip during the COVID-19 pandemic, but the system experienced an overall increase from 79.5% to 83.8%, which is 0.7% shy of the goal. Chronic absenteeism was identified as an issue that correlates to the graduation rate, and the district plans to address it by improving student attendance through family engagement and communication. Additionally, Ulysses has a Community Learning Center to help adult learners graduate, and the administration is building relationships and implementing systems to support them.

Postsecondary Success

USD 214's Five-Year Graduation Average is 85.2%, with the most recent four-year adjusted cohort rate of 83.8%. This is below the state average of 89.3%. The system's Five-Year Effective Average is 48.2%, which is higher than the Predicted Effectiveness Rate of 43.8-47.6%. Ulysses has implemented several initiatives to improve career planning and post-secondary outcomes for students. This includes the creation of advisory teams, restructuring of student-led conferences, alignment of CTE courses with career clusters, providing career planning through IPS, organizing Career Day, hiring a college advisor, and increasing completion of IPS activities through Xello.

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

ARC Comment

The system and OVT have provided evidence (generally) that some stakeholders' feedback is gathered and progress is shared randomly on improvement in some goal areas. The system has provided some evidence that some stakeholder groups provide input to the system with regard to KESA. During the KESA cycle, stakeholder feedback was obtained through surveys, beginning-of-school connection time, regular SITE Council meetings, social media, and high school teachers who went out to the community to ask what was needed. The feedback was used to drive the direction of the improvement process. The improvement process was shared with stakeholder groups, including verbal engagement and surveys. USD 214 intentionally listened to stakeholder feedback.

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

ARC Comment

The OVT did not report on this indicator. Based on the system and OVT reports, it appears processes are in place for USD 214, and the system was responsive to the OVT throughout the accreditation cycle.

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

ARC Comment

The system and OVT have provided some evidence (generally) that the system is reporting to their local board and communities and there is a system plan with action steps and goals that drives academic improvement priorities. Improvement priorities and process for evaluation are evident but not consistent and there is a feedback loop that may be inconsistent. Ulysses has made progress aligning a PreK-12 system that reflects both processes and curriculum, though the system is challenged with seeing end results when it comes to KAP. The system appears to have been responsive to feedback and they have re-established consistency across the system. The OVT reports the system has taken ideas shared by the OVT and implemented them.

ARC Recommendation

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

Justification

At the beginning of the KESA cycle, USD 214 developed two goals based on the R's Needs Assessments.

For Goal 1, the system identified 3 measures to determine goal attainment: high school graduation, chronic absenteeism, and Fastbridge data for aReading and aMath. Progress toward Goal 1 statement is inconsistent. Although the system has an action plan in place, it is not producing reasonable results and moving the system toward students who are academically prepared for postsecondary success.

For Goal 2, the system identified 2 measures to determine goal attainment: parental participation in parent-teacher conferences and chronic absenteeism. Progress toward Goal 2 statement is inconsistent. Although the system has an action plan in place, it is not producing reasonable results and moving the system toward students who are academically prepared for postsecondary success.

Academically Prepared for Postsecondary Success (based on the Kansas Accountability Report 2021-2022)

"All Students" scoring in levels 3 and 4:

- Math—17.65% (USD 214), 29.35% (state average)
- ELA—17.86% (USD 214), 32.09% (state average)
- Science—13% (USD 214), 31.15% (state average)

Strengths

USD 214 has earned Kansans Can Star Recognition for Kindergarten Readiness (bronze), and the system's Five-Year Effective Average is 48.2%. They are outperforming their Predicted Effectiveness Rate of 43.8-47.6%. During this KESA cycle, the system has strengthened its multi-tiered systems of support in academics and social-emotional learning. They have added additional staff to support these efforts, as well. The system continues to develop and refine its IPS process, as well. Through quality professional learning and more structured processes, the system feels it is moving in a positive direction of academically preparing students for postsecondary success.

Challenges

USD 214 has systems and processes in place, but the current systems and processes are resulting in limited to no growth in the areas of chronic absenteeism, academically prepared for postsecondary success, parental participation, and Fastbridge data.

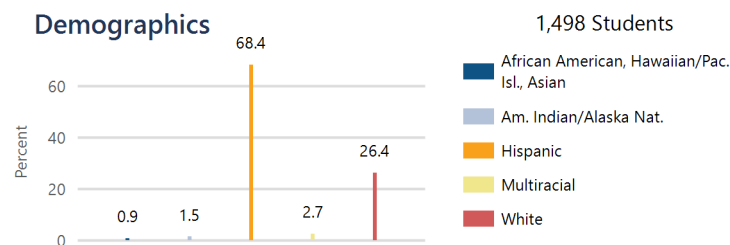
The system will need to identify explicit measurable goals with root cause(s), action steps/ interventions, and annual/cycle growth measures that will lead students to successful high school graduation and being academically prepared for postsecondary success.



Ulysses USD 214

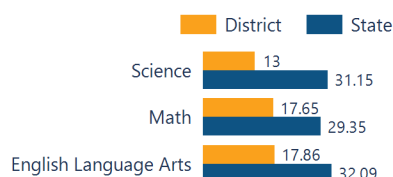
111 S. Baughman, Ulysses, KS 67880-2402
(620) 356-3655
<http://www.usd214.org>

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Approaching**
Grades: **PK-12,NG**
Superintendent: **Corey Burton**

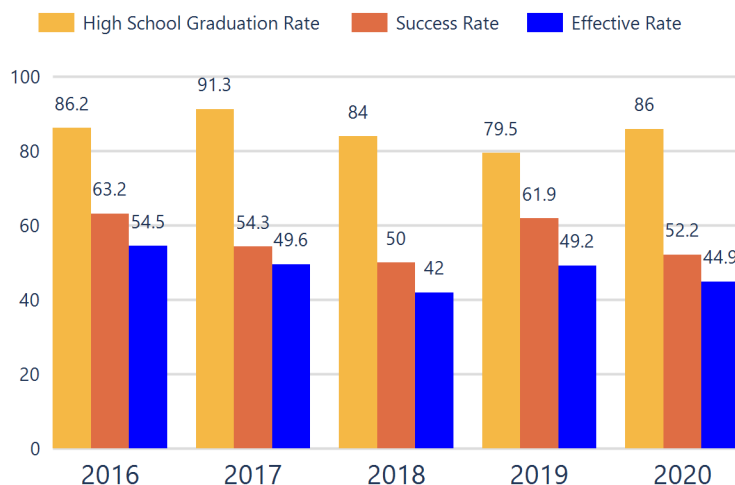


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

85.2%

Five-Year Success Avg

56.5%

Five-Year Effective Avg

48.2%

95% Confidence Interval for the Predicted Effectiveness Rate

43.8 - 47.6%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

83.8%

State: 89.3

90.9%

State: 92.1

33.2%

State: 25.4

1.0%

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

\$12,611

State: \$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	47.98	47.68	54.75	49.14	44.00	60.00
Level 2	N/A	N/A	N/A	38.46	34.27	26.22	33.20	38.13	26.98
Level 3	N/A	N/A	N/A	10.86	15.59	14.98	14.62	15.46	9.20
Level 4	N/A	N/A	N/A	2.68	2.44	4.03	3.03	2.40	3.80

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	51.12	50.53	61.19	54.25	48.41	63.59
Level 2	N/A	N/A	N/A	37.27	34.34	27.86	31.68	37.94	25.24
Level 3	N/A	N/A	N/A	10.59	12.74	9.95	12.67	12.45	8.25
Level 4	N/A	N/A	N/A	1.01	2.37	0.99	1.38	1.18	2.91

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	67.18	69.14	75.00	65.48	69.91	76.19
Level 2	N/A	N/A	N/A	20.31	18.08	13.46	22.12	19.46	16.66
Level 3	N/A	N/A	N/A	9.37	8.51	9.61	8.84	6.19	4.76
Level 4	N/A	N/A	N/A	3.12	4.25	1.92	3.53	4.42	2.38

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	51.17	51.14	59.51	53.62	47.37	64.92
Level 2	N/A	N/A	N/A	38.19	33.65	27.12	32.82	38.64	23.22
Level 3	N/A	N/A	N/A	9.18	13.49	12.14	11.25	12.81	9.95
Level 4	N/A	N/A	N/A	1.44	1.71	1.21	2.29	1.16	1.89

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

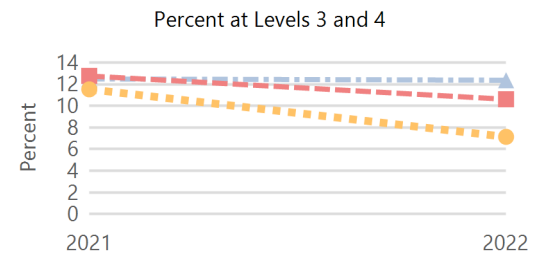
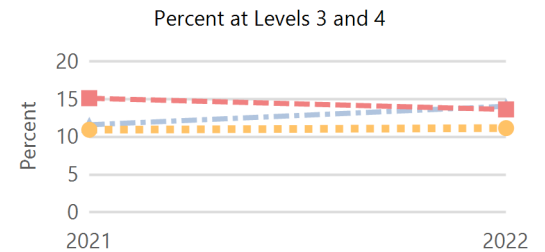
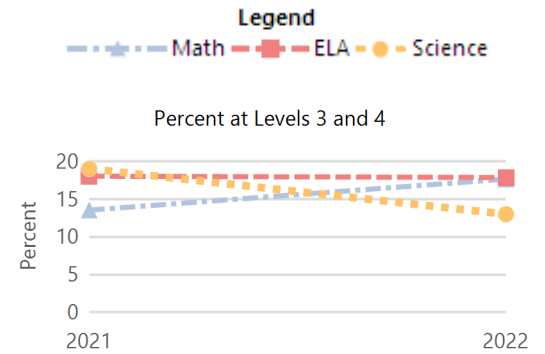
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.

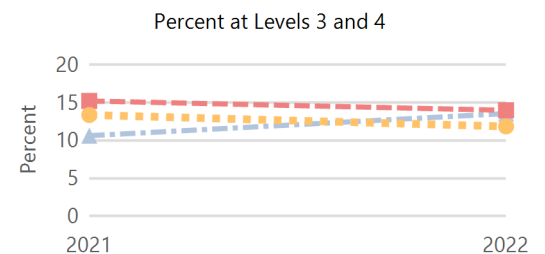


Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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



District	17.5
State	19.8

Accreditation Summary

Date: 05/16/2023

System: D0291 Grinnell Public Schools (0000)

City: Grinnell

Superintendent: Gary Kraus

OVT Chair: Luke Snyder

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered Framework of Support

The system uses FastBridge as a universal screener. Data is used to determine groups and set individual goals. Implementation began before COVID with only moderate understanding of the process but was then put on hold during the pandemic. While a process is in place, it's not yet fully functioning as desired. Schedules at the middle school and high school level have been redesigned to allow for MTSS blocks on a consistent basis. New leadership recently joined the district and addressed the implementation concern by connecting the district with TASN. As they continue to build out their framework, they now have the guidance and planning support necessary to be fully implemented by next year.

Family, Business, and Community Partnerships

The system began the cycle with inconsistent partnerships with families, businesses, and community patrons. New leadership made it a priority to personally meet with business owners in the past two years. This led to increased opportunities for job shadowing and work-based experiences. Similarly, Site Councils were reorganized with increased business representation. This feedback has led to a new locally created post-high school success criteria.

Diversity, Equity, and Access

Despite having little racial variance in their population, the district has incorporated a cultural diversity unit within their FACS program including book studies, personal demonstrations, and exploring the food of other cultures. K-12, cultural units are embedded within the social studies curricula and supplemented with community speakers describing their journey to American citizenship. The previous section provided information about the process of individualizing instruction regarding MTSS. More information could be described covering equity and access such as Special Education, scaffolding, differentiation practices, and training along with resources, tools, and devices integrated to provide equitable access for all students.

Communication and Basic Skills

The system has increased one-way communication with students, staff, and patrons via multiple mediums. The schools use comprehensive ELA curricula which incorporates reading, writing, speaking, and listening. Courses (such as Desktop Publishing) write and submit articles about the school to local publications. Additional communication courses includes College Speech, Comp I, and Comp II. Multiple CTE pathway options – Industrial Tech, FFA, FACS, Art – enable students to develop and practice other basic skills in relevant contexts.

Civic and Social Engagement

Students in USD 291 are extremely socially engaged with active student groups, community service projects, and cross-grade level/cross-community involvement and collaboration. Student leadership groups work together to write grants for local community development such as the library. Students worked with the Grainfield City Council on multiple community development projects.

Physical and Mental Health

The district partners with High Plains Mental Health and Hoxie Medical Clinic to enhance physical and mental health services available to students. NHS students identified mental health as an area of focus; they researched options and brought Projects Evers to their school to provide resources and services to students. SAEBRS screening data has been implemented for identifying and pairing services with at-risk students. Physical health standards are embedded in curricula throughout the system.

Arts and Cultural Appreciation

Visual arts courses are offered 7-12. Multiple students have competed at and received awards at the national level. Students frequently visit museums of art including Kansas City, Santa Fe, Branson, and Oklahoma City. Art and Cultural standards are extended to other content areas including Industrial Technology, Graphic Design, and Foreign Language. Multiple cultural studies were identified across grade levels.

Postsecondary and Career Preparation

In a joint effort between USD 292 Wheatland and USD 291 Grinnell, Xello has been used 6-12, but the district expanded down into K-5 in 2022. A fully developed framework was presented for ensuring students have full engagement in career and training exposure and exploration. During an advisory period, students receive direct instruction and have dedicated time for career research with Xello. In conjunction, students participate in multiple career and college fair opportunities. Seeing that the days preceding and following extended breaks lacked productivity, the system has designed career exposure days where students travel to colleges and businesses to learn. The schools have also created business partnerships that coincide with students' career portfolios to allow for work-based experiences and internships.

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

ARC Comment

Goal 1 – The Grinnell and Wheatland schools and its families will develop opportunities and activities that build upon current relationships in order to empower students to become informed decision-makers and to take charge of their learning. Stronger relationships and student empowerment will be reflected by an increase in community-based activities, new curriculum integration, and growth across our system in the number of students with individualized plans of study.

The goal lacks specificity and intention on a desired outcome. Strategies were used to enhance or increase relationship building between students and elder patrons and between elementary and high school students. Student leadership groups increased their involvement with elementary students by welcoming elementary students to school in the morning. High school student groups host T-Hawk Talks with elementary students as role models while providing SEL instruction. Staff also implemented positive contact with each family twice per semester. Six community events were hosted throughout

the year to increase community involvement and collaboration.

Regarding curriculum integration and IPS, the elementary staff moved from 0 to 4 cross-curricular units per year; examples were provided for science/math collaborations. Middle school students host STEAM activities quarterly. The system implemented a fully developed IPS process during the cycle and transitioned to student-led conferences. This improved family attendance from 50% to 96%. Using KCTC data, the system saw an increase of 7% regarding student attachment to the area and an increase to 95% of students indicating they want to remain in the area after graduation. Professional development focused on trauma-informed practices and emotional poverty, supporting SEL and relationships. 56% of the teaching staff also participated in a book study through Project EVERS to further support trauma-informed classroom practices.

Areas For Improvement

Comment	Goal 1: Student Relationships, Curriculum Integration, IPS
Rationale	While these strategies have a positive impact, there was no set goal or measurable outcomes. There was no mention of the needs assessment (analysis of data) that led to the selection of the goal.
Tasks	<p>By June 30, 2024, complete a SMART goal, list aligned strategies, connect intentional/supportive PD topics, and identify specific data measures that will determine whether than goal was met for Cycle 2.</p> <p>Setting a specific goal could look like: "By December 2027, Grinnell and Wheatland will increase student connectedness by ensuring that ___% of all students feel they have 3 or more trusted people with whom they seek counsel or support."</p> <p>From there, break down the actions and intentional alignment of PD to support the goal. "To achieve this, students will complete an annual survey, which will guide our efforts. Mixed grade-level collaboration will be a primary focus, coupled with SEL instruction. Family learning and support activities such as ___ will be used to provide continuity in practices between home and school. Finally, professional learning will focus on trauma-informed practices, neuroscience between emotional regulation, and designing universal restorative practice-based consequences."</p>
Timeline	06-30-2024
System Response	

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

ARC Comment

Goal 2 – The Grinnell and Wheatland schools will validate the relevance of the curriculum through the integration of competency-based learning activities that bridge the gap between curriculum and the development of career and life skills. The quality of curriculum, instruction, and professional development will become fully aligned with student needs to become a successful high school graduate as measured by local performance assessment, state assessment data, graduation rates, and postsecondary success.

USD 291 implemented structures to support the relevance of student learning including collaborating with Ameritown. A partnership was also formed between the schools and FHSU creating a STEM

program that has been highlighted at conferences for its success. As a result, the graduation rate improved from 80% to 93% between 2016-2022, and the postsecondary success rate improved from 50% to 58% in 2020. Assessment data shows that the district is experiencing high rates of fluctuation, which may be due to the extremely small size of the district. Overall, scores have declined over the past five years. Science showed an outstanding jump from 23% in levels 3 and 4 in 2019 to 64% in levels 3 and 4 in 2021. Unfortunately, it soared back down to only 16% in level 3 in 2022. The volatility of these scores can be heavily impacted by the low enrollment but must remain a top area of focus.

Areas For Improvement

Comment	Goal 2: Curriculum, Instruction, and Professional Development
Rationale	The districts sought to improve Graduation Rate, Postsecondary Effectiveness, and State Assessment data. State assessment data is considerably below the state average.
	Note, graduation rate and postsecondary effectiveness show up on USD 292 Wheatland's report as they host the high school for USD 291 students.
Tasks	By June 30, 2024, complete a SMART goal, list aligned strategies, connect intentional/supportive PD topics, and identify specific data measures to determine whether that goal was met for Cycle 2.
	Setting a specific goal could look like: "By December 2027, Grinnell and Wheatland will reduce the number of students in need of Tier 2 and Tier 3 support for reading (or math) from __% to __%." This addresses the results component and shows that focus is being paid to the state assessment outcomes.
	From there, break down the actions and intentional alignment of PD to support the goal. "To achieve this, vertical curriculum mapping and alignment will be conducted K-12, an MTSS process will be designed, and family engagement events will focus on ways to support learning at home. Professional development for staff will focus on formative assessment, cooperative learning structures, STEM in collaboration with FHSU, and Science of Reading training."
Timeline	06-30-2024
System Response	

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

ARC Comment

The system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. The board has supported adding staff members to meet their needs and accomplish their goals. Uniquely, USD 292 and USD 291 share administrators (including a superintendent) and staff. This system has improved the collaboration between the buildings and districts, and the OVT reports that both boards are supportive of individual and joint efforts.

6. The evidence submitted to the Accreditation Review Council indicates the system does

generally demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

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

Board Outcomes

Social-Emotional Growth

The SAEBRS screener is used for intended students in need of intervening services. Zones of Regulation and Second Step are used as the base curricula. The district has placed an intensive focus on trauma-informed care as professional learning for staff. The middle school added a section to their daily schedule for an SEL course. Components of SEL are even being incorporated at the athletic practice level. The district has seen a decrease in discipline referrals by more than half since the implementation.

Kindergarten Readiness

The district has maintained a 100% ASQ participation rate since 2018. They offer 3- and 4-year-old preschool with nearly all families sending their children to at least one offering before entering kindergarten. Students in preschool participate in the same instructional screenings and services as the elementary students, including FastBridge, MTSS, SEL instruction, etc.

Individual Plans of Study

High school is completed at USD 292 Wheatland. Collaboratively, the districts have a fully developed IPS framework 6-12. In the past year, they have extended that down through kindergarten with all students working in and storing data in their eportfolio through Xello. As part of their goals, the systems focused on developing community relationships, which included business partners yielding the expansion of work-based experiences and internship opportunities. Through these avenues, they practice resume building, interviewing skills, and financial planning. The students culminate their project with student-led conferences where they share their progress with their families to ensure all stakeholders are involved.

High School Graduation Rate

The district maintains an 84.7% five-year graduation rate. Many of the processes they have implemented over this cycle, referenced earlier in this report, have contributed to the maintenance of this high rate considering their graduating class size is approximately 9-10 students per year.

Note, graduation rate and postsecondary effectiveness show up on USD 292 Wheatland's report as they host the high school for USD 291 students.

Postsecondary Success

The district improved their effectiveness average from 50 to 58% between 2016 and 2020. Similarly, their success average improved from 59% to 68% between 2016 and 2020. The system believes this is attributed to their efforts to implement the IPS system and focus on relationship building while developing enhanced career exploration opportunities with local businesses. The partnership and exposure to programming through FSHU can't be overlooked as a benefit to student postsecondary accomplishment.

Note, graduation rate and postsecondary effectiveness show up on USD 292 Wheatland's report as they host the high school for USD 291 students.

Areas For Improvement

Comment Postsecondary Success: Academic Preparation

Rationale With the considerable underperformance of the district on state assessments relative to the state averages, a very specific goal and strategic plan needs to be made for increasing student performance.

Tasks By June 30, 2024 design a comprehensive action plan with goals, numerous and detailed strategies, and milestone data measures to determine success. The district should consider a review of curricular materials for alignment with state standards and rigor. Professional learning should support instructional improvement, which could include high-impact instructional strategies, structured literacy implementation, formative assessment usage, etc. Milestone data measures could include longitudinal analysis of universal screening data, common district assessment data analysis, etc.

Timeline 06-30-2024

System Response

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

ARC Comment

Stakeholder feedback is gathered, and progress is shared consistently. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process. Surveys have become a staple in gathering feedback. The site council is strongly active along with other community groups that work with and support the school.

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

ARC Comment

The system has used the KESA process to improve their intentionality, collaboration, and community involvement. They have a plan for conducting their needs assessment for the next cycle and making better use of data. The OVT strongly believes they have used the system effectively and demonstrate a genuine commitment to continuous improvement.

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

ARC Comment

Evidence of system reporting to their local board, reports completed in a timely manner, a system plan with action steps and goals that drives academic improvement priorities is evident, system plan is aligned with local board strategic plan, all buildings have an aligned action plan to the system goals; OVT visits conducted, improvement priorities and process is evaluated through the use of data, a feedback loop exists. The system was receptive to OVT feedback and implemented suggested changes. The boards are committed to the process of allocating needed human and capital resources to accomplish the goals set forth by the team.

ARC Recommendation

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

Justification

The system has been able to accomplish many things during the process. The greatest struggles currently faced by the system are state assessment results and the intentionality of the process. USD 291 Grinnell and USD 292 Wheatland share buildings, staff, and administrators. Students attend USD 291 Grinnell for PrK-8, USD 292 for PrK-5, and USD 292 Wheatland for High School. The Chronic Absenteeism rate of USD 291 Grinnell of 19.5% is below the state's 25.4%. The average class size of the combined systems is 11-14. Assessment scores of students performing in levels 3 and 4 in Science and ELA are 3-4% below the state average while Math is below the state average by 13%. Note that Science and ELA have shown improvement year after year for the past four, while Math has shown steady declines over the past five years. Regarding the process, the system has positive intent with their goal areas, yet lacks specificity and alignment with their strategies and data measurements. Accreditation looks at both results and process. The system has low results, yet shows continual, incremental gains and is addressing curricula deficits through purposeful work with TASN indicating a plan or processes for improvement. Still, the goal areas need to be tightened up with specific, purposeful, and measurably defined goals.

Strengths

Though assessment scores are trailing, the system has taken an intensive look at their processes and data to make positive changes and use of their finite time. Specific commendable accomplishments include student social/civic engagement seeking improvement within the school and writing grants for community improvement. Through data analysis and reflection upon past practices, they were able to better utilize times of depleted learning surrounding prolonged breaks to create career and college learning opportunities for students. Many innovative and forward-thinking practices are occurring within the district.

Challenges

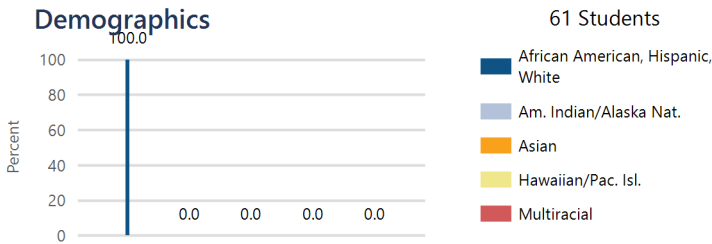
Assessment scores must be an area of focus. The system has already begun to look at vertical and horizontal curriculum mapping. Other considerations may need to include curricular and resource materials to ensure rigor and currency. The goals also need to be specific and measurable. Goal 1 sought to address three components of their action plan (engagement, curriculum work, and IPS), but the only area discussed was community engagement activities. The OVT shared that data lacked purpose; quality rather than quantity is essential. Artifacts are not necessary. It is advisable to integrate purposeful charts and graphs to represent the data within the final report; save this as a PDF and update the document to the Artifacts to make the review quicker and simpler for all parties.



Grinnell Public Schools USD 291

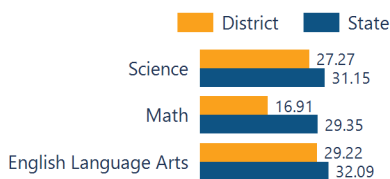
402 S Monroe, Grinnell, KS 67738-0068
(785) 824-3277
www.usd291.com

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Approaching**
Grades: **PK-12,NG**
Superintendent: **Gary Kraus**



Academically Prepared for Postsecondary Success

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

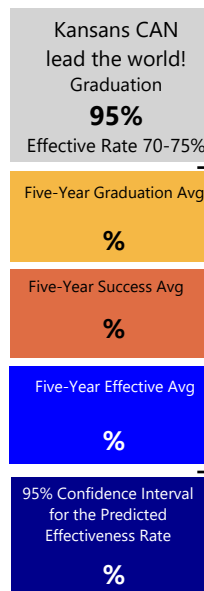


District Postsecondary Effectiveness

No Data Available

District Kansans Can Star Recognition

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



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

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

GRADUATION RATE

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

N/A

State: 89.3

District ESSA Operating Expenditures Per Pupil

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

\$26,350

State: \$13,830

ATTENDANCE RATE

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

93.2%

State: 92.1

CHRONIC ABSENTEEISM

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

19.5%

State: 25.4

DROPOUT RATE

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

N/A

State: 1.4

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	44.44	43.05	56.25	40.00	41.53	40.90
Level 2	N/A	N/A	N/A	34.72	33.33	25.00	43.07	29.23	31.81
Level 3	N/A	N/A	N/A	16.66	22.22	9.37	15.38	27.69	18.18
Level 4	N/A	N/A	N/A	4.16	1.38	9.37	1.53	1.53	9.09

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	57.50	55.00	66.66	50.00	60.00	N/A
Level 2	N/A	N/A	N/A	35.00	35.00	19.04	43.33	23.33	N/A
Level 3	N/A	N/A	N/A	5.00	10.00	9.52	6.66	16.66	N/A
Level 4	N/A	N/A	N/A	2.50	0.00	4.76	0.00	0.00	N/A

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	81.81	81.81	N/A	85.71	78.57	N/A
Level 2	N/A	N/A	N/A	18.18	9.09	N/A	7.14	21.42	N/A
Level 3	N/A	N/A	N/A	0.00	9.09	N/A	7.14	0.00	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

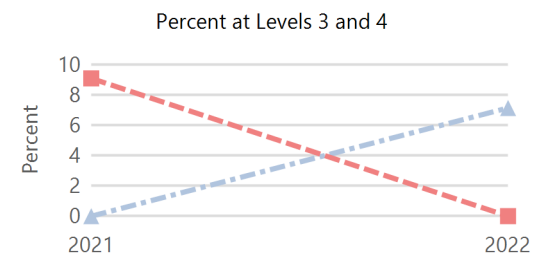
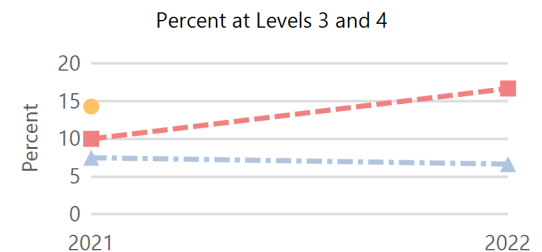
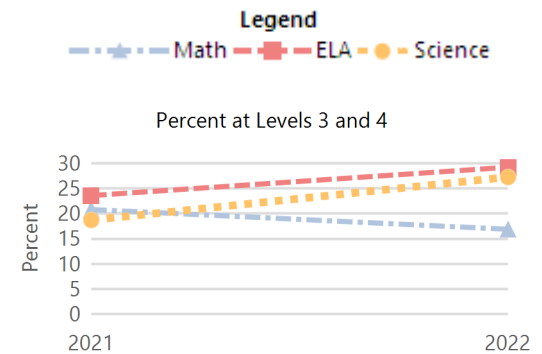
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

District

State 19.8

Accreditation Summary

Date: 05/16/2023

System: D0292 Wheatland (0000)

City: Grainfield

Superintendent: Gary Kraus

OVT Chair: Luke Snyder

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

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

Tiered Framework of Support

The system uses FastBridge as a universal screener. Data is used to determine groups and set individual goals. Implementation began before COVID with only a moderate understanding of the process but was then put on hold during the pandemic. While a process is in place, it's not yet fully functioning as desired. Schedules at the middle school and high school levels have been redesigned to allow for MTSS blocks on a consistent basis. New leadership recently joined the district and addressed the implementation concern by connecting the district with TASN. As they continue to build out their framework, they now have the guidance and planning support necessary to be fully implemented by next year.

Family, Business, and Community Partnerships

The system began the cycle with inconsistency in their partnerships with families, businesses, and community patrons. New leadership made it a priority to personally meet with business owners in the past two years. This led to increased opportunities for job shadowing and work-based experiences. Similarly, Site Councils were reorganized with increased business representation. This feedback has led to a new locally created post-high school success criteria.

Diversity, Equity, and Access

Despite having little racial variance in their population, the district has incorporated a cultural diversity unit within their FACS program including book studies, personal demonstrations, and exploring the food of other cultures. K-12, cultural units are embedded within the social studies curricula and supplemented with community speakers describing their journey to American citizenship. In the previous section, information was provided about the process of individualizing instruction regarding MTSS. More information could be described covering equity and access such as Special Education, scaffolding, and differentiation practices and training along with resources, tools, and devices integrated to provide equitable access for all students.

Communication and Basic Skills

The system has increased one-way communication with students, staff, and patrons via multiple mediums. The schools use comprehensive ELA curricula which incorporate reading, writing, speaking, and listening. Courses, such as Desktop Publishing, write and submit articles about the school to local publications. Additional communication courses include College Speech, Comp I, and Comp II. Multiple CTE pathway options – Industrial Tech, FFA, FACS, Art – enable students to develop and practice other basic skills in relevant contexts.

Civic and Social Engagement

Students in USD 292 are extremely socially engaged with active student groups, community service projects, and cross-grade level/cross-community involvement and collaboration. Student leadership groups work together to write grants for local community development such as the library. Students worked with the Grainfield City Council on multiple community development projects.

Physical and Mental Health

The district partners with High Plains Mental Health and Hoxie Medical Clinic to enhance the physical and mental health services available to students. NHS students identified mental health as an area of focus; they researched options and brought Projects Evers to their school to provide resources and services to students. SAEBRS screening data has been implemented for identifying and pairing services with at-risk students. Physical health standards are embedded in curricula throughout the system.

Arts and Cultural Appreciation

Visual arts courses are offered 7-12. Multiple students have competed at and received awards at the national level. Students frequently visit museums of art including Kansas City, Santa Fe, Branson, and Oklahoma City. Art and Cultural standards are extended to other content areas including Industrial Technology, Graphic Design, and Foreign Languages. Multiple cultural studies were identified across grade levels.

Postsecondary and Career Preparation

Xello has been used 6-12, but the district expanded down into K-5 in 2022. A fully developed framework was presented for ensuring students have full engagement in career and training exposure and exploration. During an advisory period, students receive direct instruction and have dedicated time for career research with Xello. In conjunction, students participate in multiple career and college fair opportunities. Seeing that the days preceding and following extended breaks lacked productivity, the system has designed career exposure days where students travel to colleges and businesses to learn. The schools have also created business partnerships that coincide with students' career portfolios to allow for work-based experiences and internships.

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

ARC Comment

Goal 1 – The Grinnell and Wheatland schools and its families will develop opportunities and activities that build upon current relationships in order to empower students to become informed decision-makers and to take charge of their learning. Stronger relationships and student empowerment will be reflected by an increase in community-based activities, new curriculum integration, and growth across the system in the number of students with individualized plans of study.

The goal lacks specificity and intention on a desired outcome. Strategies were used to enhance or increase relationship building between students and elder patrons and between elementary and high school students. Student leadership groups increased their involvement with elementary students by welcoming elementary students to school in the morning. High school student groups host T-Hawk Talks with elementary students as role models while providing SEL instruction. Staff also implemented positive contact with each family twice per semester. Six community events were hosted throughout the year to increase community involvement and collaboration.

Regarding curriculum integration and IPS, the elementary staff moved from 0 to 4 cross-curricular units per year; examples were provided for science/math collaborations. Middle school students host STEAM activities quarterly. The system implemented a fully developed IPS process during the cycle and transitioned to student-led conferences. This improved family attendance from 50% to 96%. Using KCTC data, the system saw an increase of 7% regarding student attachment to the area and an increase to 95% of students indicating they want to remain in the area after graduation. Professional development focused on trauma-informed practices and emotional poverty, supporting SEL and relationships. 56% of the teaching staff also participated in a book study through Project EVERS to further support trauma-informed classroom practices.

Areas For Improvement

Comment	Goal 1: Student Relationships, Curriculum Integration, IPS
Rationale	While these strategies have a positive impact, there was no set goal or measurable outcomes. There was no mention of the needs assessment (analysis of data) that led to the selection of the goal.
Tasks	<p>By June 30, 2024, complete a SMART goal, list aligned strategies, connect intentional/supportive PD topics, and identify specific data measures that will determine whether that goal was met for Cycle 2. Setting a specific goal could look like: "By December 2027, Grinnell and Wheatland will increase student connectedness by ensuring that ___% of all students feel they have 3 or more trusted people with whom they seek counsel or support."</p> <p>From there, break down the actions and intentional alignment of PD to support the goal. "To achieve this, students will complete an annual survey, which will guide our efforts. The mixed grade-level collaboration will be a primary focus, coupled with SEL instruction. Family learning and support activities such as ___ will be used to provide continuity in practices between home and school. Finally, professional learning will focus on trauma-informed practices, neuroscience between emotional regulation, and designing universal restorative practice-based consequences."</p>
Timeline	06-30-2024
System Response	

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

ARC Comment

Goal 2 – The Grinnell and Wheatland schools will validate the relevance of the curriculum through the integration of competency-based learning activities that bridge the gap between curriculum and the development of career and life skills. The quality of the curriculum, instruction, and professional development will become fully aligned with student needs to become a successful high school graduate as measured by local performance assessment, state assessment data, graduation rates, and postsecondary success.

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

ARC Comment: USD 292 implemented structures to support the relevance of student learning including collaborating with Ameritown. A partnership was also formed between the schools and FHSU

creating a STEM program that has been highlighted at conferences for its success. As a result, the graduation rate improved from 80% to 93% between 2016-2022, and the postsecondary success rate improved from 50% to 58% in 2020. Assessment data shows that district experiencing high rates of fluctuation, which may be due to the extremely small size of the district. Overall, scores decline over the past five years. Science showed an outstanding jump from 23% in levels 3 and 4 in 2019 to 64% in levels 3 and 4 in 2021. Unfortunately, it soared back down to only 16% in level 3 in 2022. The volatility of these scores can be heavily impacted by the low enrollment but must remain a top area of focus.

Areas For Improvement

Comment	Goal 2: Curriculum, Instruction, and Professional Development
Rationale	The districts sought to improve Graduation rates, Postsecondary Effectiveness, and State Assessment data. State assessment data is considerably below the state average.
Tasks	<p>By June 30, 2024, complete a SMART goal, list aligned strategies, connect intentional/supportive PD topics, and identify specific data measures that will determine whether that goal was met for Cycle 2. Setting a specific goal could look like: "By December 2027, Grinnell and Wheatland will reduce the number of students in need of Tier 2 and Tier 3 support for reading (or math) from __% to __%." This addresses the results component and shows that focus is being paid to the state assessment outcomes.</p> <p>From there, break down the actions and intentional alignment of PD to support the goal. "To achieve this, vertical curriculum mapping and alignment will be conducted K-12, an MTSS process will be designed, and family engagement events will be conducted focusing on ways to support learning at home. Professional development for staff will focus on formative assessment, cooperative learning structures, STEM in collaboration with FHSU, and Science of Reading training."</p>
Timeline	06-30-2024
System Response	

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

ARC Comment

The system effectively works with its local board to ensure all needed procedures and policies to support its improvement efforts are instituted. The system has the necessary financial and human resources needed to support the effective implementation of its continuous improvement plan. The board has supported adding staff members to meet their needs and accomplish their goals. Uniquely, USD 292 and USD 291 share administrators (including a superintendent) and staff. This system has improved the collaboration between the buildings and districts, and the OVT reports that both boards are supportive of individual and joint efforts.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth

The SAEBRS screener is used for intended students in need of intervening services. Zones of Regulation and Second Step are used as the base curricula. The district has placed an intensive focus on trauma-informed care as professional learning for staff. The middle school added a section to their daily schedule for an SEL course. Components of SEL are even being incorporated at the athletic practice level. The district has seen a decrease in discipline referrals by more than half since the implementation.

Kindergarten Readiness

The district has maintained a 100% ASQ participation rate since 2018. They offer 3- and 4-year-old preschool with nearly all families sending their children to at least one offering before entering kindergarten. Students in preschool participate in the same instructional screenings and services as the elementary students, including FastBridge, MTSS, SEL instruction, etc.

Individual Plans of Study

High school is completed at USD 292 Wheatland. Collaboratively, the districts have a fully developed IPS framework 6-12. In the past year, they have extended that down through kindergarten with all students working in and storing data in their eportfolio through Xello. As part of their goals, the systems focused on developing community relationships, which included business partners yielding the expansion of work-based experiences and internship opportunities. Through these avenues, they practice resume building, interviewing skills, and financial planning. The students culminate their project with student-led conferences where they share their progress with their families to ensure all stakeholders are involved.

High School Graduation Rate

The district maintains an 84.7% five-year graduation rate. Many of the processes they have implemented over this cycle, referenced earlier in this report, have contributed to the maintenance of this high rate considering their graduating class size is approximately 9-10 students per year.

Postsecondary Success

The district improved their effectiveness average from 50 to 58% between 2016 and 2020. Similarly, their success average improved from 59% to 68% between 2016 and 2020. The system believes this is attributed to their efforts to implement the IPS system and focus on relationship building while developing enhanced career exploration opportunities with local businesses. The partnership and exposure to programming through FSHU can't be overlooked as a benefit to student postsecondary accomplishment.

Areas For Improvement

Comment

Postsecondary Success: Academic Preparation

Rationale

With the considerable underperformance of the district on state assessments relative to the state averages, a very specific goal and strategic plan needs to be made for increasing student performance.

Tasks

By June 30, 2024 design a comprehensive action plan with goals, numerous and detailed strategies, and milestone data measures to determine success. The district should consider a review of curricular materials for alignment to state standards and rigor. Professional learning should support instructional improvement, which could include high-impact instructional strategies, structured literacy implementation, formative assessment usage, etc. Milestone data measures could include longitudinal analysis of universal screening data, common district assessment data analysis, etc.

Timeline

06-30-2024

System Response

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

ARC Comment

Stakeholder feedback is gathered, and progress is shared consistently. All stakeholder groups are represented, involved, and provide input regarding the system's improvement process. Surveys have become a staple in gathering feedback. The site council is strongly active along with other community groups that work with and support the school.

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

ARC Comment

The system has used the KESA process to improve their intentionality, collaboration, and community involvement. They have a plan for conducting their needs assessment for the next cycle and making better use of data. The OVT strongly believes they have used the system effectively and demonstrate a genuine commitment to continuous improvement.

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

ARC Comment

Evidence of system reporting to their local board, reports completed in a timely manner, a system plan with action steps and goals that drives academic improvement priorities is evident, system plan is aligned with local board strategic plan, all buildings have an aligned action plan to the system goals; OVT visits conducted, improvement priorities and process is evaluated through the use of data, feedback loop exists. The system was receptive to OVT feedback and implemented suggested changes. The boards are committed to the process of allocating needed human and capital resources to accomplish the goals set forth by the team.

ARC Recommendation

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

Justification

The system has been able to accomplish many things during the process. The greatest struggles currently faced by the system are state assessment results and the intentionality of the process. USD 291 Grinnell and USD 292 Wheatland share buildings, staff, and administrators. Students attend USD 291 Grinnell for PrK-8, USD 292 for PrK-5, and USD 292 Wheatland for High School. The Chronic Absenteeism rate of USD 291 Grinnell of 19.5% is below the state's 25.4%. The average class size of the combined systems is 11-14. Assessment scores of students performing in levels 3 and 4 in Science and ELA are 3-4% below the state average while Math is below the state average by 13%. Note that Science and ELA have shown improvement year after year for the past four, while Math has shown steady declines over the past five years. Regarding the process, the system has positive intent with their goal areas, yet lacks specificity and alignment with their strategies and data measurements. Accreditation looks at both results and process. The system has low results, yet shows continual, incremental gains and is addressing curricula deficits through purposeful work with TASN indicating a plan or processes for improvement. Still, the goal areas need to be tightened up with specific, purposeful, and measurably defined goals.

Strengths

Though assessment scores are trailing, the system has taken an intensive look at their processes and data to make positive changes and use of their finite time. Specific commendable accomplishments include student social/civic engagement seeking improvement within the school and writing grants for community improvement. Through data analysis and reflection upon past practices, they were able to better utilize times of depleted learning surrounding prolonged breaks to create career and college learning opportunities for students. Many innovative and forward-thinking practices are occurring within the district.

Challenges

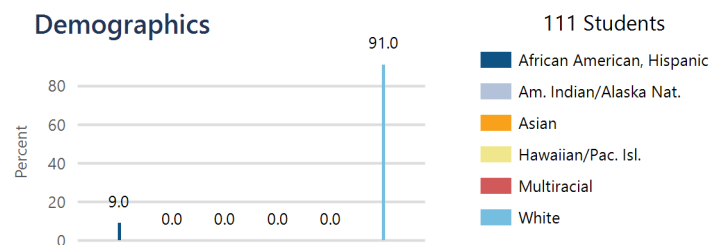
Assessment scores must be an area of focus. The system has already begun to look at vertical and horizontal curriculum mapping. Other considerations may need to include curricular and resource materials to ensure rigor and currency. The goals also need to be specific and measurable. Goal 1 sought to address three components of their action plan (engagement, curriculum work, and IPS), but the only area discussed was community engagement activities. The OVT shared that data lacked purpose; quality rather than quantity is essential. Artifacts are not necessary. It is advisable to integrate purposeful charts and graphs to represent the data within the final report; save this as a PDF and update the document to the Artifacts to make the review quicker and simpler for all parties.



Wheatland USD 292

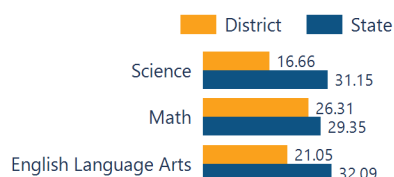
2920 K-23, Grainfield, KS 67737-0165
(785) 673-4213
www.thunderhawks.net

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation:
Grades: **PK-4,9-12,NG**
Superintendent: **Gary Kraus**

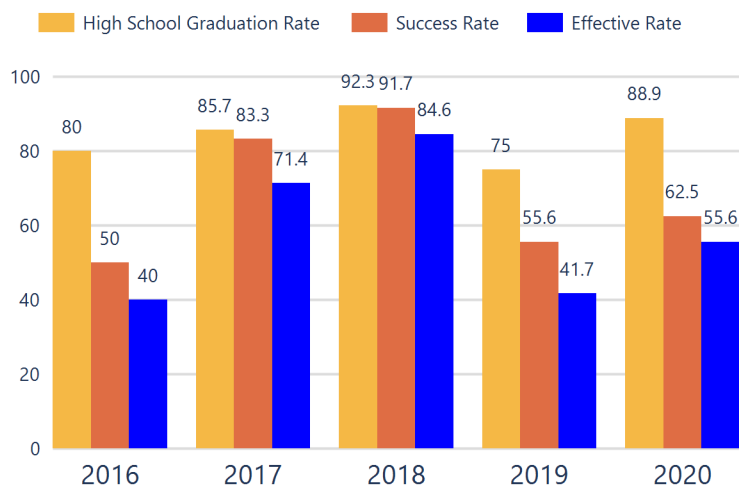


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

Kansans CAN
lead the world!
Graduation
95%

Effective Rate 70-75%

Five-Year Graduation Avg

84.7%

Five-Year Success Avg

68.9%

Five-Year Effective Avg

58.3%

95% Confidence Interval
for the Predicted
Effectiveness Rate

51.3 - 56.2%

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

92.3%

State:
89.3

District ESSA Operating Expenditures Per Pupil

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

\$22,552

State:
\$13,830

93.8%

State:
92.1

20.2%

State:
25.4

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

1.8%

State:
1.4



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	21.42	35.71	25.00	26.31	31.57	41.66
Level 2	N/A	N/A	N/A	53.57	39.28	8.33	47.36	47.36	41.66
Level 3	N/A	N/A	N/A	25.00	21.42	58.33	21.05	21.05	16.66
Level 4	N/A	N/A	N/A	0.00	3.57	8.33	5.26	0.00	0.00

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	26.66	46.66	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	46.66	26.66	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	26.66	26.66	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

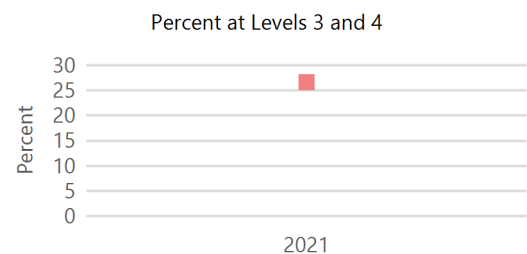
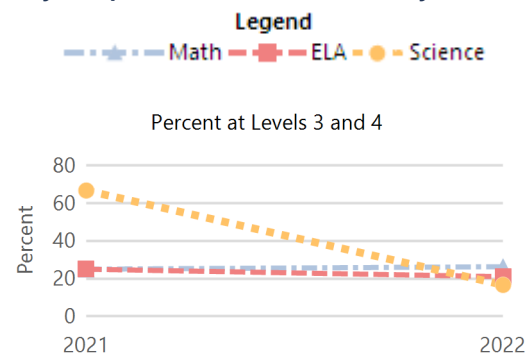
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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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Percent at Levels 3 and 4

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

District	19.3
State	19.8

Accreditation Summary

Date: 04/21/2023

System: D0347 Kinsley-Offerle (0000)

City: Kinsley

Superintendent: Brandon Rice

OVT Chair: Karen Burrows

Executive Summary/AFI

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

ARC Comment

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

2. Foundational areas are **not** addressed.

ARC Comment

Tiered Framework of Supports: The system has made considerable progress as it had no intervention system at the beginning of the cycle. The system put in place tiered interventions at the grade school for reading in 2019 and for math since 2020. District-wide interventions were implemented in September 2022 using 95% group, 6-minute solutions, bridge intervention, and math fact fluency.

Family, Business, and Community Partnerships: USD 347 maintains partnerships with a number of businesses and community organizations, including the Edwards County Extension Office, Edwards County Economic Development, and the Kinsley Library. They reach out to stakeholders through parent information night, student-led conferences, student presentations in the community, site council, and social media.

Diversity, Equity, and Access: The district ranked itself as emerging in this area in the foundational structures rubric. The district's professional learning plan addresses the need for diversity, equity, and inclusion.

Communication and Basic Skills: This is an area for growth as the district's current curricular resources are not aligned with Kansas standards. The district has plans to adopt new resources that will be aligned with Kansas standards. They also plan to create curriculum guides to ensure the effective implementation of the new resources.

Civic and Social Engagement: USD 347 has a strong tradition of civic engagement activities, including food drives and other service activities as well as leadership opportunities for older students. The next steps include expanding leadership opportunities for younger students, including civic engagement and improving rigor in the social studies curriculum, and implementing professional development for teachers.

Physical and Mental Health: The system has a consistent SEL curriculum in place and opportunities for physical education at all levels. The system uses SAEBRS and mySAEBRS screeners to identify students in need of support.

Arts and Cultural Appreciation: At the elementary level, students have daily music lessons and weekly art lessons. Students in grades 6-12 have the opportunity to take art, vocal, and instrumental music

classes and participate in plays and showcases.

Postsecondary and Career Preparation: USD 347 uses Xello for the IPS system and it meets all the requirements. High school students have many opportunities for college and vocational coursework as well as career exploration.

Areas For Improvement

Comment	Curricular resources aligned with Kansas standards
Rationale	The district is aware that their core secondary ELA and math resources are not evidenced based and aligned with state standards.
Tasks	Develop a plan to align their math and ELA curricular resources to Kansas standards. Also, develop a plan to create curriculum guides to ensure effective implementation.
Timeline	05-01-2024
System Response	We will move forward in our adoption this month by placing orders for ELA resources and Math resources that align with Kansas Standards. Once received, we will create curriculum guides to ensure effective implementation.

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

ARC Comment

Goal: By Winter 2023, USD 347 will improve student-staff relationships by intentionally fostering connections as measured by a 5% decrease in the number of students identified as chronically absent.

USD 347 saw an increase in the percentage of students identified as chronically absent over the 20-21 and 21-22 school years. In the Fall 2022 semester, 76 students (29%) of students were identified as chronically absent.

This represents an increase over previous years, so this goal was not met. The system continues to track data on parent-teacher conference attendance and staff-student connections. In general, attendance at parent conferences at the elementary level is high. Attendance at the secondary has not been tracked until this fall. The system hopes to see an increase in parent participation at conferences. In terms of student-staff connections, 94 to 97% of students report a connection with an adult. The system plans to continue tracking this data.

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

ARC Comment

Goal 2: Provide engaging instruction and coursework that is relevant to the needs of each student as they prepare for higher levels of learning and the ever-changing needs of their futures. This goal will be measured by "student engagement" from the district walkthrough document. Our goal will be to have 80% of staff that have 76% or more of students engaged in learning.

This goal is based on the variety of instructional practices used by teachers as measured by a walk-through tool. Principals conduct a walk-through of every teacher every two weeks. Walk-through data indicates that in Fall 2021 (the first semester the walk-through tool was used), teachers were observed using a total of 6 instructional techniques, with whole group instruction being used 45% of the time and individual work being used 38% of the time. In the fall of 2022, 10 instructional techniques were

observed. However, 4 of these techniques were used in less than 2% of the observations. The greatest observable change is in notetaking, which was not observed in 2021 but was observed in 9% of observations in 2022.

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

Kinsley has faced significant administrative turnover throughout this KESA cycle. The current leadership team has worked to implement effective strategies in a short period of time. They have made staffing decisions (such as hiring a full-time social worker and full-time counselor) to support the social-emotional needs of students.

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

ARC Comment

The district has improved in all areas during the KESA cycle.

Board Outcomes

Social-Emotional Growth	Kinsley has a full-time counselor and a full-time social worker to support students. They also use evidence-based SEL resources at all levels (Second Steps, Lion's Quest, and School Connect). They began using SAEBRS and mySAEBRS in Fall 2021.
Kindergarten Readiness	Kinsley intentionally involves preschool students in school activities. Most of their preschool and kindergarten parents complete the ASQ (92% of preschool parents and 81% of kindergarten parents in fall 2022). The preschool and kindergarten teachers collaborate throughout the year to determine strategies to meet students' needs.
Individual Plans of Study	Kinsley has shown significant growth in the IPS over the course of this KESA cycle, beginning with no system in place. Students use Xello and create storyboards and slideshows to share information from their IPS with parents. Students meet with mentors to ensure they are completing IPS requirements. In the fall of 2022, 96% of 6-12 students completed the Xello core lessons.
High School Graduation Rate	Kinsley maintains a strong graduation rate. Although there are three years (2017, 2018, and 2020) where the graduation rate dropped below 90%, the trend line is increasing with a 2022 graduation rate of 96%. Fluctuation in graduation rates is to be expected in small schools where one or two dropouts can significantly impact the overall graduation rate.
Postsecondary Success	Kinsley's post-secondary success rate also shows significant fluctuations, with a high of 75% for the class of 2019 and a low of 31.2% for the class of 2018. With small classes, it can be difficult to determine if changes in postsecondary success rates are due to the makeup of the class or instructional factors. According to locally collected data, 24.3% of graduates pursue full-time employment after graduation.

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

ARC Comment

The system has used site councils, back to school nights, meetings, emails, and the school website to communicate with stakeholders.

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

ARC Comment

The current team has been responsive to suggestions made by the OVT. The OVT is recommending that the system leadership team attend KESA zoom and any available KESA training.

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

ARC Comment

The current leadership team at Kinsley has faced a considerable challenge due to the administrative turnover in the district. Since the beginning of this KESA cycle, the district has had three superintendents, three high school principals, and two elementary school principals. As a result, the current team has had significant work to do in a short amount of time. Many of the current initiatives were implemented in the 2021- 22 and 2022-23 school years.

ARC Recommendation

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

Justification

The current leadership team has completed a lot of work in two years and can be successful over the next KESA cycle if they conduct a needs assessment, develop goals in response to their findings, and commit to collecting data to evaluate their progress toward those goals. The district also needs to align its curricular resources with Kansas standards.

Strengths

The district went from no Tiered Framework of Supports to a district-wide support system. Continuing to revise their system of tiered intervention, providing resources for standards-based instruction, and providing professional learning opportunities to support teachers will also help Kinsley continue their positive work. Crafting measurable goals will help the leadership team determine if their strategies are working.

Strong tradition of civic engagement activities

SEL curriculum is in place / added full-time social worker and counselor to support students.

Challenges

Kinsley is aware that their core secondary ELA and math resources are not evidence-based and aligned with state standards. They are working to adopt new resources. They also see the need for an improved transition process between grade school and junior high.

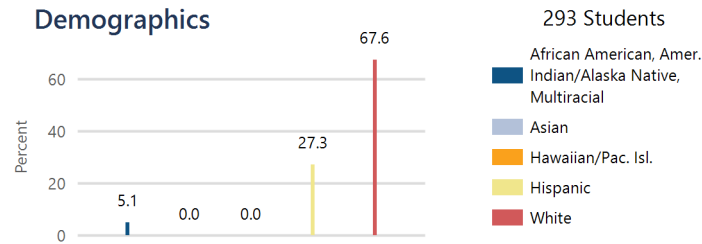
Also, the system needs to look at incentives as a way to encourage student attendance.



Kinsley-Offerle USD 347

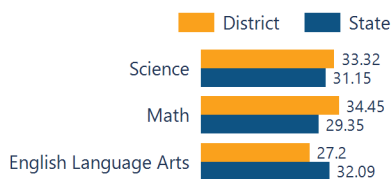
120 W 8th St, Kinsley, KS 67547-1168
(620) 659-3646
<http://www.kinsleypublicschools.org>

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

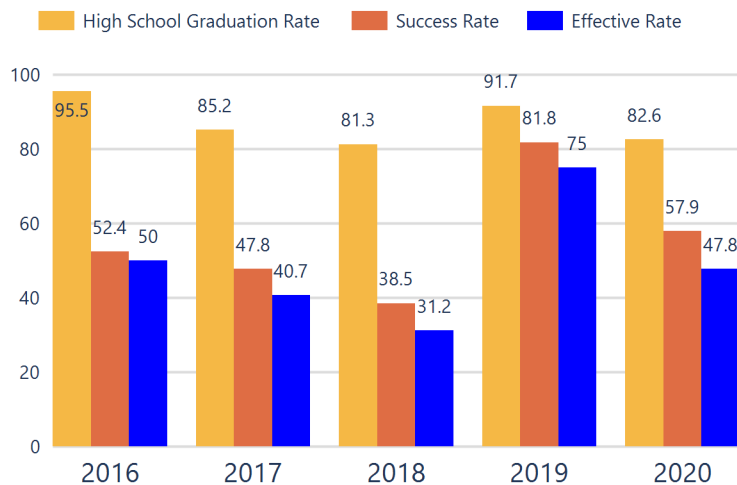


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

87.5%

Five-Year Success Avg

57.1%

Five-Year Effective Avg

50.0%

95% Confidence Interval for the Predicted Effectiveness Rate

52.8 - 56.9%

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

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

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

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

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

GRADUATION RATE

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

96.0%

State: 89.3

ATTENDANCE RATE

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

92.7%

State: 92.1

CHRONIC ABSENTEEISM

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

23.7%

State: 25.4

DROPOUT RATE

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

1.5%

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

\$16,314

State: \$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	19.40	22.90	30.76	21.62	29.93	33.33
Level 2	N/A	N/A	N/A	47.76	38.93	44.61	43.91	42.85	33.33
Level 3	N/A	N/A	N/A	26.86	31.29	7.69	26.35	20.40	24.07
Level 4	N/A	N/A	N/A	5.97	6.87	16.92	8.10	6.80	9.25

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	15.09	21.56	40.90	24.19	40.98	20.68
Level 2	N/A	N/A	N/A	67.92	47.05	40.90	50.00	39.34	51.72
Level 3	N/A	N/A	N/A	15.09	29.41	0.00	20.96	13.11	20.68
Level 4	N/A	N/A	N/A	1.88	1.96	18.18	4.83	6.55	6.89

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	36.00	43.47	41.17	34.28	48.57	N/A
Level 2	N/A	N/A	N/A	40.00	30.43	35.29	37.14	28.57	N/A
Level 3	N/A	N/A	N/A	20.00	17.39	5.88	14.28	14.28	N/A
Level 4	N/A	N/A	N/A	4.00	8.69	17.64	14.28	8.57	N/A

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	10.81	27.77	33.33	22.22	34.28	16.66
Level 2	N/A	N/A	N/A	56.75	44.44	52.38	52.77	48.57	75.00
Level 3	N/A	N/A	N/A	29.72	27.77	9.52	19.44	11.42	0.00
Level 4	N/A	N/A	N/A	2.70	0.00	4.76	5.55	5.71	8.33

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

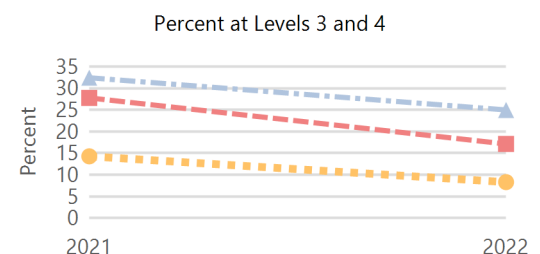
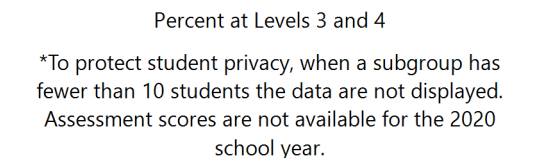
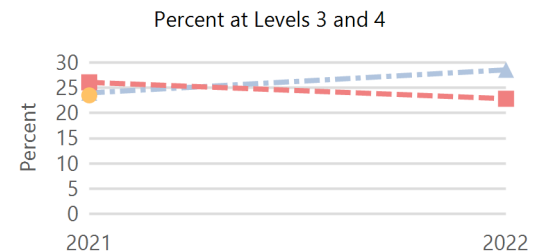
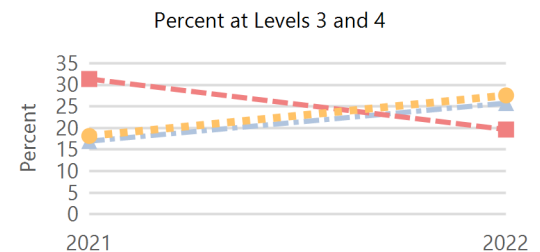
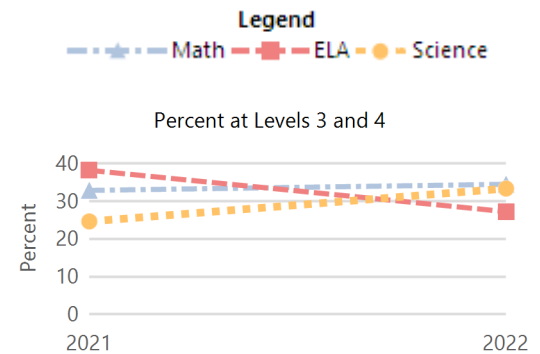
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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	17.6
State	19.8

Accreditation Summary

Date: 04/25/2023

System: D0397 Centre (0000)

City: Lost Springs

Superintendent: Larry Geist

OVT Chair: Glenna Grinstead

Executive Summary/AFI

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

ARC Comment

Compliance is validated by KSDE through its compliance process.

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

ARC Comment

Some Foundational Structures are evident in the system and there are pockets of implementation and sustained efforts.

There is evidence that work is being done and plans are being actively put into action.

Tiered Framework of Supports

The system has worked to develop an MTSS program since the beginning of this KESA cycle. Starting with a reading program, they then expanded to an ELA and Math program using FastBridge data to evaluate and progress monitor students' strengths and weaknesses. An SIT process is in place for K-12.

Family, Business, and Community Partnerships

Aside from the usual school events listed under this heading (Prom, Tailgateing, Veteran's Day) the system also developed a SITE council group and a Superintendent's Advisory Council during this KESA cycle.

Diversity, Equity, and Access

The system strives for inclusion for all within its system and curricular offerings. While not diverse ethnically, they do have other groups represented, including a virtual population.

Communication and Basic Skills

Beyond your typical classroom opportunities, programs like Cougar Connection Time, Friendzy, and the Cougar and Cub activity are used to expand communication skills in various directions.

Civic and Social Engagement

Outside of field trips and club activities, the Cougars and Cubs program (pairing older and younger students together) is a major focus for the system. Additionally, the system has taken on a childcare deficiency within the district by opening two daycare rooms.

Physical and Mental Health

The system boasts a long list of physical opportunities for students. Mental health is monitored through SAEBRS/MySAEBRS and the system has employed two social workers to address student concerns.

Arts and Cultural Appreciation

The system addresses this through its academic and curricular offerings.

Postsecondary and Career Preparation

The system offers several opportunities for students to explore careers and future goals. Some of these include the following: work studies, CTE pathway classes, CTE industry-recognized certifications, various student organizations, senior interview panels, Individual Plans of Study, and career fairs.

That said, their data is not good. This district's accountability report indicates their five-year effective rate has fallen between 2016 to 2020. The five-year average is 38.2% with a predicted effectiveness of 46.2-48.6%. The graduation rate is 70.5 for a five-year average. Those numbers are impacted by their virtual school.

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

ARC Comment

GOAL #1) "Relevance - increase relevance of student/school/district generated data for systems data-driven decision-making."

The OVT Indicated several times in their report the system did NOT develop SMART goals for this cycle. A focus was developed at some point that included increasing the relevance of student/school/district generated data for systems data-driven decision-making. With that said, the OVT went on to report "Systematic changes have been made, but the actual data is lacking. They are regularly looking at data but they did not provide us with the data."

While the OVT report does not list anything related to processes or actions taken by the system, the system's own 5-year report does mention several action steps while they do not touch on the data used to direct these actions, they do list several, e.g., creating a data-based decision-making process, identifying systems and data, adopting a model for collecting data, and the use of ESSER funds to hire staff.

Areas For Improvement

Comment	Lack of a clearly defined goal.
Rationale	The system has at least two goal statements but they are not fully developed nor measurable; no evidence of having an impact on student learning or moving the State Board Outcomes.
Tasks	<p>Your process lacks a clear focus for improvement. Please clarify some of the following questions:</p> <p>What specifically was the purpose of this data collection goal? What needs assessment data led you to this? What data did you collect/track? What decisions were made based on this information? What improvements in student data support the decisions you have made? How will this area impact the data on your accountability report?</p>
Timeline	01-08-2024
System Response	

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

ARC Comment

Goal #2 - Relationships

The OVT Indicated several times in their report the system did NOT develop SMART goals for this cycle. A focus was developed at some point that included improving relationships. With that said, the OVT went on to report "Systematic changes have been made, but the actual data is lacking. They are regularly looking at data but they did not provide us with the data."

The system's report does discuss the addition of social workers with ESSER funds and how they are utilized but this area will be hard to show data-driven improvement short of perhaps SAEBRS data.

Areas For Improvement

Comment	Lack of a clearly defined goal.
Rationale	The system has at least two goal statements but they are not fully developed nor measurable; no evidence of having an impact on student learning or moving the State Board Outcomes.
Tasks	Again, what in your initial needs assessment led you to this goal area? How have any of the processes you have implemented shown improvement in the area of relationships? How is this being monitored? What data are you tracking? How will this area impact the data on your accountability report?
Timeline	01-08-2024
System Response	

5. Evidence is **not** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

The accountability report shows a considerable decline in nearly every category. Further, the OVT indicated data was not provided to them during this process. There was no discussion of policy changes and the only substantive changes were the hiring of social workers using ESSER funds. There was no indication the system is prepared to absorb these positions once those funds are exhausted.

Areas For Improvement

Comment	Lacking specific policies, procedures, and regulations that have been developed to ensure sustainability.
Rationale	System and its local board need to identify procedures and policies needed to support its improvement. The system does not appear to have sufficient financial and human resources to support the implementation of the main component of its continuous improvement plan.
Tasks	Indicate specifically what has been implemented based on your needs assessment and then provide specific policies, procedures, and regulations that have been developed to ensure sustainability.
Timeline	01-08-2024
System Response	

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

Education and State Board Outcomes.

ARC Comment

The majority of the State Board outcomes are below average or declining (four or more). The system failed to share quantitative data with the OVT in any of the listed areas with the exception of graduation rate.

Board Outcomes

Social-Emotional Growth	Began using SAEBRS and hired social workers with ESSER funds.
Kindergarten Readiness	<p>The system has 100% participation in the ASQ screeners. Kindergarten Fastbridge Math Scores have gone from 73% meeting the benchmark in 2018 to 89% meeting their benchmark in 2021. After dropping from 92% meeting their benchmark in 2019 to 75% coming back from COVID, the Kindergarten reading scores have rebounded to 89% reaching the benchmark in 2021.</p> <p>Another improvement in kindergarten readiness within the last five years has been their partnership with TASN to establish and implement an MTSS program for the pre-K level.</p>
Individual Plans of Study	The system moved to a virtual platform and have a set process that they follow through their plan.
High School Graduation Rate	According to the system Administrators, the virtual school has had a negative impact on graduation rates for this system. On the 21-22 Accountability report, the Virtual School showed a 4-yr cohort grad rate of 87.5% compared to Centre at 60%. The data does not match this assertion, at least in the only data available (not supplied by the system).
Postsecondary Success	At the beginning of this cycle, the emphasis was on getting everyone into a four- year college and earning a bachelor's degree. Since year three of the cycle, the emphasis has switched to opening more avenues toward success.

Areas For Improvement

Comment	No evidence that the system has a plan to address all five (5) State Board outcomes.
Rationale	There appears to be a lack of data or a cohesive plan to address each of these areas.
Tasks	<p>1) If you have data that shows improvement from either Year 1 or Year 3 to Year 5, please share that data as it relates specifically to each area.</p> <p>2) Describe, in detail, the plans to improve each area where your data is not indicating marked improvement. What specifically has either been put into place or what is planned to address each area.</p>
Timeline	01-08-2024
System Response	

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

ARC Comment

Some stakeholders' feedback is gathered and progress is shared randomly on improvement in some goal areas.

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

ARC Comment

This district has been placed in a unique situation with its entire administration turning over within the cycle. The current administration was responsive but the failure to provide data, or complete reports in a timely fashion is troubling.

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

ARC Comment

Directly from the OVT report:

"The OVT has concerns with the implementation of the KESA process. An OVT meeting was not held during Year 4 so last year's OVT report was not shared with the BOE as one was not completed. The Year 5 System Report was not completed until a couple of days before the OVT meeting. The district faced technical difficulties with the KESA web app which also affected the completion of the Year 5 System Report. We are also concerned with the lack of knowledge about the KESA process which affected the fidelity of implementation."

Some evidence exists that the system is reporting to their local board and communities, some reports are completed in a timely manner, and a systematic plan with action steps and goals that drives academic improvement priorities is taking form.

ARC Recommendation

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

Justification

Multiple AFIs related to fidelity, data collection, lack of actionable goals, and declining results.

Strengths

New administration and staff desire to do well for their students.

Challenges

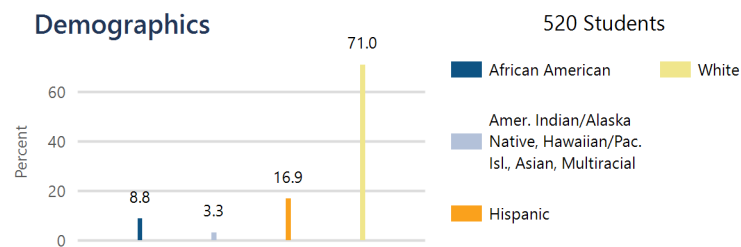
Dramatic turnover and a general lack of training and knowledge about the continuous improvement process create gaps and an inability for a system to move past such drastic changes in upper-level management. A plan must be developed that is independent of personnel for the system to experience sustained improvement over time.



Centre USD 397

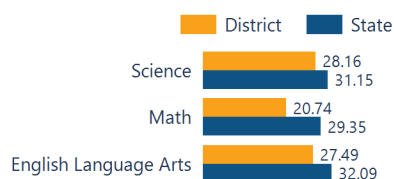
2382 310th Street, Lost Springs, KS 66859-9644
(785) 983-4304
<http://www.usd397.com>

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

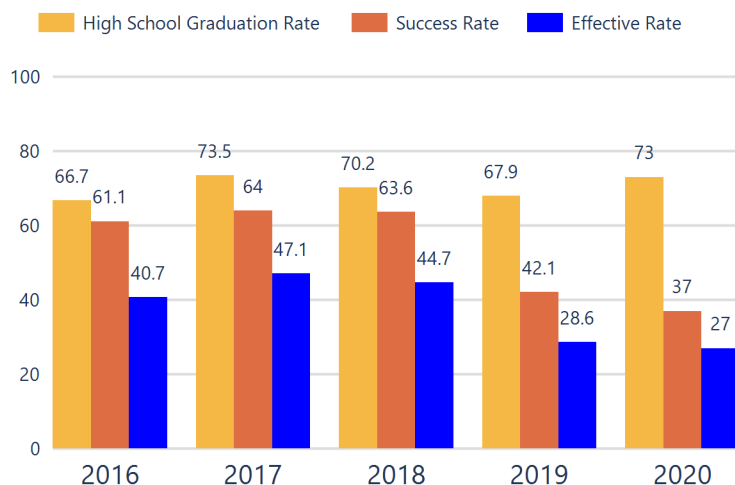


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

Kansans CAN lead the world!
Graduation
95%

Effective Rate 70-75%

Five-Year Graduation Avg

70.5%

Five-Year Success Avg

54.1%

Five-Year Effective Avg

38.2%

95% Confidence Interval for the Predicted Effectiveness Rate

46.2 - 48.6%

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

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

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

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

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

GRADUATION RATE

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

70.7%

State: 89.3

ATTENDANCE RATE

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

94.8%

State: 92.1

CHRONIC ABSENTEEISM

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

17.8%

State: 25.4

DROPOUT RATE

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

3.3%

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

\$12,722

State: \$13,830

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



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	38.46	26.05	29.03	42.76	31.87	45.07
Level 2	N/A	N/A	N/A	34.96	33.09	41.93	36.47	40.62	26.76
Level 3	N/A	N/A	N/A	20.97	36.61	17.74	14.46	20.62	25.35
Level 4	N/A	N/A	N/A	5.59	4.22	11.29	6.28	6.87	2.81

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	24.24	30.30	0.00	48.71	38.46	52.63
Level 2	N/A	N/A	N/A	39.39	27.27	69.23	43.58	46.15	26.31
Level 3	N/A	N/A	N/A	33.33	39.39	15.38	2.56	15.38	21.05
Level 4	N/A	N/A	N/A	3.03	3.03	15.38	5.12	0.00	0.00

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	50.00	46.66	N/A	64.00	57.69	46.15
Level 2	N/A	N/A	N/A	50.00	33.33	N/A	24.00	30.76	30.76
Level 3	N/A	N/A	N/A	0.00	20.00	N/A	4.00	11.53	23.07
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	8.00	0.00	0.00

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	42.10	36.84	N/A	40.90	45.45	N/A
Level 2	N/A	N/A	N/A	26.31	26.31	N/A	50.00	36.36	N/A
Level 3	N/A	N/A	N/A	21.05	21.05	N/A	0.00	9.09	N/A
Level 4	N/A	N/A	N/A	10.52	15.78	N/A	9.09	9.09	N/A

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

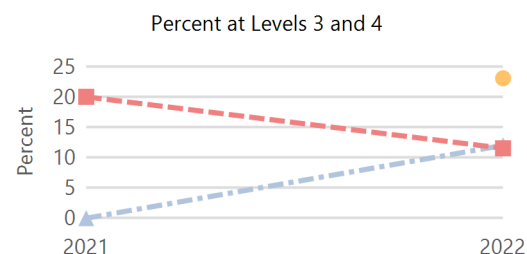
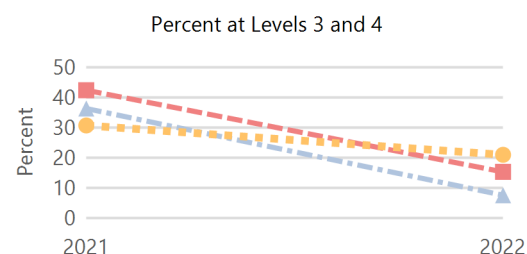
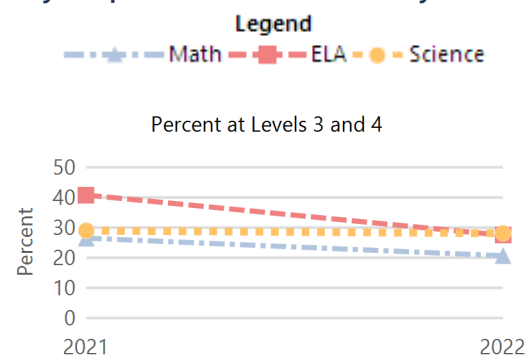
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.

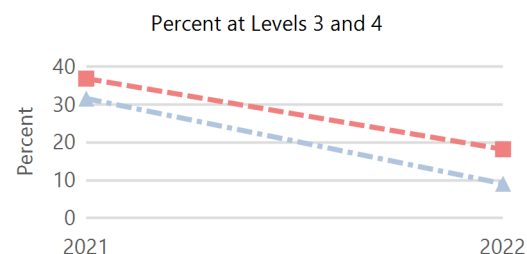


Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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



District	18.5
State	19.8

Accreditation Summary

Date: 05/08/2023

System: D0398 Peabody-Burns (0000)

City: Peabody

Superintendent: Antoinette Root

OVT Chair: Teresa Tosh

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **generally** addressed.

ARC Comment

Assuredly – There is an MTSS structure in some form in every building. They determined through their needs assessment that their overall system needed to be strengthened and they visited other districts to get ideas and came back and adjusted their work. Additionally, they are growing in their use of data to help drive this process.

Family, Business, and Community Partnerships

Generally – This is an area they would like to continue to improve. Currently, USD 398 partners with their community through grants including the Sunflower Theater and future housing and a swimming pool project. They are working to set goals and be more intentional in the future.

Diversity, Equity, and Access

Assuredly – Knowing that their student body has limited diversity, they place their focus on experiences for their students. For example, 100% have access to all clubs, sports, and activities. They provide access to additional courses through their T.E.E.N. virtual academy program which gives their students a plethora of options for individualized learning.

Communication and Basic Skills

Generally – The district provides multiple ways for communication. They also provide students with specific leadership opportunities. There is access to FFA and 4-H opportunities. The elementary level has created a student leadership team.

In terms of state assessments, they are well below the state standards in math, reading, and science. This should be an area of focus moving forward.

Civic and Social Engagement

Assuredly – Students have opportunities to be involved in civic opportunities including a board member on both STAND and the Red Cross Blood Drives. High school students took a leadership role in managing the elementary book fair this year. The partnership with the Historical Society allowed 7th-grade students to engage with the community. The government class at the secondary building has set up voting polls and assisted in getting community members registered to vote.

Physical and Mental Health

Assuredly – The district has made a concerted effort to align its work around physical and mental health. While they use SAEBRs to screen all students, they are continuing to find ways to pull that information into their collaboration work. Teachers create morning meetings that support group counseling sessions which allows a tiered structure for whole, small, and individual lessons. Secondary buildings provide lessons through the core classroom setting

Arts and Cultural Appreciation

Assuredly – The district is intentional when providing opportunities for students to have opportunities in the arts. There are clubs that cover activities in a variety of areas. They provide individual study in areas like photography. USD 398 partners with the community by providing students with volunteer experiences and performance opportunities at the Sunflower Theatre, located in downtown Peabody.

Postsecondary and Career Preparation

Generally – There are many opportunities for students such as college visits, work-study opportunities, and IPS. The impact is still lacking. The data is increasing (with the exception of 2020), but the achievement remains below expectations.

3. Evidence is **assuredly** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Upon completion of high school, 75% of graduates will have either an industry certification or 6 hours of college credit or are enrolled in a post-secondary school 9 months after graduation. The team has increased the percentage of students from 68% to 75%. They have made a number of partnerships with Butler County Community College to allow for both in-person and online courses. Students are now provided with more information about available options for certifications and courses to meet their needs.

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

By February 2023, a decrease from 38% to 32% will be seen in the number of students who are identified as "some risk or high risk," based on insights provided by the SAEBRs social emotions behavior assessment. This represents about 15 students.

The district does show a decline in the percentage of students in the some-risk category, but the measurement is from the spring of 2021 to Fall of 2022 so there is not enough data to make strong conclusions. The district has been part of a DOJ grant to provide Trauma Informed Instruction training to staff, there is a partnership with PrairieView for mental health issues, and there has been an adoption of an SEL curriculum to address the SEL standards, specifically self-awareness, self-management, responsible decision making, relationship skills, and social awareness.

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

Assuredly – the team is now focused and making good progress. There has been quite a bit of turnover and in this case, they have used it to their advantage. The BOE has gotten more involved due to better communication from the teams. They are allocating resources and have a data dashboard that are driving their results.

6. The evidence submitted to the Accreditation Review Council indicates the system does **not** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

Generally – While the district has a rating of assuredly on SEL, Kindergarten Readiness, and IPS, there are concerns about graduation rates (on the accountability report) and post-secondary effectiveness scores.

Board Outcomes

Social-Emotional Growth	Assuredly – There is an appropriate focus on SEL with curriculum, instruction, and assessment aligned to see gains. As stated elsewhere in the report, they are seeing gains in reducing the percentage of students that are in high and some risk on the SABERS assessment.
Kindergarten Readiness	Assuredly – The system has a structure to intervene before students enter kindergarten. There has been LETRS training for early childhood staff and there is a focus on the science of reading for all students. They have an identified screener (ASQ) and use that data to help students be successful.
Individual Plans of Study	Assuredly – Students use the IPS process to own their future planning. This is helping with their post-secondary preparedness work. The district has used the STAR rating system to analyze its IPS process, set goals for improvement, and then have created action steps to meet the identified goals.
High School Graduation Rate	Not – The district reports that graduation rates are high and not an issue for the district. Graduation is an expectation and “they empower their students to make that walk across the stage for every child”. However, they also state that virtual school scores make the overall graduation rate lower. On the state accountability report their graduation average is below 80%. The district is encouraged to work on this aspect so that the overall graduation rate on the accountability report matches their expectations.
Postsecondary Success	Not – The success rate was increasing prior to 2020. The district has added opportunities for students to achieve more certifications and has online college classes for students to work toward this goal. The district remains in contact with graduates beyond K-12 which in time may contribute to increased rates. Overall the success average is very low.

Areas For Improvement

Comment	Graduation Rate and Postsecondary Success
Rationale	The graduation average is below 80% The district indicates this is most students in the virtual school. The postsecondary success rate is low and significantly lower than the expected rate.

Tasks	<p>Graduation rate -- the district should do a needs assessment on graduation rates within the virtual school and create specific actionable steps to address their students in this program.</p> <p>Postsecondary Success -- the district has some plans in place. They should do a root cause analysis and identify specific actionable steps to improve this measure.</p>
Timeline	06-01-2024
System Response	Please see the attached documentation for all our information. We have included all of our evidence, documentation and data.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

ARC Comment

Assuredly – As USD 398 worked through the 5-year cycle, they became more and more intentional about bringing additional voices to the table. The input was not only valued, but it has become foundational to the positive changes they have made as a district. One item to note is that they have rotated the location of BOE meetings within the district to make them more accessible to the community. Additionally, there are a number of surveys and feedback opportunities for families.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

There were no issues and the OVT team stated their appreciation to the system for responding despite the changes in OVT members and district administration.

9. The system has **generally** followed the KESA process with an expected level of fidelity.

ARC Comment

Generally – There was a major restructuring a few years into the KESA cycle as new administrative team members came on board that had a better understanding of the process. SMART goals were created and the staff was educated on the process. They are currently working well and if they follow this trajectory they would be assuredly in the next cycle.

ARC Recommendation

The Accreditation Review Council recommended a status of **Conditionally Accredited** for this system based on the following justification.

Justification

The system has given a longer version of similar information as in the previous report. The issue is that they state that on the one hand the system is small and can meet the need of all students to ensure success, on the other hand, they are small and can't be held accountable for when a student fails. It is difficult to justify both positions at the same time. Additionally, Peabody high school might be doing well, but this is a system review and therefore the students in the TEEN program must be supported in ways that impact their success. The additional information that was shared does not address the mismatch between efforts and lack of student success.

The system is encouraged to own successes and failures of all students that are attending schools within the district. They are encouraged to partner with the students to see what might be effective and match their considerable efforts to what the students identify would help them most.

Strengths

The district is now focused on the process and has some structures in place to make progress. They are more intentional about their work and are headed in a positive direction.

Challenges

Challenges: The system is well below the 95% confidence interval for the Predicted Effectiveness Rate. Additionally, state assessment scores are well below the state average. The ARC will review their work in these areas again on 6/1/2024.

System Appeal

The system chose to appeal the initial ARC Recommendation based on the following summary.

Appeal Summary

Please see attached document for all our information in reference to the appeal. We have included all of our explanation, documentation and data in that file.

Final Recommendation

The Accreditation Review Council recommended a final status of **Conditionally Accredited** for this system based on the following justification.

Justification

The system has given a longer version of similar information as in the previous report. The issue is that they state that on the one hand the system is small and can meet the need of all students to ensure success, on the other hand, they are small and can't be held accountable for when a student fails. It is difficult to justify both positions at the same time. Additionally, Peabody high school might be doing well, but this is a system review and therefore the students in the TEEN program must be supported in ways that impact their success. The additional information that was shared does not address the mismatch between efforts and lack of student success.

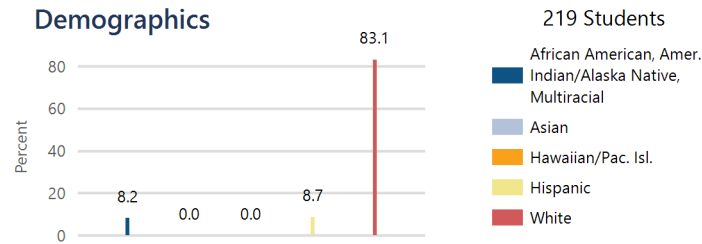
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Peabody-Burns USD 398

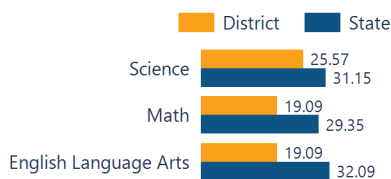
506 Elm Street, Peabody, KS 66866-1216
(620) 983-2198
www.usd398.net

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Approaching**
Grades: **PK-12,NG**
Superintendent: **Antoinette Root**

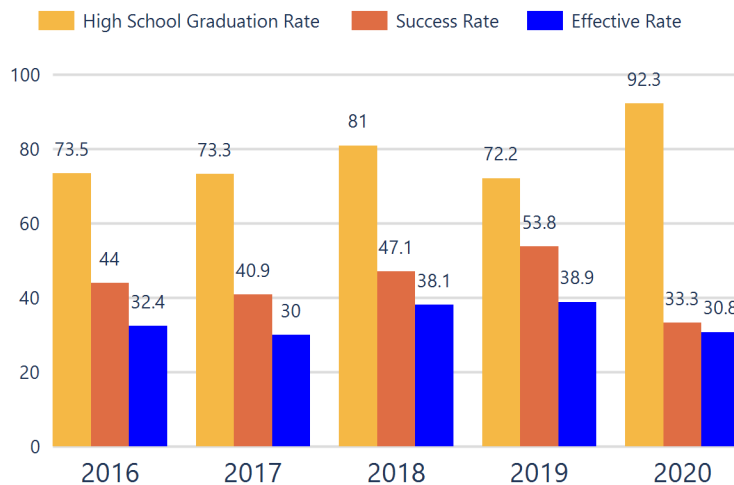


Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Kansans CAN lead the world!
Graduation
95%
Effective Rate 70-75%

Five-Year Graduation Avg

78.3%

Five-Year Success Avg

42.6%

Five-Year Effective Avg

33.3%

95% Confidence Interval for the Predicted Effectiveness Rate

40.7 - 43.7%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Success Rate: A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

Effective Rate: The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

88.0%

State: 89.3

93.6%

State: 92.1

24.6%

State: 25.4

2.1%

State: 1.4

District ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

\$18,335

State: \$13,830

[Click here for State Financial Accountability.](#)



District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	38.93	45.13	36.53	35.95	46.06	41.86
Level 2	N/A	N/A	N/A	37.16	32.74	25.00	44.94	34.83	32.55
Level 3	N/A	N/A	N/A	21.23	17.69	34.61	16.85	14.60	16.27
Level 4	N/A	N/A	N/A	2.65	4.42	3.84	2.24	4.49	9.30

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	45.00	53.33	48.00	43.39	49.05	59.09
Level 2	N/A	N/A	N/A	33.33	30.00	32.00	39.62	33.96	22.72
Level 3	N/A	N/A	N/A	21.66	11.66	16.00	15.09	11.32	13.63
Level 4	N/A	N/A	N/A	0.00	5.00	4.00	1.88	5.66	4.54

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	65.21	73.91	53.33	73.68	78.94	N/A
Level 2	N/A	N/A	N/A	26.08	17.39	13.33	15.78	15.78	N/A
Level 3	N/A	N/A	N/A	8.69	4.34	26.66	5.26	0.00	N/A
Level 4	N/A	N/A	N/A	0.00	4.34	6.66	5.26	5.26	N/A

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

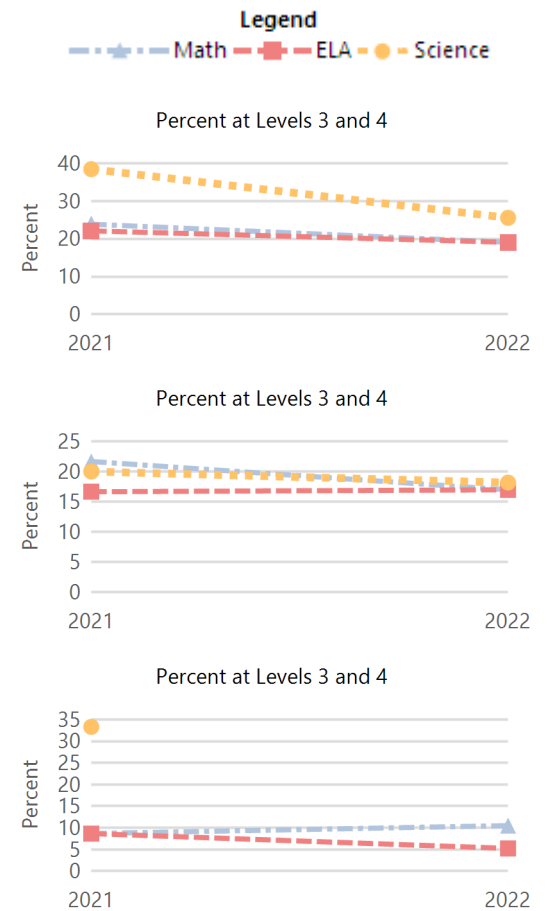
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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

District	17.0
State	19.8

Accreditation Summary

Date: 04/11/2023

System: D0399 Paradise (0000)

City: Natoma

Superintendent: Matt Pounds

OVT Chair: Tom Conway

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

Compliance is validated by KSDE through its compliance process.

2. Foundational areas are **generally** addressed.

ARC Comment

Some Foundational Structures are evident in the system and there are pockets of implementation and sustained efforts. There is evidence that work is being done and plans are being actively put into action.

Tiered Framework of Supports

The system has implemented tiered support K-12 with varying levels of success. In grades K-5, they follow a fairly traditional system with core instruction and then additional levels of support based on their FastBridge data. In grades 6-12 they have tried several variations of tiered time during this cycle. The system has cycled through four different systems attempting to find the right fit for their settings. Due to their size, they have settled on an adjusted schedule to provide teacher access for students in need of additional support. They have benefited from the use of FastBridge data and as they move forward into the next cycle, they want to continue to find ways to better use the data to not only meet the needs of students in intervention but also in core instruction.

Family, Business, and Community Partnerships

Business and community partnerships have benefitted the system through better software technology for communication and access to guest speakers to supplement their career focus. Student-led conferences have been utilized to increase family engagement opportunities.

Diversity, Equity, and Access

The community is small with very little ethnic diversity but there are socioeconomic differences. The system provides support for all students by providing access to all students to participate in academic and non-academic endeavors. One of the perks of a small community is that they know their students and families and are able to provide individual support for students. They encourage students to participate in a variety of academic and non-academic activities and for students who may need additional resources to participate they look for ways to overcome those obstacles.

Communication and Basic Skills

The system follows a curriculum that is aligned with the KSDE ELA Standards and recent curriculum adoptions for reading have also been aligned to these standards as well as structured literacy. In grades 8-12 as part of the IPS, they have included writing journals where they are encouraged to reflect and document the information and experiences they are engaged in that support their career exploration activities. The majority of students take place in extracurricular activities that allow them to engage in speaking opportunities.

Civic and Social Engagement

Aside from utilizing curricula that is aligned with state standards, civic opportunities in a small community can be limited. Elementary involvement with card writing to the older community members and involvement in the community's Veteran's Day events are the main activities in this area. STUCO is an example of another area where student can further develop their Civic engagement.

Physical and Mental Health

During this cycle of KESA, the system has put in place an SEL curriculum PreK-12 (Cloud Nine). Elementary teachers in classroom settings and JR/SR high teachers in seminar/advisor time focus on positive character traits with students. Included with this curriculum are games and activities that focus on building culture and team building. FastBridge data from SAEBRs allows them to gather data about their student's SEL needs.

Arts and Cultural Appreciation

The system is pleased with the gains they have made in the areas of arts and culture appreciation. As a small district, it is often difficult to provide a diverse curriculum but they have been able to build into their schedule K-12 time on 2 days of the week for the fine arts. At the start of this KESA cycle, they were lucky to have more than two or three students participate in the band. At a recent game, they were able to have a full band play.

Postsecondary and Career Preparation

The system has invested heavily in the IPS process as part of postsecondary and career preparation. Throughout this cycle, the district has used Naviance and just this past year, added a module that helps with the creation of student portfolios. Staff participated in training at the start of this school year to get this module in place and the resulting portfolios are complete and comprehensive. They have also worked to strengthen their pathways and add a variety of work experiences within the community that are available to students and then documented in the student portfolios. Three-fourths of seniors this year are participating in some sort of work experience. Students have also been able to attend the Hutch Career Fair as well as other events in the region.

3. Evidence is **not** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

Citation 1: "The goal is to reduce the percentage of students who are at some and high risk from 29.5% (2019-20) to 24% or fewer."

Citation 2: "Goal 1 – percentage of students some/high risk on MySAEBRS/SAEBERS from 39.5% (2019-2020) to 24% or less."

Different target percentages are listed for Goal 1 (Both are quoted above). No data was supplied to support growth in this area. Actually, artifacts provided by the system do not contain data for either the 2019-20 school year (contradictory percentages are listed for this timeframe in the OVT narrative) or this final year of the cycle (blank). Last year's data reflects a 35% in the some/high-risk categories.

While their state assessment data shows good growth, no data set for this specific goal area could be found.

Areas For Improvement

Comment	Goal is not clear, nor was evidence provided that would support reasonable results.
Rationale	Two different percentages are used in this same goal (35.9% and 29.5%). Typo?

Tasks	Clarify the goal and provide evidence from both the Needs Assessment (beginning) and current data (end) to show growth. (Relevant artifact shows a blank for the "2019-20" --which prevented us from determining whether there was a typo in your written goal-- and no data for this year.)
Timeline	06-05-2023
System Response	<p>Elementary: Decrease from 32% at some or high risk on SAEBRs (Spring 2019) to 10% or less(2-5)</p> <p>Secondary: Decrease from 27% at some or high risk on SAEBRs (Spring 2019) to 10% or less(6-12)</p> <p>SAEBRs District Data</p> <p>Spring 2017 Spring</p> <p>2019 Spring</p> <p>2020 Spring</p> <p>2021 Spring</p> <p>2022</p> <p>Spring</p> <p>2023</p> <p>District 26%** 29.5% NA* 32% 33.5%</p> <p>ES</p> <p>2-5 26% 32% NA* 23% 35%</p> <p>JRHS</p> <p>6-12 NA 27% NA* 41% 32%</p> <p>Baseline District Data for Goal 1 COVID Flood and Fires Spring 2021</p> <p>NOTE: NA* due to COVID suspension of in-person school.</p> <p>Other Data Sources we looked at each year of the KESA included:</p> <p>LAG/LEAD: Attendance, Chronic Absenteeism, State Assessment, Postsecondary (this data appears at the end of this document).</p> <p>Action Plan:</p> <ul style="list-style-type: none"> • Weekly communication output to patrons through media sources. • Communicating with parents to increase completion of late work. (to eliminate zeros and without completing the work, they are missing the learning) • Communicating with parents to increase completion of missing work due to absences. • Work on SEL skills of students through mentoring, character development, responsibility, work ethic, ES SEL class on Mondays <p>We did not reach our goal but we do believe we have accomplished a great deal that supports this goal. We were pleased to see the secondary showed a decrease from 41% to 32% and are anxious for the spring of 2023 data. We have been able to put in place a consistent data source – FastBridge SAEBRs and we adopted the PreK-12 Curriculum Cloud9World because we recognize the SEL needs of our students are still a need. As stated, our community has suffered a number of serious events over the past couple of years. COVID had an impact on our ability to deliver in-person school during the Spring of 2020 and on the 2021-2022 school since COVID continued to create a variety of unknowns and stressors on students</p>

and families. Then in the spring of 2022, our town was flooded which interrupted school and again put students and families in distress, then to top it off, serious wildfires impacted the area impacting the livelihood of many in the community. We believe our SAEBRs data shows that distress, and we have worked hard to put a variety of supports in place through our curriculum, our MTSS system, and the ways in which we continue to communicate with families to support their needs. We are pleased that our graduation data remains strong and above the State target of 95%

4. Evidence is **not** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

"85% of student will be in 'Good Standing' in all but two weeks each semester when measured with Student in Good Standing Guidelines"

While charts provided by the system reflect 100% of student in "Good Standing," the OVT narrative indicates a grade check policy (ZAP) being implemented in the first semester of this year was suspended this spring for re-evaluation, which would impact this data set--the previous spring yielded a 75.9% assuming the "ZAP" policy was in force at that time. A reduction in office referrals is mentioned but there is no supporting evidence of this.

Areas For Improvement

Comment	Provide data to justify positive growth in the area of Goal 2.
Rationale	Current data suggests 100% of students in good standing yet with ZAP being suspended, how is this being determined? OVT narrative states office referrals have been reduced but there is no data provided for baseline or current referral numbers to justify this claim.
Tasks	Provide evidence used to indicate 100% of students are now considered in "Good Standing" and provide the definition for what this term represents.
Timeline	06-05-2023
System Response	This goal area took time to get off the ground. As a staff for the first two years of the KESA process we debated the policies that should be put in place to address our concerns regarding student engagement and behavior. During this time, we had eligibility policies in place that we used to monitor student behavior while we were finalizing the SIGs Policy. We primarily looked at eligibility on a weekly basis in terms of the number of students who were eligible to participate in extra-curricular activities and those who were not. As we developed the SIGs Policy – we included grades, absences, tardies, and office referrals. To address grades, we want to add another indicator to SIGs around "zeros". Over the next two years we worked on ZAP – a no-zero policy to add to what we already had in place. This would require BOE approval. During the 2019-2020 school year, we began testing some of the parts of the policy, but then COVID hit. Then during the 2020-2021 school year, masking and many of the other accommodations made as a result of COVID made it difficult to get the policies in place.

We were able to finally get BOE approval during the summer of 2021. We fully implemented the policy during the 2021-2022 school year, the spring data that year was used to create a new baseline of 75.86% and during this school year we are at 88.9% which is above our target of 85%. We have not yet collected May 2023 data. While at the end of the first semester this year, the BOE suspended part of the SIGs policies (ZAP) that we had put in place as part of SIGs (Student in Good Standing), but we have continued to collect data on the part of SIGS that was not affected by this change – tardies, attendance, and office referrals. We have also still continued to at data related to this goal: student grades, attendance, graduation, state assessments, etc. to help inform the goal area. This data follows later in this report. This goal also connects with Goal One since many of our students who struggle with attendance and academics also struggle with behavior. We have been reviewing our SAEBRs data as presented in the previous goal and connected through the MTSS process to individual students who may also be struggling with SIGs – this data is often discussed as part of our SIT process when we are working to find ways to support individual students. Even though our data is limited we believe that the policies and the conversations that we have had with our students related to the policies and their importance in helping them be more successful in academic and non-academic pursuits have been extremely valuable. The artifact “SIGS Data” provides more details about the policy and the data we have been looking at.

% of students in “Good Standing” December 2021 May 2022
December 2022 May 2023

District (6-12) 98%* 75.86% 88.9% Not Available till the end of the School Year.

*Began implementation in fall. NOTE – the graph in the KESA system only lists 100% as a placeholder for the data until the May 2023 data is put into the data table that supports the graph.

LAG Measure: Chronic Absenteeism, Postsecondary, State Assessments, Graduation Rate

LEAD Measure: Good Standing data, office referrals, daily attendance

This year (22/23) we also put in place a student management system that allows us to look more closely at behavior data. This may be the data that we use as we move into the next cycle. We are still working with the data and how best to interpret it. Below is the data that we have been able to collect this year so far. We are also excited that during the 22/23 school year, we were able to put in a PreK-12 Character Education program - Cloud9World. Both of our goal areas connect and this curriculum will support both.

2022-2023* 2023-2024 2024-2025 2025-2026
Minor
Minor Punishment 10
Other 12
Intermediate

Conference with Student 7
 Conference with Student and Parent 21
 Detention 5
 Major
 In School Suspension 17
 Probation 1
 Referred to law enforcement 1
 Removal OSS 12
 Restitution 4

*Number of instances to date. Data includes duplicates.

Action Plan:

- Develop Policy for "Student In Good Standing"
- Get Policy in place and approved
- Implement the policy fully by the 2021-2022 school year
- Evaluate the policy annually

Additional data reviewed annually related to both of our goals.

STAR Recognition

21-22 Copper- Acad Prep Postsecondary, Gold –Graduation, Copper –
 Postsecondary Success
 20-21 Copper – Graduation, Copper – Postsecondary Success
 19-20 Gold – Graduation, Copper – Postsecondary Success

Postsecondary Success (%)

Confidence Interval Five-year Effectiveness Five-year
 Success Five-year Graduation
 2020 49-54.2 52.5 55.3 95
 2019 52.5-55.9 52.2 54.5 95.7
 2018 49.2-54.2 48 50 97
 2017 56.1-58.5 52 53 97

Analysis: Over the four years of data; the district has moved to within the Confidence Interval, the Effectiveness average has remained consistent, the Success average has increased, and the Graduation rate has averaged at or above the state target of 95% For the past three years, we have received Star Recognition for Postsecondary Success.

Graduation Rate

2017 2018 2019 2020 2021 2022
 Annual Graduation Rate
 100%
 100%
 100%
 90%

Analysis: as recognized by KSDE STAR Recognition, the district has an average at or above 95% average for graduation. We are proud that we have been able to keep a high graduate rate.

Attendance

	2017	2018	2019	2020	2021	2022
District Attendance Rate						
	94.1%					
	93.5%					
	92.5%					
	90.4%					
JR/SR						
	93%	91.6%	88.9%	88.6%		
ES						
	95.1%	95.3%	95.6%	92.2%		

Analysis: The attendance data was behind the selection of goals in 2017-2018 and 2018-2019. Attendance remains high at the elementary level but declines at the secondary level. In surveys with teachers, they felt like attendance and behavior (mainly students not being engaged in completing work) increased at the secondary level and impacted students' academic achievement. Over the 2018-2020 school years, the staff worked on the SIG (Student in Good Standing) policy as a means of working on attendance/academics and then in turn that would have an impact on all of the data sources they have been looking at – in particular absenteeism, state assessments, and postsecondary success. COVID interrupted parts of the SIG goal as did the decision in the Fall of 2022 by the BOE to suspend for the time being the ZAP portion of SIG. Most of the data used for SIGs remained intact – absences, tardies, and grades. These had been in place since the beginning of the KESA cycle as part of the eligibility policy. ZAP was added to specifically address addressing actions taken when students earned “zeros”. The impact of the removal of this part of SIGS, did not really change data collection.

Chronic Absenteeism

	2017	2018	2019	2020	2021	2022
District						
	16.8%					
	15%					
	22.2%					
	35.2%					
JR/SR	28.9%	26%	34%	43.5%		
ES	6.6%	5.3%	12.07%	26.98%		

Analysis: The chronic absenteeism data has not moved in the direction hoped for, but several factors have contributed. First, the district is small in size so a few students with a number of absences make a difference on a day-to-day basis. Since 2020, much like many other districts, there has been a struggle to get students to come back school. Many districts, as well as Paradise, found that 2022 absenteeism numbers increased. One of the factors was that since

during this particular school year masks were not required, more students were out due to quarantine and the reporting of absences reverted back to "normal". When the cycle started the trend in this data was that Chronic Absenteeism was greater at the JR/SR high level than at the elementary level (again this trend is true for many districts) and this was behind the selection of Goal 2 which aimed at addressing student behavior and engagement at the high school level through the SIGs policy. At this time, the policy has not been in place long enough to determ

5. Evidence is **generally** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

The system is using a District Leadership Process they refer to as the "Quick Response Team" that meets 3-4 times a year to address system needs. They have a site council that meets twice a year, and it is stated they use their in-service days for PD and collaboration. Their use of FastBridge and the support of their board of education are also listed as guiding elements for the system's work.

6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive incline. The system understands and can explain its data results. The system demonstrated evidence, and data reflecting all five (5) State Board outcomes and plan to improve or sustain growth.

Board Outcomes

Social-Emotional Growth	SEL classes K-12 are provided using various curricula. SAEBRS data is used to track effectiveness.
Kindergarten Readiness	ESGI and ASQ are being used. Early childhood reading program is being implemented birth to age three.
Individual Plans of Study	Naviance is being used with the course plan module being added just this year. HCC Career and FHSU Technical Fair are used for off-campus experiences, together with local manufacturing tours.
High School Graduation Rate	GoldStar Recognition
Postsecondary Success	Copper Star Recognition in both Postsecondary Success and Academic Preparedness.

7. System stakeholders relevant to each part of the KESA process were **assuredly** involved during the accreditation cycle.

ARC Comment

All staff is involved in the process, the BOE has been supportive and engaged in the activities, and the district has successfully re-engaged the site councils. Students have been involved in a number of improvement activities and the system is working to increase the engagement of parents and the community.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

The system has worked hard at addressing any concerns. In previous visits, the OVT gave advice related to the IPS and the SEL goals and it was obvious during this visit that the system responded to this and developed and implemented those suggestions.

9. The system has **assuredly** followed the KESA process with an expected level of fidelity.

ARC Comment

Evidence of system reporting to their local board, building(s) have an aligned action plan to the system goals; OVT visits conducted, improvement priorities and process is evaluated through use of data, and a feedback loop exists.

ARC Recommendation

The Accreditation Review Council recommended a status of **Conditionally Accredited** for this system based on the following justification.

Justification

AFIs issued, one for each system goal. There may be sufficient data to fulfill the goals once written measurably. Clarify goals and provide requested documentation.

Strengths

- Involvement of all staff in the process.
- Flexibility to adjust the plan and to address the needs of students as needed.
- Staff know their students and their needs and provide support as needed.

Challenges

- Small staff requires the wearing of too many hats at times.
- Staying on top of data and knowing how to evaluate interventions.
- Involving parents and the community.

System Appeal

The system chose to appeal the initial ARC Recommendation based on the following summary.

Appeal Summary

USD 399 is determined to be fully accredited based on an accurate reflection of the work done in a collective effort to achieve excellence in targeted areas and others ensuring ongoing sustainable school improvement.

Final Recommendation

The Accreditation Review Council recommended a final status of **Conditionally Accredited** for this system based on the following justification.

Justification

There were two specific areas that lacked clarity in both the OVT and the System reports. The system has offered additional information in an attempt to attain a full-accreditation status:

Previously, the system's first goal was actually written two different ways in the reports offered to the ARC. Different target percentages were listed and no data was supplied to support growth in this area. Artifacts provided by the system did not contain data for either the 2019-20 school year (contradictory percentages were listed for this timeframe in the OVT narrative) or the final year of the cycle (blank). The last year's data reflects an increase to 35% and 32% respectively in the "some/high-risk" categories—well above the target of 24%.

The system's response included a more clearly defined goal:

Goal 1: (RELATIONSHIP goal initially) Use SAEBRS data to improve student class performance by building relationships to support students in being prepared for class and engaging in learning

Measurable goal: Decrease from 29.5% (Spring 2019) at some or high risk on SAEBRS (District Group Screening Report) to 10% (District) (Grades 2-12)

Still, the data fails to show movement in a positive direction.

The system's second goal addressed students in good standing by indicating "85% of students will be in 'Good Standing' in all but two weeks each semester when measured with Student in Good Standing Guidelines." Per the report, the Board of Education withdrew support for one of the leading factors of determining "good standing" thus eliminating the system's ability to measure this outcome.

As a part of the appeal, the system readily admits they spent several years debating the criteria to be used to determine good standing, finally receiving board support in the summer of 2021. The board then suspended a major component of the process after the first semester of 2022 rendering the system's ability to track growth impossible—while they did continue to track attendance, tardies, and office referrals. The data supplied as a part of this appeal was for the 2022-23 school year and did not include baseline data to show growth.

Appeal Team Response

The additional information provided by the system failed to show any measurable growth in either area of focus (goal). Beyond the obvious pandemic interruption, the system's struggles to identify actionable goals, criteria for them, and provide board-level support for them indicate further issues with stakeholder involvement in the process, as well as sustainability—neither of which were cited in the preliminary review but could be added.

As the team reapplies the criteria for evidence of process, to achieve even the lowest level "Generally" the system needed to have at least one fully developed goal with documentation of some level of progress. Unfortunately, the data is either not present or does not show growth.

Appeal Team Recommendation:

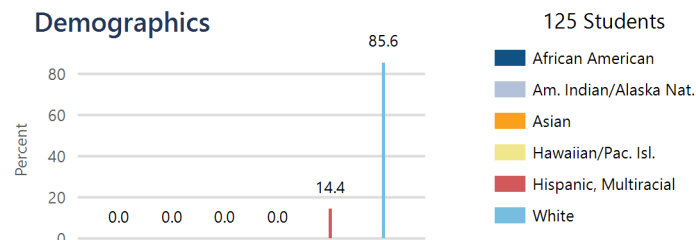
The Appeal Team recommends, based on the evidence submitted, that USD 399 remain Conditionally Accredited and fully implement the action plans stated within their own appeal as they prepare to conduct a thorough Needs Assessment and embark on their second cycle of improvement.



Paradise USD 399

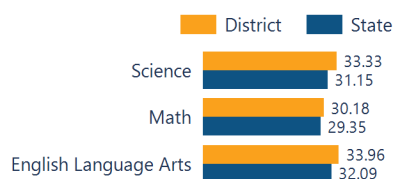
710 5th Street, Natoma, KS 67651-0010
(785) 885-4843
<http://www.usd399.com>

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Matt Pounds**

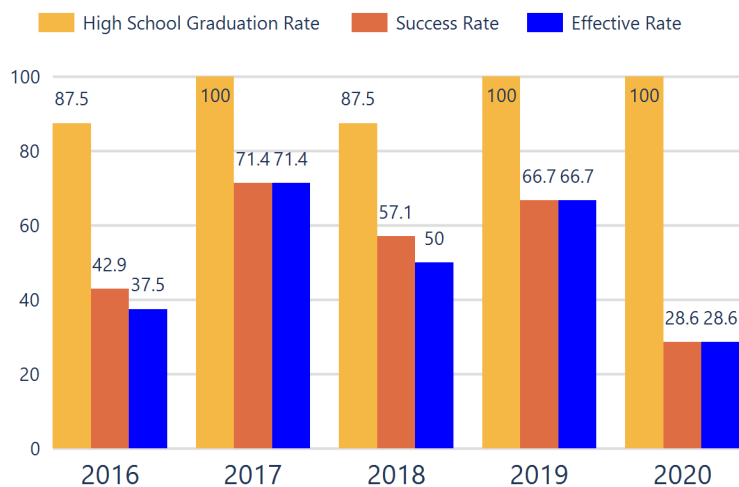


Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				★
Civic Engagement				
High School Graduation	★			
Postsecondary Success				★

Kansans CAN
lead the world!
Graduation
95%

Effective Rate 70-75%

Five-Year Graduation Avg

95.0%

Five-Year Success Avg

55.3%

Five-Year Effective Avg

52.5%

95% Confidence Interval
for the Predicted
Effectiveness Rate

49.0 - 54.2%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Success Rate: A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

Effective Rate: The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

90.0%

State: 89.3

District ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

\$16,346

State: \$13,830

90.4%

State: 92.1

35.2%

State: 25.4

[Click here for State Financial Accountability.](#)

2.0%

State: 1.4



District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	30.64	36.66	36.66	30.18	30.18	41.66
Level 2	N/A	N/A	N/A	43.54	31.66	30.00	39.62	35.84	25.00
Level 3	N/A	N/A	N/A	19.35	25.00	16.66	20.75	22.64	20.83
Level 4	N/A	N/A	N/A	6.45	6.66	16.66	9.43	11.32	12.50

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	28.57	44.11	35.29	40.00	40.00	53.84
Level 2	N/A	N/A	N/A	54.28	32.35	41.17	40.00	33.33	23.07
Level 3	N/A	N/A	N/A	11.42	14.70	0.00	10.00	16.66	15.38
Level 4	N/A	N/A	N/A	5.71	8.82	23.52	10.00	10.00	7.69

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	46.66	69.23	N/A	53.84	53.84	N/A
Level 2	N/A	N/A	N/A	46.66	23.07	N/A	30.76	23.07	N/A
Level 3	N/A	N/A	N/A	6.66	7.69	N/A	0.00	15.38	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	15.38	7.69	N/A

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

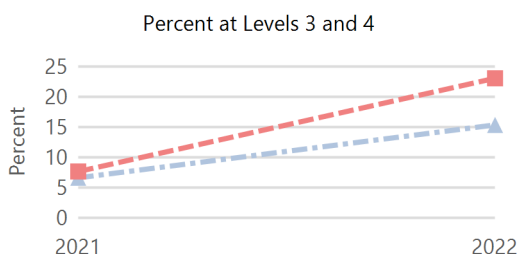
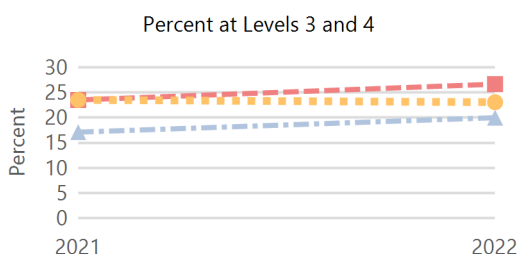
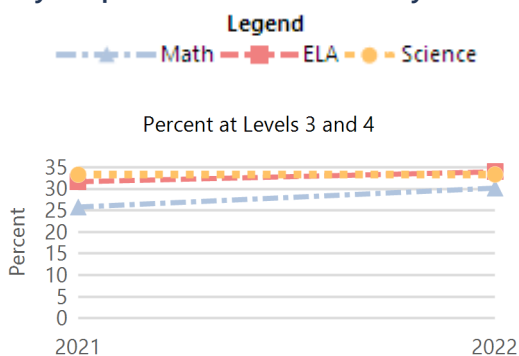
ACT Performance (2022 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2022 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

District	17.8
State	19.8

Accreditation Summary

Date: 04/03/2023

System: D0419 Canton-Galva (0000)

City: Canton

Superintendent: Jim Struber

OVT Chair: Monte Couchman

Executive Summary/AFI

1. Compliance areas are **assuredly** addressed.

ARC Comment

Per KSDE the system has fulfilled all applicable requirements and deadlines/timelines or is actively working to meet compliance.

2. Foundational areas are **assuredly** addressed.

ARC Comment

Overall the foundational areas have been addressed and are encouraging in their path toward progress.

Tiered Framework of Supports- USD 419 has had interventions in place for elementary and is working to create one at the high school. Universal screening has been implemented and with the help of TASN they are refining the process of using data to drive instruction.

Family, Business and Community Partnerships- USD 419 has reached out and started partnerships with local businesses for internships as well as other opportunities. USD 419 has a strong community base with support from local organizations.

Diversity, Equity and Access- A survey from the fall of 2022 saw 74.3% of families agree with the statement that school staff value the diversity and uniqueness of students' families. The system has worked to include more enrichment activities.

Communication and Basic Skills- The system states that they have committed resources of time and money to assure full implementation of recently adopted curricula. While that is a great start, it does not necessarily address the basic skills.

Civic and Social Engagement- Focused civic projects have been developed and are now embedded in the PK-12 program for students. They have chosen a meaningful collection of civic-oriented experiences.

Physical and Mental Health- The system has now adopted an SEL curriculum for all ages and is exploring a partnership with the regional mental health agency to provide on-site case management and therapy.

Arts and Cultural Appreciation- Fine arts are important to the school and community and are offered to all students.

Postsecondary and Career Preparation- The system has partnered with local businesses to provide job shadowing and internship opportunities for their seniors. All junior students take the WorkKeys and dual credit courses are encouraged.

3. Evidence is **generally** documented that **Goal 1 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

The system did not come together to create goals for the system. Instead they created individual goals for each building. This makes answering these questions more difficult as they have 4 total goals, 3 for elementary and 1 for high school.

The 3 goals for the elementary school are as follows:

Canton-Galva Elementary School KESA Goal:

1. 71 % of students will qualify as either typical growth or aggressive growth as evidenced by Fastbridge Testing on the AReading Assessment.
2. 68 % of students will qualify as either typical growth or aggressive growth as evidenced by Fastbridge Testing on the AMath Assessment.
3. Major behavior infractions that result in suspension will be reduced to 31.

They did not attain the first 2 goals, even though they did make progress on those goals. The 3rd goal we would have to wait until the end of this school year to determine if they attained as the OVT was halfway through the year. They are on track to possibly meet this goal.

Areas For Improvement

Comment	Goals for the system
Rationale	Lack of system goals
Tasks	The system needs to decide on system wide goals moving into the next KESA cycle.
Timeline	
System Response	

4. Evidence is **generally** documented that **Goal 2 (N/A)** activities and strategies were identified, implemented and produced reasonable results.

ARC Comment

The system did not come together to create goals for the system. Instead they created individual goals for each building. This makes answering these questions more difficult as they have 4 total goals, 3 for elementary and 1 for high school.

The goal for the high school is as follows:

By May 2023, the JSHS will provide students with the opportunity to learn real-world skills by increasing the number of seniors successfully completing an internship or job shadow program from 6 % to 50 %
The number who scored in the category of "some risk" within the social domain via a self-assessment tool will decrease by 10% by May 20, 2023.

Again, neither goal was completely attained, even though there is progress in both areas.

5. Evidence is **assuredly** documented that policies, procedures, and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

ARC Comment

USD 419 has had multiple leadership changes during this KESA cycle which creates its own challenges in sustainability. The system reached out to TASN for assistance and that will help with continuity. The system has made appropriate adjustments to continue positions added with ESSER funds and has plans

for continued professional development and training to work toward their goals.

6. The evidence submitted to the Accreditation Review Council indicates the system does **generally** demonstrate significant gains in meeting the expectations of the Kansas Vision for Education and State Board Outcomes.

ARC Comment

USD 419 has some areas of excellence, graduation rates and kindergarten readiness, but also some areas to improve upon, postsecondary success and individual plans of study. The system has made strides in most of the areas, but still has room for growth.

Board Outcomes

Social-Emotional Growth	The district has implemented an SEL curriculum for both elementary and high school along with a screener that they give to all students. The system has partnered with TASN for continued improvement.
Kindergarten Readiness	100% the systems kindergarteners participate in the ASQ screener. The data showed that 86% were at or above benchmark on the fall Fastbridge assessment, and that was with only half of the kindergarten student having gone through USD 419 preschool program. The system has also conducted a survey of their parents to see how they could improve preschool services.
Individual Plans of Study	The system has created electronic portfolios for every student along with 4-year plans. The district does employ Xello, but does not use it as their 4-year plan.
High School Graduation Rate	USD 419's five-year graduation average in 92.3% and their four-year rate is 100% which is well above the 89.3% of the state. USD 419 puts a high priority on getting all students to graduation and it shows. This is an area to be recognized.
Postsecondary Success	The system's five-year effective average is 47% which is below their confidence interval of 53.2-55.5%. The district puts high priority on graduation, but falls in the postsecondary success area. The system has created opportunities for their students such as job shadows and internships.

Areas For Improvement

Comment	Academically Prepared for Postsecondary Success and Postsecondary Success
Rationale	All 3 state assessment areas are significantly below the state average of levels 3 & 4. Postsecondary effectiveness is also below the system's projected confidence interval.
Tasks	Another year's worth of data should be looked at next January to see if growth has been realized in these two areas
Timeline	01-15-2024
System Response	See attached responses/documents below titled KESA Appeal.

7. System stakeholders relevant to each part of the KESA process were **generally** involved during the accreditation cycle.

ARC Comment

TASN has helped the district with some surveys. It seems that most of the information is shared twice a year with the BOE as well as site councils, booster clubs and PTOs.

8. System leadership was **assuredly** responsive to the Outside Visitation Team throughout the accreditation cycle.

ARC Comment

The OVT reported that USD 419 was responsive and worked to honestly answer questions. The OVT also stated that the system was open to feedback.

9. The system has **generally** followed the KESA process with an expected level of fidelity.

ARC Comment

USD 419 originally started with one school in the Redesign model. There was some confusion on trying to do both redesign and KESA on the part of the district. They had some challenges but completed the KESA cycle.

ARC Recommendation

The Accreditation Review Council recommended a status of **Conditionally Accredited** for this system based on the following justification.

Justification

When looking at the data from USD 419 there are areas that need to be addressed. Postsecondary effectiveness along with academically prepared for postsecondary success are two areas that need to be addressed by the system. The system should make these a priority into the next cycle.

Strengths

USD 419 has a very high graduation rate and should be celebrated. The system has dealt with major leadership changes throughout the cycle and has still been able to maintain growth in graduation rates.

Challenges

State assessment scores in all 3 areas need to be addressed as they are significantly below the state averages of levels 3 & 4. The system also has a higher than the state average in chronic absenteeism and 419 should develop strategies to address this metric.

System Appeal

The system chose to appeal the initial ARC Recommendation based on the following summary.

Appeal Summary

I have attached the explanation below as it will not fit in this box, some of it is cropped off.

Final Recommendation

The Accreditation Review Council recommended a final status of **Conditionally Accredited** for this system based on the following justification.

Justification

While the ARC sympathizes with all small schools that struggled through COVID, the data provided does not prove sufficient to move the system from conditional to full accreditation.

Postsecondary was a concern due to the fact that the system sits below their 95% confidence interval. The evidence provided in the appeal, while encouraging does not change the data that the state and the ARC look at for proof of postsecondary success. The system has kept track of their students and is showing promising growth in their own data; however, this cannot take the place of the data from the state so that all systems are held to the same definition and accountability.

State assessments scores were noted to be significantly below the state average. Again, while the ARC understands that priorities changed during COVID, that is true of all schools in Kansas. The ARC has to look at all systems using the same comparison of data for each. USD 419 has shown data of their own assessments that show growth, which if it continues should show growth in state assessments moving forward.

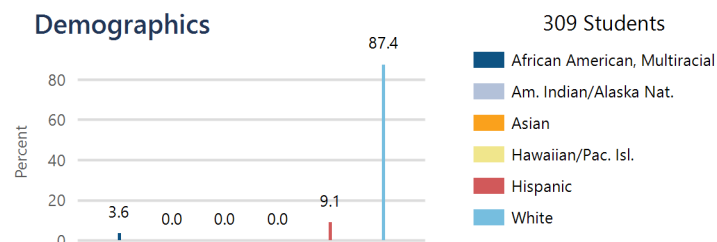
In the initial recommendation of conditionally accredited it was noted that the system should be reevaluated after another year's worth of data has been validated by the state. The appeal team also believes this is the best course of action. While local data can and should guide instruction by the system, it cannot supersede the data provided by the state after complete validation.



Canton-Galva USD 419

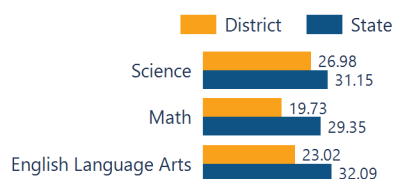
109 S. Main, Canton, KS 67428-0317
(620) 628-4901
usd419.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Meeting**
Grades: **PK-12,NG**
Superintendent: **Jim Struber**

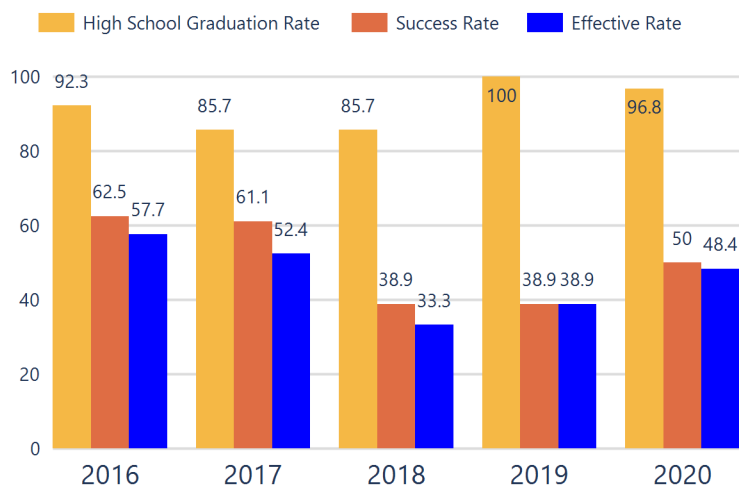


Academically Prepared for Postsecondary Success

The percentage of students who scored at Levels 3 and 4 on the state assessment.



District Postsecondary Effectiveness



District Kansans Can Star Recognition

	Gold	Silver	Bronze	Copper
Social-Emotional Growth				
Kindergarten Readiness				
Individual Plan of Study				
Academically Prepared for Postsecondary				
Civic Engagement				
High School Graduation				
Postsecondary Success				

Kansans CAN
lead the world!
Graduation
95%

Effective Rate 70-75%

Five-Year Graduation Avg

92.3%

Five-Year Success Avg

50.9%

Five-Year Effective Avg

47.0%

95% Confidence Interval
for the Predicted
Effectiveness Rate

53.2 - 55.5%

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2016-2020) and are rounded to the nearest whole number.

Graduation Rate: The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Success Rate: A student must meet one of the four following outcomes within two years of High School graduation.

1. Student earned an Industry Recognized Certification while in High School.
2. Student earned a Postsecondary Certificate.
3. Student earned a Postsecondary Degree.
4. Student enrolled in Postsecondary in both the first and second year following High School graduation.

Effective Rate: The calculated Graduation Rate multiplied by the calculated Success Rate.

GRADUATION RATE

The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who graduate with a regular high school diploma within four years of entering high school.

100.0%

State: 89.3

ATTENDANCE RATE

Rate at which students are present at school, not including excused or unexcused absences.

91.0%

State: 92.1

CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse.

28.6%

State: 25.4

DROPOUT RATE

The dropout rate is calculated annually and reflects the number of seventh–twelfth grade students who drop out in any one school year. A dropout is any student who exits school between October 1 and September 30 with a dropout EXIT code AND does not re-enroll in school by September 30.

N/A

State: 1.4

District ESSA Operating Expenditures Per Pupil

Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.

\$16,682

State:
\$13,830

[Click here for State Financial Accountability.](#)



District Academic Success

State Assessment scores are displayed by student subgroup over three years time in three subjects: Math, English Language Arts (ELA), and Science. Assessment scores are not available for the 2020 school year.

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	30.87	36.91	29.85	38.81	31.57	38.09
Level 2	N/A	N/A	N/A	48.32	34.22	32.83	41.44	45.39	34.92
Level 3	N/A	N/A	N/A	18.12	22.14	26.86	17.76	17.10	22.22
Level 4	N/A	N/A	N/A	2.68	6.71	10.44	1.97	5.92	4.76

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	41.66	50.00	42.30	47.54	50.79	47.36
Level 2	N/A	N/A	N/A	45.00	38.33	30.76	40.98	36.50	26.31
Level 3	N/A	N/A	N/A	11.66	10.00	19.23	9.83	11.11	15.78
Level 4	N/A	N/A	N/A	1.66	1.66	7.69	1.63	1.58	10.52

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	59.37	64.51	69.23	66.66	70.00	N/A
Level 2	N/A	N/A	N/A	37.50	22.58	15.38	20.00	20.00	N/A
Level 3	N/A	N/A	N/A	3.12	9.67	15.38	13.33	6.66	N/A
Level 4	N/A	N/A	N/A	0.00	3.22	0.00	0.00	3.33	N/A

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	18.75	31.25	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	50.00	37.50	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	25.00	25.00	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	6.25	6.25	N/A

N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

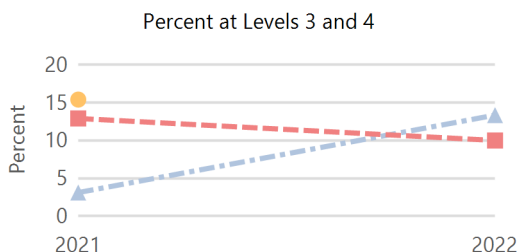
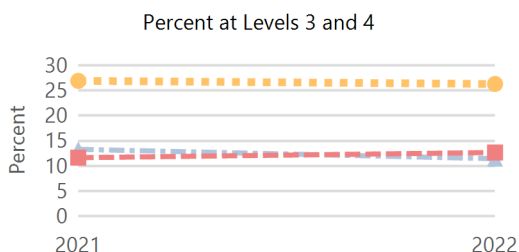
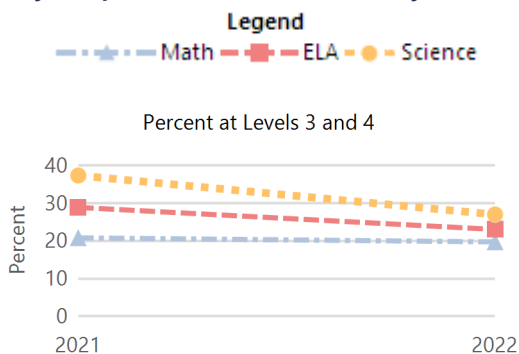
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Note: Not all eligible students completed an ACT.

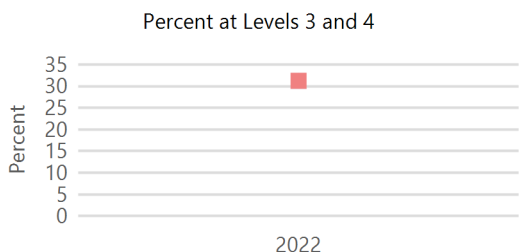


Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.



District	18.2
State	19.8

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act on Apprenticeship Mentorship Collaboration Grant

Recommended Motion:

It is moved that the Kansas State Board of Education approve the Teacher Licensure Team to collaborate with KNEA to submit a Great Public Schools grant proposal to provide funding to educators who mentor apprentices.

Explanation of Situation Requiring Action:

Purpose:

A Teaching Registered Apprentice (RA) program will be a tool to address teacher shortage. The Teaching RA program will allow districts to identify teacher candidates from their current work force such as para educators, substitute teachers, or students who graduated from their district. The Teaching RA program will allow districts to hire candidates as teacher apprentices while the candidate completes college coursework to become a licensed teacher. Teacher apprentice candidates will not serve as teachers of record during the program but serve as an apprentice under the tutelage of a mentor teacher while coursework is completed.

Background:

The Kansas Apprenticeship Act (HB 2292) provides \$2,750 annually per apprentice enrolled in the Registered Teacher Apprenticeship Program. The funds may be used to cover partial tuition cost of the apprentice. The Registered Teacher Apprenticeship Program requires district educators to serve as apprentice mentors during the program. The Kansa Apprenticeship Act does not provide any funding to reward Kansas Educators who serve as mentors. The Teacher Licensure Team has researched funding opportunities to cover operation costs of the program to ensure Kansas Educators are rewarded for their service. The KNEA collaborated with the Teacher Licensure team and other stakeholders as the Registered Teacher Apprenticeship Program was designed and notified the Teacher Licensure team to the Great Public Schools grant opportunity through the National Education Association.

The National Education Association Great Public Schools grant offers two grant awards:

1. A \$10,000 planning grant which will provide the Teacher Licensure Team and KNEA representatives funding to create and submit a full grant proposal.
2. An annual award of up to \$250,000 for approved projects.

The grant funds received as part of this collaboration would be used to pay mentor stipends to

educators who serve as mentors. Each mentor educator would receive up to \$1,500 annually to serve as a mentor. The Licensure Team projects an annual cost of \$300,000 per year once the mentor program is fully operational. The grant would provide funding to cover a majority share of the mentor teacher award cost. If these funds are received, the Teacher Licensure team may reallocate funding from other grants to cover other operating costs as the Registered Teacher Apprenticeship program expands.

Agenda Number: 12

Meeting Date: 7/11/2023



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: Technical Changes to KESA beginning in 2023-2024 School Year

From: Donna Meader

The Accreditation and Design Team will be presenting technical changes to the Kansas Education Systems Accreditation (KESA) model for the 2023-2024 school year. Technical changes include: reporting expectations for now and in the future, peer review enhancement, and a learning year which will allow for system equalization. This presentation will be informative, as the full scope of enhancements to KESA will be presented in October 2023 with action slotted for December 2023 by the State Board of Education.

Kansas leads the world in the success of each student.

Agenda Number: 13

Meeting Date: 7/11/2023



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: 2022-2023 Licensed Personnel Report and Strategic Initiatives Update

From: Shane Carter

The Teacher Licensure and Accreditation team collects vacancy data each fall and spring from school districts. In addition, districts complete a Licensed Personnel data submission each spring on their licensed personnel. The collected data plays an important role in helping determine future needs and recommendations for licensing and recruitment / retention efforts. The presentation will include selected data from the Vacancy and Licensed Personnel submissions relative to supply and demand.

The presentation will include a review of the recommendations of the substitute work group, and an update on strategic initiatives the Teacher Licensure team worked during the 2022-2023 school year. The initiatives update will include the following:

1. Registered Teacher Apprenticeship Program.
2. Content and Pedagogy Test requirements review.
3. Educate Kansas Communication update.

Kansas leads the world in the success of each student.



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: District Showcase: USD 497 Lawrence College and Career Academy

The Lawrence College & Career Academy (LCCA) prepares students for self-sustainability through learning academic, career, social, and emotional skills leading to high school graduation, career path employment, and successful completion of a wide variety of post-secondary education opportunities.

Representatives from LCCA will provided a presentation to the Board on the program.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number: 15a****Staff Initiating:**

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 7/11/2023**Item Title:**

Act on Recommendations of the Professional Practices Commission (Censure)

Recommended Motion:

It is moved that the Kansas State Board of Education issue a Professional Teaching License, with public censure to Applicant 22-PPC-19.

Explanation of Situation Requiring Action:

22-PPC-19

On or about March 12, 2018, while employed as a teacher at Bluemont Elementary School in Manhattan Kansas, Applicant became frustrated with a student and attacked him both physically and verbally. Applicant grabbed a minor student with both hands and shoved him against the wall, then told him he would "jack him up." On October 22, 2018, Applicant pled no contest to, and was convicted of misdemeanor assault. Applicant was placed on six month's probation, which terminated April 22, 2019. Applicant completed an anger management program through the Veteran's Administration as part of his probation. The Professional Practices Commission voted 9-0 to recommend granting the license and publicly censuring the Licensee.

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of
[REDACTED]

KSDE Case No.: 22-PPC-19
OAH Case No.: 23ED0007 ED

INITIAL ORDER

Decision

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 9 to 0 recommends to the Kansas State Board of Education (State Board) that the application by [REDACTED] for a professional teaching license be granted, as well as any other licensure as long as [REDACTED] meets the requirements.

Statement of Case

This matter comes on for hearing before the Commission upon the request for hearing made by [REDACTED] concerning a complaint filed by the KSDE on August 16, 2022, seeking denial of [REDACTED] application for a professional teaching license.

The hearing was held on April 21, 2023. Appearing for the Commission were Chairperson, Jennifer Holt, and members Caroline Spaulding, Jamie Wetig, Eric Filippi, Dr. Christy Ziegler, Darrin San Romani, Ricardo Sanchez, Aaron Edwards, and Leigh Anne Rogers.

[REDACTED] appeared in person and by counsel, Vincent Cox.

KSDE appeared by and through R. Scott Gordon, General Counsel.

Loren F. Snell, Jr., Administrative Law Judge, was appointed and served as the Presiding Officer over the evidentiary hearing.

Evidentiary Rulings

KSDE offered documents marked as Exhibits A through F and requested they be admitted as evidence. [REDACTED] had no objection. Exhibits A through F were admitted.

[REDACTED] offered documents identified as Exhibits 1 through 22 and requested they be admitted as evidence. KSDE had no objection. Exhibits 1 through 22 were admitted.

Findings of Fact

1. [REDACTED] has held a professional teaching license, issued by the State Board, since 2008. [Ex. A].

2. On or about March 12, 2018, while licensed as teacher and employed as a teacher at Bluemont Elementary School (Bluemont), [REDACTED] allegedly became frustrated with a student, "grabbed a minor student with both hands and shoved him against the wall, then told him [REDACTED] would 'jack him up.'" [Ex. A].

3. On August 1, 2018, [REDACTED] was criminally charged in Riley County District Court, case number 18 CR 428. [Ex. E]. In Count 1 [REDACTED] was charged with Assault, a class C misdemeanor (K.S.A. 21-5412(a)), from an incident occurring on March 12, 2018. In Count 2 [REDACTED] was charged with Assault, a class C misdemeanor (K.S.A. 21-5412(a)) concerning an incident on November 1, 2017.

4. On October 22, 2018, [REDACTED] plead no contest to and was found guilty of Assault as charged in Count 1 of the criminal complaint. Count 2 of the criminal complaint was dismissed. [Ex. F].

5. [REDACTED] was placed on six (6) months' probation, which terminated April 22, 2019. [Exs. 14 and 15]. [REDACTED] testified he completed an anger management program through the Veteran's Administration (VA), as part of his probation. [Ex. 16].

6. [REDACTED] testified that he had been a 6th grade teacher at Bluemont at the time of the incident and left after the incident. [Ex. 1].

7. [REDACTED] got his first emergency substitute teacher license in September of 2008. [Ex. 3] and got another emergency substitute teacher license in December of 2014. [Ex. 4].

8. [REDACTED] received his initial professional teaching license on May 20, 2015. [Ex. 5] and his professional license was issued May 23, 2016. [Ex. 6]. [REDACTED] license expired on February 23, 2022, and he had timely applied for renewal of his license.¹

9. [REDACTED] testified that on the day in question the student was disruptive to the class. [REDACTED] testified he took the student to the hall and had grabbed the student on the arm between the elbow and shoulders. [REDACTED] acknowledged he was stern with the student to show control. [REDACTED] testified the student hit the wall, but it was not by force and that he did not grab the student and shove him against the wall. [REDACTED] acknowledged using the phrase "jack him up" with the student and testified it was to get the student to understand the consequences of his actions.

[REDACTED] license renewal had not been granted pending the outcome of this hearing process.

10. In testifying about the use of the phrase “jack you up,” [REDACTED] testified that he was letting the student know that if he wanted to get physical it would not go the way the student wanted it to. [REDACTED] also testified that he would not physically fight a ten (10) year old. [REDACTED] testified that he did not intend to be threatening but acknowledged he was meeting the student’s aggression with a similar level of aggression, and he handled the situation wrong.

11. After the incident in the hall the student told [REDACTED] that he felt unsafe. [REDACTED] testified that he felt the student was attempting to manipulate him by using the term “safe.”

12. [REDACTED] testified that he met with the student’s mother and, when asked, told the mother that he “got a little physical with your son.”

13. [REDACTED] testified that he was told by the principal of Bluemont not to come in the next day, March 13, 2018. [REDACTED] was suspended with pay for the remainder of the school year and did not return to Bluemont, having resigned his teaching position. [Exs. 8, 9, and 10].

14. [REDACTED] contract with Manhattan-Ogden Unified School District 383 (USD 383) was not renewed at the conclusion of the 2017-18 school year by action of the USD 383 Board of Education. [Ex. 11].

15. [REDACTED] testified that he benefitted from the anger management program he participated in through the VA and felt it had helped him as a teacher. [REDACTED] testified about the takeaways he had from the anger management program, including learning coping skills and how to handle frustration. [REDACTED] provided a description of the steps he would take if he became frustrated with a student.

16. [REDACTED] testified that he has taken full responsibility for his actions on March 12, 2018, and has learned from the incident. Specifically, [REDACTED] testified that he can come across abrasive and that now when he talks to students, he does it in a calm counseling manner.

17. Karin Mohr (Mohr) is a teacher with [REDACTED] at St. Xavier School. Mohr testified about her experience with [REDACTED], having observed him multiple times per day.

18. Sean Augustine (Augustine) is the Principal at St. Xavier School since 2015.

19. Augustine testified that he had been made aware of the incident between [REDACTED] and the student at Bluemont and was aware of the criminal conviction. Augustine testified that [REDACTED] had been at St. Xavier School for four (4) years and was a respectful, caring, kindhearted, passionate teacher who goes out of his way for the students. Augustine testified that he has not had any issues with [REDACTED] at St. Xavier School. Augustine wrote a letter of recommendation for [REDACTED]. [Ex. 19].

Conclusions of Law

The State Board is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.²

"A license may be denied by the state board to any person who fails to meet the licensure requirements of the state board or for any act for which a license may be suspended or revoked pursuant to [K.A.R. 91-22-1a](a)."³ Conduct for which a license may be suspended or revoked includes, but is not limited to: "(1) Conviction of any crime punishable as a felony."⁴

The Commission, in determining whether to recommend to the Board that an individual's application should be granted, is required to determine the extent of the applicant's efforts at rehabilitation as well as the fitness of the applicant to be a member of the teaching profession.⁵

The Commission felt it was appropriate to consider the factors set forth in K.A.R. 91-22-1a(g)(1) in determining if [REDACTED] application for a professional teaching license should be granted. The factors considered were:

- (A) The nature and seriousness of the conduct that resulted in the denial or revocation of a license;
- (B) the extent to which a license may offer an opportunity to engage in conduct of a similar type that resulted in the denial or revocation;
- (C) the present fitness of the person to be a member of the profession;
- (D) the actions of the person after the denial or revocation;
- (E) the time elapsed since the denial or revocation;
- (F) the age and maturity of the person at the time of the conduct resulting in the denial or revocation;
- (G) the number of incidents of improper conduct; and
- (H) discharge from probation, pardon, or expungement.

The Commission acknowledged that [REDACTED] criminal conduct was serious; however, felt that [REDACTED] acknowledged the wrongfulness of his criminal conduct, had taken responsibility for it, and made efforts to change to avoid the same conduct in the future. It was also noted by the Commission that [REDACTED] had demonstrated for the last four (4) years that he could avoid the

² Kan. Const., Art. VI and K.S.A. 72-255.

³ K.A.R. 9122-1a(b).

⁴ K.A.R. 91-22-1a(a).

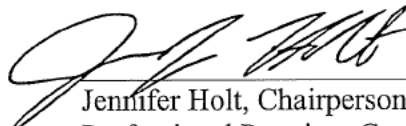
⁵ *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012).

situation that led to his criminal conduct in 2018.⁶ The Commission also noted that the incident in question happened during the his first year as a certified teacher and there was limited documentation available from the initial disciplinary action by the to help provide adequate context for the situation. The testimony provided offered a very different picture of what occurred.

The Commission felt [REDACTED] had taken steps to rehabilitate himself and separate himself from the conduct that led to his criminal conduct, his behavior had ceased to be a factor in his fitness for licensure, and that he was suitable to be a teacher and a role model for students. Especially given that he has had no additional similar circumstances in the past four years and that his current administration was willing to speak on his behalf.

On a vote of 9 in favor and 0 opposed the Commission recommends to the State Board that the professional teaching license, as well as any other licensure as long as [REDACTED] meets the requirements, be granted to [REDACTED], and that [REDACTED] be publicly censured due to his criminal conduct.

IT IS SO ORDERED.


Jennifer Holt, Chairperson
Professional Practices Commission

Notice

This Initial Order of the Professional Practices Commission is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act.

You may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within **fifteen (15) calendar** days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Barbara Hughes
Secretary, Kansas State Board of Education
900 SW Jackson Street,
Topeka, Kansas 66612

⁶ It was noted by the Commission that had this matter come before them four (4) years ago, right after it had occurred, it might have been handled differently, but that [REDACTED] had demonstrated an ability to do things correctly.

Response briefs are due within **ten calendar days** after service of the legal brief upon the opposing party. Any reply brief is due **five calendar days** after service of any response brief on the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

Certificate of Service

On June 8th, 2023, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:



and I further certify that I caused a copy of the foregoing to be served electronically through OAH's e-filing system to:

Vincent M. Cox
Cavanaugh, Biggs & Lemon, P.A.
3200 SW Huntoon Street
Topeka, KS 66604

R. Scott Gordon, General Counsel
Kansas State Department of Education
900 SW Jackson, Ste. 102
Topeka, KS 66612
Tel: (785) 296-3204

A handwritten signature in cursive script that reads "Marisa Seele".

Marisa Seele, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street
Topeka, KS 66612-1182

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 15 b

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act on Recommendations of the Professional Practices Commission in 22-PPC-03

Recommended Motion:

It is moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and suspend the professional license in case 22-PPC-03 through the remainder of 2023-2024 school year.

OR

It is moved that the Kansas State Board of Education adopt its own findings of fact and conclusions of law to revoke the license in case 22-PPC-03 with such findings to be described in a forthcoming final order.

OR

It is moved that the Kansas State Board of Education adopt its own findings of fact and conclusions of law to impose no discipline in case 22-PPC-03 with such findings of fact and conclusions of law to be described in a forthcoming final order.

Explanation of Situation Requiring Action:

On April 20, 2022, the Kansas State Department of Education ("KSDE") filed Complaint 22-PPC-03 seeking revocation of the Licensee's professional teaching license. The Complaint alleged that Licensee engaged in professional misconduct by the way he spoke to and had physical contact with several students. Licensee submitted a written answer and requested a hearing before the Professional Practices Commission (PPC). A full evidentiary hearing was conducted on November 18th and December 16th, 2022. In its Initial Order, the PPC recommends suspension of Licensee's professional license through the end of the 2023-2024 school year.

Pursuant to K.S.A. 77-527, both KSDE and the Licensee have filed Petitions for Review seeking a different outcome than what is recommended by the PPC. Licensee requests that no discipline be imposed. KSDE requests the State Board revoke his license. Because the PPC's hearing officer ordered that all exhibits which identify minor children be sealed and not subject to public disclosure, all pleadings in this matter (including all exhibits reviewed by the PPC and video recordings of the hearing) will be provided to the State Board separately from the published materials. Neither the videos nor exhibits will be displayed during the State Board's meeting.

Both parties have requested the opportunity to present oral arguments. Standard practice of the State Board is to allow each side 10 minutes to present oral argument, if so requested.

BEFORE THE KANSAS STATE DEPARTMENT OF EDUCATION
PROFESIONAL PRACTICES COMMISSION

In the Matter of
the License of

Case No. 22-PPC-03

OAH No. 22ED0011 ED

INITIAL ORDER

Recommendation

Having heard the testimony of the witnesses, considered the evidence presented, reviewed the applicable statutes, regulations and policies, and otherwise being duly and fully informed in the premises of this matter, the Professional Practices Commission (Commission) of the Kansas State Department of Education (KSDE) on a vote of 7 to 0 recommends to the Kansas State Board of Education that the Complaint filed by KSDE seeking to revoke the teaching license of [REDACTED] be denied and that in the alternative [REDACTED] license be suspended through the conclusion of the 2023-2024 school year.

Statement of Case

This matter comes on for hearing before the Commission upon the Complaint filed by the KSDE on April 20, 2022, seeking revocation of [REDACTED] teaching license and endorsements.

The hearing was started on November 18, 2022, and was completed on December 16, 2022.

Appearing for the Commission were Chairperson, Jennifer Holt, and members Eric Filippi, Aaron Edwards, Jamie Wittig, Caroline Spaulding, Christy Ziegler, and Ricardo Sanchez.¹

[REDACTED] appeared in person and with counsel Blake A. Bittel.

KSDE appeared by and through R. Scott Gordon, General Counsel.

Evidentiary Rulings

An Amended Prehearing Order was issued on August 18, 2022. Said Prehearing Order is incorporated herein by reference. Parties were instructed to file any objections to the opposing party's proposed exhibits by November 11, 2022. Neither party objected to the other party's proposed exhibits. Therefore, KSDE Exhibits A, B and C were admitted. Licensee's Exhibits 1 through 9 were admitted.

¹ Darin San Romani appeared for part of the hearing conducted on November 18, 2022, and Leigh Anne Rogers appeared for all of the hearing conducted on December 16, 2022. Since neither of them were present for the entire hearing, neither participated in the deliberations or final vote.

Findings of Fact

1. As of the date of the Complaint filed in this matter, [REDACTED] held a professional teaching license, having been licensed since 2001.
2. [REDACTED] was employed by Spearville High School (SHS) as a teacher and an athletic coach until April of 2021.
3. Kevin Rueb (Rueb) was the principal of SHS during the 2020-2021 school year.
4. On or about March 25, 2021, K.R., a student at SHS, met with Rueb and reported concerns she had with [REDACTED]. According to Rueb's notes, K.R. reported:
 - a. [REDACTED] was constantly making comments about K.R.'s body.
 - b. [REDACTED] "bit" K.R.'s finger and arm.
 - c. [REDACTED] sat on K.R.'s lap.
 - d. [REDACTED] was constantly touching K.R.
 - e. [REDACTED] told K.R. "he was going to put his foot up her butt and turn it sideways."
 - f. [REDACTED] touches other young girls besides K.R.
 - g. [REDACTED] told K.R. "he was going to put his mouth over her nose and suck."
 - h. [REDACTED] got close to K.R.'s face without a mask during the time when masks were mandated.
 - i. [REDACTED] "stabbed" K.R. in the ribs with a key.
 - j. [REDACTED] whispers in K.R.'s ear.
 - k. [REDACTED] has touched another student's butt.
 - l. [REDACTED] bit another student on the arm.
 - m. [REDACTED] threatened to "bend her over and forward to backward."

[KSDE Ex. B, page 052].

5. Rueb spoke to eleven (11) students on March 25, 2021, including K.R. Rueb prepared a report of his notes from the meetings with each student. [KSDE Ex. B, pages 047-61]. Rueb acknowledged that he did not include the school counselor in these discussions, although the counselor was present at school that day.
6. Rueb testified he met with the superintendent of the school district and then met with [REDACTED], at which time [REDACTED] was suspended.
7. Rueb got a statement from [REDACTED] in which Rueb testified that [REDACTED] did not deny what was done but categorically denied any sexual intent. Rueb testified that [REDACTED] acknowledged placing a student's fingers in his mouth, rubbing students' backs, and sitting on laps, but stated he was just joking around.

8. Rueb testified he took his concerns to the school board. The original recommendation was to end the suspension and allow [REDACTED] to return to the classroom; however, more than one (1) board member recommended that Rueb speak to [REDACTED] and give him an opportunity to resign or be terminated by the board at the next meeting.

9. Rueb testified that he wrote a letter of reference for [REDACTED] as part of the separation agreement; however, Rueb stated he would not write the letter for [REDACTED] if he had an opportunity to do it over. [Licensee Ex. 2]. Rueb testified he was asked by [REDACTED] to write another letter and after speaking to counsel, was advised not to do so.

10. K.R. is a student at SHS.

11. K.R. told Rueb about the problems she was having with [REDACTED].

12. K.R. testified that she frequently was subjected to unwanted touching from [REDACTED] – touched her on a daily basis in ways she would not want from a grown man (i.e., neck, arms, rubbed shoulders, and sat on her lap on two (2) occasions) and it made her uncomfortable.

13. K.R. testified that [REDACTED] repeatedly poked her with a “key thing” in the back of her ribs and between her neck and collarbone.

14. K.R. testified she went to ask [REDACTED] for help and he grabbed her hand and bit her finger.

15. K.R. testified that she asked [REDACTED] if she could return a library book and he responded, “Can I bend you over and work you backwards and forwards?” K.R. testified that she assumed this was meant in a sexual way. K.R. testified she was in shock and could not believe a grown man would ask that.

16. K.R. testified she first reported this behavior to Rueb in March of 2021, but it had started at the beginning of the school year. K.R. testified she was afraid of retaliation from [REDACTED] and his wife, [REDACTED].

17. K.R. testified that [REDACTED] acted differently when adults would come into his classroom.

18. K.R. testified, and her mother R.R. confirmed, that K.R. did not tell her parents about [REDACTED] until after she talked to Rueb.

19. K.R. testified that she spoke to a social worker from the Kansas Department for Children and Families (DCF). R.R. testified that she did not want K.R. to speak to DCF but allowed it to happen because DCF kept asking.

20. R.R. testified she had one (1) son and three (3) daughters that had all attended SHS, and none of her children complained that [REDACTED] made them uncomfortable until K.R.

21. Patrick Crowdis (Crowdis) was the principal at SHS, as well as the middle school from 2009 until 2019. Crowdis testified he hired [REDACTED] and supervised him. Crowdis testified he never saw inappropriate behavior between [REDACTED] and a student and did not see [REDACTED] do anything that was alleged by the students.

22. Crowdis testified that a teacher rubbing the shoulders of a student, poking a student, or placing a student's fingers in the teacher's mouth, even if the teacher was just joking, would be unprofessional. Crowdis testified it would be inappropriate for a teacher to comment on a student's rear end or to call a student "sexy."

23. [REDACTED] testified that he would touch students, such as rubbing shoulders to relieve tension before a test; however, he never put his hands on students for an extended period of time.

24. [REDACTED] testified that he never got a verbal or physical clue that any of his students were uncomfortable with him.

25. [REDACTED] testified that he told student "If you don't get your fingers out of my face I'm going to bite you," but had his COVID-19 mask on and may have brushed the student's hand with his masked mouth.

26. [REDACTED] acknowledged he may have jokingly sat on a student's lap and that it was "stupid" and "goofy."

27. [REDACTED] testified that he did not recall jabbing a student with keys and that he never called a student "sexy."

28. [REDACTED] testified that he does not touch students now, other than a fist bump or a high five, and that if he touches a female student at all he apologizes.

29. [REDACTED] testified that he did not believe anything he did was inappropriate, but he no longer does anything like that because he does not want to be accused of inappropriate contact.

30. [REDACTED] testified that K.R. approached her during cheer practice and told her K.R. knew [REDACTED] was just joking around and that K.R. was told by another student to tell Rueb. [REDACTED] testified that she thought another student, M.H., forced K.R. to make the report and that M.H.'s family did not like [REDACTED].

31. [REDACTED] testified that [REDACTED] would send K.R. to her classroom because K.R. would not leave [REDACTED] alone.

32. [REDACTED] testified that [REDACTED] had denied that there was any sexual intention and denied biting a student's fingers.

33. Briseida Armendariz (Armendariz) is employed by DCF as an investigator. Armendariz participated in interviews concerning the allegations made against [REDACTED]. The Chief of Police of the Spearville Police Department, Stephen Strain (Chief Strain), also participated in the interviews.

34. Once the investigation was complete, Armendariz and DCF staff concluded that the facts did not support a finding that [REDACTED] had committed sexual abuse of K.R. A Notice of Department Findings was issued on June 22, 2021, finding that the allegations of sexual abuse were unsubstantiated. [Licensee Ex. 1]. Armendariz testified that the facts did not meet the definition as set forth in the statute. Armendariz also testified that in reviewing the matter DCF staff concluded that K.R. and the students were safe and noted that [REDACTED] was no longer teaching at SHS.

35. Chief Strain testified that he was interviewing the matter to determine if a crime had occurred.

36. Chief Strain interviewed the students who had made allegations against [REDACTED] with the exception of K.R., whose parents would not allow her to be interviewed.² Chief Strain testified that there were no inconsistencies between Rueb's notes and the statements made to him by the students.

37. Chief Strain testified he interviewed [REDACTED]. Chief Strain testified that while interviewing [REDACTED], [REDACTED] acknowledged that he understood the allegations. [REDACTED] admitted to Chief Strain that he had touched the students, although reportedly could not recall how and denied that anything sexual had happened.

38. Chief Strain testified that the female students he interviewed thought it was "creepy."

39. Chief Strain did not believe there was any sexual intent by [REDACTED] and did not believe there was probable cause for criminal charges to be filed. Chief Strain acknowledged he did not consider the matter to determine if it was professional misconduct.

40. Chief Strain testified that he believed the students would be safe, since [REDACTED] was no longer at the school.

41. Chad Rhoades (Rhoades) drove the activity bus for SHS and served as substitute teacher for a period of time during [REDACTED] time at SHS. Rhoades testified he never saw [REDACTED] do anything inappropriate, or non-professional and his daughters never raised any concerns about [REDACTED].

² Chief Strain testified that K.R. was interviewed by DCF staff at a later date, and he was not present.

³ Chief Strain testified he interviewed [REDACTED] without anyone else present, other than [REDACTED] wife, [REDACTED].

42. Connie Heskamp (Heskamp) was a teacher at SHS during [REDACTED] tenure with SHS. Heskamp's child was interviewed as part of the initial report and the investigation by DCF. Heskamp testified her children never complained to her or her husband about [REDACTED]. Heskamp testified that she had not observed [REDACTED] in the classroom, but that she believed [REDACTED] was a jokester and was joking around and didn't mean anything by what he had done.

43. Carla Gleason (Gleason) was a paraprofessional and secretary at SHS during the time [REDACTED] taught at SHS. Gleason testified she observed [REDACTED] in the classroom and never observed [REDACTED] do anything inappropriate. Gleason testified that if an activity made a student feel uncomfortable, it may be inappropriate. Gleason left SHS in 2018 and was not present during the time when the incidents were alleged to have occurred.

44. Matt Fowler (Fowler) was a teacher with [REDACTED] at SHS until 2018. Fowler testified he had observed [REDACTED] in the classroom and on the activity bus and never saw [REDACTED] do anything inappropriate. Fowler testified that it would be inappropriate to poke a student in the ribs, place a student's fingers in the teacher's mouth, or to sit on a student's lap.

45. Andrew Kempke (Kempke) was a teacher at SHS and taught with [REDACTED]. Kempke was also an assistant football coach, assistant boys basketball coach and head girls basketball coach. Kempke testified he had traveled with [REDACTED] on the activity bus. Kempke testified he had not observed [REDACTED] do anything inappropriate.

Conclusions of Law

1. The Kansas State Board of Education ("State Board") is responsible for the general supervision of education, including the certification and licensure of teachers, in Kansas.⁴

2. K.A.R. 91-22-1a(a) provides, in pertinent part, that "[a]ny license issued by the state board **may** be suspended or revoked, or the license holder may be publicly censured by the state board for misconduct or other just cause."

3. KSDE sought revocation of [REDACTED] license for engaging in "professional misconduct" which was alleged to have included "sucking on and biting on the finger of a female student for no educational purpose and for engaging in unwanted touching of several students which led to them feeling uncomfortable and afraid."

4. While [REDACTED] points to the conclusions by DCF and the Spearville Police Department that [REDACTED] was unsubstantiated for sexual abuse and no criminal charges were warranted, the purpose of the Commission in these types of cases is different. The fact that DCF unsubstantiated [REDACTED] for sexual abuse does not guide the recommendation of the Commission, although it may be considered during deliberations. The same is true as relates to the decision not to pursue criminal charges.

⁴ Kan. Const., Art. VI and K.S.A. 2017 Supp. 72-255.

5. The Commission recognizes that the KSDE is obligated to ensure that the health, safety, and welfare of students are not placed at risk by licensed educators. Having considered the testimony and evidence presented, the Commission simply does not reach the same conclusion as KSDE. The evidence does not support, as was noted by the DCF witness and Chief Strain, that the actions were sexually motivated; however, the decision before the Commission is not whether it was sexually motivated, but rather if it constituted professional misconduct. The Commission, as well as the witnesses testifying on behalf of [REDACTED], agree that the actions of [REDACTED], as described by the student(s) was unprofessional and therefore unacceptable. The evidence has established that [REDACTED], while apparently a good teacher in the eyes of his peers, was not professional at all times.

6. The Commission does note concern regarding [REDACTED] apparent failure to recognize the unprofessional nature or wrongfulness of his conduct and to recognize the impact that it had on the students at Spearville High School. The Commission is concerned by [REDACTED] failure to recognize the appropriate boundaries that must be in place between a teacher and a student to protect the well-being of the student.

7. The Commission, in determining whether to recommend to the Board that an individual's application should be granted, is required to determine the extent of the applicant's efforts at rehabilitation as well as the fitness of the applicant to be a member of the teaching profession.⁵ The Commission has applied these same principles when considering whether a teacher's professional license should be revoked.

8. The Commission felt that [REDACTED] has failed to express remorse for the impact his actions may have had on the students at Spearville High School, instead blaming family members for conspiring against him to have him removed as a teacher. It was noted that since the incidents occurred, there has been no action by [REDACTED] to indicate he had addressed the impact those actions had on his former students.

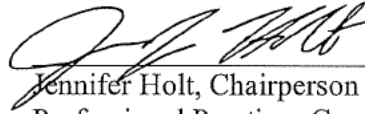
9. The Commission further noted that although [REDACTED] had failed to recognize the wrongfulness of the activity that he engaged in, his testimony was compelling that he had changed his behavior around students, particularly female students, to avoid the possibility of facing similar allegations.

10. While the Commission disagreed with the KSDE recommendation that [REDACTED] license be revoked, the Commission did conclude that discipline was warranted and should be imposed. The Commission felt that based upon the evidence presented, [REDACTED] would be suitable to be placed in a position of trust and could be a suitable role model for students, after a period of suspension.

11. On a vote of seven (7) in favor and zero (0) opposed, the Commission recommends to the Kansas State Board of Education that the Complaint filed by KSDE seeking to revoke the teaching license and endorsements issued to [REDACTED] be denied, and that in the alternative, [REDACTED] teaching license be subject to suspension for a definite period of time to conclude at the end of the 2023-2024 school year.

⁵ *Wright v. State Bd. of Educ.*, 268 P.3d 1231 (Kan.App. 2012).

IT IS SO ORDERED.


Jennifer Holt, Chairperson
Professional Practices Commission

NOTICE

This Initial Order of the Professional Practices Commission is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act.

You may submit to the Kansas State Board of Education for its consideration as a part of its review of the Initial Order, a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within **fifteen (15) calendar** days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Barbara Hughes
Secretary, Kansas State Board of Education
900 SW Jackson Street,
Topeka, Kansas 66612

Response briefs are due within **ten (10) calendar days** after service of the legal brief upon the opposing party. Any reply brief is due **five (5) calendar days** after service of any response brief on the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

Certificate of Service

On May 30th, 2023, I certify that a copy of the foregoing was placed in the United States first class mail, postage prepaid, addressed to:



I further certify that I caused a copy of the foregoing to be served by facsimile to:

Blake A. Bittel
Kennedy Berkley Law Firm
119 W. Iron Ave., 7th Floor
P.O. Box 2567
Salina, KS 67402
Fax: (785) 825-5936

and I further certify that I caused a copy of the foregoing to be hand delivered to:

R. Scott Gordon, Attorney
Kansas State Department of Education
900 SW Jackson, Ste. 102
Topeka, KS 66612
Tel: (785) 296-3204

Marisa Seele
Marisa Seele, Secretary
Professional Practices Commission
Kansas State Department of Education
900 SW Jackson Street
Topeka, KS 66612-1182



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Item Title: At-Risk Update

From: Tate Toedman

KSDE staff will inform the Board of at-risk programming and funding updates that have taken place since the June Board meeting.

Consent Agenda Items for Action



900 S.W. Jackson Street, Suite 102
 Topeka, Kansas 66612-1212
 (785) 296-3201
www.ksde.org

Item Title: Receive monthly personnel report.

From: Marisa Seele, Wendy Fritz

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total New Hires	3	5	4	5	2	2	3	1	3	0	3	3
Unclassified	3	5	4	5	2	2	3	1	3	0	3	3
Unclassified Regular (leadership)	0	0	0	0	0	0	0	0	0	0	0	0
Total Separations	4	3	3	4	1	2	1	2	2	2	4	3
Classified	0	0	0	0	0	0	0	0	0	0	0	0
Unclassified	3	3	3	4	1	2	1	2	2	2	4	3
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0	0	0	0
Recruiting (data on 1st day of month)	5	4	5	5	2	4	2	3	1	2	2	4
Unclassified	4	4	5	5	2	4	2	3	1	2	2	4
Unclassified Regular (leadership)	1	0	0	0	0	0	0	0	0	0	0	0

Total employees 268 as of pay period ending 06/10/2023. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).



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Item Title: Report of personnel filling unclassified positions.

From: Marisa Seele, Wendy Fritz

The following personnel appointments are presented this month:

Kathy Camarena to the position of Education Program Consultant on the Career, Standards and Assessment Services team, effective June 22, 2023, at an annual salary of \$61,8170.64. This position is funded by the Federal Perkins Grant and the State General Fund.

Kevin Bronson to the position of Education Program Consultant on the Career, Standards and Assessment Services team, effective June 26, 2023, at an annual salary of \$61,8170.64. This position is funded by the Federal Perkins Grant and the State General Fund.

Jennifer Hamlet to the position of Program Consultant on the Career, Standards and Assessment Services team, effective June 27, 2023, at an annual salary of \$77,175.02. This position is funded by the Federal Assessment Grant and the State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 c.

Staff Initiating:

Director:

Commissioner:

Meeting Date: 7/11/2023

Sherry Root

Randy Watson

Item Title:

Act to approve Safe and Secure Schools grants and applications for school year 2023-2024.

Recommended Motion:

It is moved that the Kansas State Board of Education approve Safe and Secure Schools grants and applications for school year 2023-2024.

Explanation of Situation Requiring Action:

Governor Kelly signed House Sub for Senate Bill 113, which provides \$5 million to school districts through grants for school safety. Grant funds can only be used to meet the following Kansas Safe and Secure School standards: infrastructure, technology, communication, new school resource officer positions and Narcan kits. These grant funds have a \$1 for \$1 local match. Requests were submitted by 188 districts for more than \$14 million. As a result, the grant awards were prorated. Attached is a spreadsheet showing a list of districts that applied for the grant and the amount of the State Grant Award. Each award is determined by multiplying the audited FTE in 2022-2023 by the per pupil amount of \$15.0996370.

2023-2024 Safe & Secure Schools Grant Recommendations (June 19, 2023)			\$5,000,000.00	Per Pupil Amount \$15.0996370	Total Budget Request			
USD #	USD Name	County Name	Total Audited FTE of District 2022-2023	State Grant Award	Total Local Match	Total State Aid Request	Total Budget Request	
999	State	Totals	351,010.1	\$5,000,000	\$14,377,259	\$14,377,259	\$28,754,496	
101	Erie-Galesburg	Neosho	400.5	6,047	60,000	60,000	120,000	
102	Cimarron-Ensign	Gray	594.6	7,000	7,000	7,000	14,000	
103	Cheylin	Cheyenne	147.0	2,220	7,202	7,202	14,404	
106	Western Plains	Ness	110.5	1,669	20,000	20,000	40,000	
111	Doniphan West Schools	Doniphan	356.7	5,386	114,400	114,400	228,800	
112	Central Plains	Ellsworth	487.5	7,361	19,505	19,505	39,010	
113	Prairie Hills	Nemaha	1,044.6	9,893	9,893	9,893	19,785	
114	Riverside	Doniphan	602.7	5,900	5,900	5,900	11,800	
115	Nemaha Central	Nemaha	711.5	10,743	25,000	25,000	50,000	
202	Turner-Kansas City	Wyandotte	3,711.6	56,044	125,000	125,000	250,000	
203	Piper-Kansas City	Wyandotte	2,644.5	39,500	39,500	39,500	79,000	
204	Bonner Springs	Wyandotte	2,364.0	35,696	50,500	50,500	101,000	
205	Bluestem	Butler	508.6	7,680	24,669	24,669	49,338	
206	Remington-Whitewater	Butler	460.0	6,946	24,000	24,000	48,000	
207	Fort Leavenworth	Leavenworth	1,575.6	23,791	88,700	88,700	177,400	
215	Lakin	Kearny	630.4	9,519	74,750	74,750	149,500	
218	Elkhart	Morton	387.8	5,856	9,750	9,750	19,500	
220	Ashland	Clark	186.5	2,816	65,000	65,000	130,000	
223	Barnes	Washington	374.0	5,647	127,458	127,458	254,915	
225	Fowler	Meade	67.5	1,019	35,008	35,008	70,016	
229	Blue Valley	Johnson	21,810.2	329,326	500,000	500,000	1,000,000	
230	Spring Hill	Johnson	3,668.0	55,385	177,888	177,888	355,775	
231	Gardner Edgerton	Johnson	5,771.7	69,105	69,105	69,105	138,210	
232	De Soto	Johnson	7,286.1	110,017	390,525	390,525	781,050	
233	Olathe	Johnson	28,185.3	425,588	492,000	492,000	984,000	
234	Fort Scott	Bourbon	1,756.8	26,527	36,640	36,640	73,280	
235	Uniontown	Bourbon	456.0	6,885	49,864	49,864	99,727	
239	North Ottawa County	Ottawa	620.4	9,368	15,000	15,000	30,000	
240	Twin Valley	Ottawa	580.5	8,765	94,080	94,080	188,160	
241	Wallace County Schools	Wallace	183.0	2,763	20,000	20,000	40,000	

2023-2024 Safe & Secure Schools Grant Recommendations (June 19, 2023)			\$5,000,000.00	Per Pupil Amount \$15.0996370	Total Budget Request			
USD #	USD Name	County Name	Total Audited FTE of District 2022-2023	State Grant Award	Total Local Match	Total State Aid Request	Total Budget Request	
999	State	Totals	351,010.1	\$5,000,000	\$14,377,259	\$14,377,259	\$28,754,496	
245	LeRoy-Gridley	Coffey	156.5	2,363	25,000	25,000	50,000	
246	Northeast	Crawford	454.4	6,861	37,500	37,500	75,000	
247	Cherokee	Crawford	443.5	6,697	182,364	182,364	364,728	
248	Girard	Crawford	992.0	10,000	10,000	10,000	20,000	
249	Frontenac Public Schools	Crawford	893.0	13,484	42,750	42,750	85,500	
251	North Lyon County	Lyon	330.5	4,990	8,274	8,274	16,548	
252	Southern Lyon County	Lyon	505.8	7,637	17,939	17,939	35,878	
254	Barber County North	Barber	456.6	6,894	16,500	16,500	33,000	
255	South Barber	Barber	202.0	3,050	30,500	30,500	61,000	
256	Marmaton Valley	Allen	260.5	3,933	30,771	30,771	61,542	
258	Humboldt	Allen	626.5	9,460	28,958	28,958	57,917	
259	Wichita	Sedgwick	44,306.0	669,005	1,500,000	1,500,000	3,000,000	
260	Derby	Sedgwick	6,870.5	103,742	237,500	237,500	475,000	
266	Maize	Sedgwick	7,341.1	110,848	207,834	207,834	415,668	
267	Renwick	Sedgwick	1,862.5	25,000	25,000	25,000	50,000	
269	Palco	Rooks	89.0	1,344	14,450	14,450	28,900	
270	Plainville	Rooks	384.5	5,806	27,955	27,955	55,910	
271	Stockton	Rooks	259.9	3,924	37,639	37,639	75,277	
272	Waconda	Mitchell	308.2	4,654	114,500	114,500	229,000	
274	Oakley	Logan	425.9	6,431	25,227	25,227	50,454	
283	Elk Valley	Elk	100.5	1,518	40,000	40,000	80,000	
284	Chase County	Chase	365.0	3,400	3,400	3,400	6,800	
285	Cedar Vale	Chautauqua	135.5	2,046	10,100	10,100	20,200	
286	Chautauqua Co Community	Chautauqua	367.6	5,551	12,500	12,500	25,000	
287	West Franklin	Franklin	593.0	8,954	37,500	37,500	75,000	
288	Central Heights	Franklin	518.3	6,000	6,000	6,000	12,000	
289	Wellsville	Franklin	787.0	11,883	28,250	28,250	56,500	
290	Ottawa	Franklin	2,242.4	10,001	10,001	10,001	20,001	
291	Grinnell Public Schools	Gove	60.5	914	5,708	5,708	11,415	
292	Wheatland	Gove	109.5	1,653	42,517	42,517	85,035	

2023-2024 Safe & Secure Schools Grant Recommendations (June 19, 2023)			\$5,000,000.00	Per Pupil Amount \$15.0996370	Total Budget Request			
USD #	USD Name	County Name	Total Audited FTE of District 2022-2023	State Grant Award	Total Local Match	Total State Aid Request	Total Budget Request	
999	State	Totals	351,010.1	\$5,000,000	\$14,377,259	\$14,377,259	\$28,754,496	
293	Quinter Public Schools	Gove	307.7	4,646	12,232	12,232	24,463	
298	Lincoln	Lincoln	316.0	4,771	10,000	10,000	20,000	
303	Ness City	Ness	270.6	4,086	55,605	55,605	111,210	
305	Salina	Saline	6,596.4	22,936	22,936	22,936	45,872	
306	Southeast Of Saline	Saline	678.5	2,320	2,320	2,320	4,639	
307	Ell-Saline	Saline	413.5	6,244	47,650	47,650	95,300	
308	Hutchinson Public Schools	Reno	3,917.4	59,151	80,000	80,000	160,000	
309	Nickerson	Reno	930.0	10,000	10,000	10,000	20,000	
310	Fairfield	Reno	268.5	4,054	4,250	4,250	8,500	
311	Pretty Prairie	Reno	293.4	4,430	105,000	105,000	210,000	
312	Haven Public Schools	Reno	734.7	7,000	7,000	7,000	14,000	
313	Buhler	Reno	2,247.0	33,929	62,500	62,500	125,000	
315	Colby Public Schools	Thomas	940.5	14,201	20,000	20,000	40,000	
320	Wamego	Pottawatomie	1,582.0	23,888	153,366	153,366	306,731	
321	Kaw Valley	Pottawatomie	1,030.0	15,553	23,027	23,027	46,053	
322	Onaga-Havensville-Wheaton	Pottawatomie	309.8	4,678	65,000	65,000	130,000	
327	Ellsworth	Ellsworth	643.1	9,711	35,132	35,132	70,264	
329	Wabaunsee	Wabaunsee	387.5	5,851	7,500	7,500	15,000	
330	Mission Valley	Wabaunsee	445.8	6,731	158,750	158,750	317,500	
331	Kingman - Norwich	Kingman	860.1	12,987	66,400	66,400	132,800	
332	Cunningham	Kingman	204.0	3,080	10,453	10,453	20,905	
333	Concordia	Cloud	1,087.6	16,422	25,000	25,000	50,000	
335	North Jackson	Jackson	373.9	5,646	85,667	85,667	171,333	
336	Holton	Jackson	1,022.6	15,441	35,000	35,000	70,000	
337	Royal Valley	Jackson	831.0	8,075	8,075	8,075	16,150	
338	Valley Falls	Jefferson	377.0	5,693	11,470	11,470	22,940	
339	Jefferson County North	Jefferson	424.0	6,402	15,500	15,500	31,000	
340	Jefferson West	Jefferson	817.5	12,344	90,750	90,750	181,500	
341	Oskaloosa Public Schools	Jefferson	537.4	8,115	41,000	41,000	82,000	
342	McLouth	Jefferson	432.5	6,531	20,000	20,000	40,000	

2023-2024 Safe & Secure Schools Grant Recommendations (June 19, 2023)				Per Pupil Amount	Total Budget Request			
			\$5,000,000.00	\$15.0996370				
USD #	USD Name	County Name	Total Audited FTE of District 2022-2023	State Grant Award	Total Local Match	Total State Aid Request	Total Budget Request	
999	State	Totals	351,010.1	\$5,000,000	\$14,377,259	\$14,377,259	\$28,754,496	
343	Perry Public Schools	Jefferson	734.3	11,088	45,357	45,357	90,714	
345	Seaman	Shawnee	3,724.8	13,850	13,850	13,850	27,700	
346	Jayhawk	Linn	549.8	8,302	10,758	10,758	21,516	
347	Kinsley-Offerle	Edwards	275.5	4,160	13,760	13,760	27,520	
348	Baldwin City	Douglas	1,286.2	19,421	40,000	40,000	80,000	
349	Stafford	Stafford	253.3	3,825	11,550	11,550	23,100	
352	Goodland	Sherman	892.0	13,469	62,500	62,500	125,000	
353	Wellington	Sumner	1,462.5	22,083	33,316	33,316	66,632	
355	Ellinwood Public Schools	Barton	428.1	6,464	16,699	16,699	33,399	
358	Oxford	Sumner	386.7	5,839	34,000	34,000	68,000	
361	Chaparral Schools	Harper	782.6	11,817	41,000	41,000	82,000	
364	Marysville	Marshall	757.5	1,500	1,500	1,500	3,000	
365	Garnett	Anderson	923.0	13,937	21,265	21,265	42,530	
366	Woodson	Woodson	384.0	5,798	12,200	12,200	24,400	
368	Paola	Miami	1,773.0	10,260	10,260	10,260	20,520	
369	Burrton	Harvey	156.5	2,363	65,000	65,000	130,000	
372	Silver Lake	Shawnee	659.0	2,300	2,300	2,300	4,600	
373	Newton	Harvey	3,010.4	39,987	39,987	39,987	79,973	
374	Sublette	Haskell	377.9	5,706	9,608	9,608	19,215	
375	Circle	Butler	2,007.6	30,314	31,877	31,877	63,754	
376	Sterling	Rice	460.0	6,946	30,000	30,000	60,000	
377	Atchison Co Comm Schools	Atchison	491.5	7,421	27,500	27,500	55,000	
379	Clay County	Clay	1,295.0	19,554	80,876	80,876	161,751	
380	Vermillion	Marshall	605.4	3,000	3,000	3,000	6,000	
381	Spearville	Ford	320.0	4,832	12,000	12,000	24,000	
382	Pratt	Pratt	1,087.1	16,415	25,000	25,000	50,000	
383	Manhattan-Ogden	Riley	6,639.2	91,500	91,500	91,500	183,000	
385	Andover	Butler	5,596.6	64,365	64,365	64,365	128,730	
387	Altoona-Midway	Wilson	139.5	2,106	46,703	46,703	93,406	
389	Eureka	Greenwood	531.5	8,025	29,500	29,500	59,000	

2023-2024 Safe & Secure Schools Grant Recommendations (June 19, 2023)			\$5,000,000.00	Per Pupil Amount	Total Budget Request			
				\$15.0996370				
USD #	USD Name	County Name	Total Audited FTE of District 2022-2023	State Grant Award	Total Local Match	Total State Aid Request	Total Budget Request	
999	State	Totals	351,010.1	\$5,000,000	\$14,377,259	\$14,377,259	\$28,754,496	
393	Solomon	Dickinson	361.5	5,459	14,500	14,500	29,000	
394	Rose Hill Public Schools	Butler	1,591.3	24,028	39,500	39,500	79,000	
396	Douglass Public Schools	Butler	623.3	7,095	7,095	7,095	14,189	
397	Centre	Marion	177.5	2,680	12,500	12,500	25,000	
398	Peabody-Burns	Marion	198.5	2,997	25,000	25,000	50,000	
402	Augusta	Butler	1,970.1	13,150	13,150	13,150	26,300	
403	Otis-Bison	Rush	206.1	3,112	25,059	25,059	50,117	
404	Riverton	Cherokee	679.0	10,253	21,000	21,000	42,000	
407	Russell County	Russell	757.3	11,435	30,869	30,869	61,737	
409	Atchison Public Schools	Atchison	1,461.5	22,068	64,973	64,973	129,945	
413	Chanute Public Schools	Neosho	1,732.5	26,160	150,000	150,000	300,000	
415	Hiawatha	Brown	865.5	13,069	22,750	22,750	45,500	
416	Louisburg	Miami	1,696.6	25,618	57,500	57,500	115,000	
418	McPherson	McPherson	2,235.7	33,758	225,000	225,000	450,000	
420	Osage City	Osage	677.5	10,230	38,464	38,464	76,927	
421	Lyndon	Osage	400.0	6,040	150,050	150,050	300,100	
426	Pike Valley	Republic	209.7	3,166	20,000	20,000	40,000	
428	Great Bend	Barton	2,817.7	42,546	337,500	337,500	675,000	
429	Troy Public Schools	Doniphan	306.1	4,622	11,308	11,308	22,616	
432	Victoria	Ellis	270.0	2,500	2,500	2,500	5,000	
434	Santa Fe Trail	Osage	1,018.0	15,371	40,500	40,500	81,000	
436	Caney Valley	Montgomery	753.6	11,379	100,000	100,000	200,000	
437	Auburn Washburn	Shawnee	5,943.2	89,740	169,000	169,000	338,000	
438	Skyline Schools	Pratt	360.5	5,443	19,000	19,000	38,000	
439	Sedgwick Public Schools	Harvey	495.5	7,482	12,471	12,471	24,942	
444	Little River	Rice	276.0	4,167	9,750	9,750	19,500	
445	Coffeyville	Montgomery	1,631.3	24,632	24,778	24,778	49,556	
446	Independence	Montgomery	1,854.9	28,008	79,000	79,000	158,000	
447	Cherryvale	Montgomery	676.0	10,207	37,250	37,250	74,500	
449	Easton	Leavenworth	623.3	9,412	9,500	9,500	19,000	

2023-2024 Safe & Secure Schools Grant Recommendations (June 19, 2023)			\$5,000,000.00	Per Pupil Amount	Total Budget Request			
				\$15.0996370				
USD #	USD Name	County Name	Total Audited FTE of District 2022-2023	State Grant Award	Total Local Match	Total State Aid Request	Total Budget Request	
999	State	Totals	351,010.1	\$5,000,000	\$14,377,259	\$14,377,259	\$28,754,496	
450	Shawnee Heights	Shawnee	3,622.7	54,701	85,500	85,500	171,000	
453	Leavenworth	Leavenworth	3,483.8	52,604	157,560	157,560	315,120	
454	Burlingame Public School	Osage	285.3	4,308	16,000	16,000	32,000	
456	Marais Des Cygnes Valley	Osage	193.0	2,914	50,000	50,000	100,000	
457	Garden City	Finney	6,788.6	102,505	300,000	300,000	600,000	
458	Basehor-Linwood	Leavenworth	2,782.4	42,013	95,000	95,000	190,000	
459	Bucklin	Ford	213.4	3,222	27,173	27,173	54,345	
460	Hesston	Harvey	864.5	13,054	45,585	45,585	91,170	
461	Neodesha	Wilson	728.0	10,993	26,640	26,640	53,280	
464	Tonganoxie	Leavenworth	1,902.8	28,732	54,280	54,280	108,560	
466	Scott County	Scott	925.3	13,972	15,380	15,380	30,759	
468	Healy Public Schools	Lane	37.5	566	2,500	2,500	5,000	
469	Lansing	Leavenworth	2,582.8	38,999	82,000	82,000	164,000	
470	Arkansas City	Cowley	2,706.0	40,860	65,000	65,000	130,000	
475	Geary County Schools	Geary	7,330.7	110,691	211,000	211,000	422,000	
477	Ingalls	Gray	230.0	3,473	5,000	5,000	10,000	
479	Crest	Anderson	238.9	3,607	25,000	25,000	50,000	
481	Rural Vista	Dickinson	256.0	3,866	67,805	67,805	135,610	
483	Kismet-Plains	Seward	568.5	8,584	19,500	19,500	39,000	
484	Fredonia	Wilson	637.0	9,618	24,042	24,042	48,084	
487	Herington	Dickinson	415.5	6,274	70,000	70,000	140,000	
489	Hays	Ellis	3,144.9	47,487	47,611	47,611	95,222	
490	El Dorado	Butler	1,770.0	26,726	35,000	35,000	70,000	
491	Eudora	Douglas	1,630.3	24,617	105,000	105,000	210,000	
492	Flinthills	Butler	271.5	4,100	292,500	292,500	585,000	
493	Columbus	Cherokee	904.0	13,650	26,956	26,956	53,912	
495	Ft Larned	Pawnee	817.8	12,348	50,656	50,656	101,311	
496	Pawnee Heights	Pawnee	129.5	1,955	4,000	4,000	8,000	
497	Lawrence	Douglas	9,980.5	150,702	299,000	299,000	598,000	
498	Valley Heights	Marshall	394.0	5,949	105,000	105,000	210,000	

2023-2024 Safe & Secure Schools Grant Recommendations (June 19, 2023)				Per Pupil Amount	Total Budget Request			
			\$5,000,000.00	\$15.0996370				
USD #	USD Name	County Name	Total Audited FTE of District 2022-2023	State Grant Award	Total Local Match	Total State Aid Request	Total Budget Request	
999	State	Totals	351,010.1	\$5,000,000	\$14,377,259	\$14,377,259	\$28,754,496	
499	Galena	Cherokee	739.6	11,168	18,000	18,000	36,000	
500	Kansas City	Wyandotte	20,215.9	305,253	305,900	305,900	611,800	
501	Topeka Public Schools	Shawnee	12,072.6	182,292	1,935,211	1,935,211	3,870,421	
504	Oswego	Labette	485.5	7,331	25,000	25,000	50,000	
507	Satanta	Haskell	226.5	3,420	41,199	41,199	82,398	
508	Baxter Springs	Cherokee	795.5	12,012	22,500	22,500	45,000	
509	South Haven	Sumner	199.2	3,008	13,750	13,750	27,500	
511	Attica	Harper	167.6	2,531	21,256	21,256	42,512	

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 d.

Staff Initiating:
Sherry Root

Director:

Commissioner:
Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve the Mental Health Intervention Team Program grants and applications for school year 2023-2024.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommendations for the Mental Health Intervention Team Program grants and applications for school year 2023-2024.

Explanation of Situation Requiring Action:

Governor Kelly signed 2023 Senate Bill 25 which provides \$13.5 million to school districts for the Mental Health Intervention Team (MHIT) Program. This grant allows districts to hire Liaisons to work with the school district, parents, and mental health providers to bring mental health services inside of the school. The grant pays 75% of the Liaison's salary and fringe benefits as well as providing flow through money for the mental health providers (MHP). An additional \$3 million funding will allow us to increase the number of participating districts from 66 to 90. The attached spreadsheet lists recommendations for 90 MHIT grant awards in 2023-2024.

2023-2024 Mental Health Intervention Team Grant Award Recommendations

State Grant Amount for MHP's is calculated by taking $\frac{1}{3}$ of the State Grant Amount for School Liaisons. 2018-19 pilot USDs receive the CMHC Grant amount from 2019-20 if it is higher than $\frac{1}{3}$ of their current years State Grant Amount for School Liaisons.

USD # (Tan = new applicants)	USD Name	County Name	Districts Served	Coop Members	School Liaisons		MHP	Total State Grant Amount Recommended	Total State Aid Budget Request (includes Local Match)
					Total FTE	State Grant Amount Recommended	State Grant Amount Recommended (Green = Pilot District)		
999	State	Totals	90	12	181.6	\$9,553,328	\$3,631,301	\$13,184,627	\$16,369,058
113	Prairie Hills	Nemaha	1	-	0.5	\$24,473	\$8,158	\$32,631	\$40,789
204	Bonner Springs	Wyandotte	1	-	3.0	\$158,945	\$52,982	\$211,927	\$264,909
231	Gardner Edgerton	Johnson	1	-	1.0	\$55,517	\$18,506	\$74,023	\$92,528
233	Olathe	Johnson	1	-	6.0	\$353,643	\$117,881	\$471,524	\$589,405
234	Fort Scott	Bourbon	1	-	1.0	\$49,112	\$16,371	\$65,483	\$81,853
239	North Ottawa County	Ottawa	1	-	1.5	\$69,938	\$23,313	\$93,251	\$116,563
240	Twin Valley	Ottawa	1	-	1.7	\$63,206	\$21,069	\$84,275	\$105,343
244	Burlington	Coffey	1	-	1.0	\$42,962	\$14,321	\$57,283	\$71,603
246	Northeast	Crawford	1	-	1.0	\$40,163	\$13,388	\$53,550	\$66,938
255	South Barber	Barber	1	-	2.0	\$92,400	\$30,800	\$123,200	\$154,000
258	Humboldt	Allen	1	-	1.0	\$58,204	\$19,401	\$77,605	\$97,006
259	Wichita	Sedgwick	1	-	31.0	\$1,782,959	\$865,605	\$2,648,564	\$3,242,884
260	Derby	Sedgwick	1	-	1.0	\$55,163	\$18,388	\$73,551	\$91,938
261	Haysville	Sedgwick	1	-	3.0	\$155,250	\$51,750	\$207,000	\$258,750
262	Valley Center Pub Sch	Sedgwick	1	-	4.0	\$208,034	\$69,345	\$277,379	\$346,723
263	Mulvane	Sedgwick	1	-	1.0	\$52,313	\$17,438	\$69,750	\$87,188
266	Maize	Sedgwick	1	-	7.0	\$370,326	\$123,442	\$493,768	\$617,210
270	Plainville	Rooks	1	-	1.0	\$43,150	\$14,383	\$57,533	\$71,916
271	Stockton	Rooks	1	-	1.0	\$54,327	\$18,109	\$72,436	\$90,545
272	Waconda	Mitchell	1	-	1.4	\$56,962	\$18,987	\$75,949	\$94,936
282	West Elk	Elk	1	-	1.0	\$66,139	\$22,046	\$88,185	\$110,232
283	Elk Valley	Elk	1	-	1.0	\$69,023	\$23,008	\$92,031	\$115,038
286	Chautauqua Co Community	Chautauqua	1	-	1.0	\$44,255	\$14,752	\$59,007	\$73,759

2023-2024 Mental Health Intervention Team Grant Award Recommendations

State Grant Amount for MHP's is calculated by taking $\frac{1}{3}$ of the State Grant Amount for School Liaisons. 2018-19 pilot USDs receive the CMHC Grant amount from 2019-20 if it is higher than $\frac{1}{3}$ of their current years State Grant Amount for School Liaisons.

USD # (Tan = new applicants)	USD Name	County Name	Districts Served	Coop Members	School Liaisons		MHP	Total State Grant Amount Recommended	Total State Aid Budget Request (includes Local Match)
					Total FTE	State Grant Amount Recommended	State Grant Amount Recommended (Green = Pilot District)		
999	State	Totals	90	12	181.6	\$9,553,328	\$3,631,301	\$13,184,627	\$16,369,058
293	Quinter Public Schools	Gove	6	293 Quinter, 274 Oakley, 275 Triplains, 291 Grinnell, 292 Wheatland, 468 Healy	1.5	\$69,173	\$23,058	\$92,231	\$115,289
298	Lincoln	Lincoln	1	-	1.0	\$41,151	\$13,717	\$54,868	\$68,585
303	Ness City	Ness	1	-	1.0	\$42,143	\$14,048	\$56,191	\$70,238
305	Salina	Saline	1	-	6.0	\$308,333	\$102,778	\$411,111	\$513,888
306	Southeast Of Saline	Saline	1	-	1.0	\$54,587	\$18,196	\$72,783	\$90,979
307	Ell-Saline	Saline	1	-	1.0	\$50,775	\$16,925	\$67,700	\$84,625
309	Nickerson	Reno	1	-	1.0	\$49,233	\$16,411	\$65,644	\$82,055
310	Fairfield	Reno	1	-	1.0	\$42,441	\$14,147	\$56,588	\$70,735
311	Pretty Prairie	Reno	2	311 Pretty Prairie 312 Haven	1.0	\$46,823	\$15,608	\$62,431	\$78,039
313	Buhler	Reno	1	-	0.4	\$20,250	\$6,750	\$27,000	\$33,750
316	Golden Plains	Thomas	1	-	0.5	\$16,384	\$5,461	\$21,845	\$27,307
320	Wamego	Pottawatomie	1	-	2.0	\$90,533	\$30,178	\$120,711	\$150,888
322	Onaga-Havensville-Wheaton	Pottawatomie	1	-	1.0	\$52,506	\$17,502	\$70,008	\$87,510
323	Rock Creek	Pottawatomie	1	-	1.0	\$51,267	\$17,089	\$68,356	\$85,445
329	Mill Creek Valley	Wabaunsee	1	-	1.0	\$46,873	\$15,624	\$62,497	\$78,121
331	Kingman - Norwich	Kingman	1	-	1.0	\$59,829	\$19,943	\$79,772	\$99,715
332	Cunningham	Kingman	1	-	1.0	\$52,337	\$17,446	\$69,783	\$87,228
337	Royal Valley	Jackson	1	-	0.5	\$25,508	\$8,503	\$34,011	\$42,514
343	Perry Public Schools	Jefferson	1	-	1.0	\$53,933	\$17,978	\$71,911	\$89,888
349	Stafford	Stafford	1	-	1.0	\$47,027	\$15,676	\$62,703	\$78,379

2023-2024 Mental Health Intervention Team Grant Award Recommendations

State Grant Amount for MHP's is calculated by taking $\frac{1}{3}$ of the State Grant Amount for School Liaisons. 2018-19 pilot USDs receive the CMHC Grant amount from 2019-20 if it is higher than $\frac{1}{3}$ of their current years State Grant Amount for School Liaisons.

USD # (Tan = new applicants)	USD Name	County Name	Districts Served	Coop Members	School Liaisons		MHP	Total State Grant Amount Recommended	Total State Aid Budget Request (includes Local Match)
					Total FTE	State Grant Amount Recommended	State Grant Amount Recommended (Green = Pilot District)		
999	State	Totals	90	12	181.6	\$9,553,328	\$3,631,301	\$13,184,627	\$16,369,058
373	Newton	Harvey	1	-	1.0	\$45,150	\$15,050	\$60,200	\$75,250
376	Sterling	Rice	1	-	1.0	\$42,813	\$14,271	\$57,084	\$71,355
382	Pratt	Pratt	1	-	1.0	\$61,527	\$20,509	\$82,036	\$102,544
383	Manhattan-Ogden	Riley	1	-	2.0	\$130,020	\$43,340	\$173,360	\$216,700
394	Rose Hill Public Schools	Butler	1	-	1.0	\$51,893	\$17,298	\$69,191	\$86,489
400	Smoky Valley	McPherson	1	-	0.5	\$25,313	\$8,438	\$33,751	\$42,188
402	Augusta	Butler	1	-	1.5	\$70,538	\$23,513	\$94,051	\$117,563
403	Otis-Bison	Rush	1	-	1.0	\$37,500	\$12,500	\$50,000	\$62,500
409	Atchison Public Schools	Atchison	1	-	1.0	\$45,806	\$15,269	\$61,075	\$76,344
412	Hoxie Community Schools	Sheridan	1	-	1.5	\$75,000	\$25,000	\$100,000	\$125,000
413	Chanute Public Schools	Neosho	1	-	1.0	\$51,773	\$17,258	\$69,031	\$86,289
417	Morris County	Morris	1	-	1.0	\$46,763	\$15,588	\$62,351	\$77,938
419	Canton-Galva	McPherson	1	-	0.4	\$61,125	\$20,375	\$81,500	\$101,875
422	Kiowa County	Kiowa	1	-	0.4	\$22,725	\$7,575	\$30,300	\$37,875
429	Troy Public Schools	Doniphan	1	-	2.0	\$88,877	\$29,626	\$118,503	\$148,129
435	Abilene	Dickinson	4	435 Abilene, 393 Solomon, 473 Chapman, 487 Herington	2.0	\$86,151	\$122,572	\$208,723	\$237,440
438	Skyline Schools	Pratt	1	-	1.0	\$58,392	\$19,464	\$77,856	\$97,320
443	Dodge City	Ford	1	-	6.0	\$282,559	\$94,186	\$376,745	\$470,931
444	Little River	Rice	1	-	1.3	\$73,092	\$24,364	\$97,456	\$121,820
445	Coffeyville	Montgomery	1	-	2.0	\$88,877	\$29,626	\$118,503	\$148,128
446	Independence	Montgomery	1	-	2.0	\$91,778	\$30,593	\$122,371	\$152,963

2023-2024 Mental Health Intervention Team Grant Award Recommendations

State Grant Amount for MHP's is calculated by taking $\frac{1}{3}$ of the State Grant Amount for School Liaisons. 2018-19 pilot USDs receive the CMHC Grant amount from 2019-20 if it is higher than $\frac{1}{3}$ of their current years State Grant Amount for School Liaisons.

USD # (Tan = new applicants)	USD Name	County Name	Districts Served	Coop Members	School Liaisons		MHP	Total State Grant Amount Recommended	Total State Aid Budget Request (includes Local Match)
					Total FTE	State Grant Amount Recommended	State Grant Amount Recommended (Green = Pilot District)		
999	State	Totals	90	12	181.6	\$9,553,328	\$3,631,301	\$13,184,627	\$16,369,058
447	Cherryvale	Montgomery	1	-	1.0	\$45,743	\$15,248	\$60,991	\$76,238
450	Shawnee Heights	Shawnee	1	-	1.0	\$46,484	\$15,495	\$61,979	\$77,473
453	Leavenworth	Leavenworth	1	-	1.0	\$61,118	\$20,373	\$81,491	\$101,864
457	Garden City	Finney	1	-	1.0	\$58,287	\$53,198	\$111,485	\$130,914
461	Neodesha	Wilson	1	-	1.0	\$51,974	\$17,325	\$69,299	\$86,623
462	Central	Cowley	1	-	1.0	\$45,366	\$15,122	\$60,488	\$75,609
463	Udall	Cowley	1	-	1.0	\$49,849	\$16,616	\$66,465	\$83,082
475	Geary County Schools	Geary	1	-	1.0	\$51,278	\$17,093	\$68,371	\$85,463
481	Rural Vista	Dickinson	1	-	0.3	\$25,904	\$8,635	\$34,539	\$43,173
484	Fredonia	Wilson	1	-	2.0	\$84,195	\$28,065	\$112,260	\$140,325
489	Hays	Ellis	1	-	2.0	\$115,507	\$38,502	\$154,009	\$192,512
490	El Dorado	Butler	1	-	1.0	\$47,263	\$15,754	\$63,017	\$78,771
493	Columbus	Cherokee	1	-	0.5	\$25,937	\$8,646	\$34,583	\$43,229
500	Kansas City	Wyandotte	1	-	27.0	\$1,444,901	\$481,634	\$1,926,535	\$2,408,168
501	Topeka Public Schools	Shawnee	1	-	9.0	\$480,618	\$208,000	\$688,618	\$848,824
503	Parsons	Labette	1	-	2.0	\$143,564	\$48,000	\$191,564	\$239,419
506	Labette County	Labette	1	-	1.2	\$50,098	\$16,699	\$66,797	\$83,496

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 e.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 205 Bluestem, Butler County, to hold a bond election.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 205 Bluestem, 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 205 Bluestem, 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 205 plans to use the bond proceeds (not to exceed **\$13,515,000**) to construct, equip and furnish additions to the High School to create a wing for new classroom and support spaces for Agricultural, Industrial Arts and Science education and a multipurpose wing for weight training, fitness, wrestling and storm shelter; (b) make renovations and upgrades to the Art Room, Band Room, and Woodshop, and security upgrades in the High School; (c) construct, equip and furnish additions to Bluestem Elementary to create new classroom additions to include storm shelter space to serve the Elementary School; (d) remodel and improve entrance to Elementary to create a secured vestibule for enhanced building safety and security; (e) improvements to District buildings, including other security upgrades, and improvements to the exterior of buildings; (f) retire the existing capital leases for HVAC and Roof improvements financed in 2021 to make funds available for other District purposes.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-0.
2. The district is experiencing a slight 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 application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 205 Bluestem	County: Butler
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1. Current equalized assessed tangible valuation *	\$53,987,405	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$7,558,237	
4. State Aid Percentage	0%	23-24 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$0	0.0%
6. Amount of bond indebtedness requested	\$13,515,000	25.0%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$13,515,000	25.0%
8. Estimated amount of bond indebtedness authorized without approval	\$7,558,237	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$5,956,763	11.0%

Forms Requested	
(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

<div>June 19, 2023</div> <div>Date</div>	<div>Dale Brungardt</div> <div>Director, School Finance</div>
<div>June 19, 2023</div> <div>Date</div>	<div>Craig Neuenswander</div> <div>Deputy Commissioner</div>

To: **State Board Members**

Re: **Application to hold bond election for USD 205 Bluestem**

Yes 6-0 1. The vote to submit the bond application by the local board of education was unanimous - one person missing

Yes 2. The district is experiencing growth in enrollment. (slightly)

Yes 3. The community was involved in the process of the building proposal.

pending 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

No 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 f.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 205 Bluestem, 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 205 Bluestem, Butler County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 205 Bluestem, Butler County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held June 28, 2023.

USD 205 plans to use the bond proceeds (not to exceed **\$13,515,000**) to construct, equip and furnish additions to the High School to create a wing for new classroom and support spaces for Agricultural, Industrial Arts and Science education and a multipurpose wing for weight training, fitness, wrestling and storm shelter; (b) make renovations and upgrades to the Art Room, Band Room, and Woodshop, and security upgrades in the High School; (c) construct, equip and furnish additions to Bluestem Elementary to create new classroom additions to include storm shelter space to serve the Elementary School; (d) remodel and improve entrance to Elementary to create a secured vestibule for enhanced building safety and security; (e) improvements to District buildings, including other security upgrades, and improvements to the exterior of buildings; (f) retire the existing capital leases for HVAC and Roof improvements financed in 2021 to make funds available for other District purposes.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-0.
2. The district is experiencing a slight 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 application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 205 Bluestem

County: Butler

1. Current equalized assessed tangible valuation *	<u>\$53,987,405</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$7,558,237</u>	
4. State Aid Percentage	<u>0%</u>	23-24 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0%</u>
6. Amount of bond indebtedness requested	<u>\$13,515,000</u>	<u>25.0%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$13,515,000</u>	<u>25.0%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$7,558,237</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$5,956,763</u>	<u>11.0%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

June 6, 2023
Date

June 6, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to receive state aid for USD 205 Bluestem**

Yes 6-0 1. The vote to submit the bond application by the local board of education was unanimous - one person missing

Yes 2. The district is experiencing growth in enrollment. (slightly)

Yes 3. The community was involved in the process of the building proposal.

pending 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

No 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 g.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 210 Hugoton, Stevens County, to hold a bond election.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 210 Hugoton, Stevens 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 210 Hugoton, Stevens 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 210 plans to use the bond proceeds (not to exceed **\$35,615,000**) to (a) construct, furnish, and equip renovations and improvements to Hugoton High School, including to the existing High School and shop facilities, a new gymnasium, related connections, and a new transportation facility; (b) construct, furnish, and equip renovations and improvements to Hugoton Elementary School, including to the classrooms, entryway, kitchen and cafeteria areas, courtyard, playground, and play areas, and storm shelter improvements; (c) construct, furnish, and equip renovations and improvements to other District facilities.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 210 Hugoton	County: Stevens
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1. Current equalized assessed tangible valuation *	<u>\$104,529,318</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$14,634,105</u>	
4. State Aid Percentage	<u>8%</u>	23-24 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$2,365,000</u>	<u>2.3%</u>
6. Amount of bond indebtedness requested	<u>\$35,615,000</u>	<u>34.1%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$37,980,000</u>	<u>36.3%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$14,634,105</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$23,345,895</u>	<u>22.3%</u>

Forms Requested	
(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

June 19, 2023
Date

Dale Brungardt
Director, School Finance

June 19, 2023
Date

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to hold bond election for USD 210 Hugoton**

Yes 1. The vote to submit the bond application by the local board of education was unanimous. 2 absent

No 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 h.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 210 Hugoton, Stevens 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 210 Hugoton, Stevens County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 210 Hugoton, Stevens County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held June 28, 2023.

USD 210 plans to use the bond proceeds (not to exceed **\$35,615,000**) to (a) construct, furnish, and equip renovations and improvements to Hugoton High School, including to the existing High School and shop facilities, a new gymnasium, related connections, and a new transportation facility; (b) construct, furnish, and equip renovations and improvements to Hugoton Elementary School, including to the classrooms, entryway, kitchen and cafeteria areas, courtyard, playground, and play areas, and storm shelter improvements; (c) construct, furnish, and equip renovations and improvements to other District facilities.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 210 Hugoton	County: Stevens
--	------------------------

1. Current equalized assessed tangible valuation *	\$104,529,318	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$14,634,105	
4. State Aid Percentage	8%	23-24 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$2,365,000	2.3%
6. Amount of bond indebtedness requested	\$35,615,000	34.1%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$37,980,000	36.3%
8. Estimated amount of bond indebtedness authorized without approval	\$14,634,105	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$23,345,895	22.3%

Forms Requested

(X) 5-210-118 General Information (X) 5-210-106 Resolution (X) 5-210-108 Publication Notice (X) 5-210-110 Application (X) 5-210-114 Equalized Assessed Valuation	(X) Schematic floor plan of the proposed facilities (X) Map of the school district showing present facilities (X) Small map of the school district showing the adjoining school districts (X) Map of the school district showing proposed facilities
--	--

June 19, 2023
Date

June 19, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to receive state aid for USD 210 Hugoton**

Yes 1. The vote to submit the bond application by the local board of education was unanimous. 2 absent

No 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

No 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 i.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 214 Ulysses, Grant County, to hold a bond election.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 214 Ulysses, Grant 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 214 Ulysses, Grant 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 214 plans to use the bond proceeds (not to exceed **\$44,750,000**) to (a) construct, furnish and equip improvements and renovations to Hickok Elementary School, including kitchen and cafeteria remodel; interior and exterior building improvements; site work; classroom improvements; window, lighting, HVAC, electrical, and fire alarm system improvements; and asbestos abatement; (b) construct, furnish and equip improvements and renovations to Sullivan Elementary School, including kitchen and cafeteria remodel; interior and exterior building improvements; classroom improvements; lighting, HVAC, electrical, and fire alarm system improvements; and asbestos abatement; (c) construct, furnish and equip improvements and renovations to Kepley Middle School, including auditorium, District office space and restroom improvements; (d) construct, furnish and equip improvements, additions and renovations to Ulysses High School, including new additions for a middle school wing and a high school wing; a new weight room facility; kitchen and cafeteria remodel; interior and exterior building improvements; site work; classroom, culinary arts, shop areas, music wing, and wrestling room remodel and improvements; and window, lighting, HVAC, electrical, and fire alarm system improvements.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.

6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education to
Allow Local Vote on Exceeding Debt Limit

Unified School District 214 Ulysses	County: Grant
-------------------------------------	---------------

1. Current equalized assessed tangible valuation *	<u>\$165,820,753</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$23,214,905</u>	
4. State Aid Percentage	<u>0%</u>	23-24 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0%</u>
6. Amount of bond indebtedness requested	<u>\$44,750,000</u>	<u>27.0%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$44,750,000</u>	<u>27.0%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$23,214,905</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$21,535,095</u>	<u>13.0%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	
(X) 5-210-114 Equalized Assessed Valuation	(X) Map of the school district showing proposed facilities

June 19, 2023
Date

June 19, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to hold bond election for USD 214 Ulysses**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

No 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 j.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 214 Ulysses, Grant 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 214 Ulysses, Grant County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 214 Ulysses, Grant County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held June 28, 2023.

USD 214 plans to use the bond proceeds (not to exceed **\$44,750,000**) to (a) construct, furnish and equip improvements and renovations to Hickok Elementary School, including kitchen and cafeteria remodel; interior and exterior building improvements; site work; classroom improvements; window, lighting, HVAC, electrical, and fire alarm system improvements; and asbestos abatement; (b) construct, furnish and equip improvements and renovations to Sullivan Elementary School, including kitchen and cafeteria remodel; interior and exterior building improvements; classroom improvements; lighting, HVAC, electrical, and fire alarm system improvements; and asbestos abatement; (c) construct, furnish and equip improvements and renovations to Kepley Middle School, including auditorium, District office space and restroom improvements; (d) construct, furnish and equip improvements, additions and renovations to Ulysses High School, including new additions for a middle school wing and a high school wing; a new weight room facility; kitchen and cafeteria remodel; interior and exterior building improvements; site work; classroom, culinary arts, shop areas, music wing, and wrestling room remodel and improvements; and window, lighting, HVAC, electrical, and fire alarm system improvements.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is not experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.

5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 214 Ulysses	County: Grant
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1. Current equalized assessed tangible valuation *	<u>\$165,820,753</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$23,214,905</u>	
4. State Aid Percentage	<u>0%</u>	23-24 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0%</u>
6. Amount of bond indebtedness requested	<u>\$44,750,000</u>	<u>27.0%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$44,750,000</u>	<u>27.0%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$23,214,905</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$21,535,095</u>	<u>13.0%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

June 19, 2023
Date

June 19, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to receive state aid for USD 214 Ulysses**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

No 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 k.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 262 Valley Center, Sedgwick County, to hold a bond election.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 262 Valley Center, Sedgwick 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 262 Valley Center, Sedgwick 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 262 plans to use the bond proceeds (not to exceed **\$73,900,000**) to (a) construct, furnish, and equip a new elementary school; (b) construct, furnish, and equip District facilities to provide for a new pre-K facility, a supplemental program center, and new special education support areas; (c) renovations and improvements to the existing Learning Center; (d) construct, furnish, and equip renovations, additions and improvements to Valley Center High School; (e) construct, furnish, and equip renovations and improvements to Valley Center Middle School, Valley Center Intermediate School, Abilene Elementary School, West Elementary School, and Wheatland Elementary School.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-1.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 262 Valley Center	County: Sedgwick
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1. Current equalized assessed tangible valuation *	\$218,326,077	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$30,565,651	
4. State Aid Percentage	21%	23-24 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$59,995,000	27.5%
6. Amount of bond indebtedness requested	\$73,900,000	33.8%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$133,895,000	61.3%
8. Estimated amount of bond indebtedness authorized without approval	\$30,565,651	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$103,329,349	47.3%

Forms Requested	
(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

<div>June 19, 2023</div> <div>Date</div>	<div>Dale Brungardt</div> <div>Director, School Finance</div>
<div>June 19, 2023</div> <div>Date</div>	<div>Craig Neuenswander</div> <div>Deputy Commissioner</div>

To: **State Board Members**

Re: **Application to hold bond election for USD 262 Valley Center**

- | | |
|-----|--|
| No | 1. The vote to submit the bond application by the local board of education was unanimous. (6-1) |
| Yes | 2. The district is experiencing growth in enrollment. (currently over 1,800 new homes under construction or planned in next 5 years) |
| Yes | 3. The community was involved in the process of the building proposal. |
| Yes | 4. All required forms were properly filed with us, along with an appropriate notice for the election. |
| Yes | 5. The district outlined the needs for the building project by responding to all questions required by the district. |
| Yes | 6. An outside consultant was utilized in determining school district needs. |
| No | 7. The age of the existing building(s) appears to justify a bond election. |
| No | 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs. |
| No | 9. Several buildings are being consolidated under this proposal. |
| n/a | 10. Other: |

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 I.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 262 Valley Center, Sedgwick 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 262 Valley Center, Sedgwick County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 262 Valley Center, Sedgwick County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held June 28, 2023.

USD 262 plans to use the bond proceeds (not to exceed **\$73,900,000**) to (a) construct, furnish, and equip a new elementary school; (b) construct, furnish, and equip District facilities to provide for a new pre-K facility, a supplemental program center, and new special education support areas; (c) renovations and improvements to the existing Learning Center; (d) construct, furnish, and equip renovations, additions and improvements to Valley Center High School; (e) construct, furnish, and equip renovations and improvements to Valley Center Middle School, Valley Center Intermediate School, Abilene Elementary School, West Elementary School, and Wheatland Elementary School.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was 6-1.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 262 Valley Center	County: Sedgwick
--	-------------------------

1. Current equalized assessed tangible valuation *	<u>\$218,326,077</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$30,565,651</u>	
4. State Aid Percentage	<u>21%</u>	23-24 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$59,995,000</u>	<u>27.5%</u>
6. Amount of bond indebtedness requested	<u>\$73,900,000</u>	<u>33.8%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$133,895,000</u>	<u>61.3%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$30,565,651</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$103,329,349</u>	<u>47.3%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	(X) Map of the school district showing proposed facilities
(X) 5-210-114 Equalized Assessed Valuation	

June 19, 2023
Date

June 19, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to receive state aid for USD 262 Valley Center**

- | | |
|-----|--|
| No | 1. The vote to submit the bond application by the local board of education was unanimous. (6-1) |
| Yes | 2. The district is experiencing growth in enrollment. (currently over 1,800 new homes under construction or planned in next 5 years) |
| Yes | 3. The community was involved in the process of the building proposal. |
| Yes | 4. All required forms were properly filed with us, along with an appropriate notice for the election. |
| Yes | 5. The district outlined the needs for the building project by responding to all questions required by the district. |
| Yes | 6. An outside consultant was utilized in determining school district needs. |
| No | 7. The age of the existing building(s) appears to justify a bond election. |
| No | 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs. |
| No | 9. Several buildings are being consolidated under this proposal. |
| n/a | 10. Other: |

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 m.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 294 Oberlin, Decatur County, to hold a bond election.

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 294 Oberlin, Decatur 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 294 Oberlin, Decatur 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 294 plans to use the bond proceeds (not to exceed **\$29,150,000**) to (a) construct, furnish and equip improvements, additions and renovations to the existing Decatur Community High School to provide for a Pre-K through 12th Grade facility; (b) demolish, to the extent necessary, the existing elementary school. Upgrades and replacement of mechanical systems (HVAC), infrastructure (ADA assessability), safety and security.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education to Allow Local Vote on Exceeding Debt Limit

Unified School District 294 Oberlin	County: Decatur
--	------------------------

1. Current equalized assessed tangible valuation *	<u>\$63,295,659</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$8,861,392</u>	
4. State Aid Percentage	<u>0%</u>	23-24 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$0</u>	<u>0.0%</u>
6. Amount of bond indebtedness requested	<u>\$29,150,000</u>	<u>46.1%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$29,150,000</u>	<u>46.1%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$8,861,392</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$20,288,608</u>	<u>32.1%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	
(X) 5-210-114 Equalized Assessed Valuation	(X) Map of the school district showing proposed facilities

June 19, 2023
Date

June 19, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to hold bond election for USD 294 Oberlin**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

Yes 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 n.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 294 Oberlin, Decatur 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 294 Oberlin, Decatur County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 294 Oberlin, Decatur County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held June 28, 2023.

USD 294 plans to use the bond proceeds (not to exceed **\$29,150,000**) to (a) construct, furnish and equip improvements, additions and renovations to the existing Decatur Community High School to provide for a pre-K through 12th Grade facility; (b) demolish, to the extent necessary, the existing elementary school. Upgrades and replacement of mechanical systems (HVAC), infrastructure (ADA assessability), safety and security.

Based upon the following criteria, staff recommends that this bond application be approved.

1. The vote to submit the bond application by the local board of education was unanimous.
2. The district is experiencing a growth in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing building(s) appears to justify a bond election.
8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 294 Oberlin	County: Decatur
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1. Current equalized assessed tangible valuation *	\$63,295,659	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$8,861,392	
4. State Aid Percentage	0%	23-24 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$0	0.0%
6. Amount of bond indebtedness requested	\$29,150,000	46.1%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$29,150,000	46.1%
8. Estimated amount of bond indebtedness authorized without approval	\$8,861,392	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$20,288,608	32.1%

Forms Requested

(X) 5-210-118 General Information (X) 5-210-106 Resolution (X) 5-210-108 Publication Notice (X) 5-210-110 Application (X) 5-210-114 Equalized Assessed Valuation	(X) Schematic floor plan of the proposed facilities (X) Map of the school district showing present facilities (X) Small map of the school district showing the adjoining school districts (X) Map of the school district showing proposed facilities
--	--

June 19, 2023
Date

June 19, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to receive state aid for USD 294 Oberlin**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

Yes 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 o.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 343 Perry-Lecompton, Jefferson County, to hold a bond election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 343 Perry-Lecompton, Jefferson 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 343 Perry-Lecompton, Jefferson 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 343 plans to use the bond proceeds (not to exceed **\$17,800,000**) to (a) construct, furnish, and equip renovations and improvements to Lecompton Elementary, Perry Elementary, Middle School, and High School including safe and secure entrances; (b) construct, furnish, and equip additions and renovations to Lecompton Elementary for new classrooms and restrooms, and to Middle School and High School campus for a softball and baseball complex, a new gymnasium, and auditorium improvements; (c) construct, furnish, and equip renovations and improvements to other District facilities.

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

Unified School District 343 Perry-Lecompton	County: Jefferson
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1. Current equalized assessed tangible valuation *	<u>\$104,970,552</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$14,695,877</u>	
4. State Aid Percentage	<u>0%</u>	23-24 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$2,155,000</u>	<u>2.1%</u>
6. Amount of bond indebtedness requested	<u>\$17,800,000</u>	<u>17.0%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$19,955,000</u>	<u>19.0%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$14,695,877</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$5,259,123</u>	<u>5.0%</u>

Forms Requested

(X) 5-210-118 General Information	(X) Schematic floor plan of the proposed facilities
(X) 5-210-106 Resolution	(X) Map of the school district showing present facilities
(X) 5-210-108 Publication Notice	(X) Small map of the school district showing the adjoining school districts
(X) 5-210-110 Application	
(X) 5-210-114 Equalized Assessed Valuation	(X) Map of the school district showing proposed facilities

June 19, 2023
Date

Dale Brungardt
Director, School Finance

June 19, 2023
Date

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to hold bond election for USD 343 Perry-Lecompton**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

Yes 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 p.

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 7/11/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 343 Perry-Lecompton, Jefferson 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 343 Perry-Lecompton, Jefferson County, to receive capital improvement (bond and interest) state aid as authorized by law.

Explanation of Situation Requiring Action:

Under KSA 72-5461 et seq., a school district may request that the State Board of Education authorize the district to receive capital improvement (bond and interest) state aid. USD 343 Perry-Lecompton, Jefferson County, has made such a request. If approved, the district would receive capital improvement (bond and interest) state aid to be prorated at 100 percent as provided by law. If the request is not approved, the district will not receive any capital improvement state aid. The bond hearing for state aid was held June 28, 2023.

USD 343 plans to use the bond proceeds (not to exceed **\$17,800,000**) to (a) construct, furnish, and equip renovations and improvements to Lecompton Elementary, Perry Elementary, Middle School, and High School including safe and secure entrances; (b) construct, furnish, and equip additions and renovations to Lecompton Elementary for new classrooms and restrooms, and to Middle School and High School campus for a softball and baseball complex, a new gymnasium, and auditorium improvements; (c) construct, furnish, and equip renovations and improvements to other District facilities.

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 for Capital Improvement State Aid

Unified School District 343 Perry-Lecompton	County: Jefferson
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1. Current equalized assessed tangible valuation *	\$104,970,552	
2. Percentage of bond debt limit	14.00%	
3. Amount of bond debt limit	\$14,695,877	
4. State Aid Percentage	0%	23-24 St Aid %

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	\$2,155,000	2.1%
6. Amount of bond indebtedness requested	\$17,800,000	17.0%
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	\$19,955,000	19.0%
8. Estimated amount of bond indebtedness authorized without approval	\$14,695,877	14.0%
9. Amount of bond indebtedness above bond debt limit requested	\$5,259,123	5.0%

Forms Requested

(X) 5-210-118 General Information (X) 5-210-106 Resolution (X) 5-210-108 Publication Notice (X) 5-210-110 Application (X) 5-210-114 Equalized Assessed Valuation	(X) Schematic floor plan of the proposed facilities (X) Map of the school district showing present facilities (X) Small map of the school district showing the adjoining school districts (X) Map of the school district showing proposed facilities
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June 19, 2023
Date

June 19, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application to receive state aid for USD 343 Perry-Lecompton**

Yes 1. The vote to submit the bond application by the local board of education was unanimous.

Yes 2. The district is experiencing growth in enrollment.

Yes 3. The community was involved in the process of the building proposal.

Yes 4. All required forms were properly filed with us, along with an appropriate notice for the election.

Yes 5. The district outlined the needs for the building project by responding to all questions required by the district.

Yes 6. An outside consultant was utilized in determining school district needs.

Yes 7. The age of the existing building(s) appears to justify a bond election.

Yes 8. The application indicates that the building(s) are in need of major repairs in order to provide the necessary student programs.

No 9. Several buildings are being consolidated under this proposal.

n/a 10. Other:

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 q.

Staff Initiating:

Catherine Chmidling

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

7/11/2023

Item Title:

Act to approve ERC recommendations for program approval.

Recommended Motion:

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee (ERC) for "Program Approval" for Baker University, Fort Hays State University, Friends University, and Wichita State University.

Explanation of Situation Requiring Action:

The educator preparation program review processes are guided by Kansas regulations 91-1-230, 91-1-234, 91-1-235, and 91-1-236, authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution. The current regulations were first adopted in 2004 and 2007, have been revised and updated regularly as-needed.

The review process relies on peer review by trained education practitioners from P12 and higher education, who review the specific license/endorsement preparation program for alignment to the license/endorsement preparation standards which have been adopted by the State Board of Education. The alignment review includes examination of programs of study; assessment instruments; collected data, analyses, and interpretations; requirements for admission, retention, and program completion; preparation design including clinical experiences; data-driven changes and their results.

Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the educator preparation program for the above institutions based on adopted State Board policies, procedures, and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher education administrators, and forms a second peer review oversight committee, which reviews each license/endorsement preparation program's alignment to the appropriate preparation standards.

The Evaluation Review Committee, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each educator preparation program.

The initial recommendation was submitted to the teacher education institution and the institution was given 30 days to request a hearing to appeal the initial recommendation. If requested, the ERC

conducted a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation program. If a request for a hearing was not submitted or the institution accepted, the initial recommendations became the final recommendations. These final recommendations have been submitted to appropriate representatives of the educator preparation institutions and are now submitted to the State Board, as attached, for consideration and approval of the ERC recommendations for accreditation and program approval status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions.



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

June 15, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Baker University

Introductory Statement:

On May 23, 2023, the Evaluation Review Committee reviewed an application for program approval for Baker University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Baker University program through June 30, 2029:

Biology, I, 6-12 continuing

Areas for Improvement:

Standards 2-10

None

Standard 1 (Met)

AFI 1.1: Assessment 2 does not align with the standard.

Rationale 1.1: Assessment 2 does not address disciplinary core ideas, scientific and engineering practices, and crosscutting concepts into instruction. The rubric is not science specific. Post-rejoinder3: AFI regarding Assessment 2 has not been addressed, and remains.



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www.ksde.org

June 02, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Fort Hays State University

Introductory Statement:

On May 23, 2023, the Evaluation Review Committee reviewed applications for program approvals for Fort Hays State University.

Documents that were received and considered include the Institutional Program Reports, Program Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following Fort Hays State University programs through December 31, 2029.

Elementary, I, K-6 Post-Bacc/MSE, continuing

Areas for Improvement

Standards 1-7, Sci Reading

None

High Incidence, A, PreK-12, continuing

Areas for Improvement

Standards 1-8, Sci Reading

None

High Incidence, I, PreK-12 LAL, continuing

Areas for Improvement

Standards 1-8, Sci Reading

None

Mathematics, I, 5-8, continuing

Areas for Improvement

Standards 1-7

None

Mathematics, I, 6-12, continuing

Areas for Improvement

Standards 1-7

None

Music, I, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

Physics, I, 6-12, continuing

Areas for Improvement

Standards 1-10

None



900 S.W. Jackson Street, Suite 102
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(785) 296-3201
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June 02, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Friends University

Introductory Statement:

On May 23, 2023, the Evaluation Review Committee reviewed an application for program approval for Friends University.

Documents that were received and considered include the Institutional Program Report, Rejoinder, and KSDE Team Report.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Friends University program through June 30, 2029:

High Incidence, A, PreK-12, continuing
Areas for Improvement
Standards 1-8, Sci Reading



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

June 02, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendations for program approvals for Wichita State University

Introductory Statement:

On May 23, 2023, the Evaluation Review Committee reviewed applications for program approvals for Wichita State University.

Documents that were received and considered include the Institutional Program Reports, Rejoinders, and KSDE Team Reports.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for the following Wichita State University programs through December 31, 2029.

Elementary, I, K-6, continuing

Areas for Improvement

Standards 1-7, Sci Reading

None

High Incidence, A, PreK-12, continuing

Areas for Improvement

Standards 1-8, Sci Reading

None

High Incidence, I, PreK-12 LAL, continuing

Areas for Improvement

Standards 1-8, Sci Reading

None

Music, I, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

Physical Education, I, PreK-12, continuing

Areas for Improvement

Standards 1-7

None

Physics, I, 6-12, continuing

Areas for Improvement

Standards 1-10

None

World Languages, I, PreK-12, continuing

Areas for Improvement

Standards 1-8

None

PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of an educator preparation provider (EPP).

PROGRAM DECISIONS

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-235 and 91-1-236.

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

- (A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;
- (B) at least 12 weeks of student teaching; and
- (C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status. Each new program shall be approved with stipulation or not approved.

(g) Annual report.

(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.

(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.

(h) Change of approval status.

(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the

current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.

(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.

(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and

(B) at least 12 weeks of student teaching.

(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.

(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall

specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status.

(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 r.

Staff Initiating:

Kerry Haag

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve contract for the continuation of the Kansans Can Competency (KCC) Framework.

Recommended Motion:

It is moved the Kansas State Board of Education authorize the Commissioner of Education to enter into a contract with a vendor, selected through Kansas Department of Administration procurement processes, to continue implementation of a statewide system of professional development for the Kansans Can Competency Framework for the period of July 1, 2023 through June 30, 2028 in an amount not to exceed \$1,075,000 to be paid out of the federal Title II Part A funds.

Explanation of Situation Requiring Action:

The vendor will deploy professional development and coaching activities that expand and increase expertise in the breadth and depth of interpersonal, intrapersonal and cognitive competencies. The vendor must complete activities from existing structure and in a manner consistent with existing knowledge base, support educators in developing resilient learners who collaborate to expand skills, express their wants, and needs respectfully, and apply strategies to self-regulate and persevere. This is to be achieved through uniform implementation of five objectives: 1) Integrate Kansans Can Competencies into KSDE priorities and processes; 2) Maintain and expand an existing statewide cadre of qualified Kansans Can Competency state-level trainers; 3) Build educators knowledge and skills to develop resilient learners using enhanced eBooks, facilitated instructional activity studies; and conducting strategy-specific workshops. 4) Facilitate the development of new and existing school and district implementation structures, provide local coach training, and coordinate schoolwide and districtwide training. 5) Promote educator, school-and district-level sustainability through development and use of data tools. 6) Evaluate the impact and quality of project activities through a utilization-focused evaluation plan.

This request produces critical outcomes towards achievement of the KSBE mission by building out one of the four foundational structures: specifically, the Kansans Can Competencies (KCC). The KCC supports educators and families in developing resilient learners who collaborate to expand skills, express their wants, and needs respectfully, and apply strategies to self-regulate and persevere. As a result, the number of Kansas students who are prepared for lifelong success through rigorous, quality academic instruction, career training, and character development according to each student's gifts and talents increases.

Businesses, families, and educators across Kansas agreed that students need intra and interpersonal skills to perform well during and after school. In 2017, a vendor was selected through the competitive bid process to develop evidence-based professional development for Kansas preK-12 educators on inter and intrapersonal competency instruction and provide implementation support resulting in establishment of the Kansans Can Competency (KCC) Framework.

The KCC Framework provides free curriculum to schools to build self-regulation, self-efficacy, assertiveness, and conflict management in students grades K-12. The KCC framework is a promising districtwide strategy for prevention of both suicide and bullying as educators receive training in developing resilient learners who collaborate to expand skills, express their wants, and needs respectfully, and apply strategies to self-regulate and persevere. When schools teach these four competencies, educators see students become better learners in classrooms as measured by 10 observable impacts.

To date, educators, and administrators from 281 Kansas school districts are implementing the curriculum and accessing companion professional development to various degrees. Between 2017 and now, KSDE has gone from having no recognized state trainers to eight (8). The recognized KCC trainers support schools in helping educators' schoolwide incorporate practice of the competencies into classroom assignments and activities. These educators have expanded their instructional expertise, implemented evidence-based social-emotional instruction, and assessed the growth of more than 11,000 Kansas students.

The KCC training curriculum is freely available and fully aligned with KSBE approved Social-Emotional Character Development Standards. New training content and resources are continually developed to respond to needs of Kansas educators and families as they arise. This extensive repository of educator, parent and family resources is maintained at CCCstudent.org.

The work-scope for next five-years requires using the existing structure, established knowledge base and continued involvement of KSDE partners such as Education Service Centers. Yearly the vendor must submit a plan and budget to KSDE that refines and expands a system for ensuring state trainer fidelity of implementation that meets six objectives: 1) Integrates KCC into KSDE priorities and processes; 2) Maintain and expand the existing cadre of qualified KCC state-level trainers; 3) Build educators knowledge and skills using enhanced eBooks, facilitated instructional activity studies; and conducting strategy-specific workshops. 4) Develops new and existing school and district implementation structures, provide local coach training, and coordinate schoolwide and districtwide training. 5) Promote educator, school-and district-level sustainability through development and use of data tools. 6) Evaluate and report on the impact and quality of project activities through a utilization-focused evaluation plan.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 s.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve Visiting Scholar application recommendations.

Recommended Motion:

It is moved that the Kansas State Board of Education accept the recommendations of Randy Watson, Commissioner of Education regarding a Visiting Scholar License.

Explanation of Situation Requiring Action:

Criteria for a Visiting Scholar license:

Advanced course of study or extensive training in the area of licensure requested.

Outstanding distinction or exceptional talent in the field.

Significant recent occupational experience which is related to the field.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program Janet Graham

Blue Valley USD 229 requests that Janet Graham be granted a renewal of a Visiting Scholar license valid for the 2023-24 school year. Ms. Graham will continue as a CAPS instructor, responsible for Global Business courses. She will continue to teach Global Marketing and Business Development, Global Economics and Operations Management.

Ms. Graham will be teaching the CAPS full schedule of morning and afternoon schedule. Courses are eligible for college credit. She has participated in appropriate professional learning while employed in this position during the past 10 school years.

Janet Graham continues to provide a unique learning opportunity for students in the CAPS program, meeting the criteria of an advanced course of study in the field and significant occupational experience in the fields of both business and education. I recommend that the request for renewal of a Visiting Scholar license, valid for the 2023-24 school year for Janet Graham be approved, based on continuing to meet two of the three established criteria and completion of appropriate professional learning during experience as a Visiting Scholar.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program and William Allen Skeens

Blue Valley USD 229 requests that William Allen Skeens be granted a renewal of a Visiting Scholar license valid for the 2023-24 school year. Mr. Skeens continues to be assigned to teach the CAPS Law and Public Safety course.

Mr. Skeens will teach a full schedule. The course receives college credit through Johnson County Community College, College Now Program. He participated in appropriate professional learning in both education and the legal professional while employed in this position during the last ten school years.

William Skeens continues to provide a unique learning opportunity for students in the CAPS program. He meets the criteria of significant related experience in the field of law and an advanced degree in the field, based on his law degree. I recommend that the request for renewal of a Visiting Scholar license valid for the 2023-24 school year for William Skeens be approved, based on continuing to meet two of the three established criteria and appropriate professional learning during his teaching as a Visiting Scholar.

Lawrence, USD 497 and Kelly Welch

The Lawrence school district requests that Kelly Welch be granted renewal of a Visiting Scholar license valid for the 2023-24 school year. Ms. Welch will be assigned as a full-time FACS teacher at Lawrence High School. Kelly was employed under a Visiting Scholar license teaching FACS for the Geary County School district, USD 475, and transferred to USD 497 starting with the 2019-20 school year. She participated in appropriate professional learning while employed in this position during the past five school years.

Kelly Welch's educational background and studies along with her almost two decades of teaching experience in family studies and human ecology at the post-secondary level provide a unique learning experience to the students at Lawrence High School. She meets the criteria of extensive related experience and an advanced degree in the subject. I recommend that the request for renewal of a Visiting Scholar license valid for the 2023-24 school year for Kelly Welch be approved, based on continuing to meet two of the established criteria, and appropriate professional learning during the last six years of teaching as a Visiting Scholar.

Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program and Michael Farmer

The Blue Valley School District – CAPS requests that Michael Farmer be granted renewal of a Visiting Scholar license valid for the 2023-24 school year. Mr. Farmer will be assigned to teach the CAPS Innovate course. The course is developed to meet the needs of students looking to create products and/or businesses, equipping students with the skills of an innovator.

Mr. Farmer will be teaching afternoon sessions of the CAPS schedule, three periods every day. He completed appropriate professional learning while employed in this position during the last six school years.

Michael Farmer's education and experiences continue to provide a unique educational experience to the high school students in the CAPS Innovate course. His educational background along with his expertise and experiences as an entrepreneur and innovator contribute to a strong background relative to his teaching assignment. He meets the criteria of extensive related experience and an

advanced degree in the subject. I recommend that the request for renewal of a Visiting Scholar license valid for the 2023-24 school year for Michael Farmer be approved, based on continuing to meet two of the established criteria and appropriate professional learning during the last three years of teaching as a Visiting Scholar.

Holton, USD 336 and Crystal Buck

The Holton School district requests that Crystal Buck be granted renewal of a Visiting Scholar license valid for the 2023-24 school year. The district will assign Ms. Buck to a full schedule of teaching Spanish 6-12 and French 6-12. She participated in appropriate professional learning while employed in this position last year.

Crystal Buck earned a bachelor of music degree in 2008 from Santi Mary's College, Indiana. A master of music degree was earned in 2012 from the University of Minnesota. A doctor of musical arts in voice performance was earned in 2018 from the University of Kansas. Continuing graduate dissertation coursework towards a PhD in musicology is in process at KU. She started her professional career as an opera singer, singing opera during her studies both in the US and abroad.

Her professor of musicology/advisor at KU has verified that during her DMA and PhD coursework, Ms. Buck dealt extensively with Spanish, French, German and Italian and that singers in doctoral work routinely sing repertory in all four languages, translate extensively into English, learn the grammar and develop a large vocabulary, and become experts in pronunciation. The graduate coursework also included extensive study of the music and culture of France, Italy, Germany and Spanish-speaking areas. This led to advanced proficiency in Spanish, German, French and Italian. Ms. Buck has also provided a detailed breakdown of all her graduate level courses (including masters) and described the language and the details/skills in the language that were required for each course. Transcripts also reflect specific courses in German language.

Ms. Buck taught for the Barton Community College on the Fort Leavenworth Campus from 2013-14 school year to summer of 2018. Barton CCC verified that classes were six week cycles and Ms. Buck taught German 1-111, ESOL 1-11, English grammar, Spanish 1-11, and French 1 courses during her time at Barton. In 2018, she moved to Bogota, Columbia and taught middle/high school English (language and literature, acquisition, and English IB) at the Victoria School (Oxford IB curriculum). The school include multi-lingual classrooms (French, Spanish, English). She taught through spring of 2021. Ms. Buck indicates she has long-term substitute experience in USD 469 at all grade levels.

Crystal Buck's extensive educational background and experience in music performance requiring proficiency in languages, her experiences teaching multiple languages at the post-secondary level, and experiences teaching English at the middle/high/postsecondary level all contribute to a background relative to a Spanish and French teaching assignment. She meets the criteria of advanced degrees that included relevant studies in languages including Spanish, and related experiences through teaching Spanish, French, and other languages, including English at middle through post-secondary level. I recommend that a Visiting Scholar license valid for the 2023-24 school year for Crystal Buck be approved, based on meeting two of the established criteria for Visiting Scholar.

**Blue Valley USD 229 - Center for Advanced Professional Studies (CAPS) program
Janet Graham**

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Crystal Buck's extensive educational background and experience in music performance requiring proficiency in languages, her experiences teaching multiple languages at the post-secondary level, and experiences teaching English at the middle/high/postsecondary level all contribute to a background relative to a Spanish and French teaching assignment. She meets the criteria of advanced degrees that included relevant studies in languages including Spanish, and related experiences through teaching Spanish, French, and other languages, including English at middle through post-secondary level. I recommend that a Visiting Scholar license valid for the 2023-24 school year for Crystal Buck be approved, based on meeting two of the established criteria for Visiting Scholar.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 t.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve local professional development plans.

Recommended Motion:

It is moved that the Kansas State Board of Education act to approve the professional development plans for the following districts/systems:

USD 466 Scott County Schools

USD 480 Liberal

Explanation of Situation Requiring Action:

In provisions of K.S.A. 72-2546, the State Board determines the rules and regulations for the administration of the education professional development act declared in K.S.A. 72-2544. The standards and criteria by which educational agencies will establish and maintain in-service education programs for their licensed personnel are outlined in K.A.R. 91-1-215 through 91-1-219.

K.A.R. 91-1-216(c) states, "...the educational agency shall prepare a proposed in-service plan...[it] shall be submitted to the state board by August 1 of the school year in which the plan is to become effective."

K.A.R. 91-1-216(d) then stipulates, "The plan shall be approved, approved with modifications, or disapproved by the state board."

State department staff have reviewed the five-year professional development plans of the above districts/systems using the standards and criteria determined by the State Board of Education and recommend it be approved.

Professional Development Plan

USD 466 – Scott County Schools



5-year Professional Development Plan Approval

The USD 466 Professional Development Council approved the following plan, at its meeting held on May 18, 2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair: Cheryl Luchan 5/18/2023
Signature Date

The USD 466 Board of Education approved the following plan, at its meeting held on June 12, 2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President: Scott Roll
Signature

6/12/23
Date

Plan Updates

Description of Change to the Professional Development Plan	Date Approved by PDC/BOE

Add pages as needed

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Section One:

Professional Development Council (PDC)

KAR 91-1-217. In-service education professional development council.

- a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

USD 466 DISTRICT MISSION STATEMENT

Intentionally Educating Today, Succeeding Tomorrow. We Are SC!

USD 466 PHILOSOPHY STATEMENT

The philosophy of Unified School District 466 is to continue the academic improvement of students through quality professional performance by district staff with a results based professional development program supported by administrators, educators, Board of Education, and the district leadership team.

USD 466 DISTRICT PROFESSIONAL DEVELOPMENT PURPOSE

USD 466 will provide professional development opportunities for all certified personnel to maintain and develop professional skills and knowledge in order to meet the objectives of the district by increasing knowledge and strength skills in:

1. Areas directly and indirectly related to content areas
2. Specialized content areas
3. Non-academic professional knowledge and skills required for effective instruction

PROFESSIONAL DEVELOPMENT COUNCIL (PDC)

The Professional Development Council includes two members from Scott City Elementary School, four members from Scott City Middle School (two from grades 3 – 5 and two members from grades 6 – 8), and two members from Scott Community High School, and five members representing the administrative team. The PDC will meet quarterly from August through May with special meetings called after notice has been given.

The Professional Development Council will:

1. Design, coordinate, recommend, approve and evaluate professional development activities for professional development credit.
2. Establish and evaluate policies, procedures, and criteria for professional development plans at the district, building and individual levels.

3. Communicate procedures and serve as a resource for questions or concerns related to professional development.
4. Makes recommendations about professional development for the district.

PROFESSIONAL DEVELOPMENT COUNCIL:

Method of Selection

The teachers from each attendance center will select their own representatives to the PDC from the teachers within that attendance center. Teachers may volunteer to serve on the PDC or nominations will be taken. Once teachers have volunteered or nominations have been received, teachers at each attendance will vote via paper ballot or Google Forms. The first year, spring 2023, the district curriculum director will collect the ballots and share results to each building. Succeeding years, the PDC Chair will prepare ballots and tabulate results. Members from the administrative team will be selected in the same manner. Selection of members must be made by the end of the school year in May.

Membership

The members are elected by their representative groups and serve a two-year term. A term begins with an annual training date. A system of overlapping terms will ensure that there will always be experienced members on the council. The first year of the PDC membership, the overlapping terms shall be decided by the youngest member from each group serving the 1-year term.

Teacher representatives on the Professional Development Council must have at three years of teaching experience with at least one-year teaching within USD 466.

Members may resign at any time. Resignations must be in writing and submitted to the chair at least one regular meeting prior to the effective date of the resignation. Any council member will automatically be asked to resign who misses three unexcused meetings during a school year or who fails to carry out responsibilities and duties. Should there be extenuating circumstances an appeal can be made to the PDC with the person making the appeal abstaining from the vote.

All elections should occur before the end of the school year, except in the case of a resignation, which shall be completed within one month of the accepted resignation.

Council Membership:

SCES – 2 teachers from grades Pre-school – 2

SCMS – 2 teachers from grades 3 – 5

SCMS – 2 teachers from grades 6 – 8

SCHS – 2 teachers from grades 9 – 12

Admin Team Membership:

Five members selected from the admin team

Function of the Professional Development Council:

- Provide input towards district to identify the in-service education needs of USD 466.
- Approve and award USD 466 certified staff professional development requests and points/credits.
- Elect a Chairperson, Vice chairperson, and a secretary/recorder.

Responsibilities

Chairperson:

- Calls and conducts all meetings
- Calls and conducts special meetings as needed
- Prepares an agenda for all meetings
- Provides notification of meetings
- Receives all resignations for PDC members
- Provides training to those members that are not able to attend the annual training through SWPRSC
- Carries out other duties as determined by the PDC
- Works in collaboration with district level school improvement and professional development personnel

Vice Chairperson:

- Acts in the absence of the chairperson
- Carries out other duties as determined by the PDC

Secretary/Recorder:

- Acts in the absences of the chairperson, vice chairperson
- Keeps records and minutes of meetings
- Maintains a file of all minutes in the district office
- Carries out other duties as determined by the PDC

Terms of Office:

All officers shall hold office for one year. In order to maintain consistency in handling the district in-service needs, officers may be re-elected.

Any officer may resign from office at any time, provided a letter of resignation is submitted to the PDC. Vacancies in officers' positions will be filled by a majority vote of those members of the PDC present at the meeting at which any resignation is effective, provided a quorum is present.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
- (2) to develop operational procedures; and
- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

Annual Training

Members of the Professional Development Council shall participate in the annual training provided by Southwest Regional Service Center in August. If any member is unable to attend the training given by SWPRSC in August, the chair of the PDC will provide the annual training.

SWRSC will provide a certificate of completion to each member that attended the training. Members will give a copy of the certificate to the chair of the PDC to place in their file. If members aren't able to attend the training at SWRSC and the chair of the PDC provides the training, he/she will provide a district certificate of completion. PDC members will also record their training in My Learning Plan if they are wanting to receive professional development points for salary movement or recertification.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

Operational Procedures

Meetings:

- The Professional Development Council shall meet quarterly from August through May with special meetings
 - called after notice given. (Scheduled meeting months: September, November, February, and May)
- Meetings will be held in the board of education room
- Meeting date will be the 2nd Wednesday of the month beginning at 2:00 p.m.
- All meetings of the PDC will be open to all certified staff.
- The meeting agendas and minutes will be sent to all members electronically.
- All decisions by vote shall be made with a simple majority by a quorum of at least 50% of the current voting membership. If a tie occurs, the Chairman will break the tie.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(2) to develop operational procedures.

Section Two:

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

- (1) Establishment of a professional development council;
- (2) an assessment of in-service needs;
- (3) identification of goals and objectives;
- (4) identification of activities; and
- (5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.



District Professional Development Plan

Purpose

The Professional Development Council will develop a district plan that will incorporate staff professional development, and provide activities that focus on areas that have been identified as a concern in the needs assessment and align with the Kansas education Systems Accreditation (KESA) goals.

USD 466 District Professional Development Plan is designed to provide quality staff development through the following:

- Provide Staff Development that will:
 - Improve the Quality of Instruction
 - Improve Methods of Delivery of Information
 - Improve the Quality of Student Learning
 - Improve Chances of Student Success

District Professional Development Goals

District staff will improve the quality of teaching through gaining knowledge and skills related to:

- State and District Curriculum Standards
- Using Researched-based Strategies
- Job-embedded Professional Development and Classroom Action Research
- Provide Opportunities to Strengthen and Develop Teaching Skills

Assessment of Professional Development/In-Service Needs

The District will assess the needs of professional development in the following ways:

- Surveys will be provided to staff to collect feedback on needs. Surveys will also be given after professional development is provided to assess effectiveness. Each survey may ask:
 - Was the content of the professional development provided relevant to your role?
 - Will the information provided positively affect your daily role?
 - Does instruction align with state and district curriculum content and standards?
 - Did this in-service help us meet curriculum standards?
 - What topics should be considered for future in-service
 - Are all student needs being met with professional development?
- PLC conversations will be conducted between teachers and administrators to collect feedback and input regarding what school improvement area the district needs wants to improve during this plan cycle.
 - Decisions will be made by looking at all forms of assessments given to students.
 - Discuss how the district curriculum is meeting students' needs and what is being done to fulfill those needs.
 - Discuss how the district curriculum is meeting the state content and standards at each grade level.
 - Discuss changes need to be made to help student who are not meeting curriculum standards.
 - Identify which student or student groups need additional instruction in the district

curriculum areas.

- KSDE Needs Assessment will encompass the ideas from staff and the Professional Development Committee.
- District Strategic Planning will use the information collected to develop visions moving forward.

During quarterly meetings, the PDC will evaluate feedback and discuss future professional development needs.

Identification of Goals and Objectives to Achieve the In-Service Needs

Goal #1: USD 466 will continue to maintain academic excellence by continuing to focus on teaching and learning in order to ensure that instruction is aligned with the Kansas State Standards, so that all students in grades K – 12 will possess and be able to demonstrate the knowledge, skills and understanding required for career and college readiness.

Goal #2: USD 466 will continue to develop, implement, and support student opportunities to be career and college ready.

Goal #3: USD 466 will uphold a safe environment and culture district wide for all students and staff.

Identification of Activities and Actions to Achieve the Goals and Objectives

Goal #1: USD 466 will continue to maintain academic excellence by continuing to focus on teaching and learning in order to ensure that instruction is aligned with the Kansas State Standards, so that all students in grades K – 12 will possess and be able to demonstrate the knowledge, skills and understanding required for career and college readiness.		
STRATEGY	ACTIVITY	PERFORMANCE MEASURE/DATA SOURCE
District teachers will continue curriculum mapping all classes/courses	Each year revision and updates will need to be made to the district curriculum maps due to new state standards, new district textbook adoptions, etc.	<ul style="list-style-type: none">• State Standards• Discussions on assessments

District teachers will continue using MTSS in each of the buildings providing Tiered instruction to all students.	Daily instruction is delivered at students' tiered level in Math and Reading at all grade levels.	<ul style="list-style-type: none"> FastBridge Assessment Progress Monitoring

Goal #2: USD 466 will continue to develop, implement, and support student opportunities to be career and college ready.		
STRATEGY	ACTIVITY	PERFORMANCE MEASURE/DATA SOURCE
USD 466 will continue to provide opportunities for students to learn and visit colleges and vocational schools	6 th graders visit _____ 7 th graders visit _____ 8 th graders visit _____ High school visits _____ College and Career Night held during the fall for students and parents	<ul style="list-style-type: none"> Xello Circle Time Entrepreneurship Class at SCHS
USD 466 will continue to provide work study opportunities for students	Work shadow opportunities for all Juniors Work Study opportunities	
USD 466 will continue to support Career and Technical Education (CTE)	Continue looking at our CTE course offerings	<ul style="list-style-type: none"> Completers of the CTE Pathway
AP Classes and College Credit	Opportunities through GCCC AP Classes offered to students at SCHS	<ul style="list-style-type: none"> Dual Credit AP credit given after exam taken

Goal #3: USD 466 will uphold a safe environment and culture district wide for all students and staff.		
STRATEGY	ACTIVITY	PERFORMANCE MEASURE/DATA SOURCE
USD 466 will continue to increase staff's awareness and preparedness in working with and best supporting the diverse student population we serve.	Resilience Training 7-Mindsets Circles	<ul style="list-style-type: none"> SAEBRS Circle Groups with staff and students

Evaluative Criteria to Determine Levels of Success in Meeting the In-Service Needs

Goals have been aligned with the district's strategic goals. The district will review the data and information collected from the staff at Scott City Elementary School, Scott City Middle School, and Scott Community High School through surveys after each district in-service.

Reporting Results of Evaluation of In-Service Needs

Results from professional development feedback will be shared with the teaching staff by the PDC. Justification of future professional development will be indicated after sharing the feedback.

- Results of the professional development surveys will be shared with staff through email and minutes of the PDC meetings.
- The chairman of the PDC committee will keep records of the surveys and the minutes from each PDC meeting.
- Surveys will be given through Google Docs created by the PDC chair.

Amending the Professional Development Plan

The District Professional Development Plan may be amended at any time. The Professional Development Council will approve the amendment using the voting process detailed in the Operational Standards section. Once the amendment has been approved, it will be submitted to the USD 466 Board of Education for approval. Last, the amendment will be recorded on the plan update page.

- Survey teachers to see what if any changes should be made to the PDC plan.
- PDC Committee will discuss recommendations from the teachers concerning changes.
- PDC plan will be reviewed annually by the PDC committee to see if those changes or any additional changes need to be made.
- PDC Chair will note changes on page 2 of the Professional Development Plan under Plan Updates.

Section Three

Individual Professional Development Plans (IPDP)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Individual Professional Development Plan Development: (IPDP)

The Individual Professional Development Plan is a plan describing the professional development of goals and activities to be completed by an individual during a specified period of time. The purposes of the IPDP are to establish continuity and specificity in the job-related training of an individual:

- To enrich individual knowledge, skill, and attitudes
- To provide growth in the professional educator's grade/discipline through content standards that relate to the subject area taught, professional education standards related to all content areas that may not be related specifically to the subject area taught, and service to the profession related to meetings and committees only.
- To assess individual needs
- To determine individual professional development goals
- To expand the options for renewal of licensure; to improve job performance

All certified staff members must have an IPDP plan on Frontline Education/My Learning Plan. The plan can be amended at any time during the school year. The IPDP plan must be updated every five years or when your current teaching license has expired. These plans should be developed in collaboration with the immediate supervisor or the Director of Curriculum and Instruction. Certified substitutes on the USD 466 substitute list may also file an IPDP plan. All IPDP plans are written on-line and submitted for approval first by the immediate supervisor, followed by the USD 466 superintendent, and last by the PDC committee. When teachers are writing their IPDP goals, they will work with their immediate supervisor to include an individual, building and district goal. Once written, the goals will be approved by the teacher's immediate supervisor and superintendent before being submitted for final approval by the PDC committee.

Any person who resides in the school district will be eligible to file a professional development plan with USD 466 Professional Development Council. Certified substitutes on the USD 466 substitute list may file an IPDP plan.

Information Needed to Complete Your Individual Professional Development Plan:

- Date Hired
- Effective date of license
- Expiration date of license
- Three personal goals
 - Goals should focus on increasing knowledge, skills, and implementation related to improvement/support of student learning.

Suggestions for Developing Professional Development Goals:

Individual professional development goals should be tailored to meet personal professional development needs. This includes acquiring professional development points for license renewal. The plan can be developed with a focus on individual, building, and district level goals.

- **Individual:** Focus based on individual needs identified through an analysis of skills related to student learning needs and licensure renewal requirements that include professional teaching standards. Goals may also include progress toward a license not previously held. Goals address three levels: knowledge, application, and impact. Goals address individual needs related to content endorsement and professional education standards as well as service to the profession.
- **Building:** Focus based upon identified student achievement gaps that are determined through the analysis of students' assessment data that includes the achievement of particular student groups. Following this, each building's professional learning needs are identified by determining the knowledge and skill needed to implement researched-based strategies designed to close identified student learning gaps. Goals are aligned with identified student academic targets and are statements of the desired professional skills necessary to facilitate student learning related to those targets. Results are measured according to three levels: knowledge, application, and impact.
- **District:** Focus district priorities flow directly from the mission and academic goals approved by the Board of Education. These include graduation requirements and exit outcomes. District goals are based upon identified standards of performance for students at each academic level.



Steps for Completing an Individual Professional Development Plan:

1. Collaborate with a designated supervisor

The individual professional development plan should be tailored to meet personal and professional development needs. These include acquiring professional development points for licensure renewal. Requirements for acquiring professional development points include that the plan be:

1. Developed in collaboration with a designated supervisor.
2. Signed by the individual and her or his supervisor.

2. Assess your individual needs

Identify personal professional development needs - including acquiring points for licensure renewal.

3. Determine your individual professional development goals

These should be based upon identified needs, including the need for professional development points for licensure renewal.

4. Determine individual professional development strategies

Select strategies that will best provide the skills and knowledge necessary to meet your personal professional development goals. Include staff development planned by the school and/or district according to the school's results-based staff development plan and/or the district's Professional Development Plan.

Professional development may be done independently and include such things as action research, case studies, and reflective logs or journals. Professional portfolios and participation in a college or university course or program of study are also possible individual professional development strategies.

5. Write the Individual Professional Development Plan

The Individual Professional Development Plan should include *goals* or clear statements of what you wish to know and be able to do because of the professional development. For example: *I will routinely use semantic mapping and question-answer relationship (QAR) strategies to increase student reading comprehension in all content areas.*

Ideally, the plan should also include indicators for each of the three levels (*Knowledge, Application, Impact*). Indicators are used to determine if the planned professional development has led to the desired results. Progress toward indicators should take place at regular intervals throughout each school year as well as annually.

In-service activities must include one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.

6. Analyze progress

Throughout the time the learning is being applied, check to see if personal perceptions and observations correlate with student performance on formative and summative assessments. Consider keeping a journal that documents what is learned. Focus the analysis of both formative and summative assessment data on the identification of students' needs that have not been previously addressed. It is also important to note those things that data indicate are effectively meeting previously identified needs.

7. Revise the plan as necessary

Based upon what is learned from the analysis of progress (described above), revise the plan to address newly identified needs and/or those needs previously identified but that are not showing improvement.

Approval of the Individual Professional Development Plan

- Building Principal
 - Provides initial approval for IPDP for staff in their building once goals have been written
 - If an IPDP is not approved, the building principal will meet with the individual to

address and correct concerns in the IPDP

- Superintendent
 - Provides initial approval for IPDP for staff in their building once goals have been written and approved by the immediate supervisor
 - If an IPDP is not approved at this level the superintendent will meet with the building principal and individual to address and correct concerns in the IPDP
- Professional Development Council
 - IPDP goes to the PDC committee once approved by the immediate supervisor and superintendent by way of My Learning Plan
 - Provides final approval of all IPDPs considering the building principal and superintendent recommendations.

IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Any person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

The steps the individual must take to complete the plan are:

1. Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in one or more of the following three areas: content endorsement standards, professional education standards, and service to the profession.
2. Determine professional development goals that are based upon identified needs.
3. Complete an Individual Professional Development Plan and submit it to a supervisor designated by the Professional Development Committee.
3. After the designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval. The PDC committee will meet to review the IPDP plan submitted by the licensed professional for approval. If disapproved, the PDC chair will contact the individual to set up a meeting to address the concerns

Appealing the Non-Approval of an IPDP by the PDC

KAR 91-1-206. Professional development plans for license renewal.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

Appeal Process:

The Individual Professional Development Plan is directly tied to the renewal of a teacher's license, it is important that everyone feel that there is a fair and accurate process for the approval of plans and awarding of points.

In the event that the PDC committee disapproves the Individual Professional Development Plan, in-service request, or college credit(s), the administrator or teacher may:

1. Submit an appeal in writing to the PDC Chairperson within thirty days of notification of denial, listing specific reasons why he/she feels the decision was incorrect.
2. At a scheduled review session, the appeal will be made in person to the PDC.
3. Following the final PDC action on an appeal, the PDC chairperson will inform the participant of their decision.
4. After all local PDC appeals of a non-approval for an individual development plan are exhausted; licensed staff may appeal to the state licensure review board (KAR 91-1-206(d)). The individual staff member may call KSDE Licensure at 785-296-2288 and ask the Licensure Review Board Coordinator to begin the process.

Section Four:

Awarding Professional Development Points for

Re-licensure

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation; or
- (3) other evidence that is acceptable to the PDC.

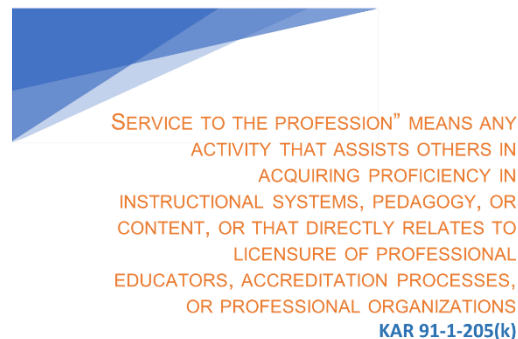
(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity.

Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

- (1) Independent observation;
- (2) written documentation;
- (3) evidence of improved student performance; or
- (4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.



Professional Development Activities

Definition/Purpose

Professional Development Activities are the processes and experiences designed to accomplish the objectives of the district and individual professional development plan. These activities will align with individual, building, and district goals.

Submitting Professional Development Requests

Professional development requests will pertain to content, professional education and/or service to the profession standards. Requests must be entered into My Learning Plan prior to the activity, in-service, workshop, and/or class. See Appendix A for a sample copy of the form to complete.

Approving Professional Development Requests

The Professional Development Council will approve professional development request that are consistent with the goals and objectives of the individual, building, and/or district professional development plans.

Requests Approval Process

When a teacher applies for a professional development request, the request will first go to the immediate supervisor and the superintendent for prior approval and the PDC committee last for professional development points or college credit. Some activities may be initially denied by the immediate supervisor or superintendent due to budget constraints and/or goals written on the teacher's IPDP are not aligned with their request.

Evaluating Professional Development Activities

After participating in the activity, in-service, workshop or class, participants will evaluate the activity

within 30 days of the completion date. Evaluation comments will be made when completing the knowledge validation section in My Learning Plan. See Appendix B for a sample copy to complete. Once the knowledge validation has been completed, the participant must mark the activity complete.

Licensure

License Requirements	
Application for Renewal	
Bachelor's Degree	Advanced Degree
160 Points Earned under an approved IDPD Plan 80 of the 160 points must be a college or university credit 1 college semester credit/hour = 20 points	120 Points Earned under an approved IDPD Plan An educator can renew on points only or a combination college/university credits and points
If the educator is retired and participating in an educational retirement system the point requirement is half the required points for the Bachelor and Advanced Degree Level.	

Licensure is the responsibility of the employee. It is also the employee's responsibility to secure transcripts for college/university credit and professional development points.

The Renewal Process:

Educators will need to look at their current license to see the renewal requirements for their license. The renewal information is found on the front of your current license.

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE

KAR 91-1-206 “Professional development plans for license renewal”	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

Awarding Points in Three Levels

Professional development points are awarded at three levels with *no limits* on the number of points that may be earned for licensure renewal. The three levels are described below:

Level I – Knowledge

Points awarded at one PD point per clock-hour of in-service education or service to the profession and acceptable verification given to and accepted by the PDC.

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels:

- Knowledge level (baseline) points can come from multiple activities at the knowledge level.
- It is the individual’s responsibility to clearly indicate the exact activities that will be used to gain points at the knowledge level.
- Knowledge level can be partial points from several knowledge level activities.

An individual does not need to earn knowledge level during the same licensure period that application or impact level points are earned.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

Level I Knowledge Indicators:
What do you know now that you did not know before?

In-service Education = 1 PD point per clock-hour

Verification required may include one of the following:

- Descriptions of the critical attributes of the staff development.
- Oral or written personal reflections.
- Signature on sign-in sheet for a district in-service

Service to the Profession = 1 point per clock-hour

Verification required may include one of the following:

- Minutes noting contributions to meetings and time spent at meetings.
- An explanation of time spent on a school committee, council, or team such as:
 - Membership in the school or district PDC.
 - Serving as a member of the school's steering team.
 - Serving on a curriculum development committee.
 - Providing staff development.
 - Samples of published articles or newsletters and an explanation of the time spent in writing.
 - An explanation of time spent, and significant contributions made while holding an office or serving on a committee for an educational organization.

Serving on an onsite team for another school or district and an explanation of the time spent.

Level II – Application

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points are awarded. The PDC will determine the requirements for application, including, but not limited to, the length of time the application will take.

Level II Application Indicators:
What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?

Use of New Knowledge and Skills = 2 X Level I points

Evidence such as:

- Logs/journals
- Pre and post samples of students' work
- Presentation at conference(s) – must submit a copy of the program
- Written paper
- Other preapproved activities

Level III – Impact

Points awarded based on demonstrated impact of the knowledge and skills acquired and for which 3 X's the knowledge level points are awarded. The PDC will determine the requirements for impact, including, but not limited to, how the results of the application will be evaluated.

Level III Impact Indicators:

How has student performance improved? What has positively changed about the program?

Organizational Change = 3 X Level I points

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum. Student Learning = 3 Xs Level I points

Verification required may include one of the following:

- Evidence of improved student academic performance.
- Samples of positive changes in students' behaviors, such as:
 - Study habits.
 - Improved school attendance.
 - Improved homework completion rates.
 - Independent observation of positive students' classroom behaviors.
 - Increased enrollment in advanced classes.
 - Increased participation in school-related activities.
 - Decreased dropout rates.

Professional Development Points and Semester Credit Hours for Licensure Renewal

If an individual holds a bachelor's degree, she/he must submit 160 professional development points earned under an approved individual development plan to renew a professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.

If an individual holds an advanced degree, she/he must submit 120 professional development points earned under an approved individual development plan to renew a professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points from completing semester credit hours. Professional development points earned through any combination of semester credits and other professional development activities may be submitted.

Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license. The professional development points used for renewal of a license must be earned in at least one of three areas:

Content Endorsement Standards
Professional Education Standards
or
Service to the Profession

Certified/Licensed Staff			
Highest Degree Earned	Total Professional Development Points	Locally-awarded Professional Development Points	College Credit
Bachelors	160 Points	80 Points Maximum	80 Points minimum, (1 college semester credit hour = 20 points) OR 8 credit hours in an approved program
Masters	120 Points	120 Points Or	1 college semester credit = 20 points

Questions About Awarding PD Points Relative to Renewal Licensing
 (Teacher Licensure updated as of 9/28/22)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program.

Regulation 91-1-205(b)(3)(D)

- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91-1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to

award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to

continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?

Yes. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours.

7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

Yes. The professional development council will need to determine the level when they award the points.

8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). If an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a foreign language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession.

To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e., Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

Awarding Professional Development Points for Purposes Related to Employment or Other Local Matters

KAR 91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Movement on the Salary Scale

- You must have 20 PD points to equal ONE college credit. These college credits do not count for re-licensure as college credits.
- Professional Development points must be related to your teaching assignment and goals.
- Professional Development points must follow KSDE's requirements
- Coaching clinics or courses are appropriate only for teachers teaching physical education

Movement Across the Salary Scale

MOVEMENT ON THE SALARY SCHEDULE - ACROSS

Bachelor's Column

- **Across**
 - **Must Equal 10 College Hours**
 - Combination of college hours and points
 - It takes 20 Professional Development points to equal ONE college credit
 - **Remember, to move across the salary scale:**
 - All college hours
 - All Professional Development points OR
 - A combination of college hours and PD points

Master's Column

- **Across**
 - **Must Equal 10 College Hours**
 - Combination of college hours and points
 - It takes 20 Professional Development points to equal ONE college credit
 - **Remember, to move across the salary scale:**
 - All college hours
 - All Professional Development points OR
 - A combination of college hours and PD points

Appendix A

IDPD Form

Long Range Individual Professional Development Plan	
Use this form to submit your individual professional development plan.	
Personal/IPDP Information	
Name	<input type="text"/>
Teaching Assignment	<input type="text"/>
Degree Information	<input type="text"/>
Dates for which the IPDP applies	
Effective Date	<input type="text"/>
Expiration Date	<input type="text"/>
Select the School District	
District	<input type="text" value="--- Click To Select ---"/>
If not on list, enter here	<input type="text"/>
Listed below are my goals for professional development. These goals focus on increasing my knowledge, skills, and implementation related to improvement/support of student learning.	
Personal Goal #1	<input type="text"/>
	<input type="button" value="Checkmark"/> Characters left 2048
Personal Goal #2	<input type="text"/>
	<input type="button" value="Checkmark"/> Characters left 2048
Personal Goal #3	<input type="text"/>
	<input type="button" value="Checkmark"/> Characters left 2048
What District Goal(s) and Objective(s) will you meet?	
Select At Least One District Objective	Goal : District Professional Development Goals <input type="checkbox"/> Administration <input type="checkbox"/> Assessment Strategies and Evaluation <input type="checkbox"/> Classroom Management <input type="checkbox"/> Current Trends and Issues <input type="checkbox"/> Curriculum Development <input type="checkbox"/> ESL <input type="checkbox"/> Kansas College and Career Ready Standards <input type="checkbox"/> Media Specialist <input type="checkbox"/> Motivational Strategies for Student Achievement <input type="checkbox"/> Technology

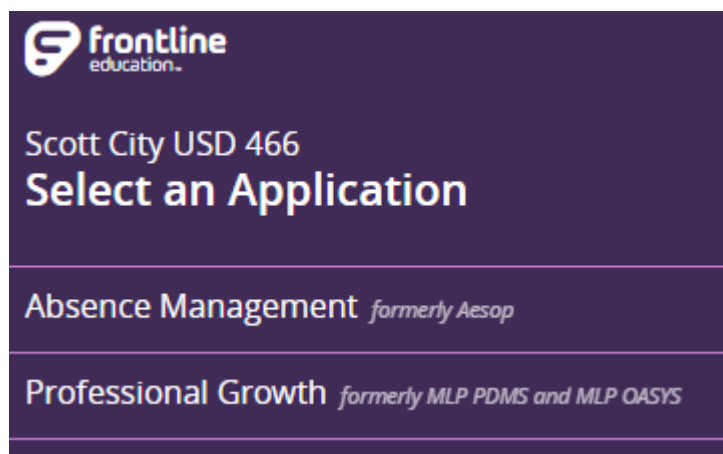
Appendix B

Frontline Education/My Learning Plan

Getting Started with Frontline Education/My Learning Plan

Step-By-Step Guide

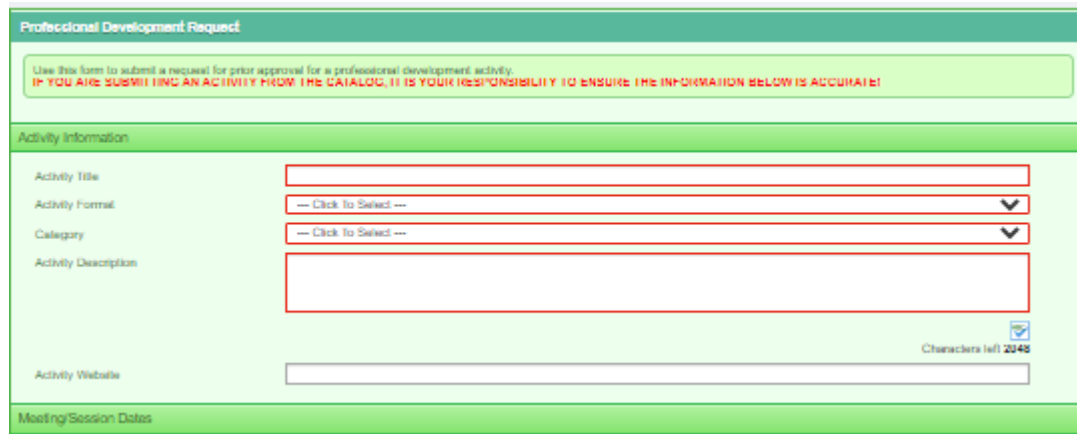
1. Open the internet and go to <https://www.frontlineeducation.com> and choose Professional Growth



2. Complete the Log In information on the main screen and click the “LogIn” button to enter site. (Username = school email, Password = changeme)
3. You will be prompted to complete your “user Profile” to verify your account information and preferences are accurate. Make any changes and submit the form. You will receive a “Form Saved” message confirming success. You must then fill out an IPDP form, which is listed on the left side of the screen under “Forms” then submit it.
4. From the main “Welcome to your new dashboard” screen, you can also:
 - a. Submit a Form
 - i. Click the appropriate form on the left side
 - ii. Complete the form. Submit the form
 - b. View your Requests
 - i. Click the Learning Plan tab to view all of your requests submitted, what is pending, approved and in progress, and what might need to be evaluated and marked complete.
 - c. Complete the Evaluation
 - i. Click on the title of the activity after you have attended it.
 - ii. Click the evaluation and then **mark it Complete** (the evaluation needs to be completed within 30 days of attending the in-service/workshop)
5. For further details on using this and other functions of Frontline Education, you can access tutorials, how-tos and other resources in the Help Section. The Help Section is a circled ? located at the top right beside your name. Click on it and it will show Frontline Support which has a place to ask questions, view webinars, etc.

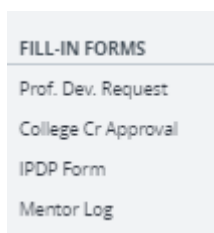
Frontline Education/My Learning Plan Reminders

1. Whenever you are going to attend an in-service/workshop, remember that you need to fill out the request for it on the Frontline Education app **BEFORE** you attend. This is the same for college hours. All college hours **MUST** be approved prior to taking them.



The screenshot shows a web form titled "Professional Development Request". At the top, a green banner contains the text: "Use this form to submit a request for prior approval for a professional development activity. IF YOU ARE SUBMITTING AN ACTIVITY FROM THE CATALOG, IT IS YOUR RESPONSIBILITY TO ENSURE THE INFORMATION BELOW IS ACCURATE!". Below this is a section titled "Activity Information" with a light green background. It contains several input fields: "Activity Title" (a text box), "Activity Format" (a dropdown menu with "-- Click To Select --"), "Category" (a dropdown menu with "-- Click To Select --"), "Activity Description" (a large text area), and "Activity Website" (a text box). To the right of the "Activity Description" field, there is a character count: "Characters left: 2048". At the bottom of the form, there is a section titled "Meeting/Session Dates" with a light green background.

2. After attending your professional development or taking your college hour(s), you must **evaluate it by completing the Knowledge Validation**. The Knowledge Validation needs to be completed within **30 days** of the professional development or college class. Once you have completed the Knowledge Validation, **mark complete**. If it is not marked complete, it will never come to the PDC Committee for final approval.
3. It is recommended that you review your IPDP plan every year and check to see if you need to update your personal goals. Your goals should be specific, measurable, attainable, results-oriented, and time-bound. Example: instead of saying “to communicate better with parents”, say “I will produce a weekly letter that includes current topics of study and ideas for improving parent communications.”
4. Any teacher that has applied for a new license needs to write a new Individual Professional Development Plan (IPDP) or your plan will not be current. You will find the IPDP form under the “FORMS” tab. If your job assignment has changed, you will need to update and change your current plan.



The screenshot shows a vertical menu titled "FILL-IN FORMS". It lists four options: "Prof. Dev. Request", "College Cr Approval", "IPDP Form", and "Mentor Log". The "IPDP Form" option is highlighted with a light blue background.

5. When attending an all-district in-service, the Director of Curriculum and Instruction will enroll everyone for the in-service. He/She will provide a sign-in sheet for you to sign to show how you attended the in-service. You will need to complete the Knowledge Validation for the in-service. The Director of Curriculum and Instruction will confirm the attendance for everyone from the attendance roster and mark the activity complete. If the in-service happens to offer college credit, you will need to let me know, so he/she doesn't enter you for points. **YOU** will need to complete the College Credit form to receive college credit.
6. When you choose the Purpose for which you are attending an activity, you need to make sure you mark all three boxes: Relicensure, Salary Points, and Professional Growth.

The image shows a screenshot of a web form. At the top is a green header bar with the text 'Purpose(s)'. Below this is a light green box containing the text 'Select a Purpose(s)' on the left and three checkboxes on the right. The checkboxes are labeled 'Relicensure', 'Salary Points', and 'Professional Growth'. All three checkboxes are currently unchecked. Below the light green box is another green header bar with the text 'Comments'.

7. Usually when you attend an in-service, it is for Content Standards or Professional Standards. Remember, these are the only two that can be taken to the next level. Service to the Profession is only worth points.
 - a. **Content Standards:** Training related to the subject you teach
 - b. **Professional Standards:** Training that cuts across all content areas
 - c. **Service to the Profession:** Meetings, committees (ex. SIT meetings, KESA meetings, Staff meetings, etc.) These points can never be taken to the application or Impact levels. You only receive one point per hour of attendance. (5 hours = 5 points)
8. Any teacher who chooses to take an in-service or workshop to the next level may choose the Application Level to double the points awarded from the original in-service. You have one year from the date you attended the in-service to complete the goals and outcomes you list on the Application form. You will be required to turn in your documentation to the PDC committee at the end of that year and it will be reviewed before you are awarded those points. See page 26 for detailed information.
9. Any teacher who chooses to take an in-service or workshop to the Impact Level may choose to triple the points awarded from the original in-service. You have one year from the date you attended the in-service to complete documentation that shows student learning, behavior, change, or impact. This can be done through assessments, formal and informal data collection, or portfolios. You will be required to turn in your documentation to the PDC committee at the end of that year and it will be reviewed before you are awarded those points. See page 27 for detailed information.

MATRIX FOR AWARDING PD POINTS FOR RE-LICENSURE

KAR 91-1-206 “Professional development plans for license renewal”	Content Endorsement Standards	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of in-service education	1 PD point = 1 clock-hour of service to the profession
Application What knowledge are you applying in the classroom or to policies that you expect will improve student outcomes or behavior?	2 X Original Knowledge Level points	2 X Original Knowledge Level points	Not applicable
Impact How has student performance improved? What has positively changed about the program?	3 X Original Knowledge Level points	3 X Original Knowledge Level points	Not applicable

10. When you take an in-service or workshop for College Credit, there is a section that says “Provider”. The provider is **NOT** USD 466 or Southwest Plains Regional Service Center. The provider is the college or university from which you are earning the credit.

11. When you are ready to renew your license, you will need to have college transcripts sent to the Board Clerk at the Board of Education office electronically or have an official transcript sent to you. If you have the official transcript sent to you, you will need to bring it into the board office and give to the Board Clerk where it will be copied for your file and then scanned and uploaded to the state department.
12. Your IPDP plan is good for five years or until your license has to be renewed. Once you have renewed your license, you will need to complete a new IPDP form. (see #4 😊)

Appendix C

Fill-In Forms

Professional Development Request Form:

[illegible]

College Credit Approval Form:

College Credit Approval

Use this form to submit a request for prior approval for any college course.

Course Information

Course Title

Course Description

In the space below, pick the appropriate licensure category:

1. Content Training related to the subject areas you teach.

2. Service to the Profession: Meetings, committees (i.e. S/T, PDC, D/T, etc)

3. Professional Education: Training that cuts across all content areas (i.e. Cooperative Learning, Brain Research, etc)

Licensure Category

Course Website

Dates

Start Date (mm/dd/yyyy)

End Date (mm/dd/yyyy)

Provider

Provider

If not on list, enter here

Sub Information

Sub Required

College Credits Requested

Enter the number of CREDITS you are seeking for this activity (1 College Credit = 20 Points)

Credits

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : District Professional Development Goals

Administration

Assessment Strategies and Evaluation

Classroom Management

Current Trends and Issues

Curriculum Development

ESL

Kansas College and Career Ready Standards

Media Specialist

Motivational Strategies for Student Achievement

Technology

Goal : Personal

Assessment

Classroom Management

Knowledge/Current Trends

Technology

Select a Purpose

Purpose(s)

Beliefs/Values

Salary Points

Professional Growth

Comments

Comments

Finish

Submit

Save as Draft

IPDP Form:

Long Range Individual Professional Development Plan

Use this form to submit your individual professional development plan.

Personal/IDP Information

Name

Teaching Assignment

Degree Information

Dates for which the IDP applies

Effective Date

Expiration Date

Select the School District

District

If not on list, enter here

Listed below are my goals for professional development. These goals focus on increasing my knowledge, skills, and implementation related to improvement/support of student learning.

Personal Goal #1

Personal Goal #2

Personal Goal #3

What District Goal(s) and Objective(s) will you meet?

Select At Least One District Objective

Goal : District Professional Development Goals

Administration

Assessment Strategies and Evaluation

Classroom Management

Current Trends and Issues

Curriculum Development

CSL

Kansas College and Career Ready Standards

Media Specialist

Motivational Strategies for Student Achievement

Technology

Goal : Personal

Assessment

Classroom Management

Knowledge/Current Trends

Technology

Comments

Comments

Finish

Submit

Save as Draft

Mentor Log:

Mentor Log

PURPOSE: Use this form to reflect on interactions between you and your mentor and resultant learning.

Instructions

INTERACTION DETAILS

Enter the dates that this log entry covers and the associated professional learning hours.

Activity Title

Mentoring Activity

Start Date

MM

End Date

MM

Hours

h

LEARNING PROCESS

In which learning support(s) did you and your mentor engage?

☐ CO-PLANNING LESSONS
☐ CO-TEACHING LESSONS
☐ MODELING STRATEGIES
☐ OBSERVING AND GIVING FEEDBACK
☐ PROBLEM-SOLVING INSTRUCTIONAL / CURRICULAR / OR STUDENT RELATED DILEMMAS
☐ REFLECTING ON PRACTICE
☐ SERVING AS BRIDGES TO FACULTY MEMBERS WITH RESOURCES TO SHARE
☐ OTHER

If Other, please elaborate.

Was this a scheduled interaction?

☐ YES
☐ NO

LEARNING OUTCOMES

In which areas did you focus?

☐ ASSESSING STUDENT WORK
☐ ATTENDING TO INDIVIDUAL STUDENT DIFFERENCES
☐ CLASSROOM MANAGEMENT / DISCIPLINE
☐ DEALING WITH INDIVIDUAL STUDENT NEEDS / PROBLEMS
☐ ENGAGING STUDENTS
☐ INSUFFICIENT MATERIALS / SUPPLIES
☐ INTERPRETING STUDENT ASSESSMENT DATA
☐ ORGANIZATION OF CLASS WORK
☐ PARENT RELATIONS

What was your most significant learning about your practice?

Characters left 2045

What was your most significant learning about your students?

Characters left 2045

GOAL ALIGNMENT

Select the goal(s) and objective(s) that were addressed.

Goal - District Professional Development Goals

☐ Administration
☐ Assessment Strategies and Evaluation
☐ Classroom Management
☐ Current Trends and Issues
☐ Curriculum Development
☐ ESL
☐ Kansas College and Career Ready Standards
☐ Media Specialist
☐ Motivational Strategies for Student Achievement
☐ Technology
☒ **Personal**
☐ Assessment
☐ Classroom Management
☐ Knowledge/Current Trends
☐ Technology

NEXT STEPS

What are your action items?

☐ BRING STUDENT WORK SAMPLES OR OTHER DATA TO NEXT MEETING
☐ MODIFY LESSON PLAN(S)
☐ RESEARCH OR LEARN MORE ABOUT A TOPIC
☐ TRY OUT A PARTICULAR INSTRUCTIONAL STRATEGY
☐ OBSERVE A COLLEAGUE
☐ OTHER

If Other, please elaborate.

Comments

Comments

Characters left 2045

New Section

Finish

Save Log Entry

Appendix D

Professional Development Regulations

KAR 91-1-205.	Licensure renewal requirements.
KAR 91-1-206.	Professional development plans for license renewal.
KAR 91-1-211.	Licensure review committee
KAR 91-1-215.	In-service education definitions.
KAR 91-1-216.	Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.
KAR 91-1-217.	In-service education professional development council.
KAR 91-1-218.	Awarding of professional development points.
KAR 91-1-219.	Expenditures for an in-service education program.

KAR 91-1-205. Licensure renewal requirements.

(a) Initial licenses.

(1) Any person, within five years of the date the person was first issued an initial license, may apply for renewal of the initial license by submitting an application for renewal of the initial license and the licensure fee.

(2) Any person who does not renew the initial license within five years of the date the initial license was issued may obtain one or more additional initial licenses only by meeting the requirements in S.B.R. KAR 91-1-203 (a). The assessments required by S.B.R. KAR 91-1-203 (a)(1)(C) and KAR 91-1-203 (a)(1)(D) shall have been taken not more than one year before the date of application for the initial license, or the applicant may verify either eight semester hours of recent credit related to one or more endorsements on the initial license or one year of recent accredited experience or may meet the requirements of paragraph (b)(3)(C) or (D) of this regulation.

(3) A person who does not successfully complete the teaching performance assessment during four years of accredited experience under an initial teaching license shall not be issued an additional initial teaching license, unless the person successfully completes the following retraining requirements:

(A) A minimum of 12 semester credit hours with a minimum cumulative GPA of 2.50 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the teaching performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(4) A person who does not successfully complete the school specialist or school leadership performance assessment during four years of accredited experience shall not be issued an additional initial school specialist or school leadership license, unless the person successfully completes the following retraining requirements:

(A) A minimum of six semester credit hours with a minimum cumulative GPA of 3.25 on a 4.0 scale, earned through the verifying teacher education institution and addressing the deficiencies related to the performance assessment criteria; and

(B) following completion of the required credit hours, an unpaid internship supervised by the verifying teacher education institution and consisting of at least 12 weeks, with attainment of a grade of "B" or higher.

(b) Professional licenses. Any person may renew a professional license by submitting the following to the state board:

(1) An application for renewal;

(2) the licensure fee; and

(3) verification that the person, within the term of the professional license being renewed, meets any of

the following requirements:

- (A) Has completed all components of the national board for professional teaching standards assessment for board certification;
- (B) has been granted national board certification;
- (C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or
- (ii) has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree;
- (D) has completed a minimum of eight credit hours in an approved program or completed an approved program;
- (E) if the person holds an advanced degree, submits to the state board verification of having completed three years of recent accredited experience during the term of the most recent license. Each person specified in this paragraph shall be limited to two renewals; or
- (F) if the person is participating in an educational retirement system in Kansas or another state, has completed half of the professional development points specified in paragraph (b)(3)(C).

(c) Accomplished teaching licenses.

(1) Any person may renew an accomplished teaching license by submitting to the state board the following:

- (A) Verification of achieving renewal of national board certification since the issuance of the most recent accomplished teaching license;
- (B) an application for accomplished teaching license; and
- (C) the licensure fee.

(2) If a person fails to renew the national board certificate, the person may apply for a professional license by meeting the renewal requirement for a professional license specified in paragraph (b)(3)(C) or (D).

(d) Substitute teaching license. Any person may renew a substitute teaching license by submitting to the state board the following:

- (1) Verification that the person has earned, within the last five years, a minimum of 50 professional development points under an approved individual development plan filed with a local professional development council;
- (2) an application for a substitute teaching license; and
- (3) the licensure fee.

(e) Provisional teaching endorsement license. An individual may renew a provisional teaching endorsement license one time by submitting to the state board the following:

- (1) Verification of completion of at least 50 percent of the deficiency plan;
- (2) verification of continued employment and assignment to teach in the provisional endorsement area;
- (3) an application for a provisional endorsement teaching license; and
- (4) the licensure fee.

(f) Provisional school specialist endorsement license. Any individual may renew a provisional school specialist endorsement license by submitting to the state board the following:

- (1) Verification of completion of at least 50 percent of the deficiency plan;
- (2) verification of continued employment and assignment as a school specialist;
- (3) an application for a provisional school specialist endorsement license; and
- (4) the licensure fee.

(g) Any person who fails to renew the professional license may apply for a subsequent professional license by meeting the following requirements:

- (1) Submit an application for a license and the licensure fee; and
- (2) provide verification of one of the following:

- (A) Having met the requirements of paragraph (b)(3); or
- (B) having at least three years of recent, out-of-state accredited experience under an initial or professional license.
- (3) If a person seeks a professional license based upon recent, out-of-state accredited experience, the person shall be issued the license if verification of the recent experience is provided. The license shall be valid through the remaining validity period of the out-of-state professional license or for five years from the date of issuance, whichever is less. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Aug. 25, 2006; amended July 18, 2008; amended Aug. 28, 2009.)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.
- (d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

Section KAR 91-1-211 - Licensure review committee

(a) A licensure review committee shall be established as provided in this rule and regulation to review the qualifications of applicants who desire to be licensed in the state of Kansas but who do not satisfy all the requirements for licensure.

(b) The licensure review committee shall be composed of one chief school administrator, one chairperson of a department of education of a teacher education institution, one building administrator, and four classroom teachers. Each member shall be recommended by the teaching and school administration professional standards advisory board, and shall be appointed by the state board. (c) The licensure review committee shall review cases referred to it by the commissioner of education. The licensure review committee shall make a written recommendation to the state board to either approve or deny each application for licensure and shall state, in writing, the reasons for the recommendation given. The recommendation of the licensure review committee shall be reviewed by the state board, and the application for licensure shall be either approved or denied. The applicant shall be notified, in writing, of the decision of the state board. (d) This regulation shall be effective on and after July 1, 2003.

Kan. Admin. Regs. § KAR 91-1-211

Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.

Kan. Admin. Regs. § KAR 91-1-211

KAR 91-1-215. In-service education definitions.

- (a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. KAR 91-1-202.
- (b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.
- (c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.
- (d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.
- (e) "Noncontractual times" means periods of time during which an employee is not under a contractual obligation to perform services.
- (f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:
 - (1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.
 - (2) The learning positively impacts the individual or the individual's students, school or school district.
- (g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's inservice education plan.
- (h) "Professional development plan" means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.
- (i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.
- (j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.
- (k) "Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
- (l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.
- (m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

- (a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.
- (b) Procedures for development of an in-service plan shall include the following:
 - (1) Establishment of a professional development council;
 - (2) an assessment of in-service needs;
 - (3) identification of goals and objectives;
 - (4) identification of activities; and
 - (5) evaluative criteria.
- (c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the

school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

KAR 91-1-217. In-service education professional development council.

(a) Each professional development council shall meet the following criteria:

(1) Be representative of the educational agency's licensed personnel; and
(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219;
(2) to develop operational procedures; and
(3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-218. Awarding of professional development points.

(a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.

(b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.

(c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:

(1) Independent observation;
(2) written documentation; or
(3) other evidence that is acceptable to the PDC.

(d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:

(1) Independent observation;
(2) written documentation;
(3) evidence of improved student performance; or
(4) other evidence that is acceptable to the PDC.

(e) A person shall be awarded professional development points for activities related to service to the

profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.

(f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

KAR 91-1-219. Expenditures for an in-service education program.

(a) Education agencies may receive in-service education funds for the following expenditures:

- (1) Consultant fees and honorariums;
- (2) travel expenses for consultants;
- (3) cost of materials used in training;
- (4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
- (5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
- (6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
- (7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

(b) Education agencies shall not receive in-service education funds for the following expenditures:

- (1) Rental or facilities;
- (2) utilities;
- (3) equipment;
- (4) administrative expenses; and
- (5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Professional Development Plan

Liberal, USD 480


2022-2027



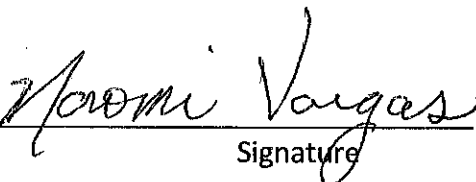
State Board of Education Approval: TBD
Expiration Date: 7/31/2027

5-year Professional Development Plan Approval

The USD 480 Professional Development Council approved the following plan, at its meeting held on May 30, 2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

PDC Chair:  5/31/2023
Signature Date

The USD 480 Board of Education approved the following plan, at its meeting held on June 5, 2023, according to KAR 91-1-216 (c) for submission for approval of the Kansas State Board of Education.

Board of Education President:  6-5-23
Signature Date

Plan Updates

[illegible]

Add pages as needed

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Professional Development Council Officers 2022-2023

PDC Chairperson

Lana Evans

Vice-Chairperson

Nancy Lowden

Secretary

Fernanda Peterson



Professional Development Council Membership

2022-2023

91-1-217 (a) (1) (2)

PDC Chairperson Lana Evans	Administrator	Assistant Superintendent of Elementary Education
PDC Vice Chairperson Nancy Lowden	Certified Personnel	Cottonwood Elementary
PDC Secretary Fernanda Peterson	Certified Personnel	Liberal High School
Jamie Downs	Administrator/Pre-K	Bright Start Early Learning Center
Randi Jones	Administrator/Secondary	Eisenhower Middle School
Teresa Childress	Administrator/Elementary School	Sunflower Elementary
Joanna Ruback	Certified Personnel	Bright Start Early Learning Center
Alison Moeller	Certified Personnel	MacArthur Elementary
Rebekah Strand	Certified Personnel	Meadowlark Elementary
Rosa Arellano	Certified Personnel	Prairie View Elementary
Kandice Lee	Certified Personnel	Sunflower Elementary
Irene Kentner	Certified Personnel	Eisenhower Middle School
Taryn Lobmeyer	Certified Personnel	Seymour Rogers Middle School
Ashley Prosser	Certified Personnel	Liberal High School



Professional Development Council Membership Rotation 2022-2023

91-1-217 (a) (1) (2)

ADMINISTRATION

Three Year Term
Teresa Childress

Two Year Term
Jamie Downs

One Year Term
Randi Jones

PDC Chair
Lana Evans

[USD 480 PDC Membership Rotation.xlsx](#)

CERTIFIED PERSONNEL

Three Year Term
Rosa Arellano
Fernanda Peterson
Kandice Lee

Two Year Term
Alison Moeller
Irene Kentner
Joanna Ruback
Rebekah Strand

One Year Term
Taryn Lobmeyer
Nancy Lowden
Ashley Prosser



Building Leadership Teams 2022-2023

BSEL

Tori Garrison
Jodie King
Joanna Ruback
Jamie Downs
Kathe Goodwin

PreK
PreK
PreK/PDC
Principal/PDC
Instruct. Coach

Cottonwood

Nicole Foster
Indira Arredondo
Kaitlyn Ralston
Danielle Brooks
Nancy Lowden
Lindsay Osborn
Shelly Rios
Traci Mettlen

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade/PDC
5th Grade
Elective
Principal

MacArthur

Amy Butler
Sarah Palmer
Michelle Martin
Gina Hill
Jade Gilmore
Allison Moller
Jennifer Workman

Kindergarten
1st Grade
2nd/3rd Grad
4th Grade
5th Grade
Elective/PDC
Principal

Meadowlark

Melissa Miller
Kristina Brady
Jeannett Valdovinos
Morgan Potts
Larrissa Hermreck
Jessica Graham
Rebekah Strand
Shawna Evans

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
Elective/PDC
Principal

Prairie View

Jennifer Hanson
Danica Miles
Kari Sutton
Elizabeth Hoffman
Vera VanPool
Rosa Arellano
Glenda Friesen
Kendra Haskell

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade/PDC
Elective
Principal

Sunflower

Ashley Kiley
Anita Gleason
Daena Rios
Nicole Hougard
Sasha Arganbright
Ruth Caley
Kandice Lee
Jon Schneider

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
Elective/PDC
Principal

EMS

Irene Kentner
Nick Zimmerman
Nancy Hines
Shelby Bennett
Daniel Minde
Tori Dumler
Barb Brond
Chelle Tedrow
Shadra Thomas
Randi Jones

Language Arts/PDC
Math
Science
Social Studies
Elective
Elective
IC
Counselor
Assistant Principal
Principal/PDC

SRMS

Jordan Beeson
Taryn Lobmeyer
Barbara Ferraioli
Leah Tatro
Amy Smith
Merle Chesbro
AJ Clay
Jason Diesker

Language Arts
Math/PDC
Science
Social Studies
Elective
Elective
Counselor
Principal

LHS

Caitlin Morgan
Michelle Bremenkamp
Heather Watt
Lisa Owens
Ashley Prosser
Fernanda Peterson
Stacy Scripsick

Language Arts
Math
Science
Social Studies
Library/PDC
Elective/PDC
Counselor

Professional Development Council Executive Meeting Dates 2022-2023

The PDC Chairperson, Vice Chairperson and Secretary will meet once a month prior to PDC meetings.
Meetings will be held in the District Office Conference Room at 4:00 P.M.

August 30, 2022	January 31, 2023
September 27, 2022	February 28, 2023
October 25, 2022	March 28, 2023
November 29, 2022	April 25, 2023

Professional Development Council Meeting Dates 2022-2023

Monthly meetings will be held the first Wednesday of every month beginning at 3:45 P.M.
Meetings will be held via a virtual link.

September 7, 2022	February 8, 2023
October 5, 2022	March 8, 2023
November 2, 2022	April 5, 2023
December 7, 2022	May 3, 2023

There will not be a January 2023 meeting of the Professional Development Council.
* If needed, a June 2023 meeting will be determined at the May meeting.

Section One

Professional Development Council (PDC)

USD 480 – Professional Development Plan

Philosophy and Purpose of the Professional Development Plan

91-1-216 (b) (2) (3)

It is the philosophy of Liberal USD 480 that a combination of quality professional education and personal experience contribute to the professional growth of our staff. The Professional Development Plan shall promote the instructional, personal, and inter-personal growth of all certified and licensed staff through a variety of experiences.

- ✓ Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes. 91-1-206 (b)

The purpose of the USD 480 Professional Development Plan is to facilitate the professional learning of certified/licensed staff members so that they possess the knowledge and skills necessary to meet the ever-changing learning needs of our students. To do this we will:

- Involve all staff
- Align professional learning with the district's mission and academic goals established by the USD 480 Board of Education, including graduation requirements and school improvement academic and social emotional targets.
- Identify, organize, and promote professional learning that is founded in what research has established are sound staff development practices including job-embedded staff development and action research.
- Provide support and staff development to school and district administrators related to their leadership role.

Professional Development Goals

91-1-216 (b) (2) (3) (4)

District staff will improve the quality of teaching through gaining knowledge and skills related to:

- District and state curriculum standards.
- Using research-based strategies and developmentally appropriate instruction in reading, mathematics and other core areas.
 - ✓ Aligned with the particular reading, mathematics and other core area goals or targets identified by each school.
- Align the district's mission and academic goals established by the USD 480 Board of Education, including graduation requirements and school improvement academic and social emotional targets.
- Each building has specific school improvement goals identified after a review of student performance. Research-based strategies are selected for building-wide implementations.
- Each building has school improvement strategies determined, implemented and monitored through the accreditation process.
- Job-embedded professional development and classroom action research.
- Professional Learning include components of knowledge, demonstration, practice, feedback (peer coaching), and transfer of new strategies to the classroom.
- Opportunities for growth are offered in a manner that reflects Learning Forward's seven Standards for Professional Learning as adopted by the Kansas State Department of Education. The standards are:
 - ✓ Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment.
 - ✓ Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

- ✓ Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
 - ✓ Data: Professional learning that increases educator effectiveness and results for all students using a variety of sources and types of students, educators, and system data to plan, assess, and evaluate professional learning.
 - ✓ Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
 - ✓ Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
 - ✓ Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum needs.
- Understanding assessments as:
 - ✓ Data sources for professional learning and action research.
 - ✓ Diagnostic tools for identifying student learning needs.
 - ✓ Identifiers of curriculum alignment or misalignment.

District staff will understand:

- The requirements for earning professional development points for the purpose of licensure renewal – including those earned through college credits.
- The procedures and appropriate forms for:
 - ✓ Individual professional development plans.
 - ✓ Applying for professional development points.
 - ✓ Individual Professional Development Transcripts

Professional Development Expenditures

91-1-219

District professional development funds may be, but not limited to the following expenditures:

- Consultant fees and honorariums.
- Travel expenses for consultants.
- Cost of materials used in training.
- Salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures.
- Registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file.
- Salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file.
- Salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

Membership

KAR 91-1-217. In-service education professional development council.

- a) Each professional development council shall meet the following criteria:
- (1) Be representative of the educational agency's licensed personnel; and
 - (2) include at least as many teachers as administrators, with both selected solely by the group they represent.

USD 480 – Professional Development Council

Professional Development Council Membership Guidelines

The District Professional Development Council comes together regularly to chart district direction and to do the work of the PDC. This body has developed guidelines and procedures for the operation of the professional development system.

The Professional Development Council includes one certified staff member from each PreK/elementary (6), middle school (2), and two from the high school (2). The PDC is comprised of three administrators and ten teachers. Teachers select teachers and administrators select administrators. The PDC chair will notify members of the council and building administrators when there becomes a vacancy on the council from within their building. Professional Development Council representatives for each building are chosen by staff at the building level. Teachers select teachers during faculty meetings in May of each year to fill any vacancies. The building administrators select administrative representation during administrative meetings in May of each year to fill any vacancies. 91-1-217 (a) (1); 91-1-217 (a) (2)

Licensed Teachers

Group Represented	Number
PreK/Elementary	6
Middle School	2
High School	2
Total	10

Teachers select their PDC representatives in May before the next school year. The PDC Chair runs the process and will ask for volunteers at each building level. Once the lists are compiled, even when there is only one volunteer, the PDC Chair facilitates the selection during faculty meetings at the different buildings.

Licensed Leaders

Group Represented	Number
PreK/Elementary	1
Middle School	1
High School	1
Total	3

The PDC Chair will meet with the licensed leaders from each building level in May and those leaders will select their representatives at those meetings.

A term is no less than one year and not more than three years. Members may not serve more than two consecutive terms. Membership is updated each year in the handbook to reflect current membership for that school year. So continuity is maintained, membership is rotational. Membership rotation documentation: [USD 480 PDC Membership Rotation.xlsx](#)

Unless a PDC member, the District Assistant Superintendent supports the work of the PDC providing information and support for the process. The district may assign other support staff for the PDC as needed.

Annual Training

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

(1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. KAR 91-1-215 through K.A.R. KAR 91-1-219.

Annual Training

91-1-217 (b)(1)

PDC members will participate annually in KSDE approved training for PDC members. Training will consist of roles and responsibilities of council members, including responsibilities under these regulations, 91-1-215 through 91-1-219. (see appendix B) Training Slide Deck: [PDC Annual Training Video Slide Deck .pdf](#)
Training Video: [PDC Annual Training](#)

Operational Procedures

KAR 91-1-217. In-service education professional development council.

- (b) Each council shall have the following responsibilities:
(2) to develop operational procedures.

Professional Development Council Operational Procedures

91-1-217 (b) (2) and 91-1-216 (a) (1)

Officers

Officers include a Chairperson, a Vice-Chairperson, and a Secretary/Recorder. All officers are elected for a term of one year by consensus of the members and begin their terms August 1st. Duties of the officers include:

- Chairperson:** Calls and conducts all meetings.
Calls special meetings as needed.
Carries out other duties as determined by the PDC.
- Vice Chairperson:** Acts in the absence of the Chairperson.
Carries out other duties as determined by the PDC.
- Secretary/Recorder:** Keeps records and minutes of meetings.
Maintains a file of all minutes in the district office.
Carries out other duties as determined by the PDC.

- Members may resign from the Council with 2 weeks' notice to PDC Chair.
- Vacancies will be filled using the appropriate process above. The PDC Chair is responsible for ensuring ratio of teacher to leader membership and will act to maintain that ratio.

Procedure for Taking and Maintaining Records of Meetings

91-1-217 (b) (2)

The Professional Development Council shall meet monthly from August through May as needed with a minimum of 4 times each academic year. Monthly meetings will be held the first Wednesday of every month beginning at 3:45 P.M. unless otherwise indicated. Meetings will be held via a virtual link with each member receiving the link and calendar invite to participate in the meeting. PDC meetings dates are indicated on the district calendar to inform all district staff. Special meetings may be called by the chairperson or a majority of the PDC. Meeting dates are updated in the handbook each year.

Professional Development Council makes recommendations for any revisions to the PDC handbook each May. The PDC votes on recommended revisions, these are documented in the PDC minutes each year. 91-1-216 (e)

All decisions shall be made by a simple majority vote. At least 50% of the voting membership must be present. In the case of a tie, the committee will request any additional information that can be provided, if a majority vote cannot be obtained the committee will request the chairman to make a recommendation to determine a final decision.

The secretary of the Professional Development Council shall keep minutes of all meetings. Minutes will be forwarded to the PDC Chair for distribution to authorized personnel. Minutes and other documents are stored in the district *PDC Committee Meetings* shared drive folder. [PDC Committee Meetings](#)

The Individual Professional Development Plans, External requests for points, individual transcripts and all other professional learning documentation for each certified staff member shall be maintained in the Unified Talent Professional Learning Site in PowerSchool. Supervision of the files by the PDC Chair should guarantee confidentiality of information through a system of monitoring those having access to personnel records.

Process for Utilizing Unified Talent Professional Learning (UTPL)

Certified/Licensed staff will utilize the Unified Talent Professional Learning platform in PowerSchool. (UTPL) to submit and maintain the following documents:

- ✓ IPDP, Individual Professional Development Plan
- ✓ External Request for Points
- ✓ Internal Professional Learning Points
- ✓ Educational Transcript
- ✓ Certification and Licensure Information

Certified/Licensed staff are trained on the system at new educator orientation and can utilize the UTPL app on their device. Staff can download the app from the **Apple App Store** or the **Google Play Store**. During the first login, use the code (jefMvK) to login using the same credentials to log into the UTPL site.

Building Leadership Teams

Each building will have a Building Leadership Team (BLT). The PreK/elementary teams are composed of one teacher from each grade level, one total from specialty/elective areas (ESL, Title I, Special Education, PE, Music, Instructional Coach), and the building principal. The middle and high school teams are composed of one teacher from each core department, two from specialty/elective areas (ESL, Title I, Special Education, Instructional Coach, Foreign Language, PE, Art, Music, and Industrial Arts), one counselor, and the building principal. Each Building Leadership Team is chaired by the PDC representative(s) to that building.

Section Two

The District/System Professional Development Plan

KAR 91-1-216. Procedures for promulgation of in-service education plans; approval by state board; area professional development centers' in-service programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

- (1) Establishment of a professional development council;
- (2) an assessment of in-service needs;
- (3) identification of goals and objectives;
- (4) identification of activities; and
- (5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan.

KAR 91-1-217. In-service education professional development council.

(b) Each council shall have the following responsibilities:

- (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.

Process by Which Professional Development Needs will be Determined

91-1-216 (b) (3)

The process of the building and district to determine professional learning needs will determined by analyzing and monitoring the evidence provided through multiple measures at the individual, building and district levels:

These could include:

- Buildings needs assessment data
- Building walk through data
- Building KansaStar goals
- District and building KESA accreditation growth, perception, summative, quantitative and qualitative data
- District Data Consult meetings
- Professional Learning Comminutes at each building and/or grade level/department.
- Staff surveys designed to find out staff perceptions of the quality of professional development related to each of the plan goals.

Process by Which Professional Development Activities will be Determined

91-1-216 (b) (4)

Professional Development activities may be planned/designed/selected to meet the goals and objectives of individual, building and district needs. [Process for Requesting Professional Learning Opportunities](#) (Appendix C)

Procedures by Which Professional Development will be Evaluated

91-1-216 (b) (2) (3) (5)

Professional Development activities may be evaluated by using the Local Professional Development Evaluation Form or any other form prepared specifically for the activity by the presenter.

Progress of the building and district in meeting each of the goals may be evaluated during each academic year. This will be done by analysis of all the evidence provided through the measures of impact determined for staff development at the individual, school and district levels: 91-1-216 (b) (5)

These could include:

- Building needs assessment data
- Professional Learning Communities at each building and/or grade level/department.
- Staff surveys designed to find out staff perceptions of the quality of professional development related to each of the plan goals.
- State performance data – including both formative and summative assessment data, as well as staff's qualitative analysis of students' progress.
- Evaluations of professional development activities that have been provided.

Amending the Professional Development Plan

If the annual evaluation in May shows the need to change the plan to close determined gaps and meet the plan goals and objectives, the PDC may amend it. Any amendments may be approved using the voting procedures under the Operational Procedures above. Once an amendment is approved, the Recorder will add it to the Plan Updates form at the beginning of the plan, including the description of the change and the date the PDC approved it. KSDE. 91-1-216 (e)

Professional Development Plan Approval Process

District Development Plan will be approved every five years by the following governing bodies, based upon criteria established by the state board: 91-1-217 (b) (3)

The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective. 91-1-216 (c)

- Professional Development Council
- Local Board of Education
- Kansas State Department of Education

PDC chair will present the district professional learning plan and PDC handbook to the PDC and Board of Education each year.

Approval of plan will be documented in PDC and BOE minutes. Approval by KSDE will be documented in the PDC minutes and the KESA OVT report. 91-1-206 (c) (3)

Section Three

Individual Professional Development Plans (IPDP)

KAR 91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. KAR 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan.

PROCEDURE FOR DEVELOPMENT AND APPROVAL OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

91-1-206 (b)

1. Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with the district's local professional development council for licensure renewal purposes. 91-1-206 (3)(b)
2. The Individual Professional Development Plan (IPDP) is a plan describing the professional goals and the planned staff development activities or professional learning to be completed by the individual who submits the plan to the Professional Development Council. The IPDP should be tailored to meet personal professional development needs. These include acquiring professional development points for licensure renewal.
3. Certified/Licensed staff members are to complete the IPDP form stressing areas of their certification. A summer grace period, lasting through September 1st, shall be observed to allow new teachers and teachers whose plans expired during the summer to file a plan in order to receive points for beginning of the year and summer in-services. The summer grace period will not apply to any IPDP that is submitted over the summer for an expired plan during the previous school term. These plans will be submitted to the council for approval during the September meeting. Points will not be granted for the summer under the expired plan. The participant is responsible for meeting all time lines. Employees joining the staff after August shall be given a one-month grace period from their reporting date to turn in a plan.

4. The individual in cooperation with a designated supervisor (in most cases the building principal) will write an IPDP ensuring the plan meets the following requirements. 91-1-206 (c)(1)
The plan shall:
 - Include activities in one or more of the following area: (91-1-206 (a)(1-3)
 - Content endorsement standards as adopted by the state board
 - Professional education standards as adopted by the state board; or
 - Service to the profession
 - Addresses individual goals that are determined through analysis of skills related to student learning needs and licensure renewal requirements or progress toward a license not previously held.
 - Is written for the term of an individual's license – with the option to revise annually based upon changing needs.
 - May or may not include specific titles of courses, seminars, conferences or workshops.
 - Is written using the official USD 480 Individual Professional Development Plan form within the Unified Talent Professional Learning Site in PowerSchool.
5. The procedure for approval of the IPDP includes:
 - The individual completes, signs (electronically) within the Unified Talent Professional Learning Site in PowerSchool. [IPDP Individual Professional Development Plan, USD 480 How To Instructions](#)
 - The designated supervisor reviews the plan, signs the plan if he/she approves. 91-1-206 (c) (2)
 - The IPDP is submitted to the PDC for approval, disapproval, or modification.
 - The individual receives notification of the decision of the PDC, if the plan is approved, the PDC Chair will sign the plan which is then housed in the individuals Unified Talent Professional Learning account. 91-1-206 (c) (3)
6. If the IPDP is not approved by the PDC:
 - The plan is returned to the individual with recommendations for revision.
 - The individual may appeal in writing or in person to the entire PDC at a designated time during one of the Professional Development Council's regularly scheduled meetings.
 - If the individual is unable to attain approval of an individual development plan through the local Professional Development Council, the individual may appeal to the licensure review committee for a review of the proposed plan. The individual staff member may call KSDE Licensure at 785/296-2288 and ask for the Licensure Review Board Coordinator to begin the process. 91-1-206 (d), 91-1-211
7. Each participant may amend his or her plan during the term of the plan with the approval of the PDC. Participants should amend their plan when changing name, building assignment, or position. The PDC shall be able to make friendly amendments involving dates and certification status for temporary certificates that become permanent during the first year and for certificates/licenses that are renewed each year.

Individual Professional Development Plan

Liberal USD 480

Submit in the Unified Talent Professional Learning Site in PowerSchool

Name: _____

Building: _____

Social Security Number: _____ (last 4 digits)

Highest Degree Attained: _____

Teaching Assignment: _____

Re-certification Date: _____

Service to the Profession Commitments:

- 1.
- 2.
- 3.

School Improvement Plan Goals:

- 1.
- 2.
- 3.

My goals for professional development are listed below. These goals focus on increasing my knowledge/skills and implementation related to improvement of student engagement/learning. Goals can be content and/or professional education.

Content Endorsement Standards: Those standards adopted by the state board that define the skills and knowledge required for the specific content endorsement in a Kansas State Teaching License or Certificate.

Professional Education Standards: Those standards adopted by the Kansas state board that specify the knowledge, competencies, and skills necessary to perform in a particular education role or position.

Service to the Profession: Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

Personal Professional Development Goals:

- 1.
- 2.
- 3.

Applicant Signature

Date

Supervisor Signature

Date

PDC Chairperson Signature

Date
Approved

Note: License Renewal

*Master's or other advanced degree:
120 in-service points
Baccalaureate degree: 160 points
(at least 80 must be college or
university credit)*

** One (1) college credit is equal to 20 professional
development points.*

IPDPs for Licensed Professionals who live or work in the district but are not employed by the district

KAR 91-1-206. Professional development plans for license renewal.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Process by Which Non District Employees Submit Individual Plans and Requests Points.

91-1-206 (b)

- Any person who works or resides within any Kansas unified school district 480, shall be eligible to file a professional development plan with the district's local professional development council for licensure renewal purposes. 91-1-206 (3)(b).
- USD 480 website provides information pertaining to the Professional Development process as well as access to the PDC Handbook.
- Applicants can submit and IPDP and/or external credit request for points by visiting the Unified Talent Professional Learning platform in PowerSchool. [Unified Talent Professional Learning Platform](#).
- Applicants needing assistance with applying within the UTPL can contact the district professional learning office at 620/604-1026.

How to Earn Professional Development Points –

If You Are Not Currently Employed by a School or District

91-1-206 (b)

Any person who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

Relative to awarding professional development points, these individuals should be treated the same as if they are employees of the district. However, the district is *not required to provide non-employees access to district professional learning activities*.

The steps the individual must take to complete the plan are:

Identify personal professional development needs. These should include the need for points for licensure renewal. Points must be obtained in at least 2 of the following 3 areas: content endorsement standards, professional education standards, and service to the profession.

Determine professional development goals that are based upon identified needs.

USD 480 website provides information pertaining to the Professional Development process as well as access to the PDC Handbook.

Applicants can submit an IPDP and/or external credit request for points by visiting the Unified Talent Professional Learning platform in PowerSchool. [Unified Talent Professional Learning Platform](#).

Applicants needing assistance with applying within the UTPL can contact the district professional learning office at 620/604-1026.

After the designated supervisor has had the opportunity to review and sign the plan, submit the plan to the district Professional Development Council for approval.

See the previous section, *Individual Professional Development Plan*, for a complete description of what should be included in the plan and also how professional development points may be awarded.

Section Four

Awarding Professional Development Points for Re-licensure

KAR 91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
- (1) Independent observation;
 - (2) written documentation; or
 - (3) other evidence that is acceptable to the PDC.
- (d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
- (1) Independent observation;
 - (2) written documentation;
 - (3) evidence of improved student performance; or
 - (4) other evidence that is acceptable to the PDC.
- (e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on the number of professional development points that may be earned for purposes related to employment or other local matters.

Professional Development Plan Approval Process

District Development Plan will be approved every five years by the following governing bodies, based upon criteria established by the state board: 91-1-217 (b) (3)

The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective. 91-1-216 (c)

- Professional Development Council
- Local Board of Education
- Kansas State Department of Education

PDC chair will present the district professional learning plan and PDC handbook to the PDC and Board of Education each year.

Approval of plan will be documented in PDC and BOE minutes. Approval by KSDE will be documented in the PDC minutes and the KESA OVT report. 91-1-206 (c) (3)

The approved plan may be amended at any time by following procedures specified in regulation. When revisions occur, the PDC will vote and approve any revisions and document in minutes and revised handbook. These revisions will be submitted to KSDE. 91-1-216 (e)

Process for Renewing Teaching License

Staff will submit application with KSDE through the Authenticated Applications for licensure, this process notifies the district of the need for an official transcript to be uploaded for each application. [KSDE Teacher Licensure](#)

Professional Development Points and Semester Credit Hours For Licensure Renewal			
<p>If an individual holds a bachelor's degree, they must submit 160 professional development points earned under an approved individual development plan to renew their professional license. Half of the professional development points (80 points) must be awarded for completing appropriate college or university credit. One semester credit hour is equal to 20 professional development points. The Professional Development Council will determine the appropriateness of college credit before awarding points.</p> <p>If an individual holds an advanced degree, they must submit 120 professional development points earned under an approved individual development plan to renew their professional license. The PDC will determine the appropriateness of college credit prior to awarding points. An individual with a graduate degree is not required to earn any points for completing semester credit hours. They may submit professional development points earned through any combination of semester credits and other professional development activities.</p> <p>Individuals may apply semester credit hours directly to licensure renewal without being awarded professional development points for the credits ONLY if the credit hours are earned as part of an approved teacher preparation program for an added endorsement area, or for a school specialist or leadership license. The professional development points used for renewal of a license must be earned in at least two of three areas: 91-1-206 (a) (1-3)</p> <p style="text-align: center;">Content Endorsement Standards; Professional Education Standards; or Service to the Profession.</p>			
91-1-206 "Professional development plans for licensure renewal"	Content	Professional Education	Service to the Profession
Knowledge What do you know now that you did not know before?	1pt. = 1 contact hr.	1 pt. = 1 contact hr.	1 pt. = 1 contact hr.
Application What are you doing now that you could/did not do before?	2 X Knowledge Level points	2 X Knowledge Level points	No points awarded at this level.
Impact How has student performance improved? What has changed about the program?	3 X Knowledge Level points	3 X Knowledge Level points	No points awarded at this level.

Professional Development Transcripts

When professional learning activities are completed and validated, the number of professional development points earned will be entered on the participant's professional learning *Educational Transcript*. Transcripts can be viewed at any time using the staff's account within the Unified Talent Professional Learning Site in PowerSchool.

It is the responsibility of the individual participant to submit proper application for license renewal to the Kansas State Department of Education. Staff will submit application with KSDE through the Authenticated Applications for licensure, this process notifies the district of the need for an official transcript to be uploaded for each application. [KSDE Teacher Licensure](#)

USD 480 will award salary scale adjustments to certified/licensed staff for professional development points, earned in accordance with the established steps for salary increased within the district. Points awarded for Level I – Knowledge as established with the District Professional Development Plan will be considered for salary increases. Advancement on the salary schedule through the use of approved points will be at the rate of twenty (20) point's equal's one (1) credit hour. It is the teacher's responsibility to verify that points have been awarded appropriately for salary scale adjustment.

INDIVIDUAL PROFESSIONAL POINTS

Professional development points are awarded according to three levels. For each of the three levels there are no limits on the number of points that may be earned. No limit means that there are no caps in reference to points earned for licensure renewal. The three levels are described below:

PROCEDURE FOR REQUEST AND APPROVAL OF INDIVIDUAL PROFESSIONAL POINTS

Level I - Knowledge

- A. Requests for Professional Development Points: All requests for Professional Development points for Level I – Knowledge, shall be submitted on the appropriate form in the Unified Talent Professional Learning Site in PowerSchool. [External Credit Request How to Instructions](#). Activities not received within the UTPL system **within 10 school days** after the last day of the activity will not be considered for approval. All requests received by the 15th of each month will be on the next PDC agenda for review. The participant is responsible for meeting all timelines. Do not submit before the activity.
- B. All professional learning points must be obtained by July 1st for salary enhancement for the current contract year. Any professional learning points obtained during the summer must be received by September 1st.
- C. College credit can be obtained throughout the summer for salary enhancement for the current contract year. Any college credit obtained during the summer must be received by September 1st. All college credit hours must be submitted with an OFFICIAL transcript to transcripts@usd480.net
- D. Each request for points will be submitted and reviewed by the Professional Development Council. The PDC shall be able to make friendly amendments as needed. The participant shall be notified in writing of reasons for disapproval of his/her plan and given suggested procedures for either revising and resubmitting the plan to the PDC or submitting a legitimate appeal to the PDC. Legitimate appeals must be received within 10 school days of the date of notification of disapproval. The appeal should be sent via email to the director/chair of the PDC committee. 91-1-206 (d), 91-1-211
- E. Points may not be requested by individuals sponsoring student activities.
- F. Staff Development Points may be requested for in-services paid by the district for other outside agencies.
- G. Professional Development Points requested for videos must have proof and be relevant to field and cannot exceed 5 hours per year. Proof must be approved by Professional Development Council.
- H. Professional Development Points will be granted for Webinar sessions organized by district or building administration. Attendance will be documented utilizing the Unified Talent Professional Learning Site in PowerSchool Participants will be notified by administration to attend such webinars based on the topic and relevance to the participant's needs.
- I. Collaboration meetings, Professional Learning Communities, Student Intervention Team meetings, Faculty and Back to School meetings, and other meetings held during contract time will not be awarded Professional Development points.
- J. Book Studies: Book studies at the building level will be permitted if the plan for accountability of points are submitted and approved by the Professional Development Council prior to the building starting the book study. Accountability for book studies will include attendance and participation in group discussion sessions, logs for each participant to document reading time. Book studies may not exceed 20 hours.

Level I – Knowledge

What do I know now that I did not know before?

Learning and/or Service to the Profession = 1 point per clock hour.

Complete the Level I – Knowledge form. Form must be typed and printed or copied on yellow paper.

Level I – Knowledge Level Points Provide the Baseline

Knowledge level points provide the baseline for the points that will eventually be earned at the Application and Impact levels.

An individual does not need to earn knowledge level or baseline points during the same licensure period that application or impact level points are earned.

Higher Education: One (1) semester of college/university credit = 20 in-service points.

- Copy of enrollment form, class syllabus or transcript for college/university must be submitted with request for points. (College transcripts will be kept confidential and in the PDC office. Official transcripts will be used only to verify points, these must be submitted to transcripts@usd480.net)

In-service Activities: One (1) point per clock hour. Documentation required (agenda, program or registration with date, times and location)

- Workshops/Seminars/Clinics
- Conventions/Conferences
- Observation of programs related to the educational setting (e.g., visits to other school(s) systems.

District Committees: One (1) point per clock hour for service on approved District Committees.

Licensed personnel are responsible for knowing the procedures required for gaining professional development points for licensure.

PROCEDURE FOR REQUEST AND APPROVAL OF INDIVIDUAL PROFESSIONAL POINTS

Level II – Application

- A. Requests for Professional Development Points: All requests for Professional Development points for Level II – Application, shall be submitted on the appropriate form. Requests shall be submitted to the Building Leadership Chairman.
- B. Each request for points will be submitted and reviewed by the BLT. The BLT shall be able to make friendly amendments as needed. The BLT will review and make recommendations to the District PDC for approval of professional development points.
- C. The participant shall be notified in writing of approval or reasons for disapproval of his/her plan and given suggested procedures for either revising and resubmitting the plan to the PDC or submitting an appeal to the council.

Level II – Application

What am I doing now that is different than what I did before?

Use of New Knowledge and Skills = 2 X's Level I points.

Complete the Level II – Application form. Form must be typed and printed or copied on green paper.

Points awarded based on the demonstrated application of the information gained at the knowledge level and for which 2 X's the knowledge level points are awarded.

Verification required may include one of the following:

Independent observation such as:

- Direct observation using trained observers or video/audio tapes made at several intervals throughout at least one semester.
- Structured interviews with feedback from trained mentor or supervisor that takes place throughout at least one semester. (Mentor: certified staff who has completed TESA training)

Documentation:

- Lesson plans from throughout at least one semester.
- Pre and post samples of students' work from throughout at least one semester.

Projects: Approval needed prior to the project completion. Points awarded upon completion of the project.

- Independent study
- Travel related assignment
- Independent project research
- Publication of professional articles in professional journal or other recognized education publication
- Professional presentations

PROCEDURE FOR REQUEST AND APPROVAL OF INDIVIDUAL PROFESSIONAL POINTS

Level III – Impact

- A. Requests for Professional Development Points: All requests for Professional Development points for Level III – Impact, shall be submitted on the appropriate form. Requests shall be submitted to the Building Leadership Chairman.
- B. Each request for points will be submitted and reviewed by the BLT. The BLT shall be able to make friendly amendments as needed. The BLT will review and make recommendations to the District PDC for approval of professional development points.
- C. The participant shall be notified in writing of approval or reasons for disapproval of his or her plan and given suggested procedures for either revising and resubmitting the plan to the PDC or submitting an appeal to the council.

Level III – Impact

What are the results of my professional changes?

Organizational Change = 3 X's Level I points.

Complete the Level III – Impact form. Form must be typed and printed or copied on blue paper.

Verification required may include one of the following:

- Evidence of related district or school policy change.
- Evidence of Level II application activities by others.
- Revision of district, grade level, or content area curriculum.
- Evidence of improved student academic performance over a period of at least two semesters (or 1 academic year).
- Samples of positive changes in students' behaviors over a period of at least 1 academic year, including:
 - ✓ Study habits
 - ✓ Improved school attendance
 - ✓ Improved homework completion rates
 - ✓ Independent observation of positive student classroom behaviors
 - ✓ Increased enrollment in advanced classes
 - ✓ Increased participation in school-related activities
 - ✓ Decreased dropout rate

Measures of the Impact of Staff Development or Professional Learning

Impact is measured at the building and district level through:

- Assessment of students' academic performance on specific academic targets annually.
- Analysis of data measuring related student behaviors annually.
- Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.
- Qualitative written observation of related staff and student behaviors reviewed at least once each academic year.

Impact is measured for individual classroom teacher's level through:

- Assessment of students' academic performance on specific academic targets at regular intervals throughout each school year and also annually.
- Analysis of data measuring related student behaviors throughout each school year and annually.

Impact for individuals who are applying what is learned to a district or school program:

- Analysis of teachers' implementation and effective use of related knowledge and skills through surveys given at the start and conclusion of each academic year.

Qualitative written observation of related staff and student behaviors reviewed at least once each academic year.

Request for Professional Learning Education Points

Liberal USD #480

Submit in the Unified Talent Professional Learning Site in PowerSchool

Submit within 10 School Days from last day of event

Section 1:

Name: _____
Activity Title: _____
Activity Date: _____

Building: _____
Date Submitted: _____

Section 2:

Points Requested:

_____ College Credit (20 points per credit hour)
(Submit to transcripts@usd480.net)

_____ Application (2X points)

_____ Knowledge (1 point per hour)

_____ Impact (3X points)

Indicate (✓) the appropriate area:	
Content Endorsement Standards	
Professional Education Standards	
Service to the Profession	

Content Endorsement Standards: Those standards adopted by the state board that define the skills and knowledge required for the specific content endorsement in a Kansas State Teaching License or Certificate.

Professional Education Standards: Those standards adopted by the Kansas state board that specify the knowledge, competencies, and skills necessary to perform in a particular education role or position.

Service to the Profession: Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

Section 3:

In the space below, describe the following two items:

- How does this activity meet the goals of your Individual Professional Development Plan?
- How could you implement this in your classroom?

Section 4:

Please attach an agenda from the activity to this form. If there was no agenda, please attach a copy of the registration or certificate.

Applicant Signature _____ Date _____

Supervisor Signature _____ Date _____

Professional Development Council Use Only

Date Approved: _____ Signature of PDC Chairperson: _____

Revised 2022

Professional Learning Activity Evaluation Form

Liberal USD #480

Submit in the Unified Talent Professional Learning Site in PowerSchool

Activity Title	Presenter	Date

Rated Area	Low High				
	1	2	3	4	5
Was the training/presentation informative?					
Were there opportunities for questions and answers?					
Were the materials useful to you?					
Rate the pace of the activity.					
Overall rating of this professional learning.					

How will you use what you have learned to enhance student engagement/learning?	
What would be appropriate for follow-up from this training?	
What content from today's training was most valuable?	
What could the trainer have done differently that would have enhanced your learning?	

Questions & Answers

Provided by the Kansas State Department of Education Licensure and Teacher Education Staff

Questions about awarding PD points relative to renewal licensing (Teacher Licensure updated as of 9/28/22)

1. Do I have to have professional development points to renew my five-year professional license?

Yes, except for the following situations, under regulations effective July 1, 2003, all renewals of a professional license will be based on professional development points awarded by a local professional development council.

Exceptions:

- You may apply directly to Teacher Licensure at KSDE if you are completing a program for an additional endorsement or license (new teaching field or school specialist or leadership) and can provide an official transcript verifying at least 8 credit hours completed during the validity of the license that were part of the approved program. **Regulation 91-1-205(b)(3)(D)**
- You may apply directly to Teacher Licensure at KSDE if you hold a graduate degree **AND** have at least three years of accredited experience during the validity of the professional license being renewed. **Regulation 91-1-205(b)(3)(E)**
- You may apply directly to Teacher Education and Licensure at KSDE if you have completed the National Board Certification assessment process through the National Board for Professional Teaching Standards during the term of the professional license being renewed. **Regulation 91-1-205(b)(3)(A) or (B)**

2. How old can professional development points be? What about credit hours?

The individual must verify professional development points earned during the term of the license that is being renewed. Therefore, any points awarded for activities OR for semester credit hours must have been earned during the five-year current professional license period. However, knowledge points that are used as the baseline to award application or impact points may have been earned during a previous licensure period. The application or impact points must have been earned during the licensure period being renewed. **Regulation 91-1-205(b)(3)**

3. If an educator has retired, but wants to maintain her/his professional license, does s/he have to continue to meet the same professional development requirements for renewal?

No. If an educator is taking part in an educational retirement system in any state, s/he can renew by completing half of the professional development points specified in the regulations. For someone holding a bachelor's degree, 80 points must be earned, 40 of which must be college credit (2 semester credit hours). A retired educator holding a graduate degree must earn 60 points.

Regulation 91-1-205(b)(3)(F)

4. If an educator wants to renew a five-year substitute license, must professional development points be earned?

Yes. This license may be renewed with 50 professional development points.

5. What information must be reported on an official professional development transcript?

A listing of all the activities for which professional development points were awarded, including the date of the activity and the total number of points awarded for each separate activity. It should identify which points were awarded for semester credit hours. The form must also include a designation of which points were awarded for service to the profession, content, and professional education (pedagogy). A date range should be listed for activities where more than 10 points are awarded. It is suggested that districts do not include additional information related to local issues or concerns only.

6. Do official transcripts from the colleges or universities need to be included with the professional development transcript?

Yes. The professional development council will be awarding professional development points for courses and recording those on the professional development transcript. KSDE staff will continue to verify that the institution is appropriately accredited and that the credit is semester credit hours.

7. Does the official professional development transcript need to indicate whether the points awarded were at the knowledge, application, or impact level?

Yes. The professional development council will need to determine the level when they award the points.

8. Are there guidelines that a PDC should apply in determining whether college credit is appropriate for renewal of an individual license?

The PDC should keep in mind that an individual must complete college credit in content or professional education (pedagogy). If an individual completes coursework related to content, the content should be related to the endorsements/licenses the individual holds. However, some content coursework is considered applicable to any educator, such as computer coursework. Professional education (pedagogy) may be related to content endorsements OR something that would be applicable to any educator, no matter what their endorsement/licensure area. Example: A course on discipline in the classroom could be applicable to any educator. The PDC has flexibility in deciding "appropriate credit" when considering individual situations and requests. For example, a course in Spanish language may be appropriate for educators employed by a district where many of the students have Spanish as their first language, even though the educators do not hold an endorsement for teaching a foreign language. **Regulations 91-1-215(f) and 91-1-206(a)**

9. Can points be earned for attending a coaching clinic or course?

The two areas for licensure renewal listed in the question above are addressed here:

Content Standards: Coaching clinics or courses are content appropriate only for teachers with physical education endorsements. Therefore, only a PE-endorsed teacher may use a coaching course or clinic offered for semester credit hours to meet the credit hour requirement for renewal. Note: coursework that is part of a sports management or sports administration degree program is generally not acceptable as we do not issue this type of endorsement.

Professional Education Standards/Service to the Profession: A PDC could award points for coaching clinics or courses for non-PE-endorsed teachers if ALL of the following are met:

- the points are not counted as semester credit hours; AND
- the coaching clinic or course relates to an individual development plan goal

- on the teacher's PDC-approved plan; AND
- the PDC must be able to verify the clinic/course fits within professional education standards or service to the profession.

To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e., Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

To be considered one of these areas, the coaching clinic or course must be a general clinic, not one for a specific sport (i.e., Glazier Football Clinic, or Coaching Volleyball). For example, a clinic dealing with issues such as motivation of children or developing leadership skills would be appropriate. PDC's should keep in mind that the entire clinic may not be eligible for points. If only 4-6 hours of a 16- hour clinic delivered information applicable to the renewal area (professional education standard or service to the profession), it is appropriate to award points for the portion that was applicable.

If there are any questions about coursework and its applicability for renewal, contact the Teacher Licensure Team before approving an individual's plan.

Glossary

Certification:	The process by which an agency or association grants professional recognition to an individual who has met certain qualifications specified by that agency or association. <i>See also licensure.</i>
Certified:	All employees of a school or district or an authorized educational agency required to be licensed (certified) by the state board of education. <i>See also licensure.</i>
Content endorsement standards:	Those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements in a Kansas State Teaching License or Certificate.
Content standards:	Standards that address equity, quality teaching, and family involvement.
Context standards:	Standards that address learning communities, effective leadership, and effective use of resources.
Criteria:	Objective specifications or requirements that are referenced to make judgments.
Curriculum:	All the courses of study offered by an educational institution; or a particular course of study within a specified subject, content area, or field.
Dropout:	Any student, grades 9-12, who leaves school for any reason, except death, before graduation or completion of a program of studies and who does not transfer to another school.
Dropout rate:	The ratio of the number of dropouts at each grade level in the school calendar year divided by the number of students at that grade level in the Kansas September 20 (FTE or full time equivalency) count. An individual student is counted as a dropout only one time during each academic year.
Education (educational) agency:	A public school district, accredited nonpublic school, area professional development center, or institution of postsecondary education authorized to award academic degrees, the Kansas State Department of Education and any other organization that serves school districts.
Graduation rate:	The proportion of a student group that started in the ninth grade year and completed a prescribed program within the period of time designated for that program.
Individual Professional Development Plan:	A plan describing the professional development activities and studies to be completed during a specified period of time by the individual filing such a plan.
Individual professional development transcript	A record of an individual educator's professional development that is signed by the individual, a designated supervisor, the PDC chairperson, and one other PDC member prior to being submitted to the Kansas State Department of Education for purposes of licensure renewal.
Kansas State Board of Education (KSBE):	An elected ten-member board that has general supervision over the public schools, educational institutions, and all the educational interests of the state, except educational functions delegated by law to the State Board of Regents. The State Board of Education appoints a Commissioner of Education who serves at the pleasure of the Board as its executive officer.
Kansas State Department of Education (KSDE):	The staff that administers education policies set by the State Board of Education and the Kansas Legislature. The Commissioner of Education serves as the executive officer of the department.

Leadership:	Here <i>leadership</i> refers to those who guide continuous instructional improvement.
Levels of implementation:	<p>A three-point rubric used by schools to report progress on staff development goals. These are:</p> <p>Level 1 – Knowledge: Teachers know something that was not known before.</p> <p>Level 2 – Application: Teachers consistently use this knowledge and skill on the job.</p> <p>Level 3 – Impact: Student learning is improved and this is demonstrated by appropriate assessments that are aligned with specific improvement targets.</p>
Licensure:	The official recognition by the Kansas State Board of Education that an individual has met state requirements and is approved to practice as a duly licensed (certified) professional. See also certification.
Local board of education:	The board of education of any unified school district or the governing body of any nonpublic school. Local public schools under the general supervision of the State Board shall be maintained, developed, and operated by locally selected boards.
Local educational agency (LEA):	Any governmental agency authorized or required by state law to provide education to children, including each unified school district, special education cooperative, school district interlocal, state school, and state institution.
Mentoring:	<i>See teacher mentoring.</i>
Pedagogy:	The art, profession, or science of teaching.
Professional development/learning:	Continuous learning that is based on individual needs and meets both of the following criteria: (1) It prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency. (2) It positively impacts the individual or the individual's students, school, or school district.
Professional Development Council:	A representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's professional development plan.
Professional development education:	Professional development and staff development that includes any planned learning opportunities provided to licensed personnel employed by a school or district or other authorized educational agency for purposes of improving the performance of such personnel in already held or assigned positions.
Professional development plan:	A detailed program for provision of a school district's or education agency's staff development. <i>See Individual Professional Development Plan.</i>
Professional development point:	One clock hour of professional development education. One semester hour of college credit counts as 20 professional development points.
Professional education standards:	Those standards adopted by the Kansas state board that specify the knowledge, competencies, and skills necessary to perform in a particular education role or position.
Service to the profession:	Any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.
Staff:	Group of employees that includes teachers, administrators, instructional, and non-instructional support personnel who are charged with working together toward the goals of the school and district.

Staff development:	Continuous learning offered to groups of professionals that develops the skills of education professionals to meet common goals, or targets of a school or school district.
Standard:	A clearly defined goal statement specifying the acceptable level of knowledge, skills, and behaviors, the achievement of which moves the individual toward expected outcomes or desired goals.
Student performance:	The demonstration of a student's knowledge, skills, or attitudes as related to a school's desired student outcomes.
Substitute teaching license:	A type of Kansas State Board of Education license issued to an individual that allows access to practice as a substitute. Individuals holding a substitute-teaching license are allowed to teach in a single school district throughout the school year, but are limited to 125 days in a single assignment. A district may request a waiver from the state board to allow teachers to remain in the same assignment in an emergency situation.
Teacher mentoring:	Activities that consist of structured guidance and regular and ongoing support of teachers (especially beginning teachers) that are designed to help the teachers continue to improve practice and develop instructional skills. These activities involve the assistance of an exemplary teacher or other appropriate individual from a school, education agency, or institute of higher learning. Mentoring may include coaching, classroom observation, team teaching, and may include the establishment of a partnership by a local education agency with an institute of higher education, another local education agency, teacher organization, or another organization.
Teaching endorsement:	The official recognition by the Kansas State Board of Education that an individual has met state requirements in an acknowledged specialization.
Transcript:	<i>See individual professional development transcript.</i>
Unified Talent Professional Learning (UTPL):	Platform utilized by USD480 in PowerSchool system that houses all certified/licensed employee's professional development plans, requests for points, certifications, and educational transcripts. All USD 480 professional learning opportunities are created and housed in the UTPL.
Valid credit:	A semester hour credit earned or validated in a college or university on the accredited list of the State Board of Education. Where credit is required in licensure regulations, it shall be interpreted to mean valid credit.

Glossary of Acronyms

AAC:	Augmentative/Alternative Communication
ASHA:	American Speech-Language Hearing Association
AVID:	Advancement via Individual Determination
AWS:	Athletic Web Service
BLT:	Building Leadership Team
CBM:	Curriculum Based Measurement
CEC:	Council for Exceptional Children
CPS:	Classroom Performance Systems
ESL:	English as a Second Language
ESOL:	English, Second and Other Languages
FACES:	Foundation for Advanced Character Enrichment in Students
FBA:	Functional Behavioral Assessment
IDEA:	Individuals with Disabilities Education Act
IPDP:	Individual Professional Development Plan
KAAC:	Kansas Assessment Advisory Council
KACTE:	Kansas Association of Career and Technical Educators
KAHPERD:	Kansas Association of Health, Physical Education, Recreation, & Dance
KAL-Tech:	Kansas Academy for Leadership in Technology
KASB:	Kansas Association of School Boards
KASEA:	Kansas Association of Special Education Administration
KASFAA:	Kansas Association of School Financial Aid Administrators
KASSP:	Kansas Association of Secondary School Principals
KATESOL:	Kansas Association of Teachers of English to Speakers of Other Languages
KATM:	Kansas Association of Teachers of Mathematics
KBEA:	Kansas Business Education Association
KBOR:	Kansas Board of Regions
KDEC:	Kansas Division of Early Childhood

KDHE:	Kansas Department of Health and Environment
KELPA:	Kansas English Language Proficiency Assessment
KESA:	Kansas Education Systems Accreditation
KIDS:	Kansas Individual Data on Students
KISN:	Kansas Instructional Support Network
KMEA:	Kansas Music Educators Association
KNCA:	Kansas North Central Association
KPA:	Kansas Performance Assessment
KRA:	Kansas Reading Academy
KSDE:	Kansas State Department of Education
KSHA:	Kansas Speech and Hearing Association
KSIA:	Kansas Student Information Association
KSLHA:	Kansas Speech-Language Hearing Association
KSN:	Kansas School Nurses
KSTARS:	Kansas Statewide Technical Assistive Resource System
LEAMIS:	Local Education Agency Management Information Systems
MACE:	Mid-America Association for Computers in Education
MAP:	Measures of Academic Progress
MIS:	Management Information Systems
NABE:	National Association Bilingual Education
NASP:	National Association of School Psychologists
NCA:	North Central Association
NCLB:	No Child Left Behind
NEA:	National Education Association
NSBA:	National School Board Association
PDC:	Professional Development Council
QPA:	Quality Performance Accreditation
RED:	Renaissance Education Division
RISK:	Response to Intervention Solutions for Kids
SAP:	Student Achievement Plan

SENSE: Schools Excelling through National Skill Standards Education

SFA: Success For All

SIOP: Sheltered Instruction Observation Protocol

SWPRSC: Southwest Plains Regional Service Center

TIME: Technology in Math Education

UTPL: Unified Talent Professional Learning (PowerSchool)

WIDS: Worldwide Instructional Design System

Appendix A

KANSAS LICENSURE RENEWAL REGULATIONS

91-1-205. Licensure Renewal Requirements.

- (b) Professional and substitute licenses. Any person may renew a professional license by submitting the following to the state board:
 - (1) An application for renewal;
 - (2) The licensure fee; and
 - (3) Verification that the person, within the term of the professional license being renewed, meets any of the following requirements:
 - (A) Has completed all components of the national board for professional teaching standards assessment for board certification;
 - (B) Has been granted national board certification;
 - (C) (i) Has earned a minimum of 120 professional development points under an approved individual development plan filed with a local professional development council if the applicant holds an advanced degree; or
 - (ii) Has earned a minimum of 160 professional development points under an approved individual development plan filed with a local professional development council, including at least 80 points for college credit, if the applicant does not hold an advanced degree; or
 - (D) Has completed a minimum of eight credit hours in an approved program or completed an approved program.

91-1-206. Professional development plans for license renewal.

(a) Any person filing a professional development plan with a local professional development council for licensure renewal purposes under S.B.R. 91-1-205 (b) shall develop a plan that includes activities in one or more of the following areas:

- (1) Content endorsement standards as adopted by the state board;
- (2) professional education standards as adopted by the state board; or
- (3) service to the profession.

(b) Each person who is employed by or who works or resides within any Kansas unified school district shall be eligible to file a professional development plan with that district's local professional development council for licensure renewal purposes.

(c) Each individual submitting a professional development plan shall ensure that the plan meets the following conditions:

- (1) The plan results from cooperative planning with a designated supervisor.
- (2) The plan is signed by the individual submitting the plan and by the individual's supervisor, if the supervisor agrees with the plan.
- (3) The plan is reviewed and approved by the local professional development council.

(d) If a person is unable to attain approval of an individual development plan through a local professional development council, the person may appeal to the licensure review committee for a review of the proposed individual development plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended July 1, 2003; amended Jan 2, 2004.)

Appendix B

KANSAS PROFESSIONAL DEVELOPMENT PROGRAM REGULATIONS

91-1-215. Professional Development Definitions.

91-1-216. Procedures for promulgation of professional development plans; approval by the state board; area professional development centers' professional development programs.

91-1-217. Professional development council.

91-1-218. Awarding of professional development points.

91-1-219. Expenditures for professional development program.

91-1-215. Professional development definitions.

(a) "Content endorsement standards" means those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements prescribed in K.A.R. 91-1-202.

(b) "Educational agency" means a public school district, accredited nonpublic school, area professional development center, institution of postsecondary education authorized to award academic degrees, the Kansas state department of education, and any other organization that serves school districts.

(c) "In-service education" means professional development and staff development and shall include any planned learning opportunities provided to licensed personnel employed by a school district or other authorized educational agency for purposes of improving the performance of these personnel in already held or assigned positions.

(d) "In-service education plan" and "plan" mean a detailed program for provision of professional or staff development, or both.

(e) "Noncontractual times" means periods of time during which an employee is not under a contractual obligation to perform services.

(f) "Professional development" means continuous learning that is based on individual needs and meets both of the following criteria:

(1) The learning prepares a person for access to practice, maintains the person's access to practice, builds an individual's knowledge or skills, or is requested by the employing educational agency.

(2) The learning positively impacts the individual or the individual's students, school or school district.

(g) "Professional development council" and "PDC" mean a representative group of licensed personnel from an educational agency that advises the governing body of the educational agency in matters concerning the planning, development, implementation, and operation of the educational agency's in-service education plan.

(h) "Professional development plan" means a written document describing the in-service education activities to be completed during a specified period of time by the individual filing the plan.

(i) "Professional development point" means one clock-hour of in-service education. One semester hour of college credit shall count as 20 professional development points.

(j) "Professional education standards" means those standards adopted by the state board that specify the knowledge, competencies, and skills necessary to perform in a particular role or position.

(k) "Service to the profession" means any activity that assists others in acquiring proficiency in instructional systems, pedagogy, or content, or that directly relates to licensure of professional educators, accreditation processes, or professional organizations.

(l) "Staff development" means continuous learning offered to groups of professionals that develops the skills of those professionals to meet common goals, or the goals of a school or school district.

(m) "State board" means the state board of education. This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

91-1-216. Procedures for promulgation of professional development plans; approval by state board; area professional development centers' professional development programs.

(a) An in-service education plan to be offered by one or more educational agencies may be designed and implemented by the board of education or other governing body of an educational agency, or the governing bodies of any two or more educational agencies, with the advice of representatives of the licensed personnel who will be affected.

(b) Procedures for development of an in-service plan shall include the following:

(1) Establishment of a professional development council;

(2) an assessment of in-service needs;

(3) identification of goals and objectives;

(4) identification of activities; and

(5) evaluative criteria.

(c) Based upon information developed under subsection (b), the educational agency shall prepare a proposed in-service plan. The proposed plan shall be submitted to the state board by August 1 of the school year in which the plan is to become effective.

(d) The plan shall be approved, approved with modifications, or disapproved by the state board. The educational agency shall be notified of the decision by the state board within a semester of submission of the plan.

(e) An approved plan may be amended at any time by following the procedures specified in this regulation.

(f) Each area professional development center providing in-service education for licensure renewal shall provide the in-service education through a local school district, an accredited nonpublic school, an institution of postsecondary education, or an educational agency that has a state-approved in-service education plan. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003; amended Aug. 28, 2009.)

91-1-217. Professional development council.

(a) Each professional development council shall meet the following criteria:

(1) Be representative of the educational agency's licensed personnel; and

(2) include at least as many teachers as administrators, with both selected solely by the group they represent.

(b) Each council shall have the following responsibilities:

- (1) To participate in annual training related to roles and responsibilities of council members, including responsibilities under these regulations, K.A.R. 91-1-215 through K.A.R. 91-1-219;
 - (2) to develop operational procedures; and
 - (3) to develop a five-year plan that may be approved by the governing body of the educational agency and is based upon criteria established by the state board.
- (c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

91-1-218. Awarding of professional development points.

- (a) In awarding professional development points, each educational agency shall designate that one professional development point is equal to one clock-hour of in-service education.
- (b) If a person documents completion of an in-service activity, the person shall be awarded professional development points equal to the number of clock-hours completed.
- (c) If a person who has earned points for completion of an in-service activity later verifies that the person has applied the skills or knowledge gained, the person shall be awarded two times the number of professional development points that were earned for completion of the in-service activity. Evidence of application of the knowledge gained through the in-service activity shall be presented to the professional development council and may include any of the following:
- (1) Independent observation;
 - (2) written documentation; or
 - (3) other evidence that is acceptable to the PDC.
- (d) If a person who has earned points for application of knowledge or skills learned through in-service activities verifies that the application of the knowledge or skills has had a positive impact on student performance or the educational program of the school or school district, the person shall be awarded three times the number of professional development points that were earned for completion of the in-service activity. Evidence of impact upon student performance or school improvement shall be presented to the professional development council and may include any of the following:
- (1) Independent observation;
 - (2) written documentation;
 - (3) evidence of improved student performance; or
 - (4) other evidence that is acceptable to the PDC.
- (e) A person shall be awarded professional development points for activities related to service to the profession upon the basis of the number of clock-hours served. The person shall be awarded one point for each clock-hour of service. The person shall submit verification of service to the professional development council.
- (f) For purposes of renewing a license, a professional development council shall not impose a limit on the number of professional development points that may be earned. However, a council may impose limits on

the number of professional development points that may be earned for purposes related to employment or other local matters.

(g) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2003.)

91-1-219. Expenditures for a professional development program.

(a) Education agencies may receive in-service education funds for the following expenditures:

- (1) Consultant fees and honorariums;
- (2) travel expenses for consultants;
- (3) cost of materials used in training;
- (4) salaries of substitute teachers for certified staff who have filed an individual development plan, but these salaries shall not exceed 25 percent of the total in-service education expenditures;
- (5) registration fees for, and travel expenses to, in-service workshops and conferences, both in state and out of state, for certified individuals who have individual development plans on file;
- (6) salaries of secretarial personnel, but these salaries shall not exceed the amount of one hour of secretarial wages for each certified employee having an approved individual development plan on file; and
- (7) salaries paid to certified staff, during non-contractual times, for participation in district-level or building-level training or other staff development activities.

(b) Education agencies shall not receive in-service education funds for the following expenditures:

- (1) Rental or facilities;
- (2) utilities;
- (3) equipment;
- (4) administrative expenses; and
- 5) salaries of teachers attending in-service workshops or conferences during contractual times, or the salaries of council members.

(c) This regulation shall be effective on and after July 1, 2003. (Authorized by and implementing K.S.A. 2000 Supp. 72-9603; effective July 1, 2003.)

Appendix C

Process for Requesting Professional Learning Opportunities

Professional Learning Opportunity must meeting one of the following to be considered:

- District and state curriculum standards.
- Using research-based strategies and developmentally appropriate instruction in reading, mathematics and other core areas.
- Aligned with the particular reading, mathematics and other core area goals or targets identified by each school.
- Align the district's mission and academic goals established by the USD 480 Board of Education, including graduation requirements and school improvement academic and social emotional targets.
- Each building has specific school improvement goals identified after a review of student performance. Research-based strategies are selected for building-wide implementations.
- Each building has school improvement strategies determined, implemented and monitored through the accreditation process.
- Job-embedded professional development and classroom action research.

Internal Professional Learning:

- Distinct administrator, building administrator, or instructional coach will submit requests for professional learning within the Unified Talent Professional Learning (UTPL) site within PowerSchool.
- District administration will review the request for professional learning and approve, revise or deny the request.
- Attendance rosters will be documented within the course document within UTPL.
- Approved courses will be reviewed by the PDC council for approval, once approval has been granted, rosters will be converted to each staff member's personal educational transcript.

External Professional Learning:

- Requests for professional learning must align with the USD 480 Professional Development Goals.
- Upon approval from supervisor, certified staff will submit the district leave request Form [USD 480 Leave Request Form](#)
- All requests for External Professional Development points shall be submitted on the appropriate form in the Unified Talent Professional Learning Site in PowerSchool. [External Credit Request, How to Instructions](#). Activities not received within the UTPL system within 10 school days after the last day of the activity will not be considered for approval. All requests received by the 15th of each month will be on the next PDC agenda for review. The participant is responsible for meeting all timelines. Do not submit before the activity.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 u.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve recommendations of the Licensure Review Committee.

Recommended Motion:

It is moved that the Kansas State Board of Education approve the recommendations of the Licensure Review Committee as presented.

Explanation of Situation Requiring Action:

Explanation of Situation Requiring Action: Recommendations of the Licensure Review Committee need approval of the State Board of Education. Certificates/Licenses will be issued to those applicants whose appeals are granted. Recommendations of the Licensure Review Committee (LRC) need approval of the State Board of Education. Licenses will be issued to those applicants whose appeals are granted. Requests and the LRC's recommendations for this month are attached.

Case # 3499

Applicant requests initial Kansas Licensure for Physical Education PRK-12. Review for the license is required due to completion of an alternative teacher preparation program through iTeach Texas in Texas. The applicant met with the Licensure Review Committee to discuss details of the program and experience. The Licensure Review Committee recommends denial of the request based on lack of knowledge and evidence to meet all physical education content and professional education standards. The applicant will be invited to make a personal appearance and provide more information at the committee's next meeting. Moved by Dan, seconded by Tricia and approved unanimously.

Case # 3500

Applicant requests initial license for School Psychologist PRK-12. Review for the license is required due to completion of an out of state preparation program for School Psychologist that is organized differently than Kansas programs. The Licensure Review Committee recommends approval of an initial school specialist license for School Psychologist PRK-12. Moved by Tricia, seconded by Jessica and approved unanimously.

Case # 3488

Applicant requests initial Kansas licensure for Early Childhood Education PRK-3. Review for the license is required due to completion of an alternative teacher preparation program for teaching through ACE Professional Development Certification Program in Florida. Applicant made a personal appearance to the committee after an initial denial and provided more information, documentation, and evidence they have met both the content and professional education standards. The Licensure Review Committee recommends approval. Moved by Allen, seconded by Anita and approved unanimously.

Case # 3501

Applicant requests initial Kansas Licensure for Elementary Education. Review for the license is required due to completion of alternative certification program out of state and ineligibility for a standard out of state teaching license based on residence. The Licensure Review Committee recommends approval based on the applicant's documented coursework, out of state licensing exams, and out of state teaching experience. Moved by Dan, seconded by Anita and approved unanimously.

Case # 3502

Applicant requests initial Kansas licensure for High-Incidence Special Education (K-6, 6-12). Review for the license is required due to ineligibility for a standard out of state teaching license based on residence. The Licensure Review Committee recommends approval based on the applicant's documented coursework, out of state licensing exams, and out of state teaching experience. Moved by Jessica, seconded by Dan and approved unanimously.

Case # 3503

Applicant requests initial license for School Psychologist PRK-12. Review for the license is required due to completion of an out of state preparation program for School Psychologist that is organized differently than Kansas programs. The Licensure Review Committee recommends approval of an initial school specialist license for School Psychologist PRK-12. Moved by Dan, seconded by Allen and approved unanimously.

Case # 3504

Applicant requests an additional temporary non-renewable Kansas teaching license based on documentation of extreme extenuating circumstances that prevented them from completing the Kansas required licensing examinations required for a standard initial teaching license. The committee recommends approval. Moved by Dan, seconded by Tricia and approved unanimously.

Case # 3505

Applicant requests a professional Kansas license for School Psychologist (PRK-12). Review for the license is required due to having never held an initial school specialist license despite completing an approved Kansas program, including the post-program supervised internship. The Licensure Review Committee recommends approval. Moved by Jessica, seconded by Allen and approved unanimously.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 v.

Staff Initiating:

Pat Bone

Director:

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve contract with the Hyatt for 2024 Annual Conference venue.

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to initiate a contract for the 2024 KSDE Great Ideas in Education Conference in an amount not to exceed \$149,000 for the period September 1, 2023 - October 25, 2024 with the Hyatt in Wichita. The conference is to be held October 22-25, 2024.

Explanation of Situation Requiring Action:

The Great Ideas in Education Conference is an annual event for educators hosted by the KSDE for the purposes of professional development and networking. The Kansas State Department of Education has sponsored an Annual Conference since 1990. It will be held October 22-25, 2024 in Wichita.

This contract will meet all the needs for meeting space, AV equipment, hotel rooms, and food and beverages for the conference with an expected attendance of 600. Here is a breakdown of costs:

Breakout room rental fee: \$8,000

Food and Beverages: \$90,000 (this includes breakfast, lunch, beverages, and snacks for 2 1/2 days)

Audio Visual equipment rental and AV support \$45,000

Hotel sleeping rooms for keynotes and Art Contest winners, and direct bill of conference staff
\$2,000

This conference is known across Kansas as the conference to attend to learn the latest information on initiatives and to provide opportunities to network with individuals who have similar responsibilities. It is attended by administrators, principals, curriculum directors, counselors, teachers and others in our Kansas schools.

Fees collected will cover the costs of this contract.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 w.

Staff Initiating:

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve amendment to the West Central Kansas Education Cooperative Agreement.

Recommended Motion:

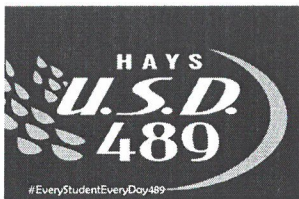
It is moved that the Kansas State Board of Education approve the West Central Kansas Education Cooperative #708.

Explanation of Situation Requiring Action:

State law authorizes school districts to enter into agreements providing for cooperative operation and administration in providing special education and related services for exceptional children. K.S.A. 72-968. These agreements are subject to approval by the Kansas State Board of Education and may be modified from time to time as the members of the cooperative see fit. The standard practice for the review and approval of such agreements is for KSDE's Office of General Counsel to review proposed agreements to ensure they comply with the various state statutes that apply to interlocal and cooperative agreements.

Since at least 1986 USDs 489, 388, 395, and 432 have been members of the Hays West Central Kansas Special Education Cooperative. USD 489 acts as the Sponsoring District to which the other districts pay annual fees for the provision of special education and related services to their students. The Cooperative is seeking modification of its underlying agreement so that Russell USD 07 may become a member. That is the only substantive change to the agreement. Other changes were removal of [the equivalent of] Cooperative bylaws from the underlying written agreement.

Attached is the revised cooperative agreement and signatures of board clerks of each member district attesting to the resolution adopted by each school board during regulation school board meetings.

**Agenda Item Details**

Meeting	Mar 27, 2023 - Regular Meeting
Category	5. Action/Discussion Items
Subject	5.1 Special Education Cooperative Agreement Resolution
Access	Public
Type	Action

Public Content

BOE will consider approval of the following resolution to enter a cooperative agreement

- **Resolution of the governing body of Unified School District No. 489, Ellis County, Kansas (Hays), to enter into a special education cooperative agreement with the Unified School District No. 388, Ellis County (Ellis), the Unified School District No. 432, Ellis County (Victoria), the Unified School District No. 395, Rush County (LaCrosse), and the Unified School District No. 407, Russell County (Russell) effective July 1, 2024.**

WCKSEC Cooperative Agreement Word Doc Russell Draft March 2023.pdf (124 KB)

Administrative Content**Executive Content****Motion & Voting**

Motion to approve the resolution as presented.

Motion by Allen Park, second by Craig Pallister.

Final Resolution: Motion Carried

Yes : Allen Park, Craig Pallister, Lori Hertel, Curt Vajnar, Ken Brooks

See Kelum. Board Clerk

Resolution of the governing body of Unified School District No. 432, Ellis County (Victoria), to enter into a special education cooperative agreement with the Unified School District No. 388, Ellis County (Ellis), the Unified School District No. 489, Ellis County, Kansas (Hays), the Unified School District No. 395, Rush County (La Crosse), and the Unified School District No, 407, Russell County (Russell) effective July 1, 2024.

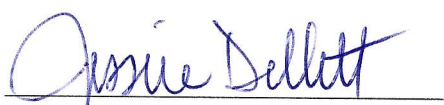
Adopted this 10th day of April, 2023, by the USD 432 Board of Education.

Melissa Schmidt

Clerk of the Board Signature

Resolution of the governing body of Unified School District #395 La Crosse, Rush County, Kansas , to enter into a special education cooperative agreement with the Unified School District #388 Ellis, Kansas, the Unified School District #489 Hays, Kansas, the Unified School District #432 Victoria, Kansas, the Unified School District #407 Russell, Kansas, effective July 1, 2024.

Adopted this 12th day of April, 2023, by the USD 395 Board of Education

A handwritten signature in blue ink, reading "Oprie Dellett", written over a horizontal line.

Clerk of the Board Signature

Motion by Latisha Haag, seconded by Dean Gottschalk to approve the USD 489 Education Cooperative Agreement. Motion passed unanimously. (7-0) (Excerpt of the April 12, 2023 USD 388 Board Minutes.)

The agreement states:

This agreement is made and entered into by and between the following Unified School Districts with an effective date of July 1, 2024:

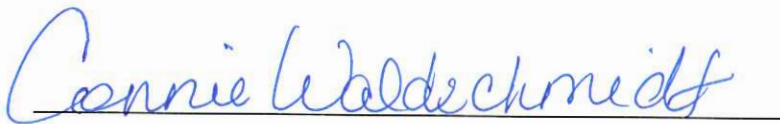
USD 489 – Hays, KS

USD 388 – Ellis, KS

USD 395 – Lacrosse, KS

USD 432 – Victoria, KS

USD 407 – Russell, KS



Connie Waldschmidt, Clerk of the Board

Resolution Text

Resolution of the governing body of Unified School District No. 388, Ellis County (Ellis), to enter into a special education cooperative agreement with the Unified School District No. 489, Ellis County, Kansas (Hays), the Unified School District No. 432, Ellis County (Victoria), the Unified School District No. 395, Rush County (LaCrosse), and the Unified School District No. 407, Russell County (Russell) effective July 1, 2024.



RUSSELL COUNTY USD 407

802 North Main Street, Russell, Kansas 67665 · P: (785) 483-2173 · F: (785) 483-2175 · www.usd407.org

May 5, 2023

Kansas State Department of Education,

The following excerpt was recorded in the official minutes from the Board of Education meeting held on April 10, 2023. Please note, one board member was not in attendance at this meeting.

ITEM 55-178:

WEST CENTRAL KANSAS SPECIAL EDUCATION COOP AGREEMENT

Mr. Kyle Carlin, WCKSEC Director, outlined the process moving forward to formally join WCKSEC. Mr. Wedel made a motion to enter into the Cooperative Agreement between USD 407 and WCKSEC as presented in the agreement. Mrs. Reinhardt seconded the motion. Motion carried 6 – 0.

Jane M. Cline
Board Clerk

Resolution Text

Resolution of the governing body of Unified School District No. 407, Russell County (Russell), to enter into a special education cooperative agreement with the Unified School District No. 388, Ellis County (Ellis), the Unified School District No. 432, Ellis County (Victoria), the Unified School District No. 395, Rush County (LaCrosse), and the Unified School District No. 489, Ellis County, Kansas (Hays) effective July 1, 2024.

AGREEMENT

HAYS WEST CENTRAL KANSAS SPECIAL EDUCATION COOPERATIVE

This agreement is made and entered into by and between the following Unified School Districts with an effective date of July 1, 2024:

Unified School District No. 489
Hays, Kansas

Unified School District No. 388
Ellis, Kansas

Unified School District No. 395
Lacrosse, Kansas

Unified School District No. 432
Victoria, Kansas

Unified School District No. 407
Russell, Kansas

This agreement is made for the purposes of establishing and maintaining a cooperative program to make special education services available to the students of the contracting districts in accordance with K.S.A 72-3412.

In consideration of the mutual covenants and promises set forth herein, the Unified School Districts hereby agree as follows:

1. Unified School District No. 489, Hays, Kansas is designated as the Sponsoring District. The Cooperative established through this agreement shall have the responsibility to provide those special education services specified in the individualized education program (IEP) of any exceptional child attending school in any district that is a member of the cooperative.

Specifically, the sponsoring district shall have the following responsibility:

- USD 489 Hays will establish and maintain a distinct and separate fund for the deposit of all monies coming to the District under the provisions of this agreement. This fund shall be named the Coop Special Education Fund and be administered in the same manner as all other funds of the Sponsoring District.
- To keep records of all fiscal transactions of the Cooperative and to prepare such statements and reports as may be required.
- Maintain contracts on all personnel. All personnel will be hired under the salary schedule of the sponsoring district.

- To handle fiscal obligations of the cooperative consistent with the WCKSEC Administrative Procedural Handbook
2. There shall be an Advisory Council composed of the chief school administrators from each of the unified school districts. This Advisory Council shall serve in an advisory capacity to the Board of Education of the Sponsoring District.

The WCKSEC Advisory Council will operate consistent with the policies within the WCKSEC Administrative Procedural Handbook.

3. A comprehensive program shall be provided which includes the full range of special education services. More specifically, the cooperative program shall:
 - a. Initiate screening and identification procedures to determine which children within the districts are in need of special education services, and
 - b. Provide free appropriate public education for all exceptional children of school age enrolled in the member districts.
4. All services provided under the terms of this Agreement shall meet the standards and criteria prescribed in the Individuals with Disabilities Education Act and the Kansas Special Education for Exceptional Children Act.
5. Districts joining the cooperative will follow the Joining the Cooperative section of the WCKSEC Administrative Procedural Handbook.
6. USD 407 Russell will join the cooperative consistent with the provisions in the WCKSEC Administrative Procedural Handbook when this cooperative agreement goes into effect.
7. This agreement is perpetual in nature and is not subject to renewal. Should a cooperating district desire to terminate its membership, or the cooperative as a whole would like to dissolve, notice must be given one year prior to the effective date and is dependent upon the approval of the change by the Kansas State Board of Education.
8. This agreement shall be subject to change or termination by action of the Kansas Legislature and may be changed by agreement of no less than two-thirds of the member districts.
9. Pursuant to K.S.A. 72-1146, the unified school districts and boards of education privy to this contract shall be responsible solely for the districts' or boards' actions or failure to act under this Agreement. This agreement shall be governed by and interpreted in accordance with the laws of the State of Kansas, as required by K.S.A. 72-1146.

10. In accordance with K.S.A. 72-1146 and amendments thereto, the mandatory contract provisions prescribed by the Kansas Department of Administration in form DA-146a, as amended, are hereby incorporated by reference and attached.

IN WITNESS WHEREOF, the parties hereto have caused this agreement to be executed by the President of the Board of Education of each of the respective Districts:



President, Unified School District 489 Hays



President, Unified School District 388 Ellis



President, Unified School District 395 LaCrosse



President, Unified School District 432 Victoria



President, Unified School District 407 Russell

Certification of Approval

The undersigned does hereby certify that the above and foregoing Cooperative Agreement was approved by the Kansas State Board of Education at its meeting on _____, 20____.

Chair, Kansas State Board of Education

CONTRACTUAL PROVISIONS ATTACHMENT

Important: This form contains mandatory contract provisions and must be attached to or incorporated in all copies of any contractual agreement. If it is attached to the vendor/contractor's standard contract form, then that form must be altered to contain the following provision:

The Provisions found in Contractual Provisions Attachment (Form DA-146a, Rev. 07-19), which is attached hereto, are hereby incorporated in this contract and made a part thereof.

The parties agree that the following provisions are hereby incorporated into the contract to which it is attached and made a part thereof, said contract being the
1st day of July, 20 24.

1. **Terms Herein Controlling Provisions:** It is expressly agreed that the terms of each and every provision in this attachment shall prevail and control over the terms of any other conflicting provision in any other document relating to and a part of the contract in which this attachment is incorporated. Any terms that conflict or could be interpreted to conflict with this attachment are nullified.
2. **Kansas Law and Venue:** This contract shall be subject to, governed by, and construed according to the laws of the State of Kansas, and jurisdiction and venue of any suit in connection with this contract shall reside only in courts located in the State of Kansas.
3. **Termination Due To Lack Of Funding Appropriation:** If, in the judgment of the Director of Accounts and Reports, Department of Administration, sufficient funds are not appropriated to continue the function performed in this agreement and for the payment of the charges hereunder, State may terminate this agreement at the end of its current fiscal year. State agrees to give written notice of termination to contractor at least thirty (30) days prior to the end of its current fiscal year and shall give such notice for a greater period prior to the end of such fiscal year as may be provided in this contract, except that such notice shall not be required prior to ninety (90) days before the end of such fiscal year. Contractor shall have the right, at the end of such fiscal year, to take possession of any equipment provided State under the contract. State will pay to the contractor all regular contractual payments incurred through the end of such fiscal year, plus contractual charges incidental to the return of any such equipment. Upon termination of the agreement by State, title to any such equipment shall revert to contractor at the end of the State's current fiscal year. The termination of the contract pursuant to this paragraph shall not cause any penalty to be charged to the agency or the contractor.
4. **Disclaimer Of Liability:** No provision of this contract will be given effect that attempts to require the State of Kansas or its agencies to defend, hold harmless, or indemnify any contractor or third party for any acts or omissions. The liability of the State of Kansas is defined under the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*).
5. **Anti-Discrimination Clause:** The contractor agrees: (a) to comply with the Kansas Act Against Discrimination (K.S.A. 44-1001, *et seq.*) and the Kansas Age Discrimination in Employment Act (K.S.A. 44-1111, *et seq.*) and the applicable provisions of the Americans With Disabilities Act (42 U.S.C. 12101, *et seq.*) (ADA), and Kansas Executive Order No. 19-02, and to not discriminate against any person because of race, color, gender, sexual orientation, gender identity or expression, religion, national origin, ancestry, age, military or veteran status, disability status, marital or family status, genetic information, or political affiliation that is unrelated to the person's ability to reasonably perform the duties of a particular job or position; (b) to include in all solicitations or advertisements for employees, the phrase "equal opportunity employer"; (c) to

comply with the reporting requirements set out at K.S.A. 44-1031 and K.S.A. 44-1116; (d) to include those provisions in every subcontract or purchase order so that they are binding upon such subcontractor or vendor; (e) that a failure to comply with the reporting requirements of (c) above or if the contractor is found guilty of any violation of such acts by the Kansas Human Rights Commission, such violation shall constitute a breach of contract and the contract may be cancelled, terminated or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration; (f) Contractor agrees to comply with all applicable state and federal anti-discrimination laws and regulations; (g) Contractor agrees all hiring must be on the basis of individual merit and qualifications, and discrimination or harassment of persons for the reasons stated above is prohibited; and (h) if it is determined that the contractor has violated the provisions of any portion of this paragraph, such violation shall constitute a breach of contract and the contract may be canceled, terminated, or suspended, in whole or in part, by the contracting state agency or the Kansas Department of Administration.

6. **Acceptance of Contract:** This contract shall not be considered accepted, approved or otherwise effective until the statutorily required approvals and certifications have been given.
7. **Arbitration, Damages, Warranties:** Notwithstanding any language to the contrary, no interpretation of this contract shall find that the State or its agencies have agreed to binding arbitration, or the payment of damages or penalties. Further, the State of Kansas and its agencies do not agree to pay attorney fees, costs, or late payment charges beyond those available under the Kansas Prompt Payment Act (K.S.A. 75-6403), and no provision will be given effect that attempts to exclude, modify, disclaim or otherwise attempt to limit any damages available to the State of Kansas or its agencies at law, including but not limited to, the implied warranties of merchantability and fitness for a particular purpose.
8. **Representative's Authority to Contract:** By signing this contract, the representative of the contractor thereby represents that such person is duly authorized by the contractor to execute this contract on behalf of the contractor and that the contractor agrees to be bound by the provisions thereof.
9. **Responsibility for Taxes:** The State of Kansas and its agencies shall not be responsible for, nor indemnify a contractor for, any federal, state or local taxes which may be imposed or levied upon the subject matter of this contract.
10. **Insurance:** The State of Kansas and its agencies shall not be required to purchase any insurance against loss or damage to property or any other subject matter relating to this contract, nor shall this contract require them to establish a "self-insurance" fund to protect against any such loss or damage. Subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101, *et seq.*), the contractor shall bear the risk of any loss or damage to any property in which the contractor holds title.
11. **Information:** No provision of this contract shall be construed as limiting the Legislative Division of Post Audit from having access to information pursuant to K.S.A. 46-1101, *et seq.*
12. **The Eleventh Amendment:** "The Eleventh Amendment is an inherent and incumbent protection with the State of Kansas and need not be reserved, but prudence requires the State to reiterate that nothing related to this contract shall be deemed a waiver of the Eleventh Amendment."
13. **Campaign Contributions / Lobbying:** Funds provided through a grant award or contract shall not be given or received in exchange for the making of a campaign contribution. No part of the funds provided through this contract shall be used to influence or attempt to influence an officer or employee of any State of Kansas agency or a member of the Legislature regarding any pending legislation or the awarding, extension, continuation, renewal, amendment or modification of any government contract, grant, loan, or cooperative agreement.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 x.

Staff Initiating:

Kayla Love

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve appointment of new Special Education Advisory Council members.

Recommended Motion:

Act on the recommendation to appoint new members to the Special Education Advisory Council. The three representatives are Jessica Lopez, representing a Special Education Teacher, Charity Porter, representing an organization concerned with the provision of transition services to children with disabilities, and Jose Cornejo, representing another state agency involved in the financing or delivery of related services to exceptional children.

Explanation of Situation Requiring Action:

The Special Education Advisory Council has three open positions that need to be filled. The SEAC Membership Committee selected Jessica Lopez, Charity Porter, and Jose Cornejo after reviewing all nominees, Charity and Jose meet the majority requirement of being a person with a disability or having a child with a disability between birth and age 26. Charity and Jose live and work in State Board District #4 while Jessica lives and works in State Board District #8.

The purpose of the Kansas State Special Education Advisory Council is to provide policy guidance to the State Board of Education with respect to special education and related services for children with disabilities in the state. The Council meets as mandated by both the State and Federal Legislation. Council membership is made up of stakeholders throughout the state with the majority being individuals with disabilities and parents of children with disabilities. The State Board of Education makes the appointments to vacated positions on the Council during the month of June each year. All council meetings are public meetings and include a time for public comments to be received. The State must establish and maintain an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State. (Authority: 20 U.S.C. 1412(a)(21)(A)). This council began in July of 2007.

Members are representatives of the State population demographics and composed of individuals involved in, or concerned with, the education of children and youth with disabilities. We have a group from the council that goes through all applications submitted to join SEAC. Membership consists of individuals from the following areas: related services, private schools, local education officials, homeless, corrections-juvenile and adult, parents, general education, students, other agencies, vocational, community, or business, state official, foster care, institutions of higher education, gifted, administrator of exceptional programs, and charter schools. With ex-officio members from Parent Training and Information Center, Disability Rights Center, State school for the Blind, and State school for the Deaf. Membership must also follow the special 51% rule, which is majority of the members of the council must be individuals with a disability and/or parent/guardians of children with disabilities.

Charity Porter

Position Applying for:

Organization concerned with the provision of transition services to children with disabilities

Person with a disability:

NO

Parent of a child with a disability:

YES

Home address:

3449 SW Jardine Ter

Email Address:

cporter@dreamcatcherscm.com

Phone number:

785-408-5217

Current position held:

Targeted Case Manager on HCBS waiver

Work email:

cporter@dreamcatcherscm.com

Work phone number:

785-408-5217

Board district you RESIDE in:

Board district you WORK in:

Jessica Lopez

Position Applying for:

Special Education Teacher

Person with a disability:

NO

Parent of a child with a disability:

NO

Home address:

1218 E Morris, Wichita, KS 67211

Email Address:

Jdlopez1413@gmail.com

Phone number:

785-656-0884

USD Number:

259: Wichita Public Schools

School Name:

Cleveland Traditional Magnet

Mailing address:

3345 W 33rd St S, Wichita, KS 67217

Current position held:

Low Incidence Special Education Teacher

Work email:

Jdlopez1413@gmail.com

Work phone number:

316-973-8750

Board district you RESIDE in:

District 8 Betty Arnold

Board district you WORK in:

District 8 Betty Arnold

Jose M. Cornejo

Position Applying for:

Organization concerned with the provision of transition services to children with disabilities
Other state agency involved in the financing or delivery of related services to exceptional children

Person with a disability:

NO

Parent of a child with a disability:

YES

Home address:

322 Park Hill Terrace, Lawrence, KS 66046

Email Address:

jcornejo@usd497.org

Phone number:

913-285-0280

USD Number:

USD 497, Lawrence Public Schools

School Name:

Pinckney Secondary Therapeutic Classroom

Mailing address:

810 W. 6th St., Lawrence, KS 66044

Current position held:

School Social Worker

Work email:

jcornejo@usd497.org

Work phone number:

785-832-2130

Board district you RESIDE in:

District 4 Ann Mah

Board district you WORK in:

District 4 Ann Mah

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 y.

Staff Initiating:

Sherry Root

Director:

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve firearm safety survey for school districts.

Recommended Motion:

It is moved that the Kansas State Board of Education review and approve a firearms safety training curriculum survey prior to it being sent to school districts.

Explanation of Situation Requiring Action:

During the June 2023 State Board of Education Meeting, the State Board of Education Members requested to review a firearms safety survey being conducted to collect the number of school districts currently teaching firearms safety, what grades are being taught, as well as what training curriculum is being used by schools. Attached is the survey.



Purpose

The Kansas State Department of Education's State Board of Education would like to know the following information as it pertains to Firearms Training Curriculum in our Kansas Schools. Please fill out the following information to the best of your ability. If you have any questions/concerns, please contact John Calvert at jcalvert@ksde.org or 785-296-7056. Thank you for what you do to keep our schools safe!

Dempographics

Please select the school district in which you work.

Contact Information

Name (first last)

Email

Phone number

Training

Does your school district provide firearm safety training to students?

☐ Yes

☐ No

If yes, what grades? (Choose all that apply)

☐ K

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

☐ 11

☐ 12

What firearms safety training curriculum are you currently using? (Choose all that apply)

☐ Kansas Wildlife, Parks, and Tourism's "Hunter's Education in Our Schools"

☐ Eddie Eagle

☐ Other (Please specify)

☐ Other (Please specify)

Kansas State Department of Education | 900 S.W. Jackson Street, Suite 102 | Topeka, Kansas 66612-1212 | www.ksde.org

The Kansas State Board of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 17 z.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date: 7/11/2023

Item Title:

Act to approve Kansas Registered Teacher Apprenticeship Pilot Governor's Emergency Education Relief Funds (GEER).

Recommended Motion:

It is moved that the Kansas State Board of Education approve grant awards for the Kansas Registered Teacher Apprenticeship Program Pilot for 2023-2024.

Explanation of Situation Requiring Action:

The Kansas Apprenticeship Council approved KSDE's application to start a Registered Teacher Apprenticeship program in May 2023. Prior to implementing a state-wide Registered Teacher Apprenticeship program, the Teacher Licensure team will initiate a small pilot program during the 2023-2024 school year to ensure administrative processes are functional and in place to open a state-wide program in 2024-2025.

Governor's Emergency Education Relief funds allotted to the Teacher Licensure team will be utilized to fund the pilot program. Districts participating in the pilot will be awarded grant amounts as listed below. The grants will cover the following expenses:

1. Kansas Registered Teacher Apprenticeship Kickoff Conference travel for each apprentice and one district representative not to exceed \$600 per district.
2. Tuition for the apprentice not to exceed \$10,000 dollars for the year.
3. Half of the apprentice's wage not to exceed \$15,500 per year.
4. Mentor teacher awards of \$750 per semester not to exceed \$1500 per year.

Pilot District Grant Awards:

USD 501 Topeka (3 apprentice) - \$81,800
USD 353 Wellington (2 apprentice) - \$54,600
USD 443 Dodge City (2 apprentice) - \$54,600
USD 437 Auburn-Washburn (2 apprentice) - \$54,600
USD 511 Attica (1 apprentice) - \$27,600
USD 428 Great Bend (2 apprentice) - \$54,600
USD 305 Salina (2 apprentice) - \$54,600
USD 445 Coffeyville (1 apprentice) - \$27,600
USD 464 Tonganoxie (2 apprentice) - \$54,600
USD 218 Elkhart (1 apprentice) - \$27,600



900 S.W. Jackson Street, Suite 600
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(785) 296-3203
www.ksde.org

Danny Zeck
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Ann E. Mah
District 4

Cathy Hopkins
District 5

Dr. Deena Horst
District 6

Dennis Hershberger
District 7

Betty J. Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

Subject: Chair Report and Requests for Future Agenda Items

These updates will include:

- A. Remarks from the Chair
- B. Act on Board Travel
- C. Act on 2024-2025 Board Meeting Dates
- D. Committee Reports
- E. Board Attorney's Report
- F. Requests for Future Agenda Items

Note: Individual Board Member Reports are to be submitted in writing.

Kansas State Board of Education

2024 Meeting Dates - for approval

January						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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February						
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31	Spring Break 11th - 15th					

April						
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June						
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July						
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August						
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5th - Election Day						

December						
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Kansas State Board of Education

2025 Meeting Dates - Draft

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February						
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30	31	17th - 21st Spring Break				

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July						
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August						
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September						
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November						
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30	4th - Election Day					

December						
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21	22	23	24	25	26	27
28	29	30	31			



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Ann E. Mah
District 4

Cathy Hopkins
District 5

Dr. Deena Horst
District 6

Dennis Hershberger
District 7

Betty J. Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

WEDNESDAY, JULY 12, 2023 MEETING AGENDA

9:00 a.m.

1. Call to Order – Chair Melanie Haas
2. Roll Call
3. Approval of Agenda

9:05 a.m.

- (AI) 4. Act on Career and Technical Education (CTE) Pathway Credential Recommendations

9:20 a.m.

- (IO) 5. Dissolution of a School District - Legal Provisions and State Board Processes

10:00 a.m.

Break

10:15 a.m.

- (AI) 6. Discuss Options and Approve FY 25 Budget Recommendations to the Governor

Noon

ADJOURN

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda
Number: 8
Meeting Date: 7/11/2023

Staff Initiating:

Natalie Clark

Director:

Beth Fultz

Commissioner:

Randy Watson

Agenda

Number:

Meeting Date:

4

7/12/2023

Item Title:

Receive (July 11, 2023) and Act (July 12, 2023) on Career and Technical Education (CTE) Pathway Credential Recommendations

Recommended Motion:

Recommended Motion: It is moved that the Kansas State Board of Education approve a list of industry-sought credentials, outlined in Senate Bill 123 (New Section 10), and a list of high-value industry-recognized career and technical education credentials and a list of standard career and technical education industry-recognized credentials, per Substitute for House Bill 2466 (New Section 7).

Explanation of Situation Requiring Action:

There are three separate pieces of law and compliance responsibilities that relate to career and technical education credentials.

1. Excel in Career Technical Education Initiative (SB-155)

Senate Bill 155 was the enacting legislation, and beginning with the 2012-2013 school year, Kansas high school students qualified for state-funded college tuition in approved technical courses offered by Kansas technical and community colleges.

Occupations on the Excel in CTE (SB155) qualifying industry recognized credentials list are identified by the Kansas Department of Labor as High Demand Occupations with an average annual wage meeting at least 70% of average annual wage in Kansas on the most recent Wage Survey. Occupations on this list must have a Standard Occupational Code (SOC) that corresponds to Classification of Instructional Program (CIP) code associated with an approved postsecondary program being offered.

The Technical Education Authority votes yearly on the Excel in CTE (SB155) Qualifying Industry Recognized Credentials List.

2. Substitute for HB 2466 (page 3, new section 6)

In 2022, Substitute for HB 2466 (page 3, new section 6) required the Kansas State Department of Education to conduct a survey of high-value and standard value credentials and career and technical education courses offered to students enrolled in public high schools for the purpose

of determining the needs for secondary career technical education credentialing. The CTE Credentials report was created and submitted to the House Committee on Education and the Senate Committee on Education prior to January 15, 2023.

Substitute for HB 2466 (New Section 7) (a) *On or before July 31, 2023, and each July 31 thereafter, the state board of education shall review and approve a list of high-value industry-recognized credentials and a list of standard industry-recognized credentials.*

3. SB 123 (New Section 10)

The Governor approved SB 123 April 20, 2023 and it was signed into law. The Kansas State Department of Education was asked to survey each school district to ask *which career technical education credentials each school district offers that satisfies the definition of "industry-sought credential"*.

The Career Technical Education Credential and Transition Incentive for Employment Success Act Survey

New Sec. 10. (a) This section shall be known and may be cited as the career technical education credential and transition incentive for employment success act. (b) *Each school district that offers career technical education for students enrolled in any of the grades nine through 12 shall, upon request by any such student, pay any fees charged for any assessment or other examination that is required for such student to obtain an approved industry-sought career technical education credential.*

(c) (1) *On or before July 1, 2023, and each July 1 thereafter, the state board of education and state board of regents shall jointly conduct a survey of school districts and colleges on which career technical education credentials each school district offers that satisfies the definition of "industry-sought credential" under subsection (d).*

(2) On or before July 31, 2023, and each July 31 thereafter, the state board of education and state board of regents, after consultation with the secretary of labor, the secretary of commerce and representatives of industries that recognize career technical education credentials, shall jointly approve a list of industry-sought credentials.

(d) As used in this section:

- (1) "College" means any community college, technical college or the Washburn institute of technology; and
- (2) "industry-sought credential" means a career technical education credential that is:
 - (A) Repeatedly referenced in job postings; and
 - (B) frequently referred to by employers in communications with school districts as a career technical education credential that is in demand.

The State Board of Regents will be asked to take action to approve the list of industry-sought credentials following the State Board of Education.

There is overlap in the lists presented. For simplicity we are providing you with four lists.

1. 2023-2024 Excel in CTE (SB155) Qualifying Industry Recognized Credentials List
2. High Value List, Substitute for HB 2466 (New Section 7)
3. Standard Value List, Substitute for HB 2466 (New Section 7)

4. Industry-Sought List, SB 123 (New Section 10)

The first three lists are attached and the Industry-Sought List, SB 123 (New Section 10), is currently being compiled for review and will be presented July 11, 2023.

In compliance with Senate Bill 123 (New Section 10), the Kansas Board of Regents sent a list of credentials to each Kansas Community and Technical College that each institution submitted as part of the Excel in CTE fee review process. The Community and Technical Colleges were asked to review this list and make any additions, alterations, or subtractions that they felt needed to be made.

In compliance with Senate Bill 123 (New Section 10), the Kansas State Department of Education emailed Superintendents and asked them to review the Excel in CTE Qualifying Credentials List, [2023-2024 Excel in CTE SB155 Qualifying Cred.pdf \(kansasregents.org\)](#), and asked them to make any industry-sought credential additions that they felt needed to be made.

Kansas Board of Regents staff and Kansas State Department of Education staff met to combine the information received from the surveys. The combined list is also being reviewed by representatives of business and industry, the Kansas Advisory Committee for Career and Technical Education (KACCTE), and the Technical Education Authority. In addition, consultation with Kansas Department of Labor and Commerce will be sought.

Senate Bill 123 (New Section 10) states that each school district that offers career technical education for students enrolled in any of the grades nine through 12 shall, upon request by any such student, pay any fees charged for any assessment or other examination that is required for such student to obtain an approved industry-sought career technical education credential (Industry-Sought List, SB 123 (New Section 10)).

[hb2466_enrolled.pdf \(kslegislature.org\)](#)

[sb123_enrolled.pdf \(kslegislature.org\)](#)

Agenda Number: 5

Meeting Date: 7/12/2023



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Item Title: Dissolution of a School District - Legal Provisions and State Board Processes

From: Scott Gordon

State law provides two mechanisms by which the Kansas State Board of Education may order the disorganization of a unified school district. KSDE's General Counsel R. Scott Gordon will provide a summary of the relevant state statutes as well as an overview of the recommended process to be followed by the State Board if it receives either a petition to dissolve from the school board of a unified school district or certification from a county election official.

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 6

Staff Initiating:

Sherry Root

Director:

Commissioner:

Randy Watson

Meeting Date: 7/12/2023

Item Title:

Discuss Options and Approve FY 25 Budget Recommendations to the Governor

Recommended Motion:

It is moved that the Kansas State Board of Education approve the FY 25 Budget Recommendations to the Governor for the PreK-12 education budget.

Explanation of Situation Requiring Action:

Each year the State Board is required by statute to make recommendations to the Governor about the PreK-12 education budget. KSDE staff will report these recommendations to the Division of the Budget, who then report to the Governor. The Governor may choose to include the recommendations, adjust them, or delete them from her budget proposal to the Legislature.

In order to meet the necessary reporting timelines, the Board must approve their recommendations in July. Potential budget options were presented to the Board in June. Craig Neuenswander, Dale Brungardt, and John Hess will review those options along with suggestions made during that meeting by the Board.