



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, AUGUST 8, 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 (July 11-12, 2023)

10:05 a.m.

6. Commissioner's Report – Dr. Randy Watson

10:30 a.m.

7. Citizens' Open Forum

10:45 a.m.

- (AI) 8. Act on ESSER III Change Requests for Use of Federal COVID-19 Relief Funds

11:00 a.m.

BREAK

11:15 a.m.

- (IO) 9. Presentation of Child Nutrition and Wellness Kansans CAN Best Practice Awards for SY2022-2023

11:40 a.m.

- (AI) 10. Act on Accreditation Review Council's July Recommendations for KESA

11:45 a.m.

- (RI) 11. Receive Accreditation Review Council's Recommendations for KESA

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: September 12-13, 2023

Kansas leads the world in the success of each student.

Noon

LUNCH - POLICY COMMITTEE MEETS

- | | | | |
|-----------|------|-----|--|
| 1:30 p.m. | (AI) | 12. | Act to Approve KESA “Learning Year” for 2023-2024 |
| 2:00 p.m. | (AI) | 13. | Act on Evaluation Review Committee’s July Recommendations for Accreditation and Program Approval |
| 2:15p.m. | (DI) | 14. | Guidelines for Graduation Requirements |
| 2:50 p.m. | | | BREAK |
| 3:00 p.m. | (AI) | 15. | Act on Recommendations of the Professional Practice Commission |
| 3:15 p.m. | (IO) | 16. | KSDE Data Management Overview |
| 4:45 p.m. | (DI) | 17. | Executive Session for Personnel Matters of Non-Elected Personnel |
| 5:00 p.m. | | | RECESS |



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WEDNESDAY, AUGUST 9, 2023 MEETING AGENDA

9:00 a.m.

1. Call to Order – Chair Melanie Haas
2. Roll Call

(AI) 3. Approval of Agenda

9:05 a.m.

(IO) 4. USD Budget Timeline Information

9:25 a.m.

(RI) 5. Licensing Test Change Recommendations

10:00 a.m.

Break

10:10 a.m.

(IO) 6. Special Education Advisory Council (SEAC) Update

10:35 a.m.

(IO) 7. Learning Series: School Audits 101

11:00 a.m.

Break

11:10 a.m.

(AI) 8. Act on Professional Standards Board (PSB) Nominations

11:25 a.m.

(AI) 9. Act on Licensure Review Committee (LRC) Nominations

11:40 a.m.

(IO) 10. District Disorganization Information Update

12:00 p.m.

(AI) 11. Consent Agenda
(see Addendum for complete listing of items and supporting information)

12:15 p.m.

12. Chair Report
 - A. Remarks from the Chair
 - B. Act on Board Travel
 - C. Committee Reports
- (AI)

Kansas leads the world in the success of each student.

12:30 p.m.

- D. Board Attorney Report
- E. Requests for Future Agenda Items

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, July 11, 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, July 11, 2023, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:14:38)

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 17c, d, v, w, y and z separately from all other items per request from Mrs. Dombrosky and Mrs. Hopkins. Mrs. Arnold moved to approve the day's agenda as amended. Mrs. Dombrosky seconded. Motion carried 10-0.

MOTION
(00:21:16)

APPROVAL OF THE MAY MEETING MINUTES

Mrs. Arnold moved to approve the minutes of the June 13 and 14, 2023 regular Board meeting. Dr. Horst seconded. Motion carried 10-0.

MOTION
(00:21:35)

COMMISSIONER'S REPORT

Dr. Randy Watson's monthly Commissioner's Report to the Board was centered around the data from the Georgetown University Center on Education and the Workforce analysis of Early Childhood Longitudinal Study - Kindergarten. He also shared with the Board that the Sunflower Summer program has been extremely popular this summer and is on track to expend all funding before the summer ends. The department is looking at options to possibly keep the program running the full length originally intended. This program is currently funding by federal Covid relief funds allocated for education in Kansas.

(00:21:46)

CITIZENS' OPEN FORUM

Chair Haas declared the Citizens' Forum open at 10:42 a.m. There were 3 speakers this month. They were Amy Hogan – summary of Ottawa University's community partnerships assisting teacher education; Denise Schmidt – concerns over USD 112 potential disorganization; Tiffany Ellison – curriculum policy and procedures in local school districts. The forum was closed at 10:55 a.m.

(00:55:46)

RECEIVE CAREER AND TECHNICAL EDUCATION (CTE) PATHWAY CREDENTIAL RECOMMENDATIONS

(01:09:45)

Natalie Clark, Assistant Director – Career and Technical Education, presented information to the Board on the three separate pieces of law and compliance responsibilities that relate to career and technical education credentials: Excel in Career Technical Education Initiative (SB-155); Substitute for HB 2466 (page 3, new section 6); and SB 123 (New Section 10). To fulfill the law and compliance responsibilities, 4 lists of industry sought credentials were presented for Board approval. Action on this will take place at the meeting on Wednesday, July 12, 2023.

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

(02:00:17)

During the State Board meeting in June, Jay Scott, Director of Accreditation and Design, presented information on 36 (32 public systems, 4 private systems) being recommended by ARC for approval of an accredited status. The systems that were received by the Board in June were 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 Conditional Accreditation to Chase-Raymond USD 401. Dr. Scott brought these 36 systems back to the Board for action. Mrs. Arnold moved to accept the recommendations of the Accreditation Review Council as presented. Dr. Horst seconded. Motion carried 10-0.

MOTION
(02:05:55)

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

(02:06:28)

The Accreditation Review Council (ARC) has recommended an accredited status for the next 29 systems awaiting recommendation (21 public systems and 8 private systems). Executive summaries, accountability reports and other narratives were provided to Board members for the 29 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 August 2023. The systems that were received for accreditation are Rawlins County USD 105, Thunder Ridge USD 110, Norton USD 211, Lebo-Waverly USD 243, Ell-Saline USD 307, Jefferson County North USD 339, St. John-Hudson USD 350, Sterling USD 376, Osborne County USD 392, Marion-Florence USD 408, Little River USD 444, Dexter USD 471, Shawnee Mission USD 512, Good Shepherd Lutheran Elementary Z0026-4560, Zion Lutheran Elementary Z0026-6862, Trinity Lutheran Elementary – Winfield Z0026-7344, Topeka Lutheran Elementary Z0026-8570, Faith Lutheran Z0026-9886, Dodge City Diocese Z0028-0000, St. Michael the Archangel Catholic Z0029-9887, Bluestem USD 205 (conditionally accredited), Ulysses USD 214 (conditionally accredited), Grinnell USD 291 (conditionally accredited), Wheatland (Grainfield) USD 292 (conditionally accredited), Kinsley Offerle USD 347 (conditionally accredited), Centre (Lost Springs) USD 397 (conditionally accredited), Peabody-Burns USD 398 (conditionally accredited), Paradise USD 399 (conditionally accredited), and Canton-Galva USD 419 (conditionally accredited),

ACTION ON APPRENTICESHIP MENTORSHIP COLLABORATION GRANT

(02:20:52)

In June, Shane Carter, KSDE's director of Teacher Licensure, shared that KSDE's Teacher Licensure team has been working on finding funding streams to sustain the Teaching Registered Apprenticeship

Program, which was approved during the State Board of Education's May meeting. Multiple opportunities are being considered including 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. He returned this month for the Board to take action on approval for 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. Dr. Horst 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. Mrs. Arnold seconded. Motion carried 6-4 with Mrs. Dombrosky, Mr. Hershberger, Mrs. Hopkins and Mr. Zeck in opposition.

MOTION
(02:27:42)

TECHNICAL CHANGES TO KESA BEGINNING IN 2023-2024 SCHOOL YEAR

(03:47:00)

The Accreditation and Design Team presented 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. The full scope of enhancements to KESA will be presented in October 2023 with action possibly in December 2023 by the State Board of Education.

2022-2023 LICENSED PERSONNEL REPORT AND STRATEGIC INITIATIVES UPDATE

(04:38:50)

Shane Carter, KSDE's director of Teacher Licensure presented selected data from the Vacancy and Licensed Personnel submissions relative to supply and demand. 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 helps determine future needs and recommendations for licensing and recruitment / retention efforts. Mr. Carter also shared recommendations of the substitute work group and an update on strategic initiatives the Teacher Licensure team worked on during the 2022-2023 school year. The initiatives included the Registered Teacher Apprenticeship Program; review of content and pedagogy test requirements and an update on Educate Kansas Communication. Cris Seidel, Director of Education Kansas, was present and shared with the Board as well.

DISTRICT SHOWCASE – USD 497 LAWRENCE COLLEGE AND CAREER ACADEMY

(05:53:04)

Dr. Anthony Lewis, Lawrence USD 497 superintendent, Dr. Bill DeWitt, principal of the Lawrence College and Career Academy (LCCA) and school board member Kelly Jones provided a presentation to the Board on the work that they do to prepare 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.

ACTION ON RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

(06:21:47)

General Counsel Scott Gordon presented two cases for action and Professional Practices Commission Chair Jennifer Holt attended via Zoom and was available for questions.

22-PPC-19

Dr. Horst moved that the Kansas State Board of Education issue a Professional Teaching License, with public censure to Applicant 22-PPC-19. Mrs. Mah seconded. Motion carried 10-0.

MOTION
(06:32:20)

22-PPC-03

Board Attorney Mark Ferguson explained to the Board that oral arguments have been requested by both parties and that Executive Session will be necessary after the oral arguments are presented. In

addition to the briefing provided by both parties adhering to all deadlines, the Board was provided video access to the previous hearing, extensive documentation/evidence that was provided under seal and not and not part of public record. KSDE appeared by and through its general counsel R. Scott Gordon. Licensee Christopher Sohm appeared in person and with his attorney Blake Bittle. After both parties presented their oral argument Mr. Porter moved to recess from public meeting to executive session at 5:10 p.m. for the purpose of deliberation for 20 minutes. Dr. Horst seconded. Motion carried 10-0.

MOTION
(07:17:20)

At 5:41 p.m. the Board returned to open session after deliberations in private for 20 minutes and an extension of 10 minutes. Mr. Hershberger 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. Dr. Horst seconded. Motion carried 9-1 with Mrs. Arnold in opposition.

MOTION
(07:56:35)

AT-RISK UPDATE

Deputy Commissioner Dr. Ben Proctor gave State Board members an at-risk update. He reviewed the at-risk law and shared findings from a legislative performance audit of at-risk expenditures and statutory compliance. Additionally, he outlined the steps KSDE will take to address the findings, which include hiring an individual who will be responsible for managing/overseeing the agency's guidance and agency/field's compliance with the law; better understanding the research behind every at-risk practice KSDE includes on the list of approved practices; along with the State Board, advocate for changes in the current law.

(08:07:00)

ACTION ON CONSENT AGENDA

At the beginning of the meeting, Chair Haas asked to remove items 17c, d, v, w, y and z for a separate vote from the other submissions per Mrs. Dombrosky's and Mrs. Hopkins's request and 17q will have its own presentation and vote on Wednesday, July 12. Mr. Porter moved to approve consent agenda items minus the above referenced items. Mr. McNiece seconded. Motion carried 10-0. In this action, the Board:

(08:41:52)

MOTION
(08:42:55)

- Received monthly personnel report.
- Received report of personnel filling unclassified positions.
- Approved request from USD 205 Bluestem, Butler County, to hold a bond election.
- Approved request from USD 205 Bluestem, Butler County, to receive Capital Improvement (Bond and Interest) State Aid.
- Approved request from USD 210 Hugoton, Stevens County, to hold a bond election.
- Approved request from USD 210 Hugoton, Stevens County, to receive Capital Improvement (Bond and Interest) State Aid.
- Approved request from USD 214 Ulysses, Grant County, to hold a bond election.
- Approved request from USD 214 Ulysses, Grant County, to receive Capital Improvement (Bond and Interest) State Aid.
- Approved request from USD 262 Valley Center, Sedgwick County, to hold a bond election.
- Approved request from USD 262 Valley Center, Sedgwick County, to receive Capital Improvement (Bond and Interest) State Aid.
- Approved request from USD 294 Oberlin, Decatur County, to hold a bond election.
- Approved request from USD 294 Oberlin, Decatur County, to receive Capital Improvement (Bond and Interest) State Aid.
- Approved request from USD 343 Perry-Lecompton, Jefferson County, to hold a bond election.

- Approved request from USD 343 Perry-Lecompton, Jefferson County, to receive Capital Improvement (Bond and Interest) State Aid.
- Approved request to enter into a contractual agreement for continuance of the KCC Instruction Framework.
- Approved Visiting Scholar Applications recommendations.
- Approved local professional development plans.
- Approved recommendations of the Licensure Review Committee.
- Approved appointment of new Special Education Advisory Council members.

Mr. McNiece moved to approve consent agenda items 17c, d, v, w, y and z. Mrs. Mah seconded. No vote as Mrs. Hopkins then made a substitute motion to separate items 17c and y for a separate motion. Mrs. Dombrosky seconded. Motion carried 6-4 with Mr. McNiece, Mrs. Haas, Dr. Horst and Mrs. Arnold in opposition.

MOTION
(08:43:24)
(08:45:07)

Mrs. Hopkins made a motion to approve 17c and y. Mrs. Mah seconded. Motion carried 9-1 with Mrs. Dombrosky in opposition. In this action, the Board:

(08:48:08)

- Approved Safe and Secure Schools grants and applications for school year 2023-2024.
- Approved firearm safety survey for school districts.

Mrs. Mah moved to approve 17d, v, w and z. Mr. McNiece seconded. Motion carried 7-3 with Mrs. Dombrosky, Mrs. Hopkins and Mr. Zeck in opposition. In this action, the Board:

(08:48:48)

- Approved Mental Health Intervention Team Program grants and applications for school year 2023-2024.
- Approved contract with the Hyatt for 2024 Annual Conference venue.
- Approved amendment to West Central Kansas Special Education Cooperative Agreement.
- Approved Kansas Registered Teacher Apprenticeship Pilot Governor's Emergency Education Relief Funds (GEER).

CHAIR REPORT

(08:49:34)

Remarks from the Chair –

Chair Haas shared a recap of a meeting between State Board leadership and Kansas Board of Regents leadership held in May.

Action on Board Travel —

Dr. Horst moved to approve Board travel requests as presented. Mr. Zeck seconded. Motion carried 10-0.

Action on 2024-2025 Board Meeting Dates —

Barbara Hughes, Executive Secretary for the State Board, had presented a proposed calendar in June for the regular meetings of the Kansas State Board of Education. Mr. Porter moved to approve the calendar as proposed for 2024-2025 (attached). Dr. Horst seconded. Motion carried 10-0.

Committee Reports —

None.

Board Attorney's Report —

None.

Requests for Future Agenda Items —

- Mrs. Dombrosky requested data on career movement for educators, specifically promotions or position changes that were positive for the educator.
- Mrs. Dombrosky and Jim McNiece would like to receive information on data, specifically what is collected, what is not collected, what information is only collected locally, and how is the information protected.
- Mr. Zeck would like to receive information on the educational materials offered to students in school libraries and review the statute currently in place that describes the general powers of the state board (KSA-72-255).
- Mr. Porter would like to request a follow-up on the recommendations that were made by the special education transition workgroup, which was approved by the state board and implemented.
- Mrs. Haas would like to review screen time recommendations from pediatrician's, specifically ages birth through 6th grade.
- Mrs. Mah would like to request a presentation from Alan Cobb to highlight the benefits of CTE courses.
- Mrs. Mah would like to see data on the connection between social and emotional learning and academic achievement.
- Mrs. Arnold would like to receive recommendations on how the board/agency can better support new teachers.

RECESS

The meeting recessed at 6:46 p.m. until 9:00 a.m. Wednesday.

Melanie Haas, Chair

Barbara Hughes, Board Secretary

MINUTES



Kansas State Board of Education

Wednesday, July 12, 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, July 12, 2023, in the Board Room of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:00:47)

ROLL CALL

The following Board Members were present:

Betty Arnold	Deena Horst
Michelle Dombrosky	Ann Mah
Melanie Haas	Jim McNiece (via ZOOM beginning at 9:30 a.m.)
Dennis Hershberger	Jim Porter
Cathy Hopkins	Danny Zeck

APPROVAL OF AGENDA

Mr. Porter moved to approve agenda with the addition of 17 q from Tuesday's agenda to the beginning of the meeting. moved to approve the day's agenda as amended. Dr. Horst seconded. Motion carried 9-0.

MOTION
(00:01:40)

ACTION ON CONSENT AGENDA ITEM 17Q

Following a presentation by KSDE assistant director Catherine Chmidling Mrs. Mah moved to approve item 17Q. Mrs. Hopkins seconded. Motion passed 9-0. In this action, the Board:

- Approved ERC recommendations for program approval for Baker University, Fort Hays State University, Friends University, and Wichita State University.

Chmidling then presented two programs for approval in August: Barclay College (accreditation) and Wichita State University (program approval).

(00:02:02)
MOTION
(00:34:45)

ACTION ON CAREER AND TECHNICAL EDUCATION (CTE) PATHWAY CREDENTIAL RECOMMENDATIONS

Natalie Clark, Assistant Director – Career and Technical Education, presented information the day before to the Board on the three separate pieces of law and compliance responsibilities that relate to career and technical education credentials: Excel in Career Technical Education Initiative (SB-155); Substitute for HB 2466 (page 3, new section 6); and SB 123 (New Section 10). To fulfill the law and compliance responsibilities, 4 lists of industry sought credentials were presented for Board approval. Dr. Horst 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). Mrs. Arnold seconded. Motion carried 8-2 with Mrs. Dombrosky and Mr. Zeck in opposition. Note: Mr. McNiece was present via Zoom at this time for the vote.

(01:07:47)
MOTION
(01:22:05)

DISSOLUTION OF A SCHOOL DISTRICT – LEGAL PROVISIONS AND STATE BOARD PROCESSES

(01:45:59)

KSDE's General Counsel R. Scott Gordon provided 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.

DISCUSSION AND ACTION ON FY 25 BUDGET RECOMMENDATIONS TO THE GOVERNOR

(02:23:23)

In June, Deputy Commissioner Craig Neuenswander presented options to the Board for their FY25 budget recommendations to the governor. Dr. Neuenswander returned this month to review the process for the Board to consider possible options for education state aid programs as required by statute. Action for the following recommendations for state Fiscal Year 2025 then occurred:

- Mrs. Mah moved to recommend amount of Base Aid for Student Excellence (BASE) as presented for 2024-2025 at \$5,388. (BASE amount established in state law and approved by the Kansas Supreme Court). Mrs. Arnold seconded. Motion carried unanimously.
- Mrs. Arnold moved to recommend the amount of Supplemental State Aid as presented to fund the law. Dr. Horst seconded. Motion carried unanimously.
- Mrs. Mah moved to recommend Capital Improvement State Aid estimate as presented to fund the law. Mrs. Arnold seconded. Motion carried unanimously.
- Dr. Horst moved to recommend amount allocated for Capital Outlay State Aid to fund the law. Mrs. Arnold seconded. Motion carried 10-0 with Mrs. Dombrosky opposing.
- Mrs. Mah moved to recommend the amount allocated for Juvenile Detention Facilities as presented to fund the law. Dr. Horst seconded. Motion carried 10-0.
- Mr. Porter moved to recommend a four-year phase-in for Special Education State Aid at an additional cost of \$86,664,776 each of the five years to reach 92 percent of excess costs, which is current law. Mrs. Arnold seconded. Motion carried 10-0.
- Mrs. Mah moved to recommend funding current law for Transportation (2.5 miles) at no additional cost. Mrs. Arnold seconded. Motion carried 10-0.
- Mrs. Mah moved to recommend fully fund Career and Technical Education Transportation at 100 percent at an additional cost of \$517,662. Dr. Horst Seconded. Motion carried 6-4 with Mrs. Dombrosky, Mr. Hershberger, Mrs. Hopkins and Mr. Zeck opposing.
- Mrs. Arnold moved to recommend fully funding Mentor Teacher Program at an additional cost of \$1 million. Dr. Horst seconded. Motion carried 10-0.
- Dr. Horst moved to recommend fully funding Professional Development at an additional cost of \$1.9 million. Mrs. Hopkins seconded. Motion carried 10-0.

**SERIES OF
MOTIONS**
(02:27:55)

Note – Mr. McNiece was absent for the remainder of the votes.

- Mrs. Arnold moved to recommend funding the National Board Certification scholarships for teachers at current level. Mrs. Mah seconded. Motion carried 9-0.
- Dr. Horst moved to recommend meeting federal maintenance of effort requirements for School Lunch at no additional cost. Mrs. Arnold seconded. Motion carried 9-0.
- Mrs. Mah moved to recommend funding Parents as Teachers at the current level. Dr. Horst seconded. Motion carried 8-1 with Mrs. Dombrosky opposing.
- Mrs. Arnold moved to support amount allocated as presented to fund Pre-K Pilot at current level. Dr. Horst seconded. Motion carried 7-1-1 with Mrs. Dombrosky opposing and Mr. Zeck abstaining.
- No motion was made to fund the Juvenile Transitional Crisis Pilot (Beloit) as the request will be made by Beloit directly to the legislature. KSDE does not have any role in this.
- Mrs. Mah moved to recommend to the legislature that they assess their safety standards in statute and adequately fund Safe and Secure Schools. Dr. Horst seconded. Motion carried 9-0.

- Dr. Horst moved to recommend expanding Mental Health Intervention Team Pilot Program in 2024-2025 at an additional cost of \$3 million to expand program to 15-25 more school districts. Mrs. Arnold seconded. Motion carried 6-3 with Mrs. Dombrosky, Mrs. Hopkins and Mr. Zeck in opposition.
- Mr. Porter moved to request additional funding for the KSDE Agency Operating Budget for the creation of a new School Safety Auditor position at the cost of \$85,000. Mrs. Arnold seconded. Motion carried 8-1 with Mrs. Dombrosky opposing.
- Mrs. Arnold moved to request additional funding in the amount of \$9,316,344 for the KSDE Agency Operating Budget in order to develop a parallel assessment form for students taking the assessments virtually. Dr. Horst seconded. Motion failed 5-4 with Mrs. Dombrosky, Mr. Hershberger, Mrs. Hopkins and Mr. Zeck opposing.

ADJOURNMENT

Chair Haas adjourned the meeting at 1:21 p.m.

The next regular meeting for the State Board of Education is August 8 and 9, 2023.

Melanie Haas, Chair

Barbara Hughes, Board Secretary

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 have 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

(00:07:28)

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.

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

(00:08:02)

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.

LEARNING SERIES: LICENSURE 101

(01:39:14)

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.

ACTION ON UPDATED ENGLISH LANGUAGE ARTS (ELA) STANDARDS

(02:28:05)

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

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

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number:** 8**Staff Initiating:**

Tate Toedman

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date:**8/8/2023****Item Title:**

Act on ESSER III Change Requests for Use of Federal COVID-19 Relief Funds

Recommended Motion:

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

Explanation of Situation Requiring Action:

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

Agenda Number: 9

Meeting Date: 8/8/2023



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(785) 296-3201
www.ksde.org

Item Title: Presentation of Child Nutrition and Wellness Kansans CAN Best Practice Awards for 2023-2024

From: Cheryl Johnson

The KSDE Child Nutrition & Wellness Kansans CAN 2022-2023 Best practice Awards reward outstanding practices in Child Nutrition & Wellness Programs that support the Kansans CAN vision. The following Child Nutrition & Wellness Program Sponsors will be honored for outstanding and/or innovative practices:

USD 232 DeSoto - Kansans Can Serve Local Foods

USD 469 Lansing- Kansans Can Impact Wellness

Quality Care Services, Inc - Kansans Can Serve Local Foods

First Choice Support Services, Inc. - Kansans Can Step up to Lead

USD 326 Logan - Kansans Can Serve Local Foods

Kansas leads the world in the success of each student.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 10

Staff Initiating:

Jay Scott

Director:

Jay Scott

Commissioner:

Randy Watson

Meeting Date:

8/8/2023

Item Title:

Act on Accreditation Review Council's July 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 the status as recommended by the ARC as presented.

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, and **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

Explanation of Situation Requiring Action:

In accordance with the Kansas Educational Systems Accreditation (KESA) process, systems reviewed by the Accreditation Review Council (ARC) for an accreditation status recommendation, are forwarded to the State Board of Education one month prior to the board acting. Last month, 29 systems were forwarded to the State Board of Education for their review of an accredited status recommendation.

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

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



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www.ksde.org

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

From: Jay Scott

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

Beginning in November 2022 and through September 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 July, the ARC met and took its action on the accreditation recommendation for twelve (12) systems (8 public and 4 private). Today, taking into account systems that went through an appeal process prior to the July ARC meeting, we are bringing the following 12 systems:

Accredited:

329	Wabaunsee (Alma)
Z0029-5801	Maur Hill – Mount Academy
Z0029-8556	Most Pure Heart of Mary Elementary
Z0029-9015	Good Shepherd School

Conditionally Accredited:

216	Deerfield
261	Haysville
314	Brewster
334	Southern Cloud
369	Burrton
403	Otis-Bison
500	Kansas City Kansas
Z0066-9929	Life Preparatory Academy

Attachments:

ARC Report

Accountability Report

Kansas leads the world in the success of each student.

Accreditation Summary

Date: 05/17/2023

System: D0216 Deerfield (0000)

City: Deerfield

Superintendent: Tyson Eslinger

OVT Chair: Marcy Fierstein

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 made growth with respect to tiered systems of support. They have addressed math and reading with WIN time at the elementary and walk to intervention at the secondary level.

Stakeholder Engagement- The system has relationships with area agencies to positively impact student learning. They have numerous events to bring parents into the school. It is not clear how the system engages the community in active ways and/or goes into the community to engage externally. There is also no acknowledgment of the role cultural responsive plays in stakeholder engagement.

Diversity and Equity- This system has a population of 75% economically disadvantaged. The system provides three meals/day for students in addition to transportation and translation services. They have added a second EL teacher to meet the needs in addition to implementing a school-wide SEL curriculum (though the curriculum is not named).

Communication and Basic Skills- The system falls into the implementing/transitioning phase of the foundational rubric. They are working towards aligning the curriculum with state standards and have a schedule in place for curriculum adoption, but didn't specifically state where they were at in that process.

Civic and Social Engagement- The system doesn't have specific curricula in place to address this structure. They use many supplemental resources but didn't state what they were specifically.

Physical and Mental Health- The system is in the transitioning phase here. SEL programs have been implemented, they use daily check-ins through "My Advocate". The SAEBRS screener is given 3x/year and data is used to create small group counseling sessions. The district utilizes the Energy Bus as its SEL curriculum.

Arts and Cultural Appreciation- The system is in the process of rebuilding its Arts and Cultural Appreciation. They have established a forensics team, and music is taught throughout the elementary and offered as an elective after that. At this time, cultural appreciation is addressed by individual staff members at the classroom level.

Postsecondary and Career Preparation- The system is making strides and has implemented an IPS with 6-12 students. In addition, they have increased their CTE pathways from 3 to 12. This year seniors will graduate with certification in additional areas.

Areas For Improvement

Comment	Consistent Tiered Intervention, that is time-bound, progress monitored, and supported by data.
Rationale	The system reported that they use a program (Imagine Learning-My Path) for interventions. It sounds like from the report that they have a computer program for interventions. The system stated they had improved their data, but did not explicitly show any data or what data had improved. The system needs to explain how they have highly qualified people with their highest-need students.
Tasks	Consistent Tiered Intervention, supported by quantitative data not just qualitative data. Implementation of high quality instruction in intervention protocols.
Timeline	05-01-2024
System Response	We have a tired intervention system in place that our teachers run and will be presenting the data along with the process. This is a process that is consistent across our district.

Comment	Stakeholder Engagement
Rationale	Culturally responsive stakeholder engagement.
Tasks	Explain qualitatively and quantitatively how the system has implemented processes to be culturally responsive to stakeholders with respect to engagement and educational practices.
Timeline	05-01-2024
System Response	We have many programs and processes in place for our stakeholders. We will submit those to show that our process is working and engaging and moving our stakeholders forward.

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

ARC Comment

The system's goal was "By the end of the year 5 KESA in the Spring of 2023, USD 216 will empower and model social, emotional and character development where success will be measured by seeing a 10% increase in SECD modeled and taught in the classroom as well as a 10% drop in chronic absenteeism. Success will be measured through the use of our eWalkthrough tools and MyEducationData."

The system has adopted the Energy Bus as the SEL Curriculum. I didn't see where they proved through data their 10% increase in SECD. The report refers to a graph but that is not reported or addressed anywhere.

Areas For Improvement

Comment	SECD Data
Rationale	There was no SECD data quantitatively reported. The report stated there was an improvement and then a fall in this year.

Tasks	Provide quantitative data related to SECD data.
Timeline	05-01-2024
System Response	Data was submitted in this area, it will be submitted again with the appeal.

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

ARC Comment

Goal 2- By the end of Year 5, the system will increase reading comprehension measured by decreasing high-risk students by 10% and increasing college pathway students by 10% on the Fastbridge assessment. The district didn't meet its goal of 10% but grew by 3% in the college pathway, but decreased by 10% at the high school. They have added a phonemic awareness program for their PK kids as well.

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

Potential for continuous improvement-The district has shown a strong commitment to improving. The system has started aligning the curriculum or has plans to. The system should continue to work with its BOE to continue to implement policies and procedures that align with a system-wide continuous improvement model.

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 above expectation, some are below and trending down. The system understands and can explain the goals and yet could explicitly explain both quantitative and qualitative data.

Board Outcomes

Social-Emotional Growth	The system has both a traditional school counselor as well as a licensed school counselor. Weekly SEL lessons at the elementary and bi-weekly SEL lessons at the secondary. District-wide SEL curriculum is The Energy Bus. The district is currently revising its crisis plan.
Kindergarten Readiness	The system uses the Heggerty Phonemic Awareness program in the PK and K. Conversation happens between teachers and parents about developmental milestones and next steps. The system has Character Ed counseling as well.
Individual Plans of Study	IPS has changed throughout the duration of the system's KESA cycle. They have transitioned from Career Cruising to Xello. A counselor facilitates the IPS. It is started in 6th grade and all 8-12 kids have a plan that is reviewed with the counselor 4x/year. The system has also expanded its CTE pathways.

High School Graduation Rate	The system is small. The adjusted four-year cohort graduation rate is at 75% well below the state average. It fell from 90% in 21 to 75% in 22. On the positive, the graduating students in the class of 23 will all graduate with an additional post-secondary certificate.
Postsecondary Success	The effective rate has fallen off tremendously from 2018 to 2019 going from 53.3% to 22.2% and then to 25% in 2020. The system is outside its predicted confidence interval per the KSDE accountability report. In addition, the academically prepared for post-secondary success system scores fall well below the state average in Science, Math, and ELA.

Areas For Improvement

Comment	Improve system-wide Tier 1 instruction
Rationale	Accountability report Scores
Tasks	What is the system doing to address Tier 1 instruction across the system? The system will not intervene its way out of some of the associated data pieces. The system needs to engage in the practice of aligning curriculum and lessons to state standards. Additionally, the system will need to monitor instruction and student learning through formal systems of evaluation for instruction and balanced assessment systems for learning.
Timeline	05-01-2024
System Response	We have a district-wide process that we are working for our Tier 1 instruction, we will outline that process and the results we are seeing from that process to show that we have a plan and are working a plan at the Tier 1 level.

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

ARC Comment

With respect to Feedback, Involvement, and Engagement of stakeholders, The system has created a parent advisory council and site councils for the entire community. The superintendent has started "Spartan Chats" as well as a student-advisory council. They have plans in place to continue to expand engagement opportunities in their next KESA cycle.

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

ARC Comment

The system has been very responsive to OVT suggestions. They are open and honest about the improvement process and what they are trying to accomplish. They have great staff buy-in. They are implementing changes due to data analysis.

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

ARC Comment

The system has been committed to the KESA process. I would suggest that it details more of the needs assessment in their future cycle. In addition to using a backwards design in writing their system goals, which need to be completed in the SMART goal format. The building and system have evidenced some

improvement strategies to curricula and processes.

ARC Recommendation

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

Justification

The system needs to show improvement system-wide related to the AFI's presented in the ARC report.

Strengths

The system has the power of community. They have a community service requirement that promotes civic engagement and builds relationships between students IPS and their career path. Also, there is success in the number of students who earn certificates and/or take dual credit and college classes while in high school. They just passed a bond to renovate facilities.

Challenges

Continue PD in teaching all staff in LETRS to support reading growth. Continue to develop the New Comers Program. Being a small school, in a rural area, makes it hard to fill positions with highly-qualified staff. Staff is called on to perform multiple duties and wear multiple hats.

System Appeal

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

Appeal Summary

We disagree with the recommendation based on one section saying no data was found as it was uploaded and so we will be submitting that data. We also will be submitting our process at the Tier 1 level of instruction after the comments made about not being able to intervene our way out of things. We will also be submitting our evidence for our effective intervention process by our teachers. We are currently in the process of putting this together and will have all documents submitted within the 15-day window. We also will submit the culturally responsive material and process that we do for our students and community.

Final Recommendation

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

Justification

The ARC appreciates the system submitting more documentation per their appeal process. Outlined below are some specific steps that the ARC recommends the system take in the near future. The ARC will review the system again in January 2024.

- > Building Needs Assessment-Copy of Questionnaire and Results
- > PD Plan for continually improving Tier 1 instruction
- > PD Plan for continued improvement of Tier 3 intervention/enrichment instruction
- > The ARC suggests the system consider moving the intervention time to a more academically appropriate and optimal time in the students' schedules- not at the end of the day.
- > Progress monitoring data of intervention groups data to gauge the growth of intervention group kids and overall system-wide intervention effectiveness.
- > Consistent Fastbridge Data- the data reported was from a Fall to Winter interval. It is suggested that the system report yearly Fall to Fall, Winter to Winter, and Spring to Spring data so the system can disaggregate the appropriate data from benchmark to benchmark.

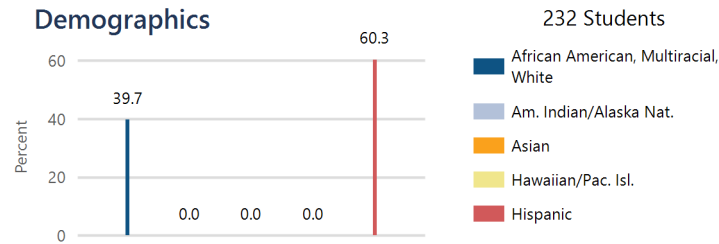
The information presented for the system's appeal was helpful in creating a better overall system picture. The system has taken recent steps to align and implement a new curriculum for Math and ELA. In time it is hopeful that the corresponding quantitative data will also improve. Under the current reading comparison pie graph data submitted the Fall to Spring scores increase in the students at High-Risk and decrease in the college pathway. It is hopeful that with the appropriate steps taken this data would trend in the other direction. The Imagine Math Benchmark screeners show a majority of the student population being at the basic or below mark with respect to the screener except in 2nd grade, in which they were substantially above. The overall graduation rate and post-secondary rate has trended down over the course of the last several years. The five-year success has steadily declined over the last 5 years. In addition, the system is well below their predicted confidence interval on the accountability report. Taking all of this into consideration in addition to the additional documents submitted the ARC upholds the recommendation of this system being conditionally accredited.



Deerfield USD 216

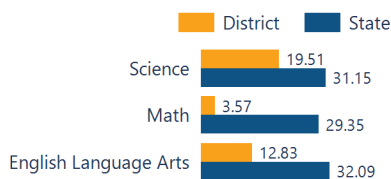
803 Beech Street, Deerfield, KS 67838-0274
(620) 426-8516
usd216.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Below**
Grades: **PK-12**
Superintendent: **Tyson Eslinger**

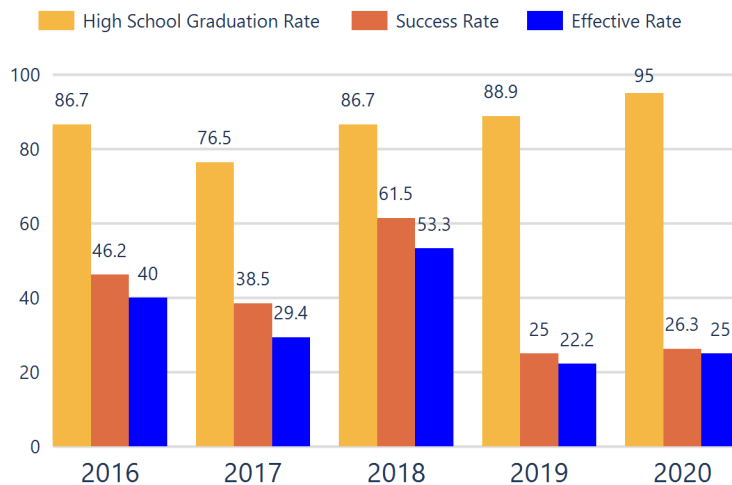


Academically Prepared for Postsecondary Success

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

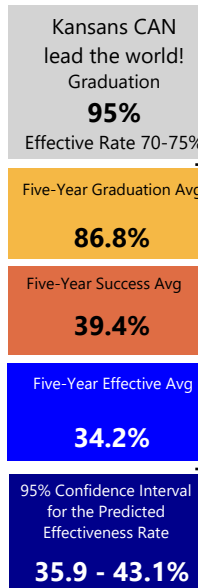


District Postsecondary Effectiveness



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				



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.

75.0%

State: 89.3

ATTENDANCE RATE

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

92.9%

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.

23.2%

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.

\$15,091

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	67.27	46.78	42.85	65.17	46.78	60.97
Level 2	N/A	N/A	N/A	24.54	31.19	30.95	31.25	40.36	19.51
Level 3	N/A	N/A	N/A	8.18	17.43	23.80	3.57	11.00	19.51
Level 4	N/A	N/A	N/A	0.00	4.58	2.38	0.00	1.83	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	65.75	46.57	58.33	67.60	47.82	60.00
Level 2	N/A	N/A	N/A	23.28	32.87	20.83	29.57	39.13	16.66
Level 3	N/A	N/A	N/A	10.95	15.06	16.66	2.81	11.59	23.33
Level 4	N/A	N/A	N/A	0.00	5.47	4.16	0.00	1.44	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	N/A	N/A	N/A	91.66	66.66	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	8.33	25.00	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	0.00	8.33	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	0.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

	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	71.83	51.42	50.00	67.14	47.76	70.37
Level 2	N/A	N/A	N/A	21.12	27.14	26.92	31.42	40.29	22.22
Level 3	N/A	N/A	N/A	7.04	15.71	19.23	1.42	10.44	7.40
Level 4	N/A	N/A	N/A	0.00	5.71	3.84	0.00	1.49	0.00

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

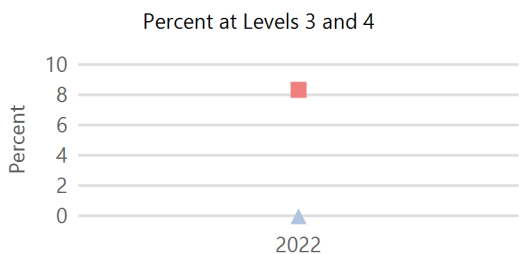
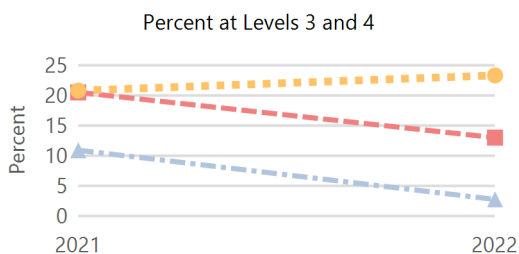
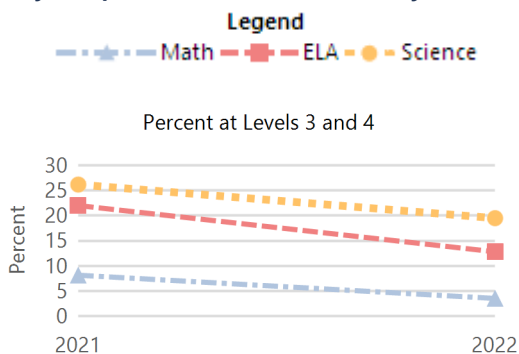
ACT Performance (2022 School Year)

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.

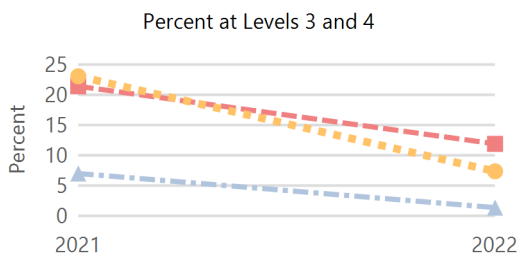


Academically Prepared for Postsecondary Success



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	14.5
State	19.8

Accreditation Summary

Date: 05/16/2023

System: D0261 Haysville (0000)

City: Haysville

Superintendent: Jeff Hersh

OVT Chair: Josh Swartz

Executive Summary/AFI

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

ARC Comment

No violations noted.

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

ARC Comment

Some 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

Develop and implement a system of social supports that will increase student and staff well-being resulting in improved culture and climate.

Goal 1 is now to develop and implement a system of social supports that will increase student and staff well-being resulting in improved culture and climate. This came from a needs assessment after the pandemic as they saw that their foundational structures of relationships had suffered under the needed pandemic protocols. Their data showed a lack of connection and high social and emotional needs of students and staff. They have a full system with a focus on engagement that includes items such as (but not limited to) a school-based health clinic, a behavior school psychologist, the Mental Health Intervention Team grant, a RECESS initiative, Capturing Kids' Hearts building-level walk-throughs for additional support, and showcase school's designation. Additionally, in the last couple of years, the district has formed an attendance committee to address chronic absenteeism. As a result, the district has changed their policies and practices.

The mental health grant has served 110 students. The MHIT data shows improved outcomes for students at the 40% mark. The district would like to expand this program to include more liaisons and therapists to meet the needs of their students.

The district has data in the Gallup poll for grades 5-12 in the areas of hope and engagement. The district has also started using SABERS but does not have trend data due to the length of time of implementation and the House bill that has put parameters around implementation which keeps the data inconsistent. However, 81% of the district is currently in the low-risk area which is an increase from 74%.

The data shows that there is a large group of chronic absenteeism as well. This is misleading data

because in digging into the data they found that there was a large coding error, along with some misunderstandings, and they are working to fix it. The district is to be commended for responding to this large increase by creating a district committee, digging in to address issues, and taking a building-by-building and student-by-student approach. Their changes in understanding, policy, and procedures should put them on track to address this issue. Currently, they are at about a 25-30% rate which is already an increase.

The district also started working with TASN in the area of behavior to assist the work that they are doing during this cycle. To meet the desire to address all stakeholders, the district has begun a community retreat to allow stakeholders to have meaningful conversations and engagement. This community retreat was well attended and there are plans to continue and expand this opportunity. The attendees at this retreat were involved in the writing of the district strategic plans.

The school-based health clinic is a large improvement to the social-emotional needs of families. The district has close to 200 students who qualify as homeless and close to 150 students who are in the foster care system. Additionally, the SBC is the only medical facility in the district. This access to medical care contributes to the SEL goal because students and families know that they can get their physical needs met and can return to school faster. Families feel supported and are now able to provide the medical care that they have been lacking. Additionally, there is specifically a Psych Intern and other medical staff that specifically address SEL needs, including a stress and anxiety group for girls in the high school and support for the GEI process. Staff is now able to access the clinic which supports staff SEL.

The district has challenges in showing the impact of their efforts on the culture and climate of the district as assessments and legislation continue to change. They have a number of PBIS surveys, but it is hard to see trends as PBIS has been changing their surveys.

The district is encouraged to continue this goal into the next cycle (formally or informally) so they will be able to showcase the improvements they are sure to see.

They might want to consider, if it is possible, to measure the impact of culture and climate if surveys are changed by others.

Areas For Improvement

Comment	The data shows that there is a large group of chronic absenteeism.
Rationale	While there are some valid reasons for the rate of absenteeism, the district needs to address this issue for root causes.
Tasks	Investigate goals and polices to reduce the rate of absenteeism. Develop and implement new strategies.
Timeline	01-05-2024
System Response	<p>As soon as the data was in, we immediately took action using the following steps:</p> <p>A. Creation of a district attendance team to identify the causes of excessive absences. The team met monthly to review the current Board Policy, discuss each building's process for recording absences, analyze district and building EOYA reports, and discuss the next steps. The agendas for these meetings will be uploaded as separate artifacts for your review and are listed in the appendix of this document. As a result, we discovered two causes of the district's increase in absenteeism:</p> <ol style="list-style-type: none">1. Coding entry errors in PowerSchool. Some specific coding errors

included:

- a. All virtual students were coded as absent every day.
- b. All Tri-City Day School students were coded as absent every day.
- c. The students at Haysville High School were coded as absent during their Seminar class because the minutes were not figured into the full day.
- d. One of our middle schools had selected the lunch hour as an attendance hour even though no attendance was taken, causing all students to incur absences.
- e. Campus High School is on a block schedule, but students attend each class on the first day of school. This coded all 1,600 students as absent on the first day of school because attendance was not the traditional block schedule.

2. The need for a new Board Policy for absenteeism. The new policy is uploaded as an artifact and listed in the appendix. The reasons for a new policy included:

- a. The previous policy did not specifically outline what parameters constituted an absence during the day, whereas the new policy explicitly states what is considered an absence.
- b. The previous policy did not define what a significant amount of the school day meant. The new policy identifies what percentage or timeframe of the class period or school day can be missed before the student is counted absent.
- c. The previous policy allowed for excessive absences, whereas the new policy limits absences and defines chronic absenteeism for parents/guardians.
- d. Parents have been under the impression that as long as they call their child's school, the absence will be excused. The new policy explicitly details what constitutes an excused absence.
- e. Each of our eleven campuses had a different attendance policy because the current policy was vague. The new policy covers all buildings, and parents/guardians will receive consistent responses if they have children at more than one school.

As a result of the work of the attendance team, paired with the district's Learning Services and Leadership team, a new Board of Education Policy was written to provide explicit guidelines for student absences.

B. District and Building data was pulled and analyzed monthly to find errors in the system.

C. Approval of new Board Policy regarding attendance on February 13, 2023.

D. Approval of consistent attendance and truancy letters throughout the district so parents/guardians will receive consistent communication if they have children at multiple buildings. The district has three truancy letters and an excessive absence letter that all buildings will use. They are uploaded as artifacts and included in the appendix.

E. Creation of a timeline for rollout and staff training and incentives for buildings to increase attendance. The rollout of the new policy and the incentives and rewards documents are uploaded as artifacts and listed in the appendix.

As a result of our work for the 2022-2023 school year, our chronic absenteeism rate has drastically decreased from 54.7% to 32.58%. The 22-23 Chronic Absenteeism report is included as an uploaded artifact and listed in the appendix.

USD 261 Chronic Absenteeism Timeline:

- *9/13/2022 Attendance Meeting: Determine why our chronic absenteeism numbers were so high, review PowerSchool entries, and review the current Board Policy.
- *10/27/2022 Professional Learning for Leaders Meeting (PL4L): Taught team how to run EOYA reports to check attendance monthly and find errors. Worked on writing a new Board Policy.
- *11/15/2022: BOE presentation about the district's chronic absenteeism. This presentation aimed to make the BOE aware of the issue, share past data, and discuss our steps to solve the problem. The data used for this presentation is uploaded as an artifact and is listed in the appendix.
- *11/17/2022 PL4L Meeting: Reviewed building and district data and revised the new board policy.
- *12/7/2022 Attendance Meeting: Created consistent absenteeism and truancy letters for administrators to review.
- *1/23/2023: BOE presentation of 261 New Attendance Policy
- *1/25/2023: Ordered and paid for the county profile information from the US American Census Survey (ACS) to share data with the leaders at the 3/9/2023 PL4L meeting.
- *2/13/2023: BOE approval of 261 New Attendance Policy which is uploaded as an artifact; approval is on page 3 and is listed in the appendix.
- *2/14/2023: Attendance portion of USD 261 website created. This portion of the district's website is located at <https://www.usd261.com/Parents/attendance.php>
- *3/9/2023: PL4L Meeting: This team met to determine the root causes of three specific areas for improvement, one of them being chronic absenteeism. The leader's root causes are uploaded as artifacts and listed in the appendix.
- *4/20/2023 Attendance Meeting: Split into groups to develop a rollout and a rewards/incentive plan for the 23-24 school year.
- *5/18/2023-Present: Learning Services continued combing attendance data to look for abnormalities and will train the building staff on the correct coding in PowerSchool to continue decreasing our chronic absenteeism numbers.

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

ARC Comment

Create and promote a variety of innovative practices to prepare students to meet their college and career goals.

Support Data: The district started with a goal around IPS for 100% of students, 1 to 1 in technology, and college and career readiness. The goal was too large and encompassed too many areas. Additionally, the district was already meeting the goal for 1 to 1 and IPS by year 3. The district changed

the goal in year 3 to create and promote a variety of innovative practices to prepare students to meet their college and career goals. The first area of improvement in this goal was to have solid resources to teach the standards in math, science, English, and social studies K-12. They have this completed and are under subscription for the resources. They have seen an implementation dip in their data.

Additionally, they have added CTE course options and opportunities for enrichment and remediation. The district has also implemented overtime and 5th quarter as opportunities for credit recovery to aid with graduation rates. The district has seen growth in their graduation rates by subgroups despite a dip in all students across the 5-year cycle from 90.5% in 2017 to 87.6% in 2022. The subgroups are growing, and it is great that as the groups are increasing the graduation rate is as well.

The district has seen a decline in state assessment scores over the cycle. The district took this as a sign to re-energize teachers and students by changing curricular resources in each core area. The district has done professional development for the staff to also help realign staff to the standards and encourage strong instructional practices. The workaround structuring with TASN is also a help.

The data shows that college courses taken by students are increasing from 1 at the beginning of the cycle and 146 at the end. Students enrolled in college classes has risen from 2 in 2017 to 24 in the spring of 2023, dual enrollments have moved from 182 to 401 during the cycle. CTE certificates have fluctuated and remain over 100 in 2021-22. District data in Fastbridge is showing small increases 2-5% from last year to this year.

The district is to be commended for taking a broad approach to college and career readiness. They have looked at the core academics through grades K-12 in terms of structuring, HS academic assessments, and college and career courses in high school. It is recommended that they keep an eye on the achievement of students and respond as appropriate.

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 information mentioned in progress pertaining to goals and strategies from a system level also is shared through building-level data as well. Through interactions and questioning by the OVT, the leadership team provided more details on how buildings are supported by the district-level system in the implementation of programs. The Guiding Coalition Anchor Team (GCAT) provides the system-level structure for improvement monitoring with similar teams existing in each of the buildings to monitor the building-level improvement.

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

ARC Comment

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

Board Outcomes

Social-Emotional Growth

This has been a major focus in Goal 1.

Kindergarten Readiness	The Parents as Teachers program continues to increase in participation and the Ages & Stages Questionnaire (ASQ) results impact strategy decisions and implementation. Five of the 6 elementary schools have Pre-K classes that have 304 total students. Close to 100% of these students will continue to Kindergarten. There are a number of supports for students in the Pre-K to K transition.
Individual Plans of Study	Secondary-level schools continue to improve their IPS programs. The main improvement to the district has been the middle school IPS process and data to support the completion of the IPS process.
High School Graduation Rate	Graduation rates are analyzed by different subgroups that include socio-economic status, race, and learning differences. They have seen increases in subgroups which is impressive as the subgroups are growing.
Postsecondary Success	<p>The district continues to see a five-year effectiveness rate that is below the confidence interval. While the effectiveness rate has increased, there is frustration around this measure.</p> <p>Conversations focused on the effective rate connected to the number of students that are entering the military or the world the work. Military and world of work counts are not included in the effectiveness rate numbers however do show success for some students. The district is looking at the certifications within the district and matching them with the changes in state-recognized certificates. Additionally, a College and Career counselor is working with students to make the connections from high school to post-secondary. The system is commended for increasing the effective rate from the beginning of the cycle toward the end as well as their efforts to keep an eye on this measure.</p>

Areas For Improvement

Comment	High School five year effective rate
Rationale	The district continues to see a five-year effectiveness rate that is below the confidence level.
Tasks	Investigate the root cause for the reasons for the low effective rate to strategize planning to improve effectiveness.
Timeline	01-05-2024
System Response	<p>Although our post-secondary success rate is below the confidence interval, the district is seeing improvements overall in our high school graduation rate and among subgroups. The data for the information below is uploaded as an artifact and cited in the appendix. Specific increases from 2021 to 2022 include:</p> <p>All students: +1.9%</p> <p>Asian students: +9.5%</p> <p>ELL students: +18.3%</p> <p>Free & Reduced Lunch students: +1.6%</p> <p>Hispanic students: +11.5%</p> <p>Multi-Racial students: +3.6%</p> <p>Students with Disabilities: +6.4%</p>

The district has also seen growth in the number of high school certifications from our graduates, specifically 13.38%. This information can be found in detail in the artifact uploaded for post-secondary data, also listed in the appendix.

With the addition of our College and Career Readiness Counselor, the district has seen an increase in college course enrollments, WSU Tech enrollments, dual-credit enrollments, and CTE certifications. This data has been uploaded as an artifact and is cited in the appendix. Since the beginning of the district's KESA cycle, we have seen the following increases:

*Guest Student Enrollments: Increased from 13 to 154

*Guest Student Blocks Scheduled (for each class taken): Increased from 34 to 254

*Dual Credit Enrollments: Increased from 182 to 401

*WSU Tech Enrollments: Increased from 26 to 59

In addition, the district's five-year success average has increased by 3.9%, and the district's five-year effective average has increased by 3.4%. This data is illustrated in the annual accountability reports uploaded as artifacts and listed in the appendix. Moreover, the 2017 cohort group has increased its five-year success average from 41.5% to 45.8% and its five-year effective average from 37.6% to 41.4%.

Finally, Campus High School was one of 97 schools named as an APPLY All-Star High School. This award was presented at the June Kansas Board of Regents meeting. Campus High School received this award by sponsoring a college application event in the fall and two additional post-secondary planning efforts events throughout the school year. Campus High School was also recognized for sponsoring a FAFSA Completion event to encourage and support families in completing the FAFSA financial aid application. Finally, Campus High School held a College Signing Day event to celebrate the various paths senior students chose to pursue after graduation. The complete list of the 97 high schools receiving the APPLY All-Star High School award is uploaded as an artifact and cited in the appendix.

Comment	Academically Prepared
Rationale	Assessment scores of students performing in levels 3 and 4 in Science, ELA, and Math Science all remain below the state average. The overall trend indicates flat movement at all levels.
Tasks	Develop goals to address in order to reverse the trends in moving students to levels 3 & 4 in ELA Science and Math.
Timeline	01-05-2024
System Response	Our state assessment scores are a concern for the district. Despite our ongoing efforts through the KESA process and our work with TASN, we have not seen the results we seek. Our district had previously been unable to provide an up-to-date ELA, Math, and Science curriculum. Using ESSER funds, we have updated each of the aforementioned content areas with the new curriculum, PreK-12. A

year-long field test in 2021-22 led us to the evidence-based curriculum resources that have been BOE approved and adopted to offer comprehensive yet specific support for each learning tier. We are confident we have created a deployment plan for our new curriculum that ensures student success will be significantly impacted, as evidenced by our future state assessment scores. Staff training is already underway, along with scope and sequence work. Our walk-through form has been updated, and new guidelines for ensuring the evidence-based curriculum will be implemented with fidelity for the 2023-24 school year, along with calibration training.

We are seeing gains with other district data, as noted by the ARC's findings and appeal documents that have been uploaded to support this claim. These documents are also listed in the appendix. We have grown across the board in every subject, according to our FastBridge scores. Specific growth occurred when comparing testing windows from 21-22 to 22-23 in the areas listed below:

Test	Window 1	Window 2	Window 3
aReading 2-12:	+4%	+3%	+1%
autoReading 4-12:	+8%	+5%	+5%
earlyMath K-1	+2%	+6%	+4%
aMath 2-12	+5%	+3%	+3%
CBMmath Automaticity 3-12:	+11%	+9%	+9%
CBMmath Automaticity 2:	+2%	+7%	+15%

In addition to the gains in FastBridge, we have seen growth in our elementary math scores with the adoption of the new curriculum in the fall of 2021. We have tracked this growth by grade level cohort group and included the data in our uploaded appeal documents and the appendix. Areas of increase that we are particularly proud of include:

Kindergarten 2021 - 1st grade 2023: +36% Tier 1
 1st grade 2021 - 2nd grade 2023: +40% Tier 1
 2nd grade 2021- 3rd grade 2023: +31% Tier 1
 3rd grade 2021 - 4th grade 2023: +38% Tier 1
 4th grade 2021 - 5th grade 2023: +27% Tier 1

2022-23 Analysis

After analyzing this year's scores and surveying teachers, we found that although we are making progress and feel that the new curriculum is helping to foster student growth, we need to make some additional adjustments. Our two main findings were that teacher pacing across the district is inconsistent and the intervention block structure needs clarification.

Pacing

Across the district, teachers were inconsistent regarding how many units of instruction they completed. To ensure that students receive instruction in all grade-level standards, we will implement a new, more detailed, district-wide pacing guide this fall. We will ask PLCs to give a weekly pacing report. We will also ask administrators and learning facilitators to document what they see in classrooms

regarding pacing.

Intervention Block

Across the district, there were inconsistencies in how teachers utilized time for interventions. To ensure that we meet individual student needs and have protected time to work on district MTSS initiatives, we will implement additional guidance for the required elementary 30-minute math intervention block. This will structure the 30-minute time frame to include a review of previous standards taught, fact fluency practice, and individualized skill remediation and enrichment both on the computer and in small groups with the teacher.

Reading

With our rollout of the new ELA/Reading curriculum this fall, we will implement the above pacing and intervention structures for the elementary reading block. By including these components up front, we predict our initial growth will be greater than the growth we saw in math.

CONCLUSION

USD 261 has processes and procedures in place to continue moving our students forward socially, emotionally, academically, and post-secondary. We are aware of the areas we need to improve on and have a solid plan in place to address each of those areas. Our partnership with TASN, the new curriculum implementation, and our focus on increasing CTE, certification, and dual credit opportunities enhance our relentless pursuit of excellence. We like to say that we never live in the land of the done. We will continue to do what is best for our students, and we hope the aforementioned documentation illustrates why USD 261 Haysville Public Schools is worthy of being fully accredited. Thank you for your time and consideration.

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

ARC Comment

The most recent community retreat reconnected families to school personnel which intentionally worked to overcome the isolation barriers created by the COVID pandemic. There is also an Innovative Ideas portal for parents and the community to add their thoughts and ideas for improving the district.

The RAPTOR portal outlines a specific implementation targeting a communication goal that supports informing staff, parents, and the community when a crisis occurs. This strategy moved forward based on feedback from parents and the community. This implementation shows the ability of the system to identify challenges and issues, then create a plan to address the challenge.

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

ARC Comment

The system was responsive to the OVT chair and team for the past 6 years. Haysville demonstrated its deep commitment to relational practices which is evident through many of the strategies shared over the years.

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

ARC Comment

The OVT expressed that the system eagerly sought feedback and recommendations. The Haysville leadership team that worked with the OVT was responsive and adjusted as the years progressed. The statement of providing the evidence that highlights impact is challenging.

ARC Recommendation

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

Justification

Overall, the system demonstrates both Results and Process. There were indications in data other than just state assessments and the accountability report, that indicated progress in some goals. Assessment scores of students performing in levels 3 and 4 in Science and ELA are below the state average. The district has maintained their graduation and post-secondary rates but were below expectations. They have implemented the State Board Outcomes, but have regressed in some areas.

Strengths

The OVT had the opportunity to support Haysville over the past 6 years. The greatest strength is the routine and committed work at the Guiding Coalition Anchor Team (GCAT). The culture of support and growth through this team drives the adjustments that take place. There are multiple solutions at play and the GCAT supports the risk taking and growth that is needed. The system followed the process with fidelity.

Challenges

A large area of growth for the district has been their focus on data. They have a discussion protocol for looking at data (ORID) and are using it with principals. They are involved in root cause analysis as they move forward. They have always used great programs and are now connecting the data to the need for programs, the results of the programs, and to address implementation issues. They have an excitement about data analysis, even if they are not especially excited about the current numbers.

The state assessments and other data indicate flat growth. Research is needed to identify the root cause. The pandemic was a challenge, but data indicates a struggle in keeping students in school. Chronic absenteeism needs to be addressed.

Goals for the next cycle to be considered are interventions for students engaging in school activities, both academically and socially, including comprehensive needs assessment and goals aligned to student success with formative, interim, and summative measures.

Within the next two years of upward movement in state assessments, graduation rate and post-secondary success would be measurable goals. This will be validated by the ARC in January 2024.

As behavior data is analyzed and collected, it is noted that there is subjectivity in how each building collects this data. An area of focused improvement could be to develop additional consistency in how behaviors are tracked and monitored. This area of improvement requires process-driven questions on the differences between major and minor behaviors, between each classroom or to a larger extent between buildings. The intent of this focus would be to improve the reliability of comparing Office Discipline Referral (ODR) Data.

While some decisions were data-driven and programs implemented, the innovative practices goal could potentially shift to more strategy or implementation steps with an impact goal toward postsecondary success measures. The Innovative practice's goal does have a vision type of wording, however, shift the focus to an impact-driven goal. Be thinking of innovative measures that might have an impact on goals.

Limitations/Barriers

As USD 261 continues to rebound from Covid and the associated protocols, reducing chronic absenteeism is at the forefront. Systemically, there are several programs and initiatives either in the early phases of implementation or embedded practices that will need to withstand questions and pressures from outside the school system arena.

System Appeal

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

Appeal Summary

USD 261 began its first KESA Cycle during the 2017-18 school year. Since starting our KESA improvement journey, we have experienced many challenging events and changes in leadership, staff, policies, programs, finances, and demographics, like other school districts. One thing that has stayed the same since the beginning of the KESA Cycle is our commitment to ensuring student success.

We have faithfully followed the KESA Growth Cycle, the recommendations of our knowledgeable OVT, and the suggestions provided through the ongoing MTSS partnership with TASN. The AFIs do not indicate that our processes are in question, but our results are not where we, along with our OVT and the ARC, believe they should be. The expected growth is just not there.

As we address the AFIs indicated in our ARC Report for our appeal, we will provide information and artifacts to show what has been done to tackle chronic absenteeism, including updated data and BOE approval of a new attendance policy, which occurred after our Year 5 KESA report was submitted.

We also want to convey several details related to post-secondary success that illustrates we are seeing improvement in specific areas that may not have been fully included in our Year 5 Report.

For our State Assessment Scores, we are confident that the work of our last several years, including the adoption of new research-based curriculum resources, an updated walk-through form, and the deployment of FastBridge, will yield exciting results! It has taken a great deal of time and other resources to get all the pieces in place, and through FastBridge, we have already seen some small areas of improvement.

Thank you for taking the time to review our appeal. We remain hopeful that the additional information and artifacts presented will be sufficient to illustrate that our commitment to the improvement process has yielded some growth and has us in a position to see greater success in the coming months.

Final Recommendation

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

Justification

As stated in the original review, overall, the system demonstrates some student outcomes as a result of their process. The process was well defined and incorporated data and goals that were reasonable to meet the needs of the system. There were indications in data, other than state assessments and the accountability report, that indicated some progress is being made. Assessment scores of students performing in levels 3 and 4 in Science, ELA, and Math are still stagnating below the state average. The district has maintained their graduation, but post-secondary rates were below expectations although work is being done to increase student success. They have implemented the State Board Outcomes but have continued to regress in the quantitative areas.

The state assessments and other data from the accountability report indicates flat growth and/or decline in each area. Research is needed to identify the root cause. Chronic absenteeism needs to continue to be addressed to ensure the system's efforts are impactful and sustained.

There were three AFI recommended.

Area For Improvement (AFI) #1: Chronic Absenteeism

Area For Improvement (AFI) #2: High School Five-Year Effective Rate

Area For Improvement (AFI) #3: Academically Prepared

In the district's appeal, there was an acknowledgement that each AFI was a concern for the district. The district did reaffirm the process put in place to address each of the concerns. In addition, there was quite extensive data provided that demonstrated some positive movement in some of the areas of concern, including growth across subgroups.

Recording of absenteeism was addressed and paired with the district's Learning Services and Leadership team, a new Board of Education Policy was written to provide explicit guidelines for student absences. This should show some improvement in the next accountability report. However, policies recently put in place need time for positive progress. This includes:

Approval of new Board Policy regarding attendance on February 13, 2023.

Approval of consistent attendance and truancy letters throughout the district so parents/guardians will receive consistent communication if they have children at multiple buildings.

Although the post-secondary success rate is below the confidence interval, the district is seeing improvements overall in the high school graduation rate, but work to increase student real world experiences has yet to translate into post-secondary success.

Regarding the third AFI around academics, the district wrote:

"A year-long field test in 2021-22 led us to the evidence-based curriculum resources that have been BOE approved and adopted to offer comprehensive yet specific support for each learning tier. We are confident we have created a deployment plan for our new curriculum that ensures student success will be significantly impacted, as evidenced by our future state assessment scores. "Given time these strategies will provide a foundational structure for growth. "The district is confident that they have "created a deployment plan for our new curriculum that ensures student success will be significantly impacted, as evidenced by our future state assessment scores."

However, time is needed to see if the process put into place results in student success on state summative assessments.

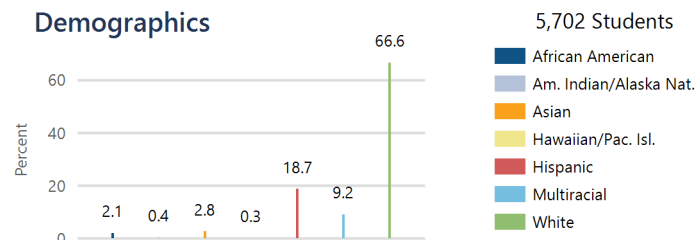
In the original ARC decision looking at the accountability data specifically over the last five years, the system did not demonstrate growth in student outcomes. The information provided in the appeal does set the district up to move in a positive direction. The ARC anticipates reviewing that data in January of 2024 to see if the system's efforts impacted students.



Haysville USD 261

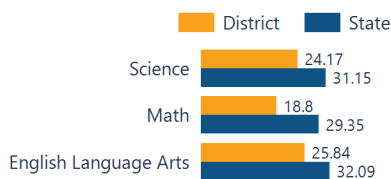
1745 W Grand Ave, Haysville, KS 67060-1234
(316) 554-2200
<http://www.usd261.com>

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

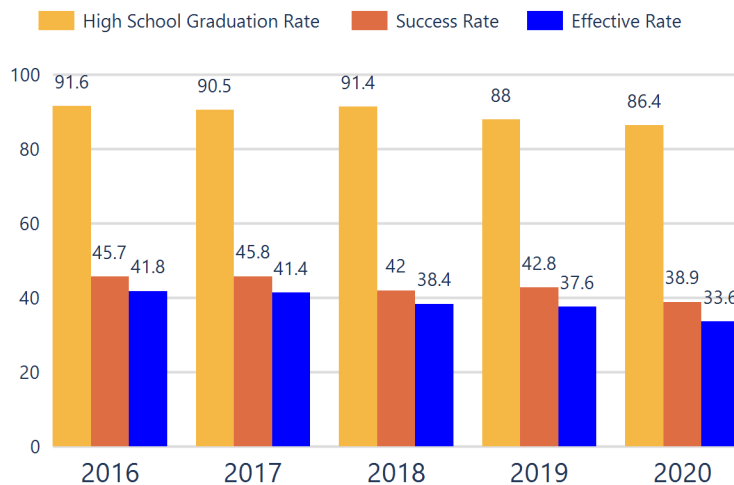


Academically Prepared for Postsecondary Success

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

89.5%

Five-Year Success Avg

42.9%

Five-Year Effective Avg

38.4%

95% Confidence Interval for the Predicted Effectiveness Rate

43.2 - 45.9%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

87.6%

State: 89.3

87.1%

State: 92.1

54.7%

State: 25.4

1.9%

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

\$12,879

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	43.23	32.68	43.49	43.85	36.87	46.55
Level 2	N/A	N/A	N/A	38.38	38.08	30.05	37.32	37.27	29.26
Level 3	N/A	N/A	N/A	14.17	24.02	20.65	14.18	21.56	17.70
Level 4	N/A	N/A	N/A	4.20	5.20	5.79	4.62	4.28	6.47

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	49.80	38.76	49.42	50.29	42.46	54.10
Level 2	N/A	N/A	N/A	36.81	39.92	28.13	35.80	37.49	27.73
Level 3	N/A	N/A	N/A	11.05	18.53	19.01	11.21	17.44	12.30
Level 4	N/A	N/A	N/A	2.32	2.77	3.42	2.67	2.59	5.85

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	71.58	56.68	71.76	73.32	70.39	73.00
Level 2	N/A	N/A	N/A	22.34	30.36	22.35	22.38	23.09	18.58
Level 3	N/A	N/A	N/A	3.90	10.93	4.11	3.35	5.40	5.75
Level 4	N/A	N/A	N/A	2.16	2.02	1.76	0.93	1.11	2.65

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	67.34	60.97	79.31	64.28	57.14	81.81
Level 2	N/A	N/A	N/A	28.57	26.82	10.34	32.14	33.92	9.09
Level 3	N/A	N/A	N/A	4.08	9.75	10.34	1.78	7.14	4.54
Level 4	N/A	N/A	N/A	0.00	2.43	0.00	1.78	1.78	4.54

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	48.11	36.48	54.00	46.27	38.12	53.67
Level 2	N/A	N/A	N/A	37.42	40.54	26.00	37.58	41.84	29.43
Level 3	N/A	N/A	N/A	10.89	20.04	18.50	13.12	18.08	11.68
Level 4	N/A	N/A	N/A	3.56	2.92	1.50	3.01	1.95	5.19

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

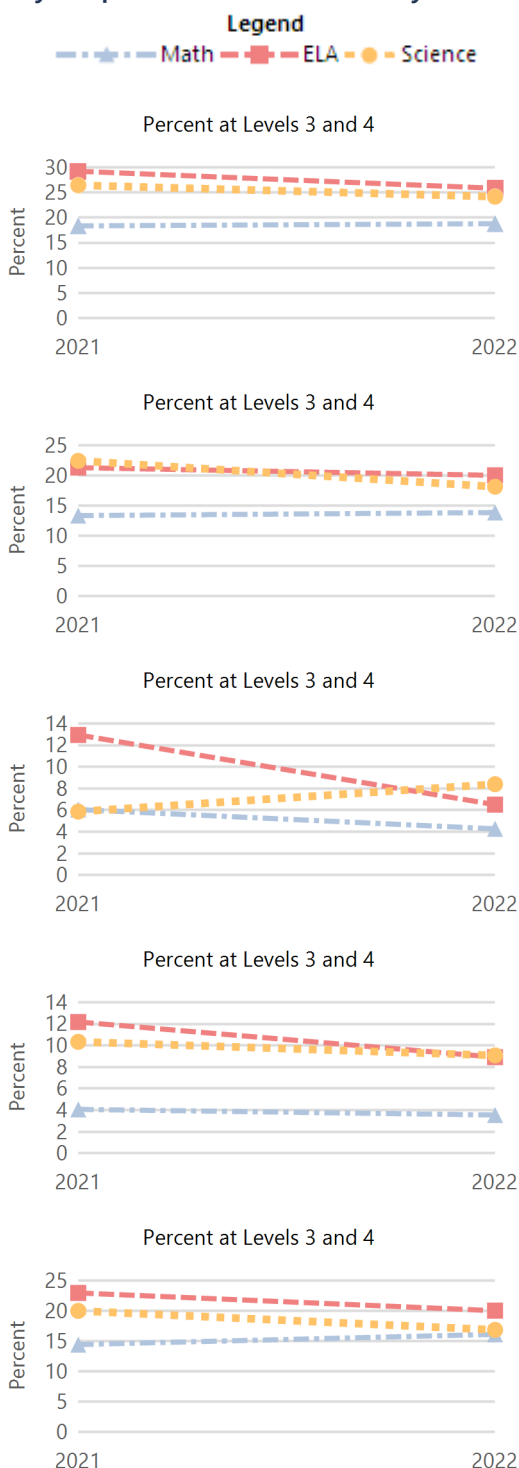
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District	18.4
State	19.8

Accreditation Summary

Date: 04/24/2023

System: D0314 Brewster (0000)

City: Brewster

Superintendent: Shelly Angelos

OVT Chair: Amy Rother

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 K-12 full implementation for a Tiered Framework of Support. At-risk support, title, and teachers support the tiered time. Khan Academy, FastBridge, and Lexia/Reading Plus are used for interventions at the appropriate levels. Teachers have received training on the implementation of the Tiered Framework of Support and continue to align the curriculum for all grade levels.

Family, Business, and Community Partnerships

The System began the accreditation cycle with limited community involvement to support the school system. Since year one, they have now incorporated "on-the-job" training opportunities for students at local businesses. They have also started an active Site Council consisting of several stakeholder groups for community input and involvement and partnered with the Ministerial Alliance for backpack and food box programs. The system now has 7-12 student-led P/T conferences, an active Booster Club, a Building Bridges program to connect students and community members, and updated social media platforms for community communications.

Diversity, Equity, and Access

At the beginning of the accreditation cycle, the System did not recognize how diverse they really were. The system has students with diverse socioeconomic backgrounds, several communities coming to the school, and a partnership with Victory House which provide an environment for teens to begin their recovery from mental health or substance use issues.

Throughout the cycle, the system has also worked with the local sheriff department for presentations, students were provided with devices and internet access during Covid, worked with the EVERS grant for counseling/therapy services, and devices are 1:1 k-12; devices. The system participates in all state-required training for staff as well. The System also started working with the technical college in Goodland to get students access to the junior/senior option.

Communication and Basic Skills

The System has moved to the MODELING stage with the exception of the Review Process piece for Communication and Basic Skills. Curriculum guides are now in place and aligned with the Kansas State Standards for all core and non-core content areas. Curriculum guides for the standards are easily accessible to staff members.

A curriculum review timeline has been established, but the use is inconsistent. Ongoing PD is made available for all curriculum for staff members. The System is currently substantially below the state average on state assessments of being Academically Prepared on levels 3 & 4 on all tested subjects.

Parents are communicated with on apps and School Messenger. In year 5, they now have 1-1 technology for students. The website has been updated and Facebook is now used. They now offer a speech class and a forensics class as well as the FFA ag speaking contests.

Civic and Social Engagement

At the beginning of the accreditation cycle, the System had an active NHS and Student Council which sponsored activities such as a blood drive, SAFE program, and community Thanksgiving meal. As the system progressed through the accreditation cycle, new sponsors have made these organizations even more active in community involvement opportunities. A "Pride in Our School" day has been introduced, with students cleaning up school and community areas and facilities. Civic and Current Events activities through social studies classrooms have also become required on a regular basis.

Physical and Mental Health

At the beginning of the cycle, the system did have physical education but at differing times and depended on how much would fit into the schedule. Mental health services were available on a limited basis. By mid-cycle, the system brought in speakers to speak on health-related issues, and a social-emotional learning program was adopted. The system has now introduced Yondr Pouches for keeping phones locked up during the day. This has eliminated problems in the classroom and has encouraged positive verbal communication between students, especially during lunch. There are also structured social-emotional learning lessons k-12 in place. Students k-8 all have 50 minutes of physical education daily plus their recess time, and there are counseling sessions available from High Plains through the EVERS grant. The System provides breakfast and lunch options to all students and nutrition education is implemented at all levels, in various subjects.

Arts and Cultural Appreciation

At the beginning of the cycle, music was offered K-8 and Band/Vocal for 5-12, cultural field trip opportunities, and a foreign language. Now in year 5, the Western Arts Association offers tickets to all communities and students. The music position is now vacant, but there are now scheduled K-12 art classes. They also offer forensics and a fall play.

Postsecondary and Career Preparation

The system started the accreditation cycle by tracking students meeting state and locally-defined measures for Post Secondary Success and offered Colby Community College classes for students interested in starting college classes while in high school. By mid-cycle, the system established a partnership with Northwest Kansas Technical College for juniors and seniors to begin working on a certificate program. Also introduced work-study opportunities, a sizeable Moore Scholarship for graduates, and ACT WorkKeys assessments. The system has now amended the secondary course schedule (7 period day is now an 8-period day) to better allow students the opportunity to participate in NWKTC courses and work studies. The System began administering a career inventory for grades 7-12, IPS folders created and located in Google Drive: Course Planner with post-secondary planning, Resumes, Letters of Recommendation, Scholarship Essays, Career Research/Information; Counseling Meetings/ College Visits /College Prep. Students are developing their own Business Plans for an agricultural business. Students also have options for on-the-job training in the agricultural field through this program.

Areas For Improvement

Comment	AFI: The System is substantially below the state average on state assessments of being Academically Prepared on levels 3 & 4 on all tested subjects.
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Rationale According to the accountability report, all state assessment scores on levels 3 & 4 on all tested subjects fall substantially below the state average.

Tasks Continue the goal of supporting all K-12 students to achieve 5% growth within six years (end of 2nd KESA cycle) in Math. Continue the goal of teachers supporting all K-12 students to achieve 5% growth within the cycle in ELA. Continue supporting K-12 students to achieve 5% growth within the cycle in science. Continue developing and enhancing all tested areas to align with state standards and prepare students to be successful. Explore other root causes for the low state assessment scores. Continue to address chronic absenteeism to ensure students are in a learning environment to be successful.

Timeline

System Response The system will prioritize and adjust instruction and learning to better align with Kansas state assessments. The system will monitor the rigor and mastery levels in K-12 ELA, Math, and Science classes.

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

ARC Comment

Goal 1 - Original: Brewster teachers will support all K-12 students in achieving annual growth in both ELA and Math.

Revised: Brewster teachers will support all K-12 students to achieve 5% growth within the cycle in ELA as evidenced by assessment performance, on Aimsweb, Lexia, Reading Plus, FastBridge, and Kansas State Assessments.

According to the OVT report, they met their goal of 5% growth, which improved all buildings positively. Interventions introduced during accreditation cycle have resulted in positive growth for majority of classes/students, and some classes that started the cycle very low have seen tremendous improvement. Growth data from student performance assessments at the elementary level is stronger than higher grade levels. Overall, they came up 4.75% of growth getting into Levels 3 and 4 on state assessments. The AimsWeb also saw 17% growth. This had slow growth due to turnover of English teachers and no tiered support at first. Now, there is more stability in the English department and tiered supports are utilized K-12, so that that has helped all the grades align with reaching their goals in ELA. The teachers split out the Aimsweb data by class and track it over the years so that they can better pinpoint student needs. Interventions and Lexia are making a difference over time. In the Lexia data, all classes gained at least 1.87 years growth in the last 1.5 years of implementation. Reading Plus data shows over 2.2 grade level per class for 1.5 years.

Goal 2 - Brewster teachers will participate 30 minutes per week in PLC collaborative time, utilizing data to inform instructional decisions.

The reports provided evidence of strategies used to accomplish the goal. The System scheduled protected weekly PLC time with prepared agendas which resulted in a fully operational and highly effective PLC system. PLC time has allowed for student focused discussions. Student intervention groups were formed after PLC data dives and teacher collaboration.

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

ARC Comment

Goal 3: USD 314 teachers will continuously work towards the graduation and post-secondary success of EVERY student by maintaining IPS for 100% of 7-12 graders and by tracking graduates for 2 years after high school.

Post Secondary Success was introduced mid-cycle when Goal #2 was firmly established and completed. Through this goal, a locally established "data warehouse" with IPS documentation was established. Also developed for Goal 3, was a local definition of Postsecondary Success to supplement state measures, and they created a tracking document to show progress toward postsecondary success.

During the 2022-2023 school year, all 7-12 students have an active IPS folder that is utilized for student-led conferences. They have met the goal of 100% attendance at parent-teacher conferences for the past two school years. The System is in its second year with Northwest Kansas Technical College in providing our juniors and seniors opportunities to explore and complete certifications in technical programs like Welding, Cloud Computing, Engineering, Cosmetology, Auto Body, and Auto Mechanics. Data provided indicated that 44% of the juniors and seniors are enrolled in certificate programs at the area technical college. Online college courses are continuously offered for students, with a few courses offered as dual credit. Data indicated that 31% of 10-12 graders are taking online college courses while at Brewster. These numbers have increased since last year and we expect the trend to continue upward.

Goal #4 Math - A new goal for this year is to focus on math growth of 5%. Introduced mid-cycle to continue whole-system improvement as other goal areas were met. Current student performance data reveals a need for this goal, so it should be maintained in the next accreditation 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

According to the OVT and Systems report, 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 Goals and KESA process sets the direction for the district, align priorities, and keeps the improvement focus. A local board member is elected each year to fill a position as the KESA Board representative. Each year during the OVT local visit, the KESA Board representative attends the OVT review. An example of how the System and local board work together to address the sustainability of their improvement process includes the purchase of 1:1 technology devices with building-wide internet at high speeds. The technology allows for any-time online access to the ELA supplemental content for all K-12 students. The technology provides access to college content through NWKTC and CCC for high school students. The ESSER III resource priorities included: 1) Monies allocated for a part-time At-Risk teacher and At-Risk teacher aide to assist/support identified students that didn't qualify for Special Education Services. 2) HVAC Units for 6 classrooms to improve the air quality and temperature in classrooms.

Brewster USD 314 has built the capacity for sustaining the school improvement process from the beginning of the cycle as faculty members have partnered in the improvement efforts addressing Foundational Structures

and State Board Objectives. As needs are identified, the administration consults with faculty, goals are determined and processes and procedures are put in place. Shared leadership in the PLCs gives voice and ownership to all faculty. The professional collaboration among faculty supported by the administration is highly effective.

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

According to the OVT report, during this KESA cycle, the system has introduced a K-12 SEL program and made available virtual and in-person counseling services to all students. Office referral data and weekly eligibility checks collected throughout the cycle reveal that these SEL systems and interventions have had a positive impact on student behaviors as well as academic performance in the classroom. Monthly "Thumbs Up" calls to every family have also resulted in more positive school/family relations. "Table Top" lunchroom behavior and cleanliness competition have also led to fewer behavior disruptions at lunchtime. Bulldog/Bullpup of the Month introduced in March of 2022 has also led to an increase in positive/supportive behavior among students, enhanced attendance, and a greater sense of school pride.

Kindergarten Readiness

The System has progressed to 100% of parents filling out the ASQ2 and ASQ3. The System uses the data to track development through their preschool years through kindergarten. The System offers preschool programs free of charge, including a separate 3-year-old class and a separate 4-year-old program. The curriculum for the preschool program follows the Kansas Early Learning Standards. The teacher has created an academic checklist of the standards, with testing completed 3 times a school year. Conferences with parents to discuss kindergarten readiness occurs in January, and again in May if needed. Student progress is kept in the data warehouse and shared with the kindergarten teacher.

Individual Plans of Study

The System has moved from year one of the beginning to establish an IPS process to final implementation this year for students in 6th to 12th grades. Each year has seen the addition of activities to ensure students have participated in career exploration, personality and interest inventories, and have begun developing post-secondary plans. Secondary students are involved in student-led conferences where they present information collected to their parents. Students in grades 7-12 are now accountable for reporting to their advisors and parents/guardians on their school attendance, grades, work samples, progress toward graduation, career interests and planning, and dual credit options.

High School Graduation Rate	The graduation rate has increased for four consecutive years and has been above the state average for the most recent two years of available data. Attendance data mirrors the improvement in the graduation rate. An off-site, faith-based credit recovery program (Victory House), that is run through the school system accounts for 6 of 11 non-graduates since 2017.
Postsecondary Success	The Accountability Reports that the System is substantially below their predicted range is Postsecondary Effectiveness %. The System is addressing the low rate by developing important relationships with area postsecondary institutions. They have developed a relationship with NorthWest Technical College and have several of Juniors and Seniors (44%) enrolled in those certificate classes for 2022-2023. An increase from 36% in 2021-2022. Colby Community College has enrolled students in online courses. The system has also developed a local definition of a successful graduate with information that pertains to the local economy of agriculture and family farming operations; they also track this information.

Areas For Improvement

Comment	The System is substantially below their predicted range is Postsecondary Effectiveness %.
Rationale	The Accountability Report indicated that the Postsecondary Effectiveness % is well below the Confidence Interval for the Predicted Effectiveness Rate.
Tasks	The System must monitor the rigor and mastery levels in ELA, Math, and Science classes for all students to be successful. Continue developing a process to monitor post-graduation data concerning student employment, career training, college completion, and employment where students use their Industry Recognized certifications and track students in their postsecondary experiences. Expand opportunities for students to graduate with industry-recognized certification, and become more intentional in planning strategies to address the four student outcomes within two years of graduation. Encourage students to enroll in the NWKTC and Colby Community College early college courses as juniors and seniors. Work with KSDE on ways to improve the postsecondary effectiveness rate.
Timeline	
System Response	The system will continue to expand its partnership with NWKTC to increase certification opportunities. The system will continue to expand college course opportunities for high school students.

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

ARC Comment

The stakeholder groups regularly involved with Brewster School include Business Owners, Community Members, Church Leaders, City Leaders, Civic Leaders, Local Clubs: Lions & BETA, Western Plains Art Association, Parents, School Staff, Alumni, and Media (radio, newspaper, social media). Throughout the cycle, the system has involved stakeholder groups through Google surveys to offer insight into their

views on aspects of the school system. Students are also recognized and valued as critical stakeholders in their schooling process.

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

ARC Comment

The system has taken into consideration all of OVT's comments and suggestions throughout the five-year cycle. Each year the OVT saw the incorporation of their suggestions into their data collections, presentations, and goal areas. The system has focused on an attitude of growth and positivity through change.

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

ARC Comment

According to the OVT report, the System has maintained a steadfast focus on the growth and improvement process throughout this KESA cycle. Numerous stakeholder groups have been involved throughout as evidenced by a number of teachers, administrators, community members, and BOE members attending and presenting at each annual OVT visit. Action plans were established, followed, and regularly updated throughout the process. In order to continue system growth, additional goals were adopted mid-cycle as initial goals were met (or progressing very positively), and new areas of need were identified for priority intervention.

ARC Recommendation

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

Justification

Overall, the System is headed in the right direction. They have stakeholder buy-in to the KESA process and have made significant gains in their goal areas. The evidence presented at the Year 5 OVT meeting indicated they are making gains, especially in reading growth and post-secondary certifications. However, they remain significantly below state averages on state assessments and on the accountability report data. The accountability report indicated the System is substantially below their predicted range is Postsecondary Effectiveness % and below the state average of being Academically Prepared on levels 3 & 4 on all tested subjects. It was noted that they started very low and are now trending in the right direction. If Brewster continues on the trajectory they are on and focus on meeting their KESA goals, the next cycle they will see a major shift in improvement. The OVT noted how hard the staff and stakeholders worked this cycle. The System appears to be working together as a group, creating important goals to help their students be better educated, aligning resources to improve learning, and following through on collecting their data. Also noted were the challenges the System encounters which include staff turnover (5 JH/HS English teachers in 4 years), financial limitations, Victory House which may have a negative on the data, post-secondary success, and attendance struggles.

Strengths

The KESA process through this cycle has truly been collaborative, involving the work, dedication, and commitment of all faculty. Together they have made significant contributions in various ways to move the initiatives and goals forward. PLCs have been implemented weekly and are an integral part of the culture now. A new, stricter attendance policy seems to be making a difference. All staff members are focused on the System's goals, working together to make improvements, and willing to try new curriculums, tiered supports, and behavior initiatives to help the students succeed. The System has small classes size of anywhere from 6 to 12 students which results in a more personalized experience. Parent and stakeholder involvement is evident. Overall academic and social data shows growth and high school graduation rate is trending up, meeting state averages for the last two years.

Challenges

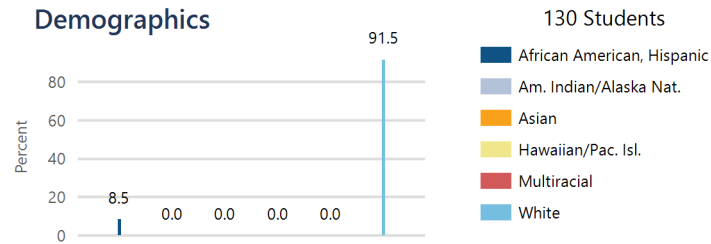
- State assessment data remains below state averages, but 4.75% growth from Levels 1 and 2 to 3 and 4 has been shown.
- Post-secondary effectiveness is substantially below its predicted confidence interval.
- Continue professional development on curriculum and instruction on state-assessed courses.
- K-12 Mathematics is identified as a critical content area for improvement in the next KESA cycle. Math curriculum, best practices, instruction, and interventions will need to be determined.
- Continue the strict attendance point policy, address the problem of chronic absenteeism, and find solutions to incentivize regular attendance.
- Provide support for students to improve ACT scores that are below the state ACT averages. Raise expectations and rigor in academic classes K-12.
- Writing Smart goals that are Specific, Measurable, Achievable, Relevant, Time-Bound, and related to student learning. Defining these parameters will help ensure that your



Brewster USD 314

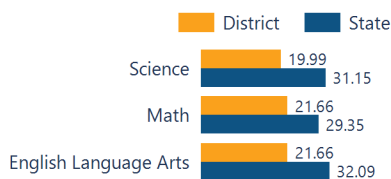
127 Kansas Avenue, Brewster, KS 67732-0220
(785) 694-2236
www.usd314.weebly.com

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

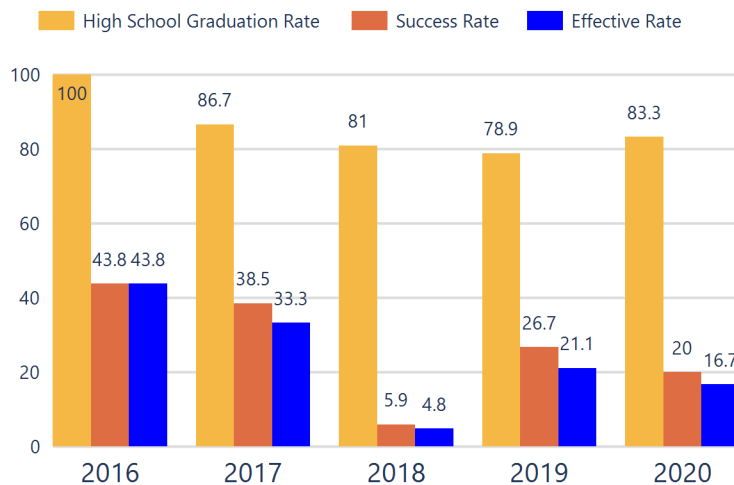


Academically Prepared for Postsecondary Success

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

85.5%

Five-Year Success Avg

26.8%

Five-Year Effective Avg

22.9%

95% Confidence Interval
for the Predicted
Effectiveness Rate

39.8 - 44.7%

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.

90.9%

State: 89.3

88.4%

State: 92.1

25.0%

State: 25.4

4.6%

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.

\$16,428

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	33.33	17.54	28.00	46.66	38.33	50.00
Level 2	N/A	N/A	N/A	49.12	47.36	36.00	31.66	40.00	30.00
Level 3	N/A	N/A	N/A	14.03	33.33	28.00	16.66	16.66	16.66
Level 4	N/A	N/A	N/A	3.50	1.75	8.00	5.00	5.00	3.33

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	45.45	27.27	35.71	64.70	52.94	55.55
Level 2	N/A	N/A	N/A	40.90	40.90	35.71	32.35	29.41	22.22
Level 3	N/A	N/A	N/A	13.63	27.27	21.42	2.94	14.70	16.66
Level 4	N/A	N/A	N/A	0.00	4.54	7.14	0.00	2.94	5.55

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	53.84	53.84	N/A	70.58	64.70	N/A
Level 2	N/A	N/A	N/A	30.76	23.07	N/A	17.64	29.41	N/A
Level 3	N/A	N/A	N/A	7.69	23.07	N/A	5.88	5.88	N/A
Level 4	N/A	N/A	N/A	7.69	0.00	N/A	5.88	0.00	N/A

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

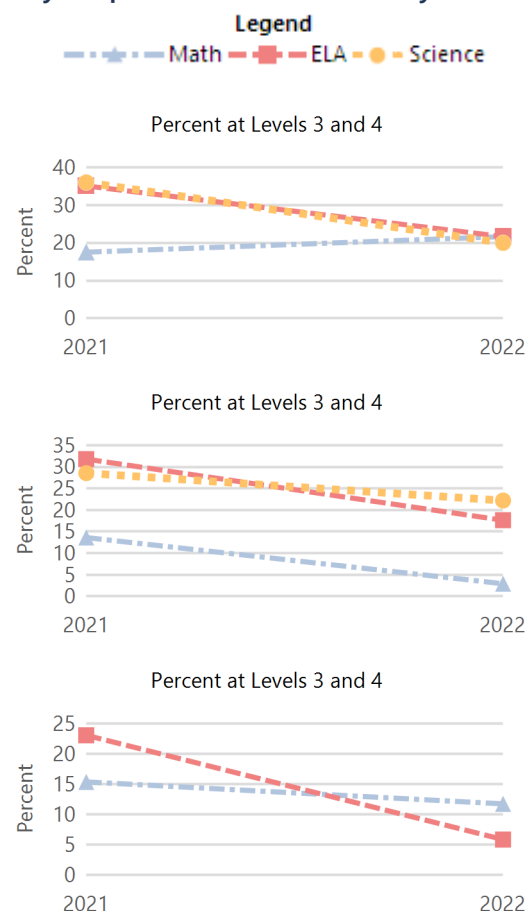
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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

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

District	17.7
State	19.8

Accreditation Summary

Date: 07/18/2023

System: D0329 Wabaunsee (0000)

City: Alma

Superintendent: Troy Pitsch

OVT Chair: Denise O'Dea

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

According to the OVT and Systems reports, 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.

Multi-Tiered System of Support

The Multi-Tiered System of Support (MTSS) at USD 329 ensures every student experiences a year's academic growth. They use multiple measures including formative assessments, standardized tests, and ongoing classroom observations are used to identify struggling students and place them in appropriate tiers of support based on their needs. A team approach is utilized, involving teachers, administrators, and support staff, to review student data and collaboratively make informed decisions regarding their placement within the MTSS framework. Tier 1 provides high-quality instruction in the general education classroom, while Tier 2 offers targeted interventions outside the classroom. Tier 3 interventions are offered with personalized plans for students who need more intensive support. Open communication with parents and guardians is maintained throughout the process to ensure student success.

Family, Business, and Community Partnerships

As a whole, local businesses and individuals assist the System in achieving their goals to support and improve student learning, development, and overall health. They have an active PTO and Booster Club working with the schools to plan community-school events and support learning through grants and volunteer help throughout the System. Parents are welcomed as active partners in their student's learning through ongoing email, texting, phone calls, social media interactions, and PT and student-led conferences twice a year. Different partners throughout the county also provide learning opportunities and support by providing support through their programs, such as Artists in Residence. At the high school level, students can do work-study programs to begin looking at careers they are interested in.

Diversity, Equity, and Access

The System takes measures to ensure their students are immersed in cultural activities that highlight differences and diversity worldwide. They seek resources through some of their community partners that provide insight into their individual cultural beliefs. One area that the System is most diverse in is socioeconomic status. The System reaches out to its community members, such as Community Ministries, Harvesters, and individuals willing to support those in need.

Communication and Basic Skills

USD 329's instructional resources are based on and align with the state standards for each content area. Their professional development plan is in place to create new curriculum guides, improve instruction, and allow all new staff members to join the team by highlighting the diversity, through academics and experiences. Fine Arts continues to be an asset in this district. They have art provided daily, along with music at the elementary level. The students participate in different competitions provided within our community and across the state. All students are offered the opportunity to participate. Elementary students also showcase their talents at Music and Art Night.

Civic and Social Engagement

The System provided examples of civic and social engagement. One example included was a cadre of high school students who are involved in several outreach opportunities, including traveling to one of our elementary campuses to support teachers in pre-k and kindergarten as teacher's aides. Their primary focus is to support healthy literacy activities that include read-a-loud and one-on-one reading to our youngest learners. Another example of civic engagement for the community is demonstrated by high school students who attend the monthly senior citizen social group. They act as hosts, serve lunch, and interact with the aged members of our community. Students also had the opportunity to help a local public library transfer all the library books and media to a neighboring building for safekeeping and were involved in setting the library back into service. The "Kindness Crusaders" is an elementary and junior high version of campus student social and civic engagement teams. They positively engage new incoming students and families and meet with the superintendent quarterly to deliver feedback on the student experience on these campuses. The feedback received from students' engaged experiences indicates how much value is coming from students and the community.

Physical and Mental Health

USD 329 has many physical and mental health structures in place. They are a Leader in Me district taught with fidelity at all levels. This social-emotional curriculum is aligned with KSDE social, emotional, and character development standards. Students apply these skills in regular classes with school counselors.

Social and emotional growth is being measured with screeners like SABERS, MySABERS, and KCTC and District surveys, Charger Families, and Leader in Me.

At the high school level, they have added social-emotional lessons during the AB time presented by our counselor and mental health liaison. The data is used to create interventions for at-risk students and those in crisis. Many of these are delivered or monitored by school counselors, the social worker, the mental health liaison, and representatives from our community health care center (Crosswinds).

They have wellness programs and community involvement where members instruct students on different wellness and health areas. All food served is compliant with USDA Smart Snacks in Schools. At an elementary level, students are offered PE daily for 30 minutes, along with providing three separate recesses for students. There are other opportunities within the classroom for physical activity to occur. At the Junior High and High school level, students must participate in a physical education class. Students have opportunities at the Junior and High school levels to participate in athletics. Feedback from students has led to the introduction of sports, including boys' golf and girls' wrestling.

Arts and Cultural Appreciation

Fine Arts continues to be an asset in the System. They have art provided daily, along with music. The students participate in different competitions provided within the community and farther. All students are offered the opportunity to participate. Elementary students also showcase their talents at Music and Art Night.

Postsecondary and Career Preparation

Students can further their education in dual credit classes or technical schools. Juniors and seniors are allowed to pursue technical education through Washburn Tech. There has been an increased number

of students in CTE pathways. Students utilize Xello to determine IPS and have input in their learning.

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

ARC Comment

Goal 1 - USD 329 uses The Leader in Me based on Franklin Covey's whole school transformation process.

USD 329 will use The Leader in Me (TLIM) based upon Franklin Covey's whole district transformation process to improve students' social, emotional, and character skills as measured by the Kansas Communities That Care Survey and FastBridge My SAEBRS assessment from the 20-21 school year to the 21-22 school year.

According to the reports, The Leader in Me is not a program but rather is described as a paradigm shift that when fully engaged teaches 21st Century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader using their unique abilities. USD 329 intentionally teaches the skills and habits and continually employs experiential opportunities for students to practice the skills in real-life, age-appropriate learning ways. In other words, students learn it and live it. Students are gaining more ownership of their education through individual plans of study, enrichment centers, and the Leader in Me program that encourages and promotes the students to take charge of their learning. This has resulted in improved academics because they feel invested in their learning.

The students also feel more supported in all aspects of their learning due to increased mental health professionals available to students for all of their needs and the communication between teachers and students that allows students to have a stronger voice in their schooling.

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

ARC Comment

To improve the district's multi-tiered support systems to advance students academically and ensure they are on grade level in reading.

The initial goal was to improve the district's multi-tiered support systems to advance students academically and ensure they are on grade level in reading. In the case of USD 329, the definition of MTSS may have been conflated because they steered it into the social-emotional area early on in the KESA process. This was likely prompted by the astonishingly high suicide rate that the county was facing (Five times the national average and the highest in Kansas for several years in a row). This included high-profile suicides within families in USD 329, which may have significantly impacted this shift to a more social-emotional foundation. As evidenced in the year-1 report, the data used to measure success was found in Fastbridge, ACT, and state assessment scores. This transitioned into relying primarily on the KCTC, focusing on suicidal thoughts and actual student attempts rather than success in building literacy across the district. While this may not have been documented, it would be difficult to argue that the overrepresentation of suicide rates in the county and USD 329 should not have been addressed as part of the KESA process if their interpretation also included students' social-emotional well-being.

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

ARC Comment

According to the OVT report, USD 329 sees an opportunity for updated training on the KESA

continuous improvement process. Fiscally, funds designated for the required level of depth to make the continuous improvement process work effectively would be part of the “next steps” to fund after-duty pay for site council members who currently give their own time to support the USD 329 KESA process.

USD 329 understands that involving staff in continuous improvement is crucial to achieving their educational goals. By working together, they can create a learning environment that meets the needs of all their students. To involve the staff, they will provide opportunities for professional development and training focusing on continuous improvement practices. They will also encourage open communication and staff feedback to ensure their voices are heard through site councils and other committee meetings that provide feedback avenues and make them part of district decision-making.

The USD 329 Board of Education is committed to providing the best possible education for their students. They believe that continuous improvement is essential to achieving this goal. By regularly assessing their programs, processes, and outcomes, they can identify areas where they need to improve and make

adjustments to ensure their students receive the highest quality education. They are dedicated to creating a continuous improvement culture involving all stakeholders in the System, including teachers, administrators, parents, and community members.

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

According to the OVT and Systems report, data for most of the 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

By prioritizing social-emotional growth, USD 329 has helped students develop the skills they need to succeed academically and in their personal and professional lives. Ultimately, the success of these efforts will depend on the quality and consistency of implementation, as well as ongoing evaluation and refinement to ensure that the needs of all students are being met.

The data demonstrate that the increased attention to the social-emotional health of their students has led to the awareness that needs are there and they are significant. Their needs are shifting with various trends in the school and community. Specifically, the partnership that USD 329 has with Crosswinds (mental health) and the addition of the social worker has led to the identification of and support for an increased number of students each semester.

Kindergarten Readiness

USD 329 implemented an At-Risk/Universal preschool program at both Elementary schools starting in the 2019-2020 school year. This has increased the number of children in the community receiving preschool services. Of the kindergarteners enrolled during the 21-22 school year, 12 out of 16 students had attended a USD 329 preschool program, 1 out of 16 attended preschool at another location, 1 out of 16 attended a daycare center setting during the year prior to kindergarten, and 2 out of 16 stayed home the year before kindergarten. The FastBridge data for reading reveals students attending the preschool program begin kindergarten with results that place them in the "no risk" category and they continue to grow throughout the year remaining in the "no risk" category.

Individual Plans of Study

The Jr./Sr. High Schools use Xello as the platform for their IPS program. They start the process with the 7th Grade and continue it through the 12th grade. They have used the platform for the enrollment of High School Students. The System has representatives from numerous Colleges, Junior Colleges, and Technical Schools that visit the campus regularly to share information with the students about the programs they offer. The district has utilized student-led Parent -Teacher Conferences to review the student's portfolios. In the portfolio, students choose a pathway to research. They were asked to look up post-secondary education/certification information, then set goals on attaining the degree/certification needed for the career path.

High School Graduation Rate

The graduation rate has stayed steady, slightly decreasing from one year to the next, with a graduation rate of 100% in 2022. This is below the state average of 89.3% for the same time period. The five-year graduation average is 96.5%. With small enrollment, even one or two students can have an astounding impact on cohort data. It indicates the need to respect that sway and carry each student to ensure they are successful high school graduates.

Postsecondary Success

Over the course of the 5-year cycle, USD 329 has decreased in the success rate and effectiveness rate, but in 2020, both the success rate and effectiveness rate rebounded to 62.3% and 60.1% respectfully. The System plans to look at better ways to involve students in the process and do a better job of encouraging students to take an active role in their IPS. This can be achieved by providing them with the necessary resources and guidance to make informed decisions about their educational and career goals. Additionally, they want to improve practices around providing career exploration tools, self-assessment tests, and opportunities to speak with professionals in their desired fields. They also want to measure if their IPS framework is comprehensive and flexible enough to allow for personalized learning paths that accommodate all of their student's unique interests, strengths, and challenges.

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

during the accreditation cycle.

ARC Comment

According to the OVT, some stakeholder feedback is gathered and progress is shared randomly on improvement in some goal areas. The system was not fully transparent. Some stakeholder groups were represented and involved in the KESA process. Some evidence is that some stakeholder groups provide input to the system with regard to KESA. The System's report stated that this year was the "first time since year two that site council input and needs assessments have been collected at the campus/district level." Outside stakeholder partners throughout the county also provide learning opportunities and support by providing backing through their programs, such as Artists in Residence.

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

ARC Comment

According to the OVT report, the System was very receptive to all feedback and suggestions given by the OVT. The System reported that no report to the board or OVT visit occurred in the previous year.

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

ARC Comment

According to the OVT and System reports, some evidence exists that the system is reporting to their local board and communities, some reports were completed in a timely manner, a system plan with action steps and goals that drives academic improvement priorities in taking form; some buildings have aligned their action plans to the system goals; some improvement priorities and process for evaluation is evident; feedback loop were hit and miss.

ARC Recommendation

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

Justification

The System provided evidence on all components of the KESA process. Evidence confirmed that the System has Foundation Structures in place and has addressed the State Board Outcomes. Two goals were set by the System and evidence indicated that progress was made toward completing them. The System has received a silver star in Postsecondary Success and a copper star in Academically Prepared for Postsecondary on the Kansans Can Star Recognition. The percentage of students who scored at Levels 3 and 4 on the state assessment have acceded the state average on all tested subjects.

The USD 329 Accountability report for 2022 indicates their success rate of 62.3% and their effectiveness rate of 60.1% are both above their predicted effectiveness rate of 56.3% to 59.2%. Their 2021-22 state assessment results indicate that the number of ALL students in Levels 3 and 4 for math and reading has increased over the previous year. Math scores in Level 3 and 4 is 49.73%, an increase from the previous year of 46.99% ELA scores in Level 3 and 4 is 44.09%, and an increase from the previous year of 40.58%.

Strengths

- USD 329 has dedicated staff that are excellent at their job. It was very evident during the visit that they are proud of their district, their students, and their staff.
- USD 329's state assessment scores are above the state average.
- USD 329's accountability report showed nice numbers in the graduation rate and post-secondary success.
- Silver and copper on the Kansans Can Star Recognition

Challenges

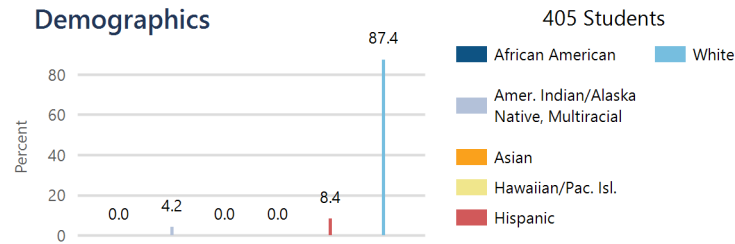
- Write Smart goals for the new goals. The stated goals need to be more measurable. The two goals chosen for this cycle were hard to measure to see progress.
- Address declining scores in all subgroups
- Address CHRONIC ABSENTEEISM
- Continue to focus on GRADUATION RATE, ATTENDANCE RATE, and MTSS at the secondary level.



Wabaunsee USD 329

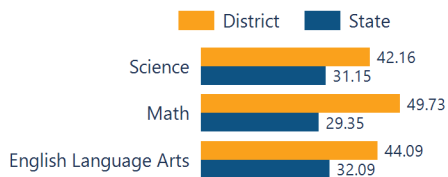
213 E 9th, Alma, KS 66401-0157
(785) 765-3394
www.usd329.com

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

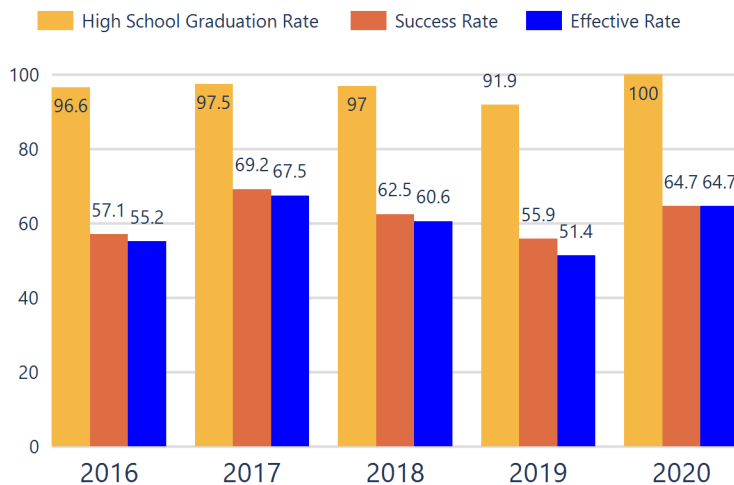


Academically Prepared for Postsecondary Success

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

96.5%

Five-Year Success Avg

62.3%

Five-Year Effective Avg

60.1%

95% Confidence Interval
for the Predicted
Effectiveness Rate

56.3 - 59.2%

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

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

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

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

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

GRADUATION RATE

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

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.

85.3%

State:
89.3

92.5%

State:
92.1

23.4%

State:
25.4

N/A

State:
1.4

District ESSA Operating Expenditures Per Pupil

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

\$16,663

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	16.33	19.80	22.72	17.43	19.48	22.89
Level 2	N/A	N/A	N/A	36.63	39.60	28.40	32.82	36.41	34.93
Level 3	N/A	N/A	N/A	32.67	32.17	34.09	34.35	33.33	30.12
Level 4	N/A	N/A	N/A	14.35	8.41	14.77	15.38	10.76	12.04

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	22.44	22.44	41.17	39.47	36.84	35.29
Level 2	N/A	N/A	N/A	42.85	38.77	29.41	28.94	39.47	23.52
Level 3	N/A	N/A	N/A	26.53	28.57	29.41	21.05	18.42	35.29
Level 4	N/A	N/A	N/A	8.16	10.20	0.00	10.52	5.26	5.88

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	68.00	60.00	61.53	59.09	63.63	N/A
Level 2	N/A	N/A	N/A	16.00	24.00	30.76	22.72	27.27	N/A
Level 3	N/A	N/A	N/A	8.00	8.00	0.00	18.18	4.54	N/A
Level 4	N/A	N/A	N/A	8.00	8.00	7.69	0.00	4.54	N/A

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	37.03	29.62	N/A	33.33	28.57	N/A
Level 2	N/A	N/A	N/A	44.44	37.03	N/A	52.38	42.85	N/A
Level 3	N/A	N/A	N/A	11.11	29.62	N/A	14.28	14.28	N/A
Level 4	N/A	N/A	N/A	7.40	3.70	N/A	0.00	14.28	N/A

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

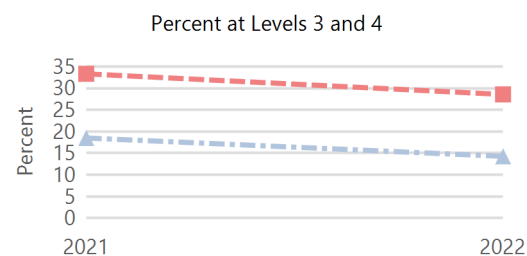
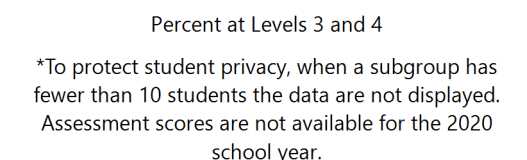
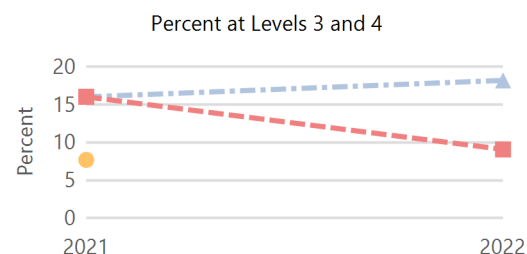
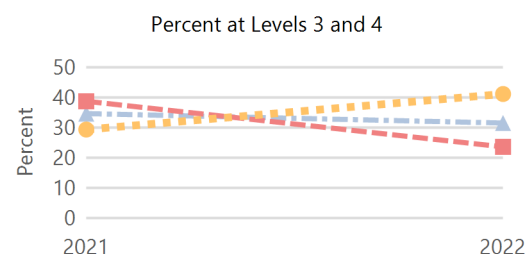
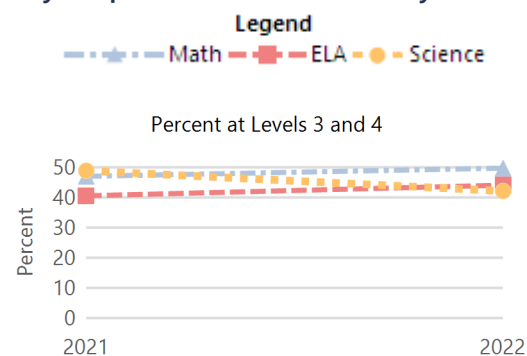
ACT Performance (2022 School Year)

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	21.6
State	19.8

Accreditation Summary

Date: 06/12/2023

System: D0334 Southern Cloud (0000)

City: Miltonvale

Superintendent: Roger Perkins

OVT Chair: Mike Teeter

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 Southern Cloud Student Intervention process begins with teacher recommendations based on classroom observations of academics and behavior. Data is gathered and presented to the SIT Team and counselor. If the need is indicated, recommended interventions will be applied in the classroom and through MTSS. Further data is collected to determine intervention effectiveness. If the data indicates success, the intervention continues. If data indicates a lack of success, interventions are modified, or evaluation for a learning disability begins.

Southern Cloud utilizes Dibels, MAPS, and individual classroom data in student evaluation.

Family, Business, and Community Partnerships: USD 334 has been working to increase collaboration district-wide to build better relationships among the staff, parents, and community. The increased relationships are working towards more engagement with the schools. Families are encouraged to be involved in the school and their child's education.

Diversity, Equity, and Access: Southern Cloud initiated a Mentor/Advisory/Tribe time in 2019. This allows students to build relationships with peers as well as their teacher mentors. Through these relationships, mentors are able to identify the needs of students requiring support or services. In the future, the district will utilize FastBridge SAEBRS to help identify students in the moderate and high-risk categories in terms of mental health.

Communication and Basic Skills: Since Year 1, the system has increased focus on developing student writing and presentation skills. Students develop skills in both professional and personal writing, paying special attention to the differences between the two. Students practice writing letters, emails, etc. Students also develop public speaking skills through classroom presentations in core subjects and electives, such as art. The system embeds communication skills in all co and extra-curricular, clubs, and activities.

Civic and Social Engagement: During the cycle, the system has worked to either increase or solidify engaging students in civic and socially-responsible activities. These activities range from a Veteran's Day assembly, a Fun Day, and secondary students assisting elementary students in selecting items to be used as holiday presents. The system also supports all seniors in registering to vote when they turn 18.

Physical and Mental Health: In the area of physical health, all students are offered physical education. The system has students participate in Kansas Kids Fitness Day, as well as a K-6th Field Day. The system offers routine health screenings, including hearing, vision, and dental. The system also acts as a host to a local immunization clinic. The school nurse offers a human growth and development session with all students 4th-6th. In the area of mental health, the district has two counselors to support students.

Arts and Cultural Appreciation: USD 334 offers a K-12 Art program at both attendance centers. Students from both attendance centers participate in the Northern Plains League Art Festival. They also hold a community art show. Glasco and Miltonvale provide a K-12 Music Program. Vocal music is offered in Grades K-12, and band instruction is provided in grades 5-12. Music instruction has a strong cultural impact and includes the study of classical composers as well as dance. Two music programs are presented to the community each year. There is a fall or winter concert along with a spring concert.

Postsecondary and Career Preparation: Every year, students in grades 8-12 can visit colleges and vocational/trade schools. The goal is to start early to allow the students enough information to make a decision on the type of school they would like to attend after graduation. Sophomores attend a College Career Fair at the community college each year. Students also have the opportunity to participate in dual credit classes. Xello is used in job exploration in grades K-2.

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

ARC Comment

Goal 1: Southern Cloud will improve relationships with students and families.

The system gathered data from parent/teacher conferences. The data showed that in the fall and spring of 22-23 that both attendance centers showed an attendance rate was around 95%. This included both elementary conferences and 7-12 student-led conferences. Increased attendance was achieved through teacher contact via email, text message, or phone calls. In addition to conferences, elementary teachers work to build relationships with parents by making contact in front of the building at dismissal time.

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

ARC Comment

The system only had one goal stated in the OVT report.

Areas For Improvement

Comment	The system needs two measurable and student learning goals.
Rationale	The system only had one goal listed in the OVT report.
Tasks	The system needs to go through the needs assessment and develop two student learning goals. The goals need to be measurable and focused on student learning.
Timeline	07-01-2024
System Response	

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

Southern Cloud has stressed a commitment to improving cycle two of KESA. They have worked to adopt policies and procedures that reflect the needs of each student and staff member, based on feedback from the OVT team. In addition, they have attained guidance from Darla Smith of the Smokey Hill Service Center.

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

ARC Comment

The system has identified a couple of areas where they would like to improve as well as challenges a small district encounters.

Board Outcomes

Social-Emotional Growth

Southern Cloud's mentoring program is designed to help build staff/student connections. This will help in identifying students that are moderate or high risk. They have also moved towards utilizing FastBridge to help identify at-risk students. Grades K-6 use Second Step for their social-emotional curriculum, while grades 7-12 are looking for a new program.

Kindergarten Readiness

The district is working to strengthen and support the social, emotional, and academic needs of students aged birth to 5 years. Parents with children in early childhood and Kindergarten, complete the ASQ3 during enrollment. Data is used by teachers and families to determine information on each child's current learning level and needs. In the future, Southern Cloud will complete the survey in the fall and spring.

Individual Plans of Study

Both of the attendance centers in USD 334 are looking for an electronic program for IPS. Currently only resumes and grades are electronic. Daily advisory/mentoring times allow teachers to be in charge of implementing and ensuring students are working on the IPS process.

High School Graduation Rate

Due to small class sizes, high school graduation rates fluctuate greatly. The district sees the numbers of graduates vary from 1-9 per year. Under these conditions, one non-graduate has a very large effect on the graduation rate. The goal of the district is for every student to graduate.

Postsecondary Success

The system has identified that their postsecondary success rate is not where they would like it to be. Both schools within the district are in small rural areas. While some students take the traditional college or vocational route, many join the military, enter the workforce or go to work on the family farm. The latter has a negative impact on the Post Secondary Success rate.

7. System stakeholders relevant to each part of the KESA process were **not** involved during the accreditation cycle.

ARC Comment

The system has identified that it needs to do a better job of involving community stakeholders in the KESA process. The community has stepped up when requested but has not been directly involved in the KESA process. This is a goal for the upcoming cycle. Stakeholders have been involved in SITE Councils previously.

Areas For Improvement

Comment	Involve stakeholder groups throughout the KESA process
Rationale	According to the OVT, the community was not directly involved in the KESA process and the SITE Council had been disbanded.
Tasks	Reform the SITE Council and have the stakeholders involved in the KESA process.
Timeline	01-01-2024
System Response	

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

ARC Comment

The OVT did not comment so this could not be evaluated.

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

ARC Comment

The OVT team believes that the staff and administration have a grasp of the process and have designed and implemented some important school improvement initiatives. Fine-tuning the improvement process is an important next step.

In the next cycle, Southern Cloud will need to improve on following the KESA process in terms of engaging its OVT so that it can garner feedback to help strengthen the teaching and learning taking place in each school.

ARC Recommendation

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

Justification

The system's only goal listed was not measurable and not student-centered. The system needs to identify two student-centered goals. Also, according to the OVT, the system stated that the community has not been involved in the KESA process.

Strengths

Southern Cloud has administration and staff that are dedicated to the communities and schools. They are committed to doing what is best for the schools and district. The students are the priority. The Board of Education has demonstrated a commitment by supporting an administrative staff increase. As the process continued in year five, staff involvement also increased. The results showed in the actions taken and information gathered for the OVT meeting.

Challenges

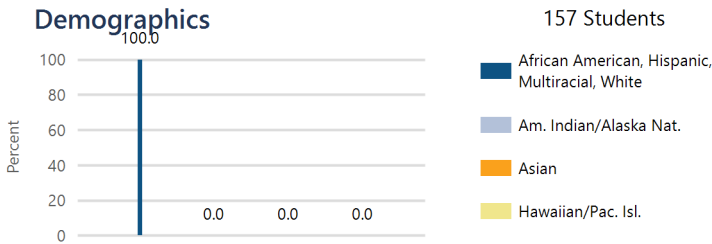
USD 334 has identified that they are looking for a new social-emotional curriculum program for grades 7-12. Southern Cloud should continue to involve all staff and community stakeholders in the KESA improvement process. Put a plan in place in year one and continue to initiate the plan and gather data on effectiveness throughout the process. A detailed plan with timelines should help in meeting goals and deadlines. The distance between the two schools in the district, as well as limited resources, creates limitations and roadblocks to the process. An additional recommendation would be to utilize Work Keys to help with certifications.



Southern Cloud USD 334

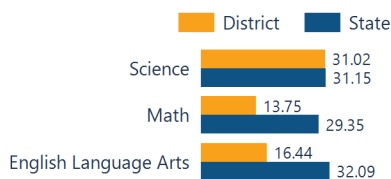
619 Tootle Avenue, Miltonvale, KS 67466-0334
(785) 427-3334
www.sc334.org

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Approaching**
Grades: **PK-12,NG**
Superintendent: **Roger Perkins**

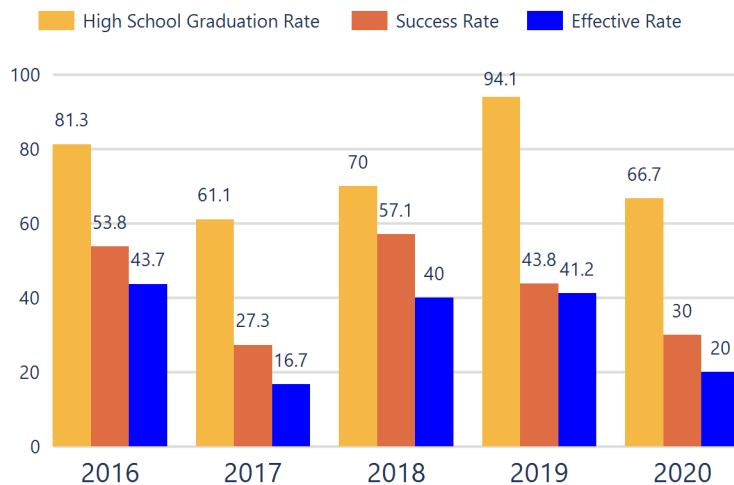


Academically Prepared for Postsecondary Success

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

75.0%

Five-Year Success Avg

42.1%

Five-Year Effective Avg

31.6%

95% Confidence Interval for the Predicted Effectiveness Rate

41.2 - 45.0%

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.

89.5%

State: 89.3

91.4%

State: 92.1

29.1%

State: 25.4

5.3%

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.

\$22,440

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	39.18	37.83	35.48	50.00	45.56	20.68
Level 2	N/A	N/A	N/A	45.94	43.24	29.03	36.25	37.97	48.27
Level 3	N/A	N/A	N/A	13.51	16.21	25.80	12.50	15.18	20.68
Level 4	N/A	N/A	N/A	1.35	2.70	9.67	1.25	1.26	10.34

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	45.83	43.75	31.81	52.27	47.72	14.28
Level 2	N/A	N/A	N/A	43.75	33.33	31.81	31.81	34.09	50.00
Level 3	N/A	N/A	N/A	10.41	18.75	27.27	15.90	15.90	28.57
Level 4	N/A	N/A	N/A	0.00	4.16	9.09	0.00	2.27	7.14

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	81.25	62.50	N/A	77.77	88.88	N/A
Level 2	N/A	N/A	N/A	18.75	37.50	N/A	22.22	11.11	N/A
Level 3	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	0.00	0.00	N/A

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

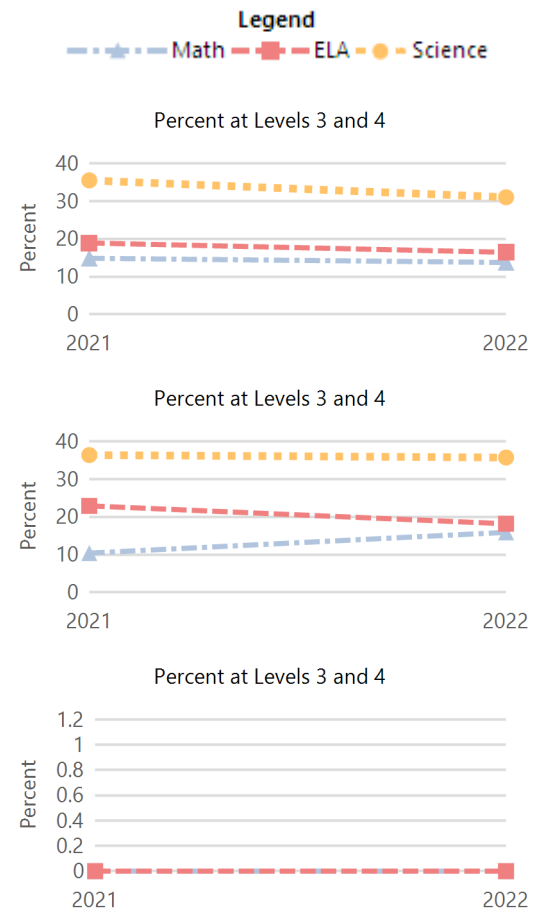
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



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

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 17.0

State 19.8

Accreditation Summary

Date: 05/30/2023

System: D0369 Burrton (0000)

City: Burrton

Superintendent: Kara Schwindt

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.

Tiered Framework of Supports

In year one, TASN was brought in to help develop a plan to include data to inform decision-making and continuous monitoring of student progress. They are now utilizing evidence-based reading and math curriculums and are working on plans to adopt evidence-based science and social studies curricula. They are in year three with TASN and have gone through the reading and math phases to help put Tier 2 and Tier 3 supports in place.

Family, Business, and Community Partnerships

A new Superintendent, Counselor, and MS/HS Principal has come into the school district during year 5 of the KESA process. In the small town of Burrton, it is evident that close relationships have always been a part of the community and now new partnerships and relationships are being formed and created. The usual components are present.

Diversity, Equity, and Access

The system has 100% inclusion with their Special Education students. ESL students and parents have access to Spanish language textbooks and materials if they need it and translators are brought in for conferences if they are needed.

They partner with Valley Center and have the Ark Valley Special Education Cooperative which helps them make the best decisions for students based on needs.

Communication and Basic Skills

The system cites increased social media presence as evidence for this area.

Civic and Social Engagement

Graduation requirements include three different civic events throughout the year. This is built into the social science curriculum and trains students to experience and participate in their civic responsibilities. The senior students now also have to participate in a civic action project.

Physical and Mental Health

Charger Families was implemented four years ago to promote social relationships and connections between students and staff. Many positive changes are already being added as a new counselor/program has been initiated in year five.

Arts and Cultural Appreciation

Aside from the usual fair, the system has continued to bring in new activities or attend field trips to help create those connections for the arts for students K-12.

Postsecondary and Career Preparation

Post-secondary Success is still an area that improves each year through the KESA process. Student portfolios were developed so students can add artifacts and work that is completed throughout their time at school. The system is adding six new CTE pathways for the upcoming school year. With the implementation of the 4-day school week next year, students will complete internships and volunteer on Fridays (non-school days).

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

ARC Comment

Goal 1: By the end of the year, grade-level teams are using data from common assessments to improve instructional practices with evidence-based curricula.

*Has at least two goal statements. One is fully developed and measurable and complex enough to challenge the system throughout its continuous improvement process/cycle. The goal will result in an impact on student learning. The other goal statement needs improvement.

Burrton is now utilizing evidence-based reading (Pathways to Reading) and math curriculum throughout the whole district so they are able to see where they may need to fill in gaps. They have created a curriculum protocol to help monitor the curriculum process. They are also utilizing fastbridge fall, winter, and spring testing for consistent data as well as progress monitoring data to adjust their instruction.

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

ARC Comment

Goal 2: By the end of this year, 75% of our MTSS process will be implemented and reflected by the growth of the student scores.

Has at least two goal statements. One is fully developed and measurable and complex enough to challenge the system throughout its continuous improvement process/cycle. The goal will result in an impact on student learning. The other goal statement needs improvement.

The system is implementing the MTSS process. They are tracking the progress of MTSS with the universal screening process, progress monitoring tools, and tier 1, 2, and 3 interventions. They are utilizing the universal fastbridge assessments to track the progress of students and meet as a team and use a set of reflection questions provided by TASN to analyze their data. These ORID questions are objective, reflective, interpretive, and decisional to help support their 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 works with its local board to ensure procedures and policies exist to support improvement efforts and some have been implemented.

With declining enrollment, the system has applied to increase the number of funded pathways offered and a student leadership team has been developed to help as they look at ways to survive the combination of enrollment decline and fiscal cuts at the state level.

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 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 as a whole has placed a strong emphasis on tiered intervention, particularly in the areas of behavior and social-emotional learning. They have worked closely with TASN to develop effective strategies for supporting their students, and as a team, they meet frequently throughout the school year to collect and analyze data.

Kindergarten Readiness

Due to the system's small size they usually only have one class for preschool. They have started utilizing Fastbridge as the universal screener for preschool so that that information may be shared with the Kindergarten teacher. This enables them to continue on each student's individual skills. They partner with the Valley Center Coop and they provide Dial 4 to all of our incoming preschool students.

Individual Plans of Study

Over the course of the 5-year KESA cycle, the system has made some progress in the growth and development of the system IPS process. One of the key developments in this process has been the integration of Xello, a digital tool that provides students with access to a comprehensive range of postsecondary exploration experiences and career opportunities.

High School Graduation Rate

The system started at a 66.6 % graduation rate in 2016 and over our 5-year span, they have increased their graduation rate. During those 5 years, they have had 100%, 81%, and 93%. Averaged together they are at 84.7% which is a gain in their graduation rate. With their small numbers, one person can make a huge difference in what their percentage rate looks like.

Postsecondary Success

The system is well below 21% below the confidence interval and trails the state's ACT average by more than two full points. Additionally, its Chronic Absenteeism exceeds 45%, and its level of Academic Preparedness for Postsecondary Success is very low with only 8% of students showing preparedness in science.

Areas For Improvement

Comment	The data fails to support the processes initiated throughout this cycle that impacted student achievement in a positive way.
Rationale	The system is well below 21% below the confidence interval and trails the state's ACT average by more than two full points. Additionally, its Chronic Absenteeism exceeds 45%, and its level of Academic Preparedness for Postsecondary Success is very low with only 8% of students showing preparedness in science.
Tasks	During the next cycle, a much more exhaustive needs assessment must be done to address processes and areas to promote student achievement. Specific and measurable goals must be developed and implemented with fidelity.
Timeline	05-01-2024
System Response	

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

ARC Comment

The system has held several public meetings with community members. They have sent surveys to community members, businesses, church members, and parents. Round table discussions with business partners have taken place to develop how they can be involved with the school. The PTA, a community volunteer group, received invitation letters to be involved which resulted in a larger group. Teachers and Superintendent have attended city council meetings to participate in feedback discussions. As in small towns, many informal conversations present themselves at events and activities.

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

ARC Comment

The district has been very responsive to the feedback and advice provided by all members of the OVT team. They have worked closely with them and have listened to suggestions.

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

ARC Comment

The system implemented this KESA process with fidelity. Even with a change in leadership and with the DLT, the district has held to timelines and expectations.

ARC Recommendation

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

Justification

The majority of the State Board outcomes are below average or declining (four or more). 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.

The system is well below 21% below the confidence interval and trails the state's ACT average by more than two full points. Additionally, its Chronic Absenteeism exceeds 45%, and its level of Academic Preparedness for Postsecondary Success is very low with only 8% of students showing preparedness in science.

Strengths

New leadership and recent success in graduation rate are two key factors of success to build upon.

Challenges

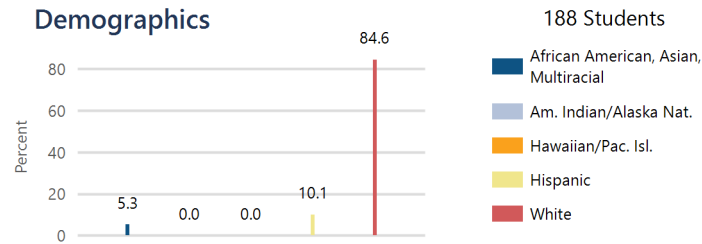
Unfortunately, one good year of focused work cannot overcome the five previous years of an ineffective process.



Burrton USD 369

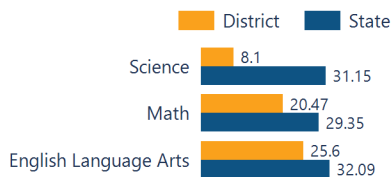
105 East Lincoln, Burrton, KS 67020-0369
(620) 463-3840
usd369.org

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

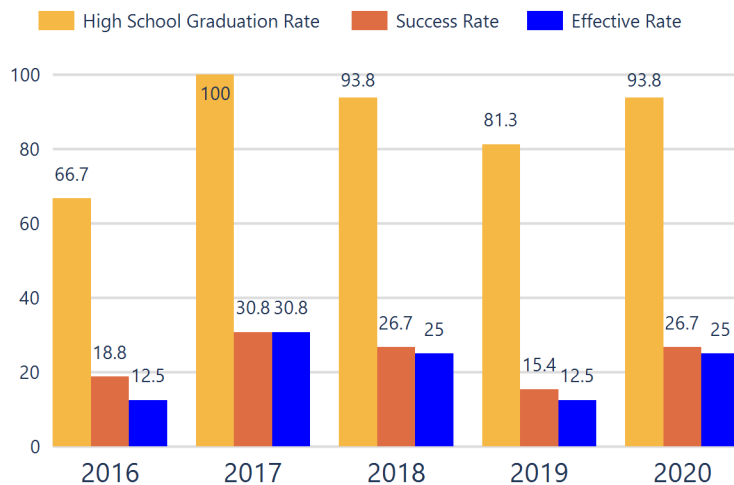


Academically Prepared for Postsecondary Success

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

23.6%

Five-Year Effective Avg

20.0%

95% Confidence Interval
for the Predicted
Effectiveness Rate

41.6 - 44.6%

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.

83.3%

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.

\$18,735

State:
\$13,830

89.9%

State:
92.1

45.3%

State:
25.4

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

1.0%

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	41.23	23.52	40.00	39.75	36.58	45.94
Level 2	N/A	N/A	N/A	46.39	55.29	29.09	39.75	37.80	45.94
Level 3	N/A	N/A	N/A	5.15	17.64	27.27	15.66	20.73	5.40
Level 4	N/A	N/A	N/A	7.21	3.52	3.63	4.81	4.87	2.70

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	51.06	36.58	38.70	41.66	38.88	69.23
Level 2	N/A	N/A	N/A	38.29	43.90	29.03	36.11	38.88	30.76
Level 3	N/A	N/A	N/A	4.25	19.51	29.03	19.44	19.44	0.00
Level 4	N/A	N/A	N/A	6.38	0.00	3.22	2.77	2.77	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	71.42	45.45	54.54	56.00	56.00	53.84
Level 2	N/A	N/A	N/A	23.80	45.45	18.18	40.00	40.00	38.46
Level 3	N/A	N/A	N/A	0.00	9.09	27.27	4.00	0.00	7.69
Level 4	N/A	N/A	N/A	4.76	0.00	0.00	0.00	4.00	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	38.46	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	61.53	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	0.00	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	0.00	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.

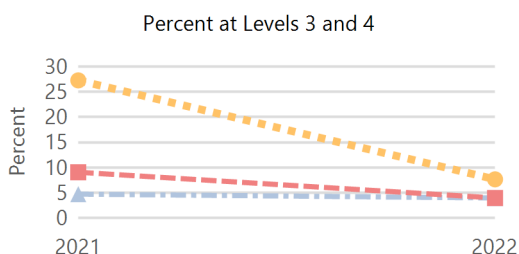
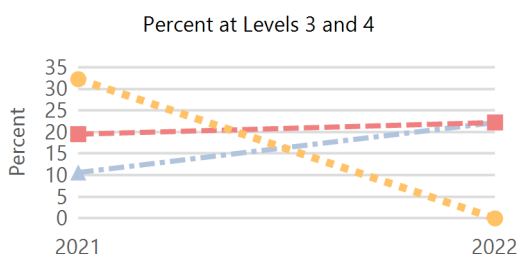
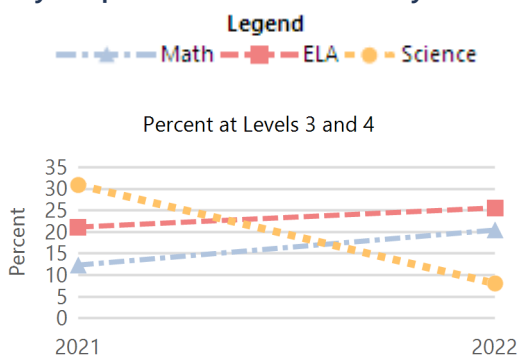
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Note: Not all eligible students completed an ACT.

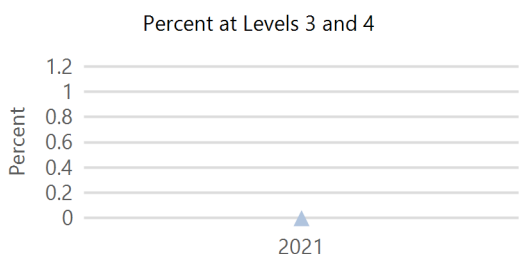


Academically Prepared for Postsecondary Success



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.



District	17.6
State	19.8

Accreditation Summary

Date: 05/06/2023

System: D0403 Otis-Bison (0000)

City: Otis

Superintendent: Brent Kaempfe

OVT Chair: Darla Smith

Executive Summary/AFI

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

ARC Comment

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

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

ARC Comment

Assuredly – Foundational Structures are evident in the system and there is evidence that the work is moving in a positive direction.

Tiered Framework of Support

Assuredly– all buildings have a tiered framework of supports in place for all students. The system worked with TASN to structure MTSS and students receive at least weekly support beyond the core. In grades K-5, students receive 30 mins in both reading and math for example. They have moved to Fastbidge as a way to gather data to make decisions. At the beginning of the cycle, they did not have a structure and thus their current K-12 system is a step in the right direction. The next step is to document how data is being used to make decisions at each level.

Family, Business, and Community Partnerships

Assuredly –The district is a draw for the community and there is regular communication with parents. Development of the IPS has also encouraged more community and business partnerships as the district created job shadowing opportunities for students and continued to work with clubs like 4-H and the Farm Bureau Education program. They continue to look for more ways to engage families, businesses, and the community

Diversity, Equity, and Access

ARC Comment: Assuredly– the district has focused on the diverse academic and social economic status of students. They use the MTSS process to address the learning needs of students and the SIT process to address all needs of a student as appropriate. There is an SEL curriculum that has been added to support students.

Communication and Basic Skills

ARC Comment: Generally – there have been efforts to align to state standards and adopt resources to meet the communication and basic needs of students. However, the district percentages of student in categories 3 and 4 on state assessments is low –math about 30%, ELA about 28%, and Science about 31%. The district should work to connect their work and student success more directly and track their progress.

Civic and Social Engagement

Assuredly – Curricula that support the structures in civic and social engagement are evident. Most of the work occurs within the alignment to the K-12 History, Government, and Social Studies standards that are taught in grades K-12. Additionally, a current events class has been added. Students have opportunities to participate in clubs and organizations that have a connection to civic engagement such as KAYS, STUCO, and FBLA.

Physical and Mental Health

ARC Comment: Assuredly – Curricula that support the structures in Physical and Mental Health are evident. The district provides students with Physical Education and Health classes in grades K-12 and these classes are aligned to state standards. PreK-5 students also have recess every day. They have also put in place an SEL curriculum to support this area. The district has partnered with High Plains Mental Health to provide services for both students and staff and they have added an on-site advocate for students. The district has a wellness committee that also oversees a number of nutrition and fitness activities.

Arts and Cultural Appreciation

Assuredly – Curricula that support the structures in Arts and Cultural Appreciation are evident. The district provides students with Fine Arts classes in grades K-12. While they do not have a full-time art teacher at either the ES or the MS/HS, they are able to provide support for the arts. Teachers at the ES incorporate art into their own instruction and they have been able to support this with an after-school art program that is held for a few weeks several times a year. In grades 9-12, they have increased the number of students participating in art classes from 23 to 46 due in part because of the wide variety of art mediums and techniques being used in these classes. The district does have K-12 music teacher and students in the ES have music every day, then in grades 5-12 students are able to take part in Band.

Postsecondary and Career Preparation

Assuredly – Over the course of this KESA cycle as part of the IPS process, the district has increased the number of postsecondary and career exploration/preparation opportunities for students. Students in grades 6-12 are involved in developing their IPS and use Xello as part of this process. Students take part in interest and ability surveys and then move on to a stair step of activities that culminates when they graduate. Students in 8th grade take part in Reality U and students have multiple opportunities to take part in career fairs and to visit postsecondary schools (2-yr, 4-yr, and Tech Schools). Students also take the WorkKeys, PreACT, and ACT tests as well as the Accuplacer and ASVAB tests to help them navigate postsecondary opportunities. The District has also partnered with Barton County Community College. School Connect has also been useful in helping students with adult skills. The district continues to look for more opportunities for students to job shadow and/or take part in work-study experiences.

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

ARC Comment

In the 2021-22 school year the district implemented Fastbridge and changed their goal to USD 403 will reduce the district percent of K-12 students below benchmark from 35/35 % to 20/20% on Fastbridge math and reading using winter to winter benchmark scores.

Their results are a decrease in math to 28% and an increase in reading to 39%. Since there is only one year of data, the district is not able to see what effect their work has had.

The district feels that their structuring and aligning to standards as well as their MTSS process will make a difference and is planning to keep this goal into the next cycle.

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

ARC Comment

Goal 2 was strengthened in 2020-21 to be the following measurable goal: USD 403 will improve or maintain a score of 4 or higher in each area indicated on the family engagement survey.

Results– there are 5 areas and an overall category. Their baseline data shows a score higher than 4 in four areas. The category that they were low in was community involvement. In 22-23, they were above 4 in four categories. The low category remains community involvement. (The data in 21-22 was lower than in both years.) It is difficult to show a trend with 3 years of data and yet it is clear that community involvement is the area that is keeping the district from meeting its goal. Specifically, partnerships with the community and connecting families with resources. It is unclear in the narrative what specific actions the district has taken to address these specific concerns.

The district has maintained its 4 ratings in the other 4 areas on the survey. It is unclear why this goal (or why using the survey to measure) was chosen. The narrative from the district speaks to relationships and communication. The district mentions how it has attempted to communicate with families and engage them in events.

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

Generally- The district has structured its work with a district leadership team and a building leadership team that reports to the superintendent. The BOE and administration have financially supported the work of the teams. Additionally, the system has added key staff in areas of need such as an advocate for SEL, an Interventionist/MTSS support staff member, and a reading specialist.

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 – 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

Generally. The system has implemented curriculum resources and has streamlined its data collection from a series of surveys and behavior data to the use of Fastbridge. There is not enough data yet to determine the results.

Kindergarten Readiness

Assuredly. One of the major accomplishments during this cycle was that the system has put in place a preschool that serves three and four-year-olds and includes daycare. They recently began using FastBridge data and preliminary data in reading and math is promising. The system also uses the Ages and Stages assessment with kindergarten students.

Individual Plans of Study	<p>Assuredly</p> <p>The system has used the state IPS rubric to guide their work and has an IPS in place for students in grades 6-12 using Xello for some of their work. Student-led conferences allow students to connect their work. The district has worked on its CTE pathways, partnership with Barton Community College and other colleges and technical schools to create opportunities for students. This has included providing students with dual credit courses and gaining credentials (CNA, CDL, etc.). They have in place a seminar time where they work on their IPS and the skills they are developing as part of the process. Students use Google and Google Sites to develop their electronic portfolios.</p>
High School Graduation Rate	<p>Generally</p> <p>The graduation report in the District System Report is based on graduation for both the Otis/Bison HS and Southwinds Academy. The Spring 2022 graduation rate was 58.3%. Southwinds Academy serves group homes and incarcerated youth that are highly mobile. As a result, this greatly impacts the data for the district. Otis/Bison high school typically has a 100% graduation rate. The district will continue to look at the data for both schools and work on ways to address concerns.</p>
Postsecondary Success	<p>Generally</p> <p>The data on the postsecondary report puts together Southwind Academy and Otis/Bison HS data. The district is performing within the confidence interval of 31.5-39.3 with a Five-Year Effectiveness Average of 35.5%. The data for Otis/Bison HS alone is higher than the district average. Again, the system is considering ways to assist the Southwinds Academy which is part of their district.</p>

Areas For Improvement

Comment	Graduation rate and postsecondary success
Rationale	Both areas are significantly lower than expected.
Tasks	The system should create a comprehensive needs assessment and plan of action with specific steps to address the education of students at Southwinds Academy. While there are significant challenges to the education of students they are part of the district and deserve identified efforts toward improved outcomes.
Timeline	06-01-2024
System Response	We have used our graduation and postsecondary data as a way to identify SouthWinds as a need to improve in these areas. Through our efforts, we have identified that our students were not always getting the educational support or follow through that was intended by our district. This led to a restructuring of staff and the process by which each facility and our district communicate with each other when

students enroll in SouthWinds. Some of the issues we had stemmed back to a lack of good paperwork and follow up when students exited one of the facilities we partner with. This was addressed and will continue to be streamlined. We also have involved our on campus staff directly with staff at these facilities to improve communication about students and their academic progress. This will help our SouthWinds students be more successful moving forward.

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

ARC Comment

The system works with staff, the BOE, and site councils to share the work they are doing and gather feedback. Additionally, they have a number of surveys with parents, students, and families. The system is working on ways to include students in the KESA work.

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

ARC Comment

Throughout this KESA cycle, the district has been open to any feedback or advice provided by the OVT. The district has often asked OVT members for advice and the on-site visits have been a great venue for give and take of ideas.

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

ARC Comment

The system is demonstrating that they are increasing their understanding of the KESA process and attempting to navigate improvement for their system. The partnership with TASN for MTSS structuring is a highlight of the work that they are doing. As they continue to learn more, they appear poised to improve their work.

ARC Recommendation

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

Justification

The district has very low graduation rates and post-secondary success markers. The district has identified that the issue is students who attend Southwinds Academy but there is not a needs assessment and plan to address their needs.

Strengths

A strength for the district is that they have created a preschool, structured MTSS with TASN, are increasingly focused on data, and are using the KESA process to improve. The district is encouraged to use its momentum in the last couple of years to move powerfully into the next cycle.

Challenges

A challenge for the district is to work efficaciously toward increased outcomes for the students in the virtual Southwinds Academy. There are barriers to this work, and the district is encouraged not to let that be a limiting factor. Additionally, the district is encouraged to continue to find meaningful ways for families to be connected to the school.

System Appeal

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

Appeal Summary

USD #403 wishes to appeal the status of “conditionally accredited” on the basis of the graduation and postsecondary success data concerning South Winds Academy. It was not made clear in our original report the response and efforts made with South Winds Academy as our focus was primarily on the intense work that had been done in our district regarding the MTSS process over the previous 5 years. In order to address the graduation rate and postsecondary success rates of our district, we have regularly disaggregated our data between Otis-Bison Junior/Senior High school and South Winds Academy (SWA). During this time, SWA has continuously been on a plan of improvement, primarily due to its graduation rate and has worked directly with Kansas Learning Network to improve this rate. Efforts have been/are being made to restructure SWA staff to be more intentionally engaged in the improvement process. Part of this process is training staff on the best practices to more fully engage students and families in their educational choices and opportunities. The students we serve through SWA are primarily children who are part of the juvenile justice system, foster care or those that have been expelled from other districts which makes them an even more unique population with their own set of diverse needs. Many of them have not been successful in a typical educational setting in the past. We understand that they deserve the same consideration as the students on our Otis-Bison campus, the facilities that these students reside in are working diligently to address not only the academic needs of these students, but the high level of social, emotional and mental health needs as well. Often these students are very transient, particularly those at the Mc Adams facility in Wichita, sometimes only residing in a facility for a few short weeks or even days at a time. This can make it difficult for students to find consistency in their educational journey.

Regardless of the challenges that the students of SWA face, if we can separate the post secondary success data for SWA from the students on campus at Otis-Bison, the success rate over the previous years has gone from a low of 18% to a high of 44% for SWA. The effective rate has been as low as 8% and we have worked with students and staff to bring that rate to a high of 18 %. The 5 year cohort for graduation rates of Otis-Bison is 100% while SWA has improved to 56.3%. While this is certainly less than the goal, it is still a step in the right direction. It will take some time to see that the 4 or 5 year cohort number has greatly improved. Providing these students with a comprehensive education is important to us as a district and we continue to work with our facilities to ensure this happens. We are optimistic about the changes we are making to SWA and its structure that will benefit the students and these facilities. We feel very strongly that we are doing everything within our power to meet the needs of these students and all their challenges. While it might be easier for us as a district to consider discontinuing serving these facilities as it certainly would make our data appear more appealing, we feel it is important that all children are provided with opportunities, even if those don't fit the traditional school model of graduation and postsecondary success. It would be unfair to discredit all the hard work of any district based on a model that is intended to help children where the traditional system has not worked for them.

Final Recommendation

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

Justification

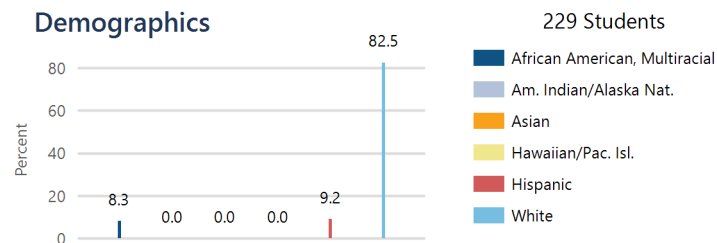
The district shared important information about SouthWinds Academy. This information should be included in every report. The district has described some structures that are in place to assist students by working with the Kansas Learning Network. They are encouraged to continue to dig into ways to help students be successful. The district also shared some achievement numbers disaggregated for Otis-Bison Junior/Senior High School and SouthWinds Academy. It should be noted that the district is comparing the four year cohort from 2021 to the five year cohort of 2022 which would not be a good comparison. It will be important to compare four year data to four year data. While the shared data shows an increase, the overall achievement is still very low. The district will need to make more progress before the recommendation can change to fully accredited.



Otis-Bison USD 403

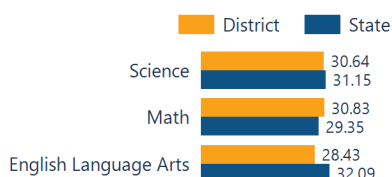
301 W. Eagle Street, Otis, KS 67565
(785) 387-2201
www.usd403.org

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

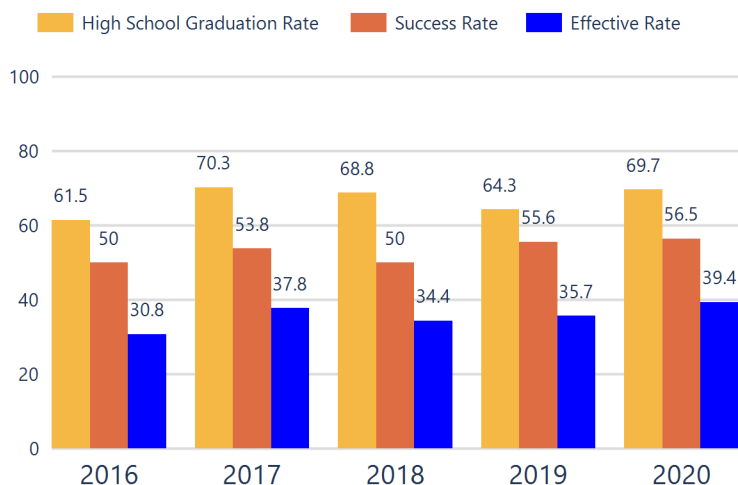


Academically Prepared for Postsecondary Success

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

66.7%

Five-Year Success Avg

53.3%

Five-Year Effective Avg

35.5%

95% Confidence Interval
for the Predicted
Effectiveness Rate

31.5 - 39.3%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

58.3%

State:
89.3

94.8%

State:
92.1

15.0%

State:
25.4

1.5%

State:
1.4

District ESSA Operating Expenditures Per Pupil

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

\$16,605

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	35.39	33.62	31.11	29.90	34.86	43.54
Level 2	N/A	N/A	N/A	44.24	36.28	26.66	39.25	36.69	25.80
Level 3	N/A	N/A	N/A	15.04	23.89	28.88	23.36	22.01	19.35
Level 4	N/A	N/A	N/A	5.30	6.19	13.33	7.47	6.42	11.29

FREE AND REDUCED LUNCH STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	40.00	42.50	33.33	24.32	37.83	50.00
Level 2	N/A	N/A	N/A	47.50	30.00	33.33	45.94	37.83	20.00
Level 3	N/A	N/A	N/A	12.50	22.50	25.00	18.91	16.21	15.00
Level 4	N/A	N/A	N/A	0.00	5.00	8.33	10.81	8.10	15.00

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	57.14	50.00	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	35.71	28.57	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	7.14	21.42	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	0.00	0.00	N/A	N/A	N/A	N/A

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	75.00	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16.66	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	8.33	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.00	N/A

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

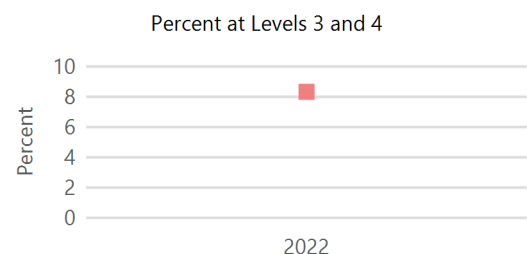
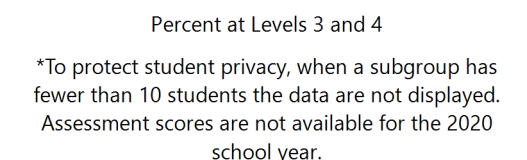
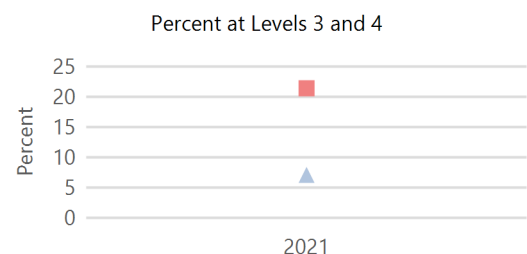
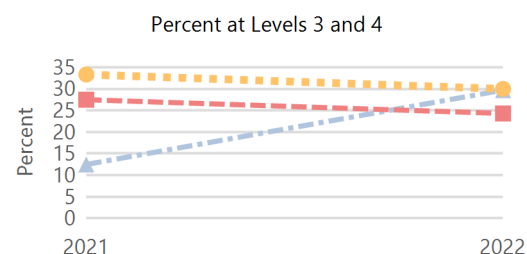
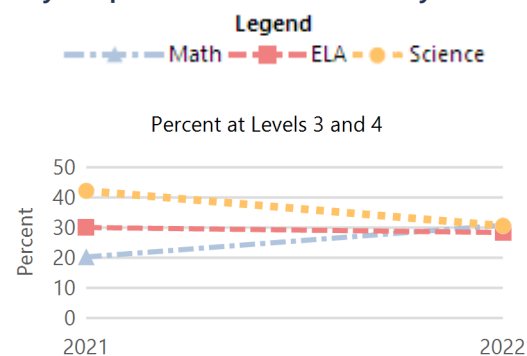
ACT Performance (2022 School Year)

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	19.9
State	19.8

Accreditation Summary

Date: 12/13/2021

System: D0500 Kansas City (0000)

City: Kansas City

Superintendent: Anna Stubblefield

OVT Chair: Billie Zabokrtsky-Wallace

Executive Summary/AFI

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

ARC Comment

Fulfilled and/or working toward 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

USD 500 began the cycle without an MTSS process. Resources were allocated to create a position for a district MTSS Director. They began by focusing on Tier 1 curriculum and instruction supporting building leaders and teachers, including adding a curriculum implementation evaluation within the walk-through tool to determine fidelity/consistency of research/evidence-based programs and practices. In year 3, the district worked with TASN to implement a screener and determine a framework/process. The district made logistical schedule changes to embed intervention time at the secondary level for tier 2 and 3 services for reading and math. SEL screeners and interventions were embedded as well.

Family, Business, and Community Partnerships

The district has allocated resources to hire Family and Community Engagement Specialists (FACES) who conduct programs and activities such as Parents as Partners, Pop-Up Parent Resource Cafés, Community Walks and Porch Visits, Family Advocacy (FA) Conference Days, and various Parent Resource Centers enhance parents' knowledge and skills toward supporting their children's academic and social-emotional development. FACES support the development of the whole student by establishing relationships with community members, faith-based organizations, community health, and social services. These relationships open up entryways to health services, food access, essential social services, mentorship programs, after-school programming, parent support, youth development, and violence prevention. Strategic partnerships include Caring for Kids Network, KU Medical Center Bullock Clinic, Future Leaders Outreach Network, etc. These programs seek to provide enhanced opportunities for students by seeking resources and learning opportunities above and beyond what can be offered by the district alone.

Diversity, Equity, and Access

USD 500 frequently analyzes their data to ensure equity based on diversity. KCKPS determined in 2019 there was disproportionality in the suspensions and expulsions of African American male students leading to multiple root-cause analyses resulting in procedural changes. The district's Diversity, Equity, and Inclusion team provides consistent professional learning. These practices are now incorporated

into the walk-through data to ensure data analysis of implemented practices. Differentiated services are clearly embedded such as MTSS, GEI, and Special Ed to provide individualized instruction based on student needs.

Communication and Basic Skills

The system has implemented curricula that align with Kansas College and Career Ready Standards and Kansas City Kansas Community College. The framework used in all K-12 content areas guarantees all students engage in, and master language objectives that provide a strong foundation for developing oral and written skills needed to be a contributing member of our community. Additionally, the AVID® Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies are used in secondary classrooms as a part of the instructional framework, building rigorous academic and societal preparation. Also, the KCKPS Summer Conference and Impact Courses personalize learning in response to teacher/staff interests, requests, and needs. The goal of the Impact Courses is to provide year-long, intensive, collaborative, job-embedded, professional learning opportunities to positively impact student outcomes in all content areas.

Civic and Social Engagement

Beyond the HGSS standards, KCK elementary core instruction and curricular resources provide project and writing tasks including a Taking Informed Action section where students advocate for school-related change or community service learning. In secondary core instruction, KCKPS curricular units for all grade levels focus on the precise skills in the College, Career, and Civic Life (C3) Framework and the embedded Inquiry Arc. High school students wishing to delve deeper into civic and social engagement can do so through two KCKPS career pathways: Government and Public Administration and Corrections and Law. Regular opportunities are provided for seniors (age 18) to work election polls, providing election awareness and assisting students in registering to vote. Teachers engage students in client-connected projects such as the Startland Student Voice. Students identify social issues of concern and create projects to impact social change. Other examples of civic engagement opportunities for students include: Community Impact projects in engineering classes; BizFest hosted by the Hispanic Chamber of Commerce; and Cambio Para Cambio hosted by the Hispanic Development Fund (HDF).

Physical and Mental Health

KCKPS has implemented a district-wide Trauma Sensitive and Resilient Schools (TSRS) initiative. All 48 schools, as well as the KCKPS Police Department participated in training specifically focused on tools to build resilience and relationships within school communities. The district increased the number of Behavioral Health Social Workers to a current total of 54 Behavioral Health Social Workers serving kindergarten through 12th grade. The Behavioral Health Social Workers work at the building level to establish and strengthen collaboration between counselors, social workers, administrators, and other staff, all of whom are invested in students' mental health. The KCKPS mental health protocol includes the Columbia Suicide Severity Risk Screener (CSSRS), an evidence-based tool also used by local mental health centers, hospitals, and children's psychiatric facilities. KCKPS social workers are trained in using this tool to assess for suicide and make recommendations for students' safety. The Nutritional Services department is committed to providing students with healthy, nutrient-dense meals and snacks to support academic success and lifelong healthy eating habits. KCKPS continues to revise and implement its EC-12 physical education curriculum, partner with the WyCo Health Department, and work cross-curricular within the district to ensure students receive a quality physical education experience.

Arts and Cultural Appreciation

The KCKPS Integrated Arts Department ensures opportunities are systematically available to all students through formal courses offered via the curriculum, and standards-based enrichment programs presented in cross-curricular format. HGSS curricula begin addressing how students create works of art that reflect community cultural traditions. This concept is then scaffolded from fourth grade to the high school courses, where high school students start describing how knowledge of culture, traditions, and history influence personal responses to art. Finally, the standard moves to synthesizing knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of

art or design. Partnerships with area organizations are key to the district's formal Arts Partners Plan bringing arts integration to core classrooms through visiting artists and opportunities for students to experience live theater at local performing arts centers. PE classes incorporate dance units taught in partnership with the Kansas City Friends of Alvin Ailey. A teaching artist incorporates elements of many dance techniques and concepts including jazz isolations, floor work, strengthening, and choreography.

Postsecondary and Career Preparation

To focus on postsecondary preparation, the district developed a Diploma+ program to provide students with additional outcomes beyond the high school diploma. These include industry experiences, artifacts, and employability skills that prepare them for postsecondary success.

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

ARC Comment

Goal 1 – Relationships: All KCKPS stakeholders (staff, students, parents, community) will develop the capacity to support students' post-secondary preparedness by establishing effective relationships as evidenced by growth on evaluation tools including District Needs Assessment Surveys; Family Needs Assessment Survey; Student Needs Assessment Surveys (including Kansas Communities That Care); and the Relationships Rubric.

The district has set a goal to seek positive student outcomes, yet the goal lacks the specificity of desired measurements and data. They focused on perception surveys to measure the program, which did not yield the desired outcome following COVID.

Surveys were developed by the district to collect perception feedback from parents, staff, and students. Based on the results, programmatic decisions have been made such as designing a Welcome Center for EL, Migrant, Emergent Bilingual, and McKinney-Vento families as a community hub to meet the needs of families, provide advocacy, and support in finding needed resources in the community.

To impact student postsecondary preparedness, a partnership was formed with TASN, MTSS was implemented, and Guaranteed and Viable Curriculum have been evaluated and implemented to move the needle on academic performance. SEL curricula, such as Second Step, have been implemented to impact intrapersonal skills and relationships. Trauma Sensitive Schools professional learning was implemented to impact student to staff relationships.

The OVT and system acknowledge that quantitative data collection, effective data analysis, and intentional usage for data-drive decisions are areas for improvement regarding relationships.

On the Parent Perception Survey, the district saw a 14% drop in the number of parents believing they had a good working relationship with their child's teacher and a 9% drop in the teacher's consulting with parents prior to making important decision. When polled, parents reported an average of a 16% decrease in perception of relevance of in the instruction. The district responded to this information by increased the number of Family Advocacy days.

Areas For Improvement

Comment	Relationship Data
Rationale	If the items in the reports survey results are truly important to the district in developing/improving family-to-teacher relationships, developing experiences that support family involvement, seeking family feedback in decisions, and systems for keeping families involved in student performance. Likewise, if student perception of

teacher belief in the accomplishment and feeling respected is important (and Hattie's work would say that they are), develop systems for recognizing student achievement, develop peer care processes, and create cultures of welcomeness and belonging.

Tasks

By June 30, 2024, develop actionable plans for improving parent and student perceptions. Based on the data, include collaborative decision-making and planning, and environments that celebrate student achievement and belonging accompanied by quantifiable goals to set clear measures of success.

Timeline

06-30-2024

System Response

KCKPS USD500 plans to follow these suggestions recommended by the ARC. These tasks will be reviewed and incorporated into the district KESA goals and timeline for the 23-24SY (Year 1 in the 2nd KESA cycle). Systems-level plans will be developed and facilitated by District Department and KESA Outcome Area Leaders, in collaboration with building administrative and instructional teams. The successful completion of all tasks will improve and strengthen relationships between all stakeholders, which will ultimately support stronger student outcomes.

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

ARC Comment

Goal 2 – Relevance: KCKPS leaders and teachers will develop and implement a GVC aligned to the Kansas College and Career Readiness Standards (KCCRS), the Kansas Assessment Program (KAP), and evidenced-based instructional strategies identified in our MOI to increase student achievement as evidenced by growth on our district KAP scores, graduation rates, percentage of seniors graduating as Diploma+, and the KESA Relevance Rubric.

ARC Comment: The system has implemented their proposed strategies, yet data outcomes were not achieved showing a further decline from the baselines.

To maintain consistency across 48 schools, the district has created a Comprehensive Assessment Plan and Schedule to ensure all staff are analyzing the same data, at the same time, and in the same way. Adapted ATLAS protocols have been created for Academic and SEL/Attendance data disaggregation and analysis. Professional learning was provided to principals regarding high-functioning PLCs and a basis for the Student Improvement Team Process. Through the MTSS process, USD 500 focused on developing their framework, enhancing core curriculum, and filling gaps in curricular continuums such as phonics, etc.

They have developed the Guaranteed Viable Curriculum, which is a vertically and horizontally aligned curriculum with similar scope and sequence of materials between schools and grade levels providing congruent and equitable instruction for all students districtwide. These pacing guides were developed and provided to staff, coupled with professional learning. Time is allotted for staff to engage in standards-based planning as means of providing rigorous and quality instruction. These components were embedded within the KCK Model of Instruction, which is the walkthrough tool to verify staff implementation of the initiatives.

USD 500 is substantially below the state average in all tested areas with only 10-13% of students performing in levels 3 and 4. They increased from 8% to 10% of students performing in levels 3 and 4 in

math, but ELA and Science saw a further 2% decline. The graduation rate began at 69% and gradually increased to 73.2% in 2019 before falling back to 69% in 2020.

Areas For Improvement

Comment	Assessment Outcomes
Rationale	Extensive work has been done in the areas of curriculum mapping/alignment and development of the Diploma+ program. Realizing that systemic change takes time to impact summative testing results (KAP), immediate measures of success are necessary. A systematic approach to implementing the science of reading is evident. With significant deficits in math and science as well, systematic efforts are congruently essential in these areas.
Tasks	By June 30, 2024, develop actionable plans for math and science scores with considerations given to the pedagogical approach. Consider high-yield impact strategies, phenomenon-based exploration and productive struggle, and systematic early numeracy focus. Track and report the common district assessment results mentioned in the system report along with universal screening data to determine if the short-term efforts will result in long-term assessment payoffs. Partner these efforts with strategic professional learning accompanied by quantifiable goals to set clear measures of success.
Timeline	06-30-2024
System Response	KCKPS USD500 plans to follow these suggestions recommended by the ARC. These tasks will be reviewed and incorporated into the district KESA goals and timeline for the 23-24SY (Year 1 in the 2nd KESA cycle). Systems-level plans will be developed and facilitated by District Department and KESA Outcome Area Leaders, in collaboration with building administrative and instructional teams. The successful completion of all tasks will lead to improved student academic outcomes in all areas, but specifically those outcomes related to math and science content 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

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 receives monthly updates on KESA's continuous improvement efforts, and the KESA goals have been aligned with the district strategic plan. Resources have been allocated to achieve the district's goals per the building needs assessments.

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. Graduation and Postsecondary Effectiveness are still greatly lacking, despite the initial groundwork to seek eventual improvement.

Board Outcomes

Social-Emotional Growth

During the cycle, the system created better access to mental health support through an increase in social workers, a more efficient referral system, the identification of a behavioral health screener, and a better behavior/attendance tracking system. To address chronic absenteeism, the district moved from a truancy model to an intervention and engagement model. This was partnered with Tier 1 interventions and an intentional focus on creating a welcoming environment. Formative assessment monitoring is occurring with immediate attendance data monitoring. Going forward, greater focus will be placed on developing an explicit SEL instructional plan for all students EC-12th grade. KCKPS will continue to engage in collaborative work to ensure that Tiers 1 and 2 instructional SEL resources support explicit SEL instruction and align to the MTSS framework. Significant work was focused on training social workers and SEL providers for an intensive launch in the following year.

Kindergarten Readiness

KCKPS experienced an increase in ASQ participation rates through this process from 50% to 83%. The district has formed relationships with community stakeholders and partners to create a community-wide kindergarten transition plan. Collaboration with Read, Play, Learn Center has enhanced literacy access across Wyandotte County. The existing PAT program has an evidence-based curriculum that focused on developing language, cognitive, socio-emotional, and motor areas. USD 500 is further supporting families to become partners in learning by providing activities and resources at home along with short videos that are recorded to allow families to see who to use and implement them at home.

Individual Plans of Study

The district implements a fully designed IPS framework for students in grade 6-12. Each high school has a Lead College and Career Coordinate, a Diploma+ Facilitator, a College Adviser, and school counselors. The middle schools have a school counselor and a Diploma+ Liaison. These teams ensure the implementation along with guidance and oversight of the IPS process in each school. In the last few years, CTE pathways have been further developed to provide greater technical training to students and industry recognized certifications. Student Success Centers were added to each high school with the goal of conducting a minimum of two advising touch points for 60% of graduating seniors (22-23) and FAFSA completion for 55% of graduating seniors (22-23). Each high school also hosts various opportunities for FAFSA completion. Students not eligible to complete the FAFSA receive in-depth financial aid advising and support to provide them with the knowledge and resources necessary for post-graduation success.

To focus on postsecondary preparation, the district developed a Diploma+ program to provide students with additional outcomes beyond the high school diploma. These include industry experiences, artifacts, and employability skills that prepare them for postsecondary success. A Work-Based Learning (WBL) coordinator has also been created to further develop the district's WBL programming. KCKPS has a College and Career Liaison dedicated to monitoring IPS implementation and supporting teachers in providing experiences aligned with student interests. The IPS is integrated 6-12 with the aid of Naviane. Based on the need to further enhance e-portfolio options, the district has elected to move to Xello in the upcoming school year. Additional opportunities have been created to allow life preparation skills such as economic studies in elementary, civic engagement, and career skills curricular integration in high school.

High School Graduation Rate

The district has an average graduation rate of 71.2%. Recognizing the low performance, the following goals were set. Their elementary road to graduation includes: 1. Align reading pedagogy to science of reading through continued LETRs trainings, 2. Ensure evidence-based core resources, 3. Data to inform instructional decisions, and 4. Implement class-wide interventions as needed. At the elementary level, KCKPS has begun to focus and implement the science of reading instruction through LETRs professional development and implementation of the Core Knowledge Language Arts (CKLA) curriculum. Their secondary road to graduation includes: 1. Implementation of AVID in four comprehensive high schools, 2. Master schedule revisions to include student intervention and credit recovery, and 3. Graduation PLCs to build a district graduation continuum, differentiating for student needs which includes reviewing student transcripts.

Postsecondary Success

ARC Comment: The district postsecondary effectiveness range is very low at 21.4-28.1%, though they exceed it with 31.2%. The Diploma+ structure was created to ensure students received at least one Diploma+ credential, what the state now refers to as postsecondary assets, before graduation. Additional measures to prepare students for life after high school includes career/job exposures and experiences, college campus visits, IPS completion, and career skills practice such as receiving feedback.

Areas For Improvement

Comment

High School Graduation and Assessment Outcomes

Rationale

Extensive work has been done in the areas of curriculum mapping/alignment and development of the Diploma+ program. Realizing that systemic change takes time to impact summative testing results (KAP), immediate measures of success are necessary. A systematic approach to implementing the science of reading is evident. With significant deficits in math and science as well, systematic efforts are congruently essential in these areas.

Tasks

By June 30, 2024, develop actionable plans for math and science scores with considerations given to pedagogical approach. Consider high-yield impact strategies, phenomenon-based exploration and productive struggle, and systematic early numeracy focus. Track and report the common district assessment results mentioned in the system report along with universal screening data to determine if the short-term efforts will result in long-term assessment payoffs. Partner these efforts with strategic professional learning and accompanied by quantifiable goals to set clear measures of success.

Timeline

06-30-2024

System Response

KCKPS USD500 plans to follow these suggestions recommended by the ARC. These tasks will be reviewed and incorporated into the district KESA goals and timeline for the 23-24SY (Year 1 in the 2nd KESA cycle). Systems-level plans will be developed and facilitated by District Department and KESA Outcome Area Leaders, in collaboration with building administrative and instructional teams. The successful completion of all tasks will lead to improved student academic outcomes in all areas, but specifically those outcomes related to math and science content areas.

Comment

Postsecondary Effectiveness Progress

Rationale

Extensive work has been done in the development of the Diploma+ program. It seems the attainment of postsecondary assets is still in its infancy. Though likely to pay off and impact student postsecondary effectiveness rates, frequent formative checks or litmus tests need to occur to ensure students remain on track. Without frequent data tracking, long periods of time will pass and may be wasted on efforts that could have been adjusted and had a higher impact.

As academic preparation is a major contributing factor to postsecondary effectiveness. Having noticed a discrepancy in better discipline for African American males, assessment data should also be analyzed for similar trends to ensure equity academic achievement.

Tasks	By June 30, 2024, collect, analyze, and report data regarding student achievement of Diploma+ credentialing, and IPS completion rate, or trajectory toward completion. Furthermore, conduct a root cause analysis of academic performance (KAP data) analyzing subpopulation data to determine the best academic improvement efforts for minority students.
Timeline	06-30-2024
System Response	KCKPS USD500 plans to follow these suggestions recommended by the ARC. These tasks will be reviewed and incorporated into the district KESA goals and timeline for the 23-24SY (Year 1 in the 2nd KESA cycle). Systems-level root-cause analysis will be conducted on assessment data and based on those findings, plans will be developed and facilitated by District Department and KESA Outcome Area Leaders in collaboration with building administrative and instructional teams. The implementation of this plan based on the findings of the root-cause analysis will support improved and equitable student academic outcomes, specifically as related to eliminating disproportionate results occurring in subpopulation groups.

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. The system is not fully transparent. 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. Recognizing this deficit, the superintendent embarked on listening and learning tours to seek feedback from communities and families and reinstituted the student advisory committee.

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

ARC Comment

By year three, the district was fully engaged in the continuous improvement process and has subsequently made great strides. In 2020-2021, the District Leadership Team started putting systems in place and working towards a distributed leadership model. The District Leadership team meets monthly to monitor, discuss and track progress. The KCKPS accreditation co-chairs meet quarterly with the OVT chair to review progress and make adjustments.

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. OVT feedback is shared with district and building teams and presented to the KCKPS Board of Education during a regular meeting. The OVT reports the district has been very receptive to feedback implementing the suggested adjustments.

ARC Recommendation

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

Justification

RESULTS: KCKPS is severely underperforming on state assessment measures, graduation rate, and postsecondary effectiveness as measured by the State Board of Education. The goals/ as presented, while lacking quantifiable measurability, challenged the system, yet showed a decline in the reported data.

PROCESS: It appears the district struggled without consistent leadership to provide a guiding direction. In the final two years, the district experienced consistent leadership, at which point they fully embraced the continuous improvement process with intention and strategy. They worked diligently to establish structures, processes, and programs that impact student learning in these final two years. The district now needs to allow time for the work to impact the results.

Strengths

Despite the data, the district appears to have recently found their way. In the past two years, intense strategic plans and efforts have been enacted to move the district toward their goals. Professional development has been aligned to the goals and supports the implementation of the strategies. Programs have been developed and built to support student graduation and postsecondary success.

Challenges

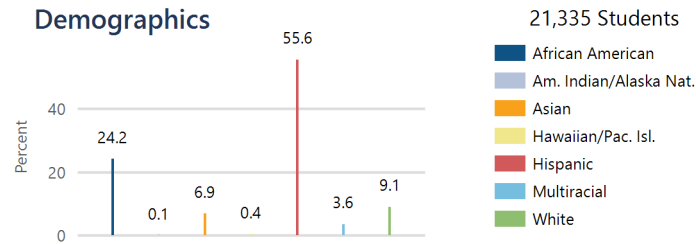
While the district is strategically targeting reading through a systematic approach, attention needs to still be devoted to purposefully attacking math and science achievement. The OVT also noted stakeholder collaboration as an area for further development and focus. The kindergarten readiness area would also benefit from strategic development of internal three and four-year-old programs rather than exclusively focusing on community partnerships. Research into the impact and implementation of play-based learning may benefit the district with long-range payoffs.



Kansas City USD 500

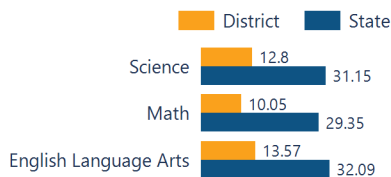
2010 N. 59th Street, Kansas City, KS 66104
(913) 551-3200
<http://www.kckps.org>

System Accreditation Status: **Accredited**
ESSA Annual Meaningful Differentiation: **Below**
Grades: **PK-12,NG**
Superintendent: **Anna Stubblefield**

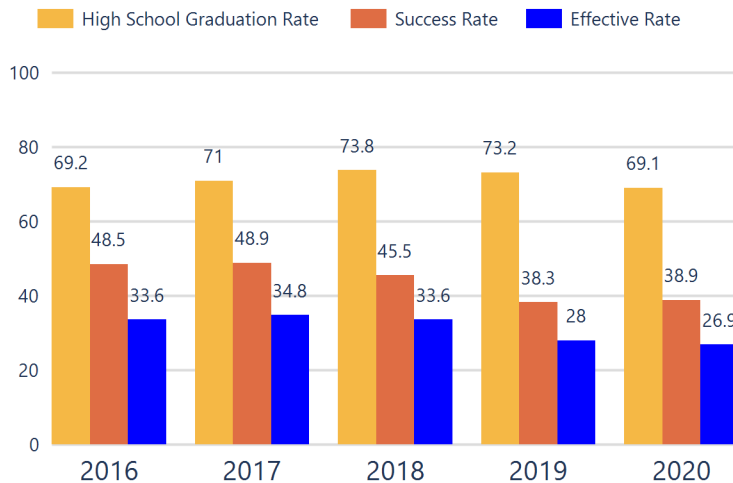


Academically Prepared for Postsecondary Success

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

71.2%

Five-Year Success Avg

43.8%

Five-Year Effective Avg

31.2%

95% Confidence Interval
for the Predicted
Effectiveness Rate

21.4 - 28.1%

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.

68.8%

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.

\$16,901

State:
\$13,830

86.8%

State:
92.1

47.5%

State:
25.4

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

2.4%

State:
1.4



District Academic Success

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

ALL STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	64.02	54.77	64.92	57.76	58.14	64.05
Level 2	N/A	N/A	N/A	28.31	30.78	22.16	32.17	28.27	23.13
Level 3	N/A	N/A	N/A	6.60	12.72	11.08	8.42	11.72	9.88
Level 4	N/A	N/A	N/A	1.05	1.72	1.82	1.63	1.85	2.92

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	64.38	55.90	66.29	58.19	59.49	64.88
Level 2	N/A	N/A	N/A	28.66	31.10	21.73	32.39	28.28	23.41
Level 3	N/A	N/A	N/A	6.05	11.62	10.57	8.01	10.85	9.31
Level 4	N/A	N/A	N/A	0.89	1.36	1.39	1.39	1.36	2.39

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	77.02	69.72	73.24	60.26	62.40	69.01
Level 2	N/A	N/A	N/A	14.42	15.96	14.02	27.30	21.92	17.83
Level 3	N/A	N/A	N/A	6.44	10.50	9.78	9.98	12.80	9.45
Level 4	N/A	N/A	N/A	2.10	3.80	2.93	2.44	2.86	3.69

AFRICAN-AMERICAN STUDENTS

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	74.84	62.68	75.10	67.61	66.18	75.26
Level 2	N/A	N/A	N/A	21.25	26.83	17.81	27.73	24.85	18.44
Level 3	N/A	N/A	N/A	3.40	9.53	6.47	4.11	8.05	5.59
Level 4	N/A	N/A	N/A	0.49	0.94	0.60	0.53	0.90	0.68

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	62.64	54.76	62.97	56.47	58.18	62.83
Level 2	N/A	N/A	N/A	29.63	31.62	23.48	33.17	28.84	24.34
Level 3	N/A	N/A	N/A	6.76	12.28	11.95	8.77	11.33	9.91
Level 4	N/A	N/A	N/A	0.94	1.32	1.58	1.57	1.62	2.90

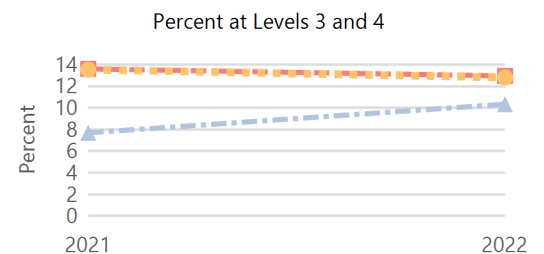
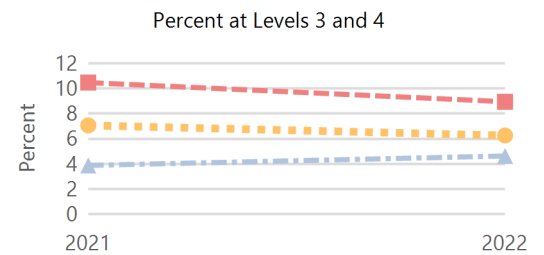
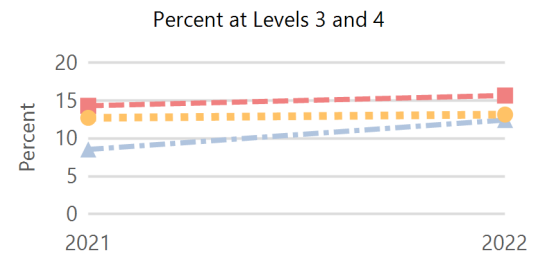
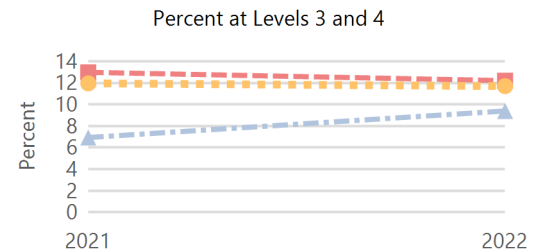
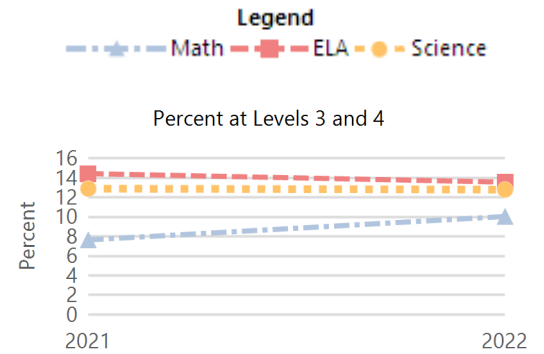
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

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	15.3
State	19.8

Accreditation Summary

Date: 02/17/2021

System: Z0029 Kansas City Catholic Diocese (5801)

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

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

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

ARC Comment

The system's goal was to "advance engagement of alumni, parents, students, and board in the mission of the school." Action steps included finding and creating alumni and family groups in different countries to empower them to help market the school, increase involvement of parents in school activities, increase board engagement, creating a more substantial student orientation, and the establishment of an active mentoring program for alumni with students.

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

ARC Comment

The system's goal was to "provide a stable environment for high quality academics, including high performing faculty, well maintained facilities, and effective management." Action steps included hiring and maintaining high performing faculty by increasing pay to equal or more than local public school salaries, reducing the number of preps per teacher to four, increasing the average ACT score to 24 or higher, and increasing the number of college credit and/or AP offerings.

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 works with its local Board of Directors to ensure all procedures and policies to support improvement are instituted. The system has the necessary resources to support implementation of the continuous improvement plan.

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

ARC Comment

Data for all State Board Outcomes are at or above expectations or showing a positive incline.

Board Outcomes

Social-Emotional Growth	The system partners with area mental health professionals to support the social emotional growth of all students.
Kindergarten Readiness	Not applicable, this is a 9-12 system.
Individual Plans of Study	The system uses a career inventory and career paths using PowerSchool Naviance which helps students prepare for their future with personalized college, career, and life readiness planning tools.
High School Graduation Rate	The system has a 89.2% high school graduation rate; and the five-year average rate is 97.1%. They received a Gold Star in this area.
Postsecondary Success	The system’s five-year success average is 82.7% which is above the confidence interval of 64.7-70.9%. They received a Copper Star in this area.

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

ARC Comment

Surveys were administered to all stakeholders with a response rate between 50-75%. Almost all population groups were represented. An analysis of the data indicated that the highest levels of performance were related to interpersonal relationships and high expectations. Students shared concerns about rules being applied and faculty expressed a desire for more regular observations and evaluations. An action plan has been developed to address these concerns.

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

ARC Comment

The system participated in a Cognia review. 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 Maur Hill - Mount Academy. An initiative from the Board of Directors included a curriculum alignment. Curriculum has been aligned to the standards using the ACT and the Cardinal Newman Society curriculum as guiding documents. Additionally, an honors course track for each of the core disciplines (English, mathematics, science, social studies) was developed.

Strengths

The school culture and relationships among teachers and students is a strength of the system. Students' diverse needs are addressed in positive learning environments and teachers are available during the Flex-Mod schedule. Future professional development on assessments and instructional practices is planned.

Challenges

The system will be implementing and reviewing curriculum which will require a great deal of work. The system needs to develop a plan that includes professional development, curriculum reviews, and data analysis training.

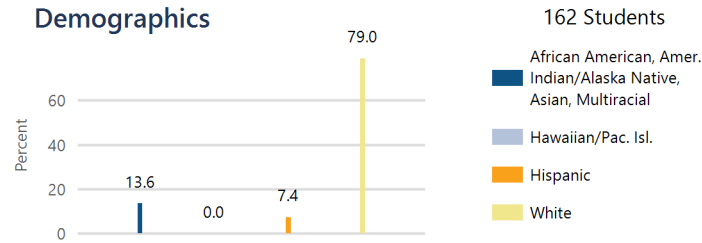
KANSAS STATE DEPARTMENT OF EDUCATION K.S.A. 72-5178 ACCOUNTABILITY REPORT 2021-2022



Maur Hill - Mount Academy - Kansas City Catholic Diocese - Z0029

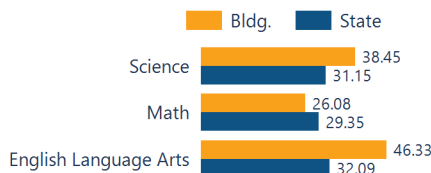
1000 Green St, Atchison, KS 66002-3079
(913) 367-5482
www.mh-ma.com
Principal: **Cameron Carlson**

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

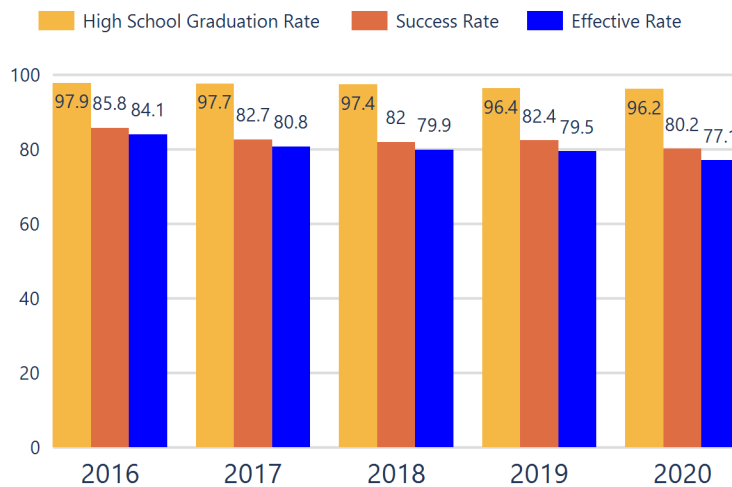


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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

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.

89.2%

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

94.7%

State:
92.1

11.1%

State:
25.4

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

1.9%

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	27.02	16.66	32.43	30.43	19.51	23.07
Level 2	N/A	N/A	N/A	43.24	41.66	29.72	43.47	34.14	38.46
Level 3	N/A	N/A	N/A	27.02	38.88	29.72	17.39	36.58	28.20
Level 4	N/A	N/A	N/A	2.70	2.77	8.10	8.69	9.75	10.25

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	N/A	N/A	N/A	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

STUDENTS WITH DISABILITIES

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

AFRICAN-AMERICAN STUDENTS

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

HISPANIC STUDENTS

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

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

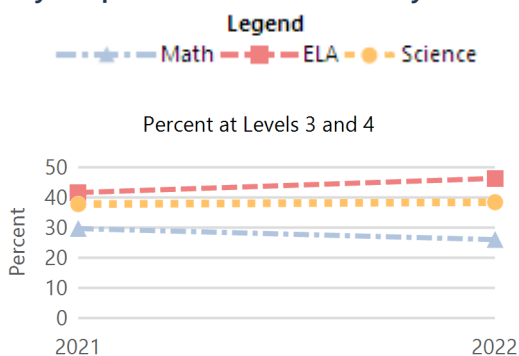
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

Percent at Levels 3 and 4

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

Building	22.3
State	19.8

Accreditation Summary

Date: 10/14/2020

System: Z0029 Kansas City Catholic Diocese (8556)

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

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

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

ARC Comment

The system has committed to "facilitate professional development for all teachers to implement differentiated instruction." Teachers have participated in training to implement remote learning and utilize technology. In addition, teachers and staff collaborated to create plans for both onsite and remote learners to fully participate in educational opportunities.

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

ARC Comment

The system has committed to "implement and document a process to ensure students have multiple opportunities to identify their gifts and talents, and to fulfill their calling. This model incorporates project-based and/or inquiry-based learning." The system is being intentional to help students identify their gifts and talents and discover what their passions may be. All grades 7-8 students utilize "YouScience," a technology-based personality inventory, to explore their interests, gifts, and talents. Students in grade 5 participate in a Vocations Day to help them begin to discern what their calling may be.

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 governing authority of the system is the parish pastor, who entrusts the daily operations of the school to the principal. At the recommendation of the archdiocese, the system is transitioning to a business board model and plans for establishing this board are currently under consideration.

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	The system partners with outside agencies and Washburn to offer social emotional services for all students. The Second Step program is used, as well as surveys and CARE teams.
Kindergarten Readiness	ASQ is completed by parents, parents and students attend Kindergarten Roundup. The system schedules kindergarten family gatherings.
Individual Plans of Study	The system uses Individual Plans of Study for students in grades 5-8 and offers transition meetings with the high school. They also use Career Inventories and Career Paths.
High School Graduation Rate	Not applicable this is a K-8 system.
Postsecondary Success	Not applicable this is a K-8 system.

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

ARC Comment

The system uses Cognia Surveys annually to collect stakeholder feedback. Included in the most recent surveys were the Elementary School Student Survey, the Middle/High School Student Survey, the Family Survey, and the Educator Survey; response rates were 94% elementary students, 87% middle school students, 90% educators, and 21% families. A common strength identified were welcoming, respectful, caring, and safe.

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

ARC Comment

The system participated in a Cognia review. 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 Most Pure Heart Mary Elementary School. There is a culture of learning, leadership for learning, engagement of learning, and growth in learning. The system is committed to their vision and there is a commitment to continuous improvement.

Strengths

The system has a strong commitment to the purpose of the school. There is a positive school culture and all staff have worked to create a warm, welcoming environment, and they have established positive relationships with students.

Challenges

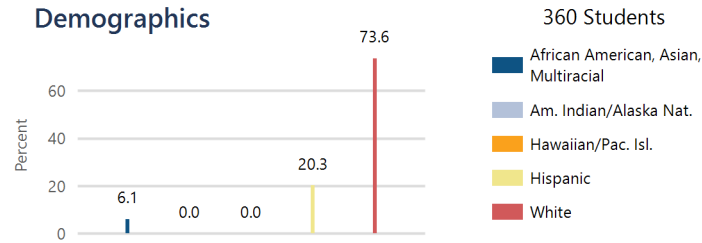
Understaffing is a challenge as classified staff are difficult to hire and retain. The principal has taken on extra duties and teachers clean their own rooms. Enrollment is also declining.



Most Pure Heart Mary Elem - Kansas City Catholic Diocese - Z0029

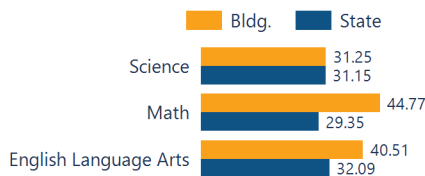
1750 SW Stone Ave, Topeka, KS 66604-3350
 (785) 272-4313
<http://mphm.com/school>
 Principal: **Eric White**

System Accreditation Status: **Accredited**
 ESSA Annual Meaningful Differentiation:
 Grades: **K-8**
 Superintendent: **Vincent Cascone**

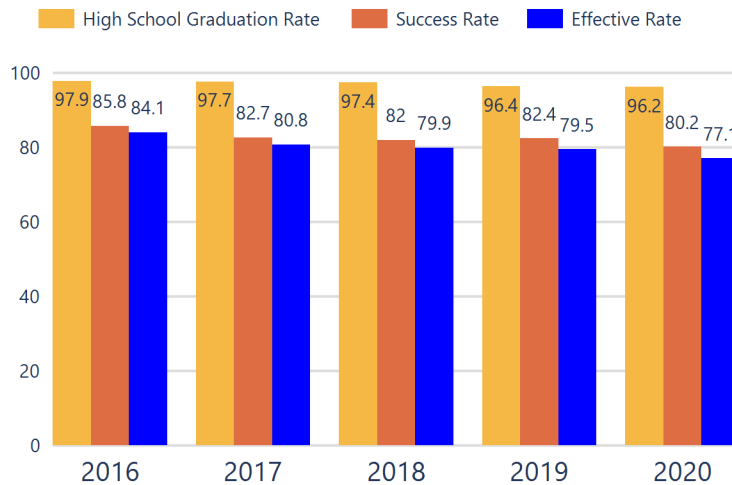


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



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 **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.
 - 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	89.3	State: N/A	\$13,830
93.0%	State: 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.	
21.5%	State: 25.4	Click here for State Financial Accountability.	
2.4%	State: 1.4		

Most Pure Heart Mary Elem

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	14.41	20.79	37.33	21.30	21.55	30.00
Level 2	N/A	N/A	N/A	44.97	35.39	20.00	33.91	37.93	38.75
Level 3	N/A	N/A	N/A	31.87	33.18	28.00	35.21	31.46	17.50
Level 4	N/A	N/A	N/A	8.73	10.61	14.66	9.56	9.05	13.75

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	47.05	58.82	N/A	63.15	57.89	N/A
Level 2	N/A	N/A	N/A	29.41	29.41	N/A	15.78	36.84	N/A
Level 3	N/A	N/A	N/A	17.64	5.88	N/A	15.78	0.00	N/A
Level 4	N/A	N/A	N/A	5.88	5.88	N/A	5.26	5.26	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	55.55	50.00	N/A	64.28	42.85	N/A
Level 2	N/A	N/A	N/A	33.33	27.77	N/A	28.57	50.00	N/A
Level 3	N/A	N/A	N/A	11.11	16.66	N/A	0.00	0.00	N/A
Level 4	N/A	N/A	N/A	0.00	5.55	N/A	7.14	7.14	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	34.88	34.14	42.85	31.11	33.33	27.27
Level 2	N/A	N/A	N/A	41.86	36.58	14.28	46.66	44.44	45.45
Level 3	N/A	N/A	N/A	20.93	19.51	28.57	22.22	20.00	18.18
Level 4	N/A	N/A	N/A	2.32	9.75	14.28	0.00	2.22	9.09

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

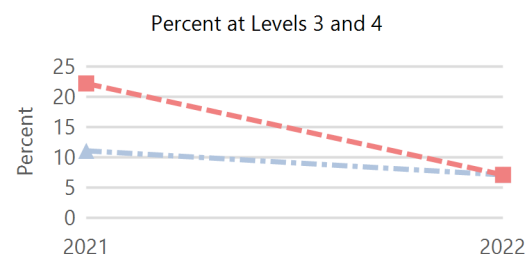
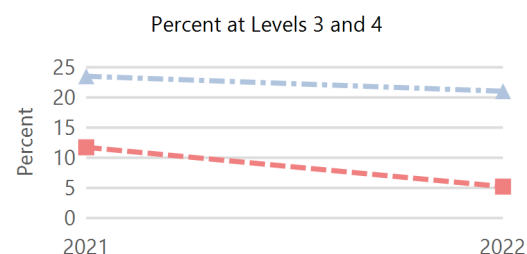
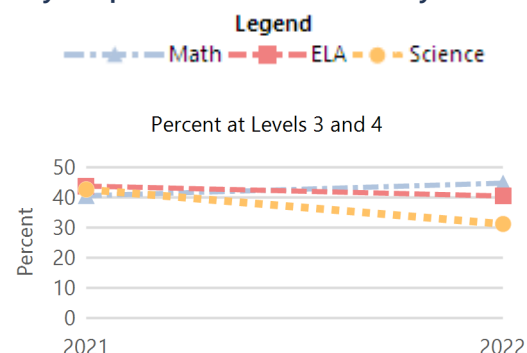
ACT Performance (2022 School Year)

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

Note: Not all eligible students completed an ACT.

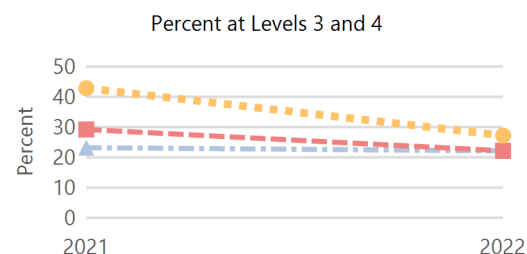


Academically Prepared for Postsecondary Success



Percent at Levels 3 and 4

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Building

State 19.8

Accreditation Summary

Date: 07/21/2023

System: Z0029 Kansas City Catholic Diocese (9015)

City: Kansas City

Superintendent: Vincent Cascone

OVT Chair:

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: The Good Shepherd Catholic [GSC] system has a tiered framework of support that is advanced for its size. Teachers' planning is uniform and focused on standards-based instruction. Staff has a regularly scheduled time for collaboration and reflection on instruction. Professional development is often centered on how to utilize student data to inform next steps in instruction. There is a Student Improvement Team [SIT], composed of the counselor, lead resource teacher, and assistant principal, that meets weekly as a resource to support the classroom teacher, parents, and students to identify strategies to ensure student behavioral and academic achievement. Enhancements such as Spanish, STEM, and project-based learning are utilized and are taught K-8.

Family, Business, and Community Partnerships: The Cognia report for GSC found that the system was regularly engaged and had a systematic plan for integrating partnerships with local families, businesses, and the larger community. There are regular volunteer opportunities, committees and an open-door policy to foster current and potential partnerships. Additionally, the system surveys stakeholders regularly.

Diversity, Equity, and Access: All student groups are represented in GSC's improvement process. The system's culture is reflected in their mission and they were rated highly in their respect of the diversity of cultures, backgrounds, and abilities embedded in their institutional culture and learning environments. Examples of these include, but are not limited to their Hispanic Ministry, translated communications, tuition grants, and partnership with local public systems to provide special education support. The system also has K-8 Spanish and STEM programs in addition to its Cultural Arts program and Faith Families that support multicultural and age-range interaction and learning.

Communication and Basic Skills: A GSC scope and sequence in communication and basic skills is evident in their curriculum. Archdiocesan outcomes as well as a developed writing program, including speeches and presentations are included in these efforts. This, in addition to opportunities to learn from peers and lector at Mass, support the system's efforts in the area of communication.

Civic and Social Engagement: There is a curriculum and projects supporting civic and social engagement present at GSC. The system has a sister city in El Salvador, Faith Families, and a 'Shepherd's Staff Service Club' open to middle school students. They meet monthly and perform service to the parish, school, and/or community.

Physical and Mental Health: There is a curriculum evident at GSC that supports the physical and mental health of students. In addition to K-8 physical education class and the Olweus Anti-Bullying Program, GSC has instituted a positive behavior support system, called "RAMS: Respect, Attitude, Motivation, Safety," to build and support a healthy learning environment. Their system has a running club, offers extracurricular sports, and social groups with their counselor. Mental and physical health are also integrated into their religious education through their Theology of the Body curriculum.

Arts and Cultural Appreciation: There is a curriculum evident at GSC that supports structures in Arts and Cultural Appreciation. There is a K-8 cultural arts club, field trips & guest speakers, as well as offerings such as band, choir, Hispanic Ministry, and Spanish (k-8). Good Shepherd PTO also sponsors a Cultural Arts Program where students are given multiple opportunities throughout the school year to learn about the arts and different cultures in a variety of ways.

Postsecondary and Career Preparation: GSC has Individual Plans of Study for students in grades 7 & 8 and students in grades 6-8 participate in learning inventories. Students participate in a career week and fair, high school tours, as well as guest speakers. There is also a math group that works on high school coursework preparation. In the next cycle, further development of students' individual plans of study and career-based exploration / activities at lower grade levels will further develop this area at GSC.

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

ARC Comment

To meet their first strategic action plan goal of improving reading comprehension skills for all students across the curriculum, GSC first sought professional development to support the area of project-based learning. The system felt that project-based learning would provide more opportunities for students to share responsibility and voice in their learning.

During this cycle progress was measured using DIBELS, NWEA MAP, the Kansas Reading Assessment, and attendance among other areas. Students participated in Benchmark assessments three times a year and students in tier 3 were progress monitored every two weeks while students in Tier 2 were progress monitored every four weeks.

State ELA scores for GSC were well above the state average, with +73% of students scoring a 3 or a 4 in 2021 and 2022 compared to state averages in the mid to low 30's. Notwithstanding, upon further analysis, the system noticed a gap in achievement scores based on gender. They also noticed a slight decrease in students' scoring a 4 between 2021 and 2022. Moving into the new cycle, the system is shifting to a focus on the five essential components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Their theory of action is that through building all foundational skills, phonics, and comprehension they will successfully foster students' reading abilities as they make the transition from "learning to read" to "reading to learn" throughout their time at Good Shepherd.

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

ARC Comment

To meet their second strategic action plan goal, improving math problem solving skills for all students

across the curriculum, GSC approached in a manner consistent with their first goal (reading comprehension). GSC measured student progress using assessments such as NWEA MAP and the Kansas Math Assessment among other areas. Students participated in Benchmark assessments three times a year and students in tier 3 were progress monitored every two weeks while students in Tier 2 were progress monitored every four weeks. Staff also participated in professional development on project-based learning to assist them in strategically integrating math across the content areas.

During the entirety of this cycle, GSC performed +45% better than the state average for all students and their subgroup of Hispanic students scoring in levels 3 and 4. There was a dip in performance during the pandemic, more so among the Hispanic subgroup; however, the bar for performance was high as in 2019, 0% of Hispanic students scored a 1 on the Kansas Math assessment.

During this cycle, this goal has been an area of great and ongoing success for GSC. Students are far exceeding national norms and benchmarks in NWEA Math a further analysis of state and NWEA MAP data also revealed no discrepancy in growth based on gender. Moving into the next cycle, GSC plans to maintain performance and momentum by maintaining its current efforts of student support and mathematical integration.

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

ARC Comment

A Strategic Plan was systematically created in conjunction with stakeholders and staff targeting GSC's Catholic Identity, pursuing academic excellence, increasing marketing and enrollment, implementing more technology, school facilities, including increased security and financial sustainability. These initiatives drove programs, resource allocation, professional development, communication, as well as additions to infrastructure and staffing during this KESA cycle. School leadership regularly meets with the church pastor and there is a School Advisory Committee composed of the pastor, principal, a teacher, 5 parents, and a parishioner that provides consultation support. There is also a highly active parent-teacher organization that coordinates activities and provides financial support to help ensure sustainability.

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

During this cycle, GSC has focused on students' social emotional growth by utilizing tools such as the DESSA-Mini Measurement and Leader in Me Program. DESSA supports them in monitoring and addressing students' wellbeing and Leader in Me assists in maintaining positive feelings about learning, developing leadership skills and sharing their learning with the school community.

The Cognia OVT reported that learners engage in experiences that promote and develop their self-confidence and love of learning through consistently pursuing challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.

Kindergarten Readiness

GSC participates in the ASQ as well as the Preschool Ages & Stages survey. They conduct a kindergarten roundup annually, have a kinder handbook, and meetings with kindergarten parents.

Kindergarten through eighth-grade students are required to take the NWEA MAP Assessment in Reading and Mathematics. These assessments are administered in the fall, winter, and spring. This data is utilized to inform instruction and create tiered groups for MTSS. They utilize programs such as Moby Max as well as Sonday to build and reinforce foundational reading skills.

Individual Plans of Study

The Cognia OVT reported that staff at GSC consistently engage with learners to help them recognize talents as they relate career-area interests. In 2019, GSC implemented a Career Exploration program that provided students an opportunity to learn about careers. In 2020 this effort was expanded upon to include a virtual career fair for all students, K-8. Parents assisted in this effort by recording video presentations and/or providing virtual presentation sessions. In 2021, this effort continued its growth via project based learning as students researched different careers and participated in class activities about their future. Students in 7th and 8th grades have formal Individual Plans of Study that consist of a student interest survey, career inventory, learning styles survey, and career research.

High School Graduation Rate

This portion does not apply to GSC as they are a Pk-8 system.

Postsecondary Success

This portion does not apply to GSC as they are a Pk-8 system.

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

ARC Comment

Stakeholder involvement and feedback was a vital part of GSC's school improvement process. Stakeholders that serve on the system's School Advisory Council [SAC] are updated annually regarding the system's strategic and school improvement plans. Parents and teacher updates are also provided

annually at events, such as Back to School Night. Additional feedback from larger groups of stakeholders is gathered through the Cognia eProve Survey platform.

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

ARC Comment

GSC completed all reports and visits required for KESA (via Cognia) in a timely manner.

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

ARC Comment

The Cognia OVT shared evidence that the system consistently reports to stakeholders and gathers feedback from students and stakeholders to make informed decisions and adjustments to meet student needs. GSC is responsive to feedback and has a process to ensure continuous feedback for 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 the Good Shepherd Catholic [GSC] School system. GSC's process for continuous improvement and maintaining success is exemplary. Their efforts are evident given their outstanding state assessment scores, which show that throughout the entirety of this KESA cycle, 73% of students earned a 3 or 4 in ELA and 74% of students (or more) earned a 3 or 4 in math. This is a tremendous achievement as GSC averaged 38% or more ABOVE the state averages in ELA and math for the general population and qualifying subgroups. GSC has system-wide procedures for gathering feedback and reviewing data to make informed decisions. They are committed to the continuous improvement process and data of these efforts and subsequent success (and maintenance) is evident.

Their first strategic action plan goal to improve reading comprehension skills for all students across the curriculum has, overall, been successful. State ELA scores are well above the state average. Nonetheless, the systems in place at GSC have helped to identify gaps and potential areas of focus moving into the next cycle.

GSC's second strategic action plan goal, improving math problem solving skills for all students across the curriculum, was also successful. During the entirety of this cycle, GSC performed +45% better than the state average for all students and their subgroup of Hispanic students scoring in levels 3 and 4. Data analysis of state assessment information as well as other standardized data points show a continued upward trend with no subgroup discrepancies.

Strengths

The system has a well-thought and executed system for collecting, analyzing, and using data to make informed decisions. Staff are given time and structure to maintain these efforts and the system is truly dynamic in its ability to address student areas of need. School leadership and staff efforts are applauded. Stakeholder and governing systems also deserve praise in their sustained support of GSC efforts for continuous improvement.

The system's achievements on state assessments are beyond distinguished. Their successful efforts to maintain and continue growth truly encompass the state's vision to lead the world in the success of each student.

Challenges

Moving into the next cycle, opportunities for GSC system growth may include promoting and utilizing student voice/choice in learning (to promote student responsibility for learning). Instruction is individualized and targeted; however targeted areas and resources for instruction can further support student responsibility for learning by targeting students' personal learning goals and interests (academic and non-academic).

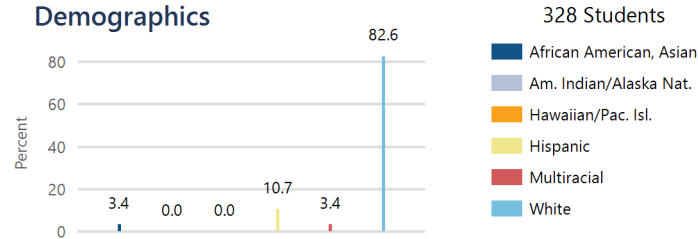
Another opportunity for growth can be found in the system's goals. Goals for this cycle were student centered and there is plenty of quantifiable data attesting to their efforts/success. Notwithstanding, providing further details and parameters in their goals may support improvement foci. This intentionality could have a positive impact in supporting staff/students as they make strides forward in learning. It may also generate opportunities to seek and interweave connections to student areas of interest.



Good Shepherd School - Kansas City Catholic Diocese - Z0029

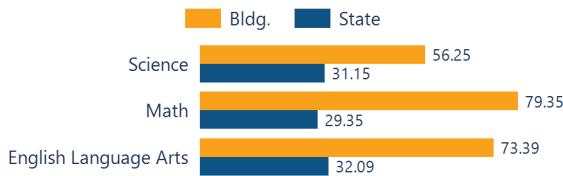
12800 W. 75th St, Shawnee, KS 66216-3179
 (913) 631-0400
<https://school.gsshawnee.org>
 Principal: **Ann McGuff**

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

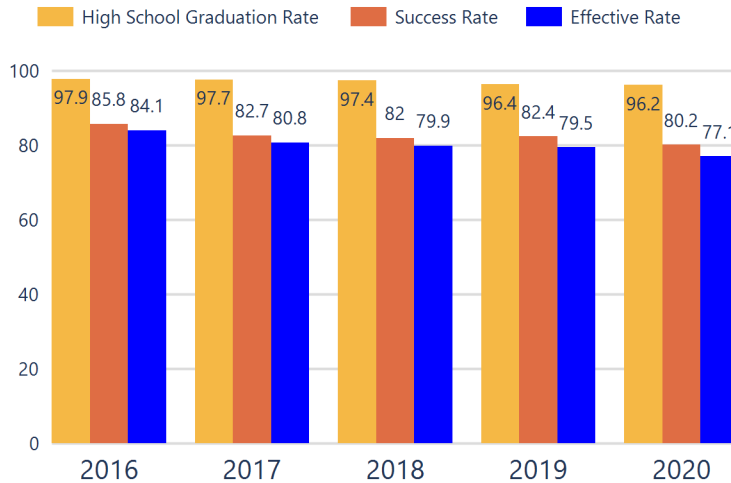


Academically Prepared for Postsecondary Success

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.
 - 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** 89.3

State: **94.9%** 92.1

State: **10.0%** 25.4

State: **N/A** 1.4

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.

State: **N/A**
\$13,830

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



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	4.56	3.28	13.58	4.58	3.21	4.68
Level 2	N/A	N/A	N/A	21.00	23.00	16.04	16.05	23.39	39.06
Level 3	N/A	N/A	N/A	36.07	46.47	34.56	41.74	49.08	31.25
Level 4	N/A	N/A	N/A	38.35	27.23	35.80	37.61	24.31	25.00

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	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	10.00	20.00	N/A	9.52	9.52	N/A
Level 2	N/A	N/A	N/A	30.00	20.00	N/A	28.57	33.33	N/A
Level 3	N/A	N/A	N/A	25.00	40.00	N/A	33.33	33.33	N/A
Level 4	N/A	N/A	N/A	35.00	20.00	N/A	28.57	23.80	N/A

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

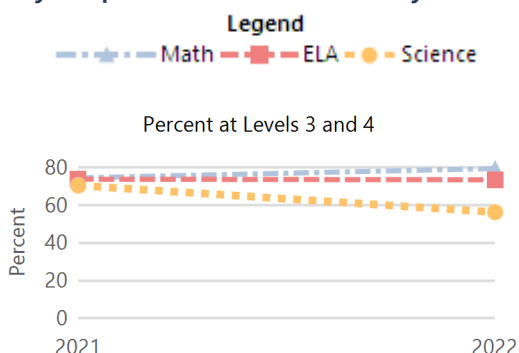
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ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite 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

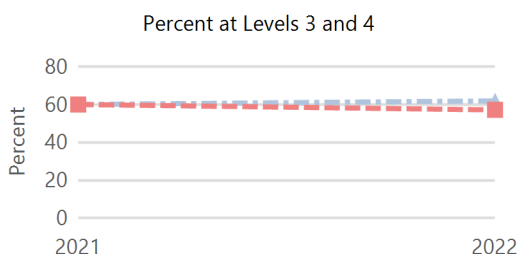
*To protect student privacy, when a subgroup has fewer than 10 students the data are not displayed. Assessment scores are not available for the 2020 school year.

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: 06/16/2023

System: Z0066 Life Preparatory Academy (9929)

City: Wichita

Superintendent:

OVT Chair: Cari Dull

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

Life Preparatory Academy utilizes Fastbridge A-reading and A-math to identify students for MTSS. All students take state assessments, although first-year international students are not required to take the assessments.

Family, Business, and Community Partnerships

Life Preparatory Academy has systems in place for communication with students and families; i.e., online system for parents to check student grades, school calendar, flyers of events, school website, and social media. It is unclear how the system engages families who live in other countries. The OVT did not report information on community partnerships.

Diversity, Equity, and Access

The system is a diverse school with 46% of students from other countries. The vision statement supports diversity through curriculum and extracurricular activities and prepares students to be responsible global citizens. There was evidence of several cultural activities.

Communication and Basic Skills

Communication is evidenced through apps, surveys, and student handbooks. Basic skills and real-world opportunities are evident through STEM classes, Personal Finance, Forensics, Consumer Math, and Public Speaking classes.

Civic and Social Engagement

Students are involved in several activities related to civic and social engagement through the curriculum.

Physical and Mental Health

The system utilizes the Self-Esteem Check-up rating scale, My Personal Crisis Plan, and the True Colors Personality Test. All students also take physical education classes, health and nutrition classes, participate in worship/chapel, and biblical worldview classes.

Arts and Cultural Appreciation

The system offers art classes, theater, vocal music, band, strings, advanced choir, dance, and worship arts. Students participate in plays, recitals, musicals, band and strings concerts, school-wide productions, drawing, painting, and sculpting.

Postsecondary and Career Preparation

The system has partnerships with Wichita State University and Newman Tech; therefore, students have the option of dual credit classes in AP Psychology, English Composition, AP U.S. History, and AP Physics.

Areas For Improvement

Comment	State assessment scores in science, mathematics, and English Language Arts are below the state average.
Rationale	The State Accountability Report indicates that the percentage of students who scored at levels 3 and 4 on the state assessments are below the state averages.
Tasks	Analyze assessment data to determine root causes for low assessment scores. Create a plan, with action steps, for how the school will mitigate the impact of the identified root causes and remediate the students who are below grade level.
Timeline	12-15-2023
System Response	

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

ARC Comment

Goal 1: Daily attendance rate will increase from 97% to 99%.

The system has made progress toward meeting this goal. The system chose the U.S. History class to do Project Based Learning in grades 6, 7, 8. There has been an increase in attendance in this class. There are some other anecdotal data and the system plans to adopt a system to track the quantitative data.

Areas For Improvement

Comment	The evidence for Goal 1 is anecdotal data.
Rationale	Goal 1 was to increase the daily attendance rate from 97% to 99%. Although implementing Project Based Learning in the U.S. History for grades 6, 7, 8 and a good step, the evidence is only anecdotal. The goal is for the system, not for one class.
Tasks	Write goals and track data at the system level. Adopt a system to track quantitative data.
Timeline	12-15-2023
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: High school graduation rates will increase from 91% to 97%.

The system did not meet this goal, and in fact, there was a decrease in graduation rates due to the pandemic. The decrease was due to international students returning to their home countries during the pandemic.

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

During the 2022-2023 school year, the system added a Leadership Team, Administration Team, and Committees in order to sustain the mission, vision, framework, and programs.

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.

Board Outcomes

Social-Emotional Growth	The system's guidelines for success is "FIRE" - faith, integrity, responsibility, and excellence - which are evidenced in behavior reflection forms, self-esteem check-ups, My Personal Crisis Plan, and "FIRE" cards for recognition of model behavior.
Kindergarten Readiness	The system offers full-day kindergarten and screens students using FastBridge. The system also partners with the Birth-4 year old program.
Individual Plans of Study	The system uses the Planning My Future Worksheets and the True Colors worksheets as Individual Plans of Study.
High School Graduation Rate	The system has a goal to increase graduation rates, although the goal was not met due to the COVID-19 pandemic. Nearly half of the students are international students and they went to their home countries during the pandemic.
Postsecondary Success	Post-Secondary Success is evidenced through the state's accountability report. The data is skewed due to the fact that half of the students are from other countries and many enroll in Life Preparatory Academy for one year.

Areas For Improvement

Comment	Data for some State Board outcomes are below expectations.
Rationale	The system uses FastBridge in the area of Kindergarten Readiness, although this assessment is not a screener. Additionally, the system uses True Colors for Individual Plans of Study.
Tasks	Research and adopt a program specifically designed for Kindergarten Readiness, such as the Kindergarten Essential Skills Assessment or ASQ. Create a plan, with action steps, for screening PK students. Find an IPS that has the following components: 1) a graduated series of strengthsfinder and career interest inventories to help students identify preference toward career clusters, 2) 8th-12th grade course-

builder function with course selections based on career interests. 3) a general post secondary plan (workforce, military, certification program, two- or four year college), and 4) a portable electronic portfolio.

Timeline 12-15-2023

System Response

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

ARC Comment

The system's church and families are the primary stakeholders.

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

ARC Comment

The system only had an OVT in year 2 of the accreditation process. In year 5, the OVT was one person.

Areas For Improvement

Comment The system has not ensured that their OVT is at least a three-member team and site visits did not occur every year.

Rationale The system only had an OVT in year 2 of the accreditation process, and in year 5. In year 5, the OVT was only one person.

Tasks Ensure that the OVT will include at least three members, with a second review in June 2024.

Timeline 06-30-2024

System Response

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

ARC Comment

Some evidence exists that the system is reporting to their local board and communities, some reports are completed in a timely manner.

ARC Recommendation

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

Justification

The ARC recommends Conditional Accreditation for Life Preparatory Academy. LPA is a small, private, Christian school with limited resources. The school enrolls a large number (46.5%) of international students from 30 different nations who speak more than 22 different languages. State assessment scores are below the state averages in science, mathematics, and English Language Arts. The system's five-year effective average at 16.0% is significantly lower than the predicted confidence interval from 46.2-52.5%. The system attributes the low success rate to the pandemic when international students went back to their home countries. The system only had an OVT in years 2 and 5 of the accreditation process; and in year 5, the OVT was a one person team.

Strengths

The OVT noted a welcoming and comfortable school that offers an array of robust elective courses. The staff has a growth mindset and is open to feedback.

Challenges

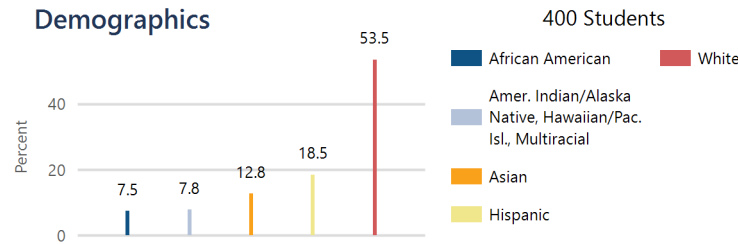
There are many opportunities for the system to see its full potential. Implementation of the MTSS framework, and programs that focus on student engagement is a need. All staff need to be certified. A data management system to track student academic and social-emotional data is needed. Assessments for Kindergarten Readiness and Individual Plans of Study are inappropriate. A full OVT is needed to ensure fidelity of the KESA process.



Life Preparatory Academy - Z0066

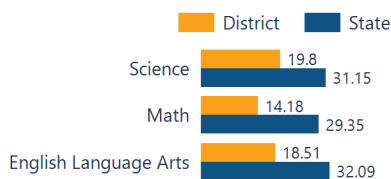
3841 N. Meridian Ave., Wichita, KS 67204-3438
(316) 838-1243
www.lifeprep.us

System Accreditation Status: **N/A**
ESSA Annual Meaningful Differentiation:
Grades: **K-12**
Superintendent:

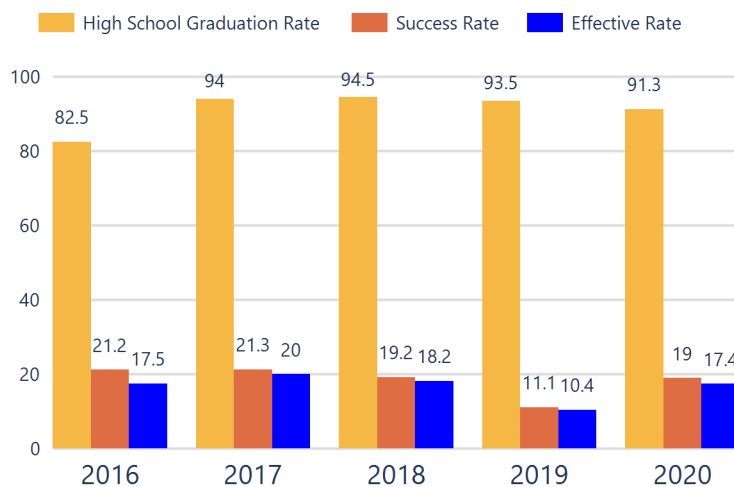


Academically Prepared for Postsecondary Success

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



District Postsecondary Effectiveness



District Kansans Can Star Recognition

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

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

Five-Year Graduation Avg

91.8%

Five-Year Success Avg

17.5%

Five-Year Effective Avg

16.0%

95% Confidence Interval for the Predicted Effectiveness Rate

46.2 - 52.5%

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

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

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

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

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

GRADUATION RATE

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

ATTENDANCE RATE

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

CHRONIC ABSENTEEISM

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

DROPOUT RATE

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

87.5%

State: 89.3

95.8%

State: 92.1

7.0%

State: 25.4

N/A

State: 1.4

District ESSA Operating Expenditures Per Pupil

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

N/A

State: \$13,830

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

Life Preparatory Academy - Z0066

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	46.79	48.70	60.19	50.61	45.06	64.35
Level 2	N/A	N/A	N/A	41.66	33.11	24.27	35.18	36.41	15.84
Level 3	N/A	N/A	N/A	10.25	14.93	13.59	9.25	14.19	13.86
Level 4	N/A	N/A	N/A	1.28	3.24	1.94	4.93	4.32	5.94

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	50.94	45.28	57.40	54.90	50.98	66.66
Level 2	N/A	N/A	N/A	33.96	39.62	22.22	25.49	33.33	12.50
Level 3	N/A	N/A	N/A	13.20	11.32	16.66	9.80	13.72	12.50
Level 4	N/A	N/A	N/A	1.88	3.77	3.70	9.80	1.96	8.33

STUDENTS WITH DISABILITIES

	2019-20			2020-21			2021-22		
	Math	ELA	Sci	Math	ELA	Sci	Math	ELA	Sci
Level 1	N/A	N/A	N/A	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	33.33	N/A	N/A	N/A
Level 2	N/A	N/A	N/A	N/A	N/A	58.33	N/A	N/A	N/A
Level 3	N/A	N/A	N/A	N/A	N/A	8.33	N/A	N/A	N/A
Level 4	N/A	N/A	N/A	N/A	N/A	0.00	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	60.00	41.66	76.19	71.87	60.60	78.26
Level 2	N/A	N/A	N/A	32.00	41.66	9.52	28.12	33.33	13.04
Level 3	N/A	N/A	N/A	8.00	12.50	4.76	0.00	6.06	4.34
Level 4	N/A	N/A	N/A	0.00	4.16	9.52	0.00	0.00	4.34

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

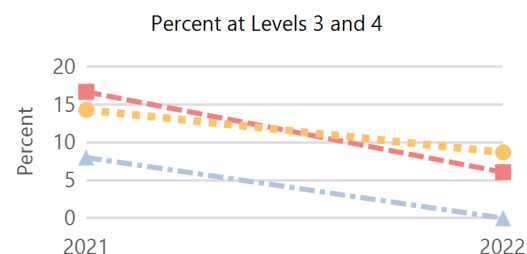
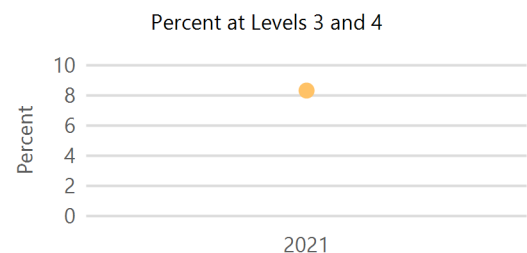
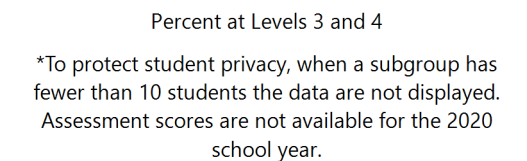
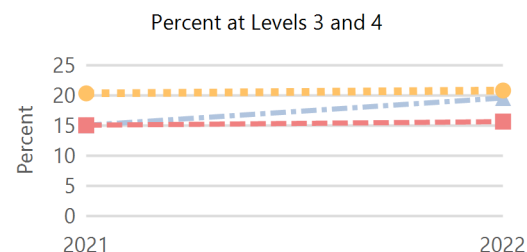
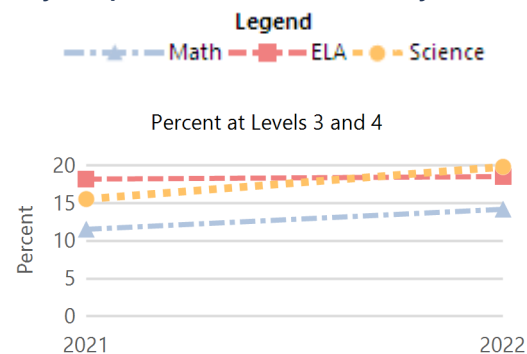
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Note: Not all eligible students completed an ACT.



Academically Prepared for Postsecondary Success



District

State 19.8

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 12

Staff Initiating:

Jay Scott

Director:

Jay Scott

Commissioner:

Randy Watson

Meeting Date:

8/8/2023

Item Title:

Act to Approve KESA Learning Year 23-24

Recommended Motion:

It is moved that the Kansas State Board of Education approve adjusting the current KESA cycle to allow for systems to follow the KESA Learning Year Timeline for 23-24.

Explanation of Situation Requiring Action:

In the spring of 2022, the Accreditation and Design Team gathered feedback from various system leaders across Kansas, specifically on the current KESA process. From these feedback sessions, three themes emerged. Systems requested clarity and consistency in expectations and requirements and the elimination of redundancy in reporting. To address clarity, consistency, and reporting redundancies, the KESA process will be moving toward accreditation standards featuring criteria that can be utilized throughout the accreditation cycle, beginning in 24-25.

For the 23-24 school year, the Accreditation and Design team is proposing that no "Year 5" systems (17) be reviewed by the ARC for an accreditation determination as the State Board establishes more clear, objective criteria for systems accreditation to be in place beginning with the 24-25 school year. By regulation, the State Board "determines the length of the accreditation cycle". Through the first cycle of KESA, the State Board established the length of the cycle to be 5 years. According to this cycle, 17 systems are in "Year 5" in 23-24 so changing their accreditation year requires State Board action.

Next year, instead of following the current cycle and accreditation criteria, all systems would follow the "KESA Learning Year" expectations as outlined in the KESA Learning Year Timeline accompanying this State Board item. The only systems to be reviewed by the ARC for an accreditation recommendation in 23-24 would be redeterminations of systems conditionally accredited during the 22-23 school year.

FACT SHEET



KESA Peer Review: 2023-2024

THIRD PARTY ACCOUNTABILITY AND COLLABORATION

From OVT to Peer Review

During the first cycle of **Kansas Education Systems Accreditation (KESA)**, every system was required to work with an Outside Validation Team (which later became the Outside Visitation Team) to receive feedback about the work and progress of your system. Over the course of the first cycle, the role of OVT changed from that of validation to that of collaboration and feedback. While some systems were able to build strong partnerships with their OVT members, many struggled to build consistent and meaningful relationships with their OVT.

Moving forward, the Accreditation and Design Team is making two changes to the OVT model.

1. We are moving away from 'Outside Visitation Team' and to the term 'Peer Review' as it more accurately reflects the intention and scope of work.
2. We are offering flexibility in how you curate a peer review team for the purposes of obtaining feedback. Note, you **must** have a peer review annually but, for the 2023-2024 school year, how you engage in the process is flexible.

To better support systems in engaging in third-party accountability and collaboration, the Accreditation and Design Team is adding flexibility to the model by offering three ways through which your system can obtain feedback from a third party. The three options for obtaining your 'Peer Review' include:

- Regional Peer Review
- Traditional Peer Review
- Like-System Peer Review

The graphic below outlines what is expected to occur within each peer review model. Each system must choose a model that works best for them.

- Occurs at a Regional Service Center
- 2-4 Meetings Annually
- Showcase of Work
- Peer feedback/questioning
- Peer collaboration
- 3-5 systems per review team

Regional Peer Review



- Maintain current OVT team and model
- Annual on-site visit
- On-going communication throughout each year
- Showcase of work
- Peer feedback/questioning
- Peer collaboration

Traditional Peer Review



- Two (or three) systems who are 'alike' partner as peer reviewers for one another
- 2-4 Meetings Annually
- Peer Showcase of Work
- Peer feedback/questioning
- Peer collaboration

Like-System Peer Review



Kansas leads the world in the success of each student.

Peer Review Meeting Norms

Regardless of the Peer Review model you choose, all high-quality peer reviews should meet the following expectations:

- Consistent touchpoints throughout the year culminating in an annual review of work.
 - Regional Peer Review Systems can expect to meet 2-4 times/year.
- Every individual should come ready to share and receive feedback on their work. Sharing Includes:
 - Current state as it relates to the 4 Fundamentals, desired state, and next steps for improving.
 - Experts on each fundamental from your system are encouraged to attend!
 - Artifacts of your work including data for each fundamental to demonstrate impact of your work. Be ready to explain how you are using your data to make decisions.
- Additionally, you should come ready to ask questions about and provide feedback on the work of your peers. Questions should focus on process, data, and future actions.

What should systems prepare ahead of the Peer Review?

Throughout the year, you are actively working to leverage a process of continuous improvement within your system to help each student unlock opportunities. To do that, every system should focus on the 4 Fundamentals that are the priority of KSDE and the Kansas State Board of Education. Come ready to share and receive feedback on your work in each area outlined below.

Priority Focus:

4 Fundamentals -

- Standards-Aligned Curriculum, Instructional Monitoring Tools, Structured Literacy, and evidence of a Balanced Assessment Systems.

Secondary Focus:

Process -

- System-level Data Analysis.
- System Student Performance Goals, including measures and timeframes.
- Impact of Stakeholder Engagement Efforts.

Outcomes -

- Implementation and Impact Data Regarding the State Board Outcomes.

For more information, contact:

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FACT SHEET



KESA Learning Year Timeline – 2023/2024

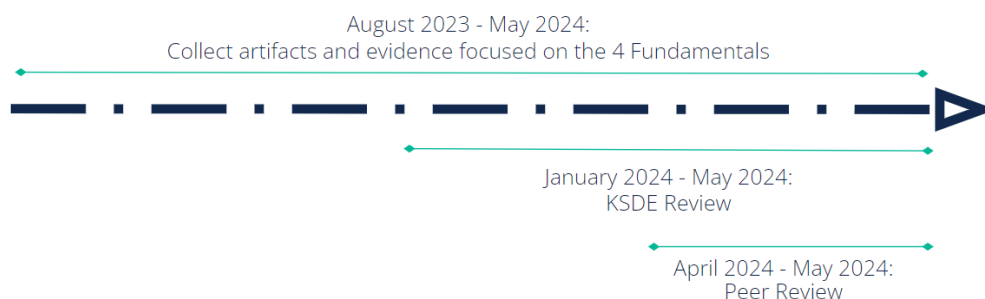
In the spring of 2022, the Accreditation and Design Team gathered feedback from various system leaders across Kansas, specifically on the current KESA process. From these feedback sessions, three themes emerged. Systems requested clarity and consistency in expectations and requirements and the elimination of redundancy in reporting. To address clarity, consistency, and reporting redundancies, the KESA process will be moving toward accreditation standards featuring criteria that can be utilized throughout the accreditation cycle, beginning in 24-25.

By regulation, the State Board “determines the length of the accreditation cycle”. Through the first cycle of KESA, the State Board established the length of the cycle to be 5 years. The Accreditation & Design team has proposed for *no “year 5” systems to be reviewed by the ARC for an accreditation recommendation during the 23-24 school year*. This proposal requires State Board Action.

Next year, instead of following the current cycle and accrediting 17 “year 5” systems (listed below) using the *existing* accreditation process/results criteria, the State Board would act on revised accreditation criteria (4 Fundamentals, more objective student outcomes criteria) which would then be in place for all systems in 24-25. The only systems to be reviewed by the ARC for an accreditation recommendation in 23-24 would be redeterminations of systems conditionally accredited during the 22-23 school year. The Board needs to approve the following timeline that outlines the three system actions that will need to occur throughout this transition.

During the 2023/2024 school year, in lieu of completing a narrative-based report in the authenticated application, systems will instead build a repository to demonstrate that the system has ‘conclusive evidence of a quality, improvement process’. Systems will also complete a *KSDE Review* and *Peer Review*.

Timeline of Learning Year - Systems





17 Systems Impacted – 2023/2024

USD 288	Central Heights
USD 396	Douglass
USD 416	Louisburg
USD 428	Great Bend
USD 484	Fredonia
Z0029-2662	Sacred Heart - Ottawa
Z0029-4570	St. Gregory Elementary
Z0029-4726	Holy Trinity Elementary - Paola
Z0029-5790	St. Benedict Catholic School
Z0029-7036	Xavier Elementary
Z0029-7784	Ascension School
Z0029-8565	Christ the King – Topeka
Z0029-8566	St. Matthew Elementary
Z0029-9006	Holy Trinity Elementary – Lenexa
Z0029-9013	Nativity Parish School
Z0029-9018	St. Joseph Elementary
Z0029-9025	Prince of Peace

KSDE Review & Peer Review

KSDE Accreditation Review -

Each system will meet with their Regional Executive one time annually to discuss both 'conclusive evidence of improvement in student performance' and 'conclusive evidence of a process of continuous improvement'. These will be scheduled in the fall of 2023 by each regional executive with meetings occurring in spring 2024. See *KESA Regional/Cohort Support Model*.

Peer Review -

Formerly the Outside Visitation Team (OVT), the Peer Review process will be implemented moving forward to ensure system accountability for engaging in the process of continuous improvement. In lieu of an OVT report, peer reviews will center around actionable feedback for each system to utilize throughout the cycle. For the 2023/2024 school year, peer feedback can be logged by the system and kept locally with the system's artifacts.

For more information, contact:

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FACT SHEET



KESA Learning Year Expectations

What does it mean to be Accredited?

To be accredited in Kansas, you must demonstrate 'conclusive evidence of improvement in student performance' and 'conclusive evidence of a process of continuous improvement'. Student performance is measured through the quantitative State Board Outcomes (academics, graduation, and post-secondary effectiveness).

'Conclusive evidence of a process of continuous improvement' refers to the work each system does to implement the improvement cycle (see image). Systems should demonstrate how each phase of the improvement cycle has been utilized across the system by providing evidence of system-level data analysis, student performance goals, implementation of fundamental best practices, and reflection around progress.



Reporting & Artifacts

During the 2023/2024 school year, in lieu of completing a narrative-based report in the authenticated application, you will instead build a repository to demonstrate that your system has 'conclusive evidence of a quality, improvement process'. Artifacts to gather could include:

Process -

- System-level Data Analysis
- System Student Performance Goals, including measures and timeframes
- Impact of Stakeholder Engagement Efforts

Fundamentals -

- Standards-Aligned Curriculum, Instructional Monitoring Tools, Structured Literacy, and evidence of a Balanced Assessment System

Outcomes -

- Implementation and Impact Data Regarding Student Outcomes (Academically Prepared, High School Graduation, and Post-Secondary Success)

Reporting Adjustments – Why?

To address clarity, consistency, and reporting redundancies, the KESA process will be moving toward accreditation standards featuring criteria that can be utilized throughout the accreditation cycle. To set each system up for a successful transition to the new reporting system, the Accreditation and Design Team is advising each system to focus on collecting artifacts during the 2023-2024 school year that align with the process standards and reporting expectations that will roll out in full for the 2024-2025 school year.

***You will not be required to utilize the authenticated application though it will remain open for your convenience.**

FACT SHEET



Cognia Systems

The Accreditation and Design Team at KSDE collaborates regularly with Cognia to ensure alignment of the work. To support the adjustments being made to KESA, Cognia and ADT have worked together to provide the following guidance for systems.

- Systems who are scheduled to have their Cognia Accreditation visit in the Spring of 2024 will still have their visit in Spring of 2024. Beginning in the 2024-2025 school year, all Cognia systems will follow the established KESA cycle that all systems will operate under.
- All Cognia systems will continue to follow the Cognia model/process. KSDE and Cognia will collaborate to align accreditation standards and reporting so that each system utilizing Cognia will be able to transfer their work into the KESA framework for the purposes of obtaining an accreditation determination.

KSDE REVIEW & PEER REVIEW

KSDE Accreditation Review -

Each system will meet with their Regional Executive one time annually to discuss both 'conclusive evidence of improvement in student performance' and 'conclusive evidence of a process of continuous improvement'. These will be scheduled in the fall of 2023 by each regional executive/cohort lead with meetings occurring in spring 2024. See *KESA Regional/Cohort Support Model*.

Peer Review -

Formerly the Outside Visitation Team (OVT), the Peer Review process will be implemented moving forward as a way to ensure system accountability for engaging in the process of continuous improvement. In lieu of an OVT report, peer reviews will center around actionable feedback for each system to utilize throughout the cycle. For the 2023/2024 school year, peer feedback can be logged by the system and kept locally with the system's artifacts.

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July 2023



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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 13

Staff Initiating:

Catherine Chmidling

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

8/8/2023

Item Title:

Act on Evaluation Recommendation Committee's July Recommendations for Accreditation and Program Approval

Recommended Motion:

It is moved that the Kansas State Board of Education accept the following recommendations of the Evaluation Review Committee for Accreditation status for Barclay College, and Program approval for Wichita State University.

Explanation of Situation Requiring Action:

The educator preparation accreditation and program review processes are guided by Kansas regulations 91-1-70a, 91-1-230, 91-1-231, 91-1-232, 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 1997 and 2004, have been revised and updated regularly as-needed.

The review process relies on peer review by trained education practitioners from P12 and higher ed, who review the preparation provider or specific license/endorsement preparation program for alignment to the provider accreditation standards or license/endorsement preparation standards (as appropriate) 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; policies and procedures for recruiting, admission, retention, and program completion; partnerships with P12 schools; stakeholder input and co-creation of preparation design including clinical experiences; feedback from preparation completers and employers; data-driven changes and their results; and the provider's quality assurance system.

Following the institutional application and receipt of a complete institutional report, a review team of trained evaluators was appointed to review the educator preparation provider or educator preparation program (as appropriate) for the above institutions based on adopted State Board policies, procedures and regulations. These are available for review by any member or members of the State Board.

Each review team's report and each institution's response to the report, along with the institutional reports, were submitted to the Evaluation Review Committee (ERC) of the Teaching and School Administration Professional Standards Advisory Board. The Evaluation Review Committee consists of P12 educators, P12 administrators, and higher ed administrators, and forms a second peer review oversight committee, which reviews each educator preparation provider or individual license/endorsement preparation program's alignment to the appropriate preparation standards.

The ERC, in accordance with procedures adopted by the State Board, prepared written initial recommendations regarding the appropriate status to be assigned to each education preparation provider or 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. For each of the providers, the ERC conducted a hearing and prepared a written final recommendation regarding the appropriate status to be assigned to the educator preparation provider or program. 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 status.

A copy of the regulations covering this process is also attached. Staff will be on hand to answer any questions.



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July 03, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for Probationary Accreditation for Barclay College

Introductory Statement:

On June 28, 2023, the Evaluation Review Committee reviewed the application and hearing evidence for educator preparation provider accreditation for Barclay College.

Documents that were received and considered include the Institutional Self-Study Report, Visitation Team Formative Feedback Report, Institutional Addendum, Visitation Team Final Report, Institutional Rejoinder, Team Lead's Response, and institution's post-visit evidence.

ACCREDITATION RECOMMENDATION

Recommend "Probationary Accreditation" status through June 30, 2026.

Areas for Improvement:

Standards R1

None

Standard R2

AFI 2.1: The EPP did not provide sufficient evidence to demonstrate that partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation.

Rationale 2.1: The EPP provided some evidence that they work with partners to ensure relationships are mutually beneficial, but there was insufficient evidence of a systematic process in place for partners to co-construct clinical experiences (development, maintenance, modification of the partnership).

AFI 2.2: The EPP did not provide sufficient evidence that partners prepare, evaluate, and support high quality clinical educators, both provider and school-based.

Rationale 2.2: The EPP provided evidence of how cooperating teachers are co-selected between the EPP and partnering school districts, but there was minimal evidence of a systematic process for partners to work together to prepare, evaluate, and support high quality clinical educators, both provider and school-based.

AFI 2.3: The EPP did not provide sufficient evidence to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development.

Rationale 2.3: The EPP provided some evidence that they work with partners to design and implement clinical experiences of sufficient depth, breadth, diversity, coherence, and duration, but there

was insufficient evidence that partners review and analyze data that demonstrates candidates developing effectiveness and positive impact on diverse P-12 students' learning and development, nor was there a plan in place to do so.

Standard R3

AFI 3.1: The EPP did not provide evidence that candidates possess the competency to teach effectively with positive impacts on diverse P-12 students. (R3.3)

Rationale. 3.1: The EPP does not provide multiple measures with disaggregated data that has been analyzed to support candidates' ability to teach and impact P-12 learners.

Standard R4

AFI 4.1: The EPP does not demonstrate the impact of its completers on P-12 student learning and development, classroom instruction, and schools.

Rationale 4.1: The EPP described assessments of candidates, however, provided insufficient evidence of assessments measuring completer impact, impact data, or analysis/interpretation of completer impact data. Context and description of the source of P-12 learning data were not provided. The EPP did describe a plan to meet a goal related to candidate impact on P-12 learning and development, classroom instruction, and schools, however, no cycles of P-12 specific impact data were provided.

Standard R5

AFI 5.1: Due to incomplete or missing data analysis, the quality assurance system is not sustainable.

Rationale 5.1: Successful change stems from analyzed data and informs goal setting, planning, and evaluation of ongoing changes are not evident.

AFI 5.2: Actions toward stated goals and processes show limited understanding that results are tracked over time. Data analysis on internal instruments do not inform goal development, the EPP shows limited ability to sustain needed changes.

Rationale 5.2: A performing continuous improvement process involves interpretation, analysis, goal setting, planning, and implementation to continually assess changes. The EPP needs to address a process by which program improvement is systemic.

Stipulations:

Standards R1-R4

none

Standard R5

Stipulation 5.1: Data from multiple different measures that, taken together, comprise a coherent quality assurance system to assess program/candidate performance are not clear.

Rationale 5.1: Data are not disaggregated or fully revealed for all standards related to content and pedagogical proficiencies. Multiple pieces of evidence are missing to demonstrate a systemic assessment process.

Standards	Initial	Advanced
R1/A1: Content and Pedagogical Knowledge	Met	NA
R2/A2: Clinical Partnerships and Practice	Met	NA

R3/A3: Candidate Quality, Recruitment, and Selectivity	Met	NA
R4/A4: Program Impact	Met	NA
R5/A5: Provider Quality Assurance and Continuous Improvement	Not Met	NA

Targeted visit on Not Met standard: Fall 2025.

Previous Areas for Improvement (AFI)

October 09, 2018 KSBE Decision:

Areas for Improvement:

Standards 1-5

None

Stipulations:

Standards 1-5

None

ACCREDITATION AND PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders accreditation and program approval recommendations for the initial teacher preparation and advanced program levels of the unit.

When Kansas has an institution that wishes to initiate a teacher preparation program for the first time, the State Board begins the accreditation process by authorizing a review of documents during a visit to that unit to determine the capacity of that unit to deliver quality preparation programs. After the initial visit, ERC will recommend one of the following accreditation decisions:

Limited Accreditation. This accreditation decision indicates that the unit has the ability to meet the requirements of an educator preparation education institution and the capacity to develop programs for the preparation of educators and has three years before a full accreditation visit is conducted.

Denial of Accreditation. This accreditation decision indicates that the unit has pervasive problems that limit its ability to offer quality programs that adequately prepare quality candidates.

In addition, the Evaluation Review Committee of KSDE and the Accreditation Council of CAEP render separate recommendations/decisions for institutions undergoing their first joint accreditation visit and a continuing accreditation visit. The following accreditation decisions apply to all institutions seeking accreditation.

ACCREDITATION DECISIONS AFTER A CONTINUING ACCREDITATION VISIT

After a continuing accreditation visit, the ERC will render one of the following decisions:

Accreditation. This accreditation decision indicates that the unit meets each of the five KSDE standards for unit accreditation. Areas for improvement may be cited, indicating problems warranting the institution's attention. In its subsequent annual reports, the unit may describe progress made in addressing the areas for improvement cited in KSDE's and/or CAEP's action letters in preparation for its next visit. The next on-site visit is scheduled for seven years following the semester of the continuing accreditation visit.

When one level of the unit receives continuing accreditation and a new level is accredited for the first time, the next accreditation visit will be in seven years if the state agency has agreed to a seven-year cycle of reviews.

Accreditation with Conditions. This accreditation decision indicates that the unit has not met one or more of the KSDE standards. When the ERC renders this decision, the unit maintains its accredited status, but must satisfy conditions by meeting the previously unmet standard(s) within an established time period.

If accreditation with conditions is granted, the ERC will require (1) submission of documentation that addresses the unmet standard(s) within six months of the accreditation decision or (2) a focused visit on the unmet standard(s) within two years of the accreditation decision. When a decision is made by the

ERC to require submission of documentation, the institution may choose to waive that option in favor of the focused visit within two years.

If documentation is submitted under the terms specified in the above paragraph, the ERC may (1) continue accreditation or (2) require a focused visit within one year of the semester in which the documentation was reviewed by the ERC. After a focused visit, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is granted, the next on-site visit is scheduled for seven years following the semester in which the continuing accreditation visit occurred. This scheduling maintains the unit's original accreditation cycle.

Accreditation with Probation. This accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

If accreditation with probation is granted, the unit must schedule an on-site visit within two years of the semester in which the probationary decision was rendered. The unit must address all KSDE standards in effect at the time of the probationary review. Following the on-site review, the ERC will (1) continue accreditation or (2) revoke accreditation. If accreditation is continued, the next on-site visit is scheduled for five years after the semester of the probationary visit.

Revocation of Accreditation.³ Following a comprehensive site visit that occurs as a result of an ERC recommendation to accredit with probation or to accredit with conditions, this accreditation decision indicates that the unit does not meet one or more of the KSDE standards, and has pervasive problems that limit its capacity to offer quality programs that adequately prepare candidates.

³Accreditation can also be revoked by action of the ERC/Accreditation Council under the following circumstances: (1) following an on-site visit by a BOE team initiated by the Complaint Review Committee acting on behalf of the Executive Board; (2) following an on-site visit by a BOE team initiated by the Accreditation Council at the recommendation of its Annual Report and Preconditions Audit Committee; (3) following a motion from the President of CAEP to revoke accreditation on grounds that an accredited unit (a) no longer meets preconditions to accreditation, including but not limited to loss of state approval and/or regional accreditation; (b) refuses to pay the fees that it has been assessed; (c) misrepresents its accreditation status to the public; (d) has falsely reported data and/or plagiarized information submitted for accreditation purposes; or (e) fails to submit annual reports or other documents required for accreditation.



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July 03, 2023

To: Dr. Randy Watson, Commissioner

From: Evaluation Review Committee

Subject: Final Recommendation for program approval for Wichita State University

Introductory Statement:

On June 28, 2023, the Evaluation Review Committee reviewed the application and hearing evidence for program approval for Wichita State University.

Documents that were received and considered include the Institutional Program Report, Program Rejoinder, KSDE Team Report and institution's post-review evidence.

PROGRAM APPROVAL RECOMMENDATIONS

Recommend "Approved" status for Wichita State University continuing program through December 31, 2029:

District Leadership, A, PreK-12 continuing

Areas for Improvement:

Standards 1-7

None

PROGRAM REVIEW PROCESS

The responsibilities of the Commissioner and State Board regarding unit accreditation under regulations 91-1-231(d), 91-1-232b and 91-1-70a are as follows:

KSDE's Evaluation Review Committee (ERC) renders program approval recommendations for the initial teacher preparation and advanced program levels of an educator preparation provider (EPP).

PROGRAM DECISIONS

New program approval decisions are:

- New Program Approved with Stipulation
- Not Approved.

Renewal program decisions are:

- Approved
- Approved with Stipulation
- Not Approved.

The responsibilities of the Commissioner and State Board regarding program approval are under regulations 91-1-235 and 91-1-236.

91-1-235. Procedures for initial approval of teacher education programs.

(a) Application.

(1) Each teacher education institution that desires to have any new program approved by the state board shall submit an application for program approval to the commissioner. The application shall be submitted at least 12 months before the date of implementation.

(2) Each institution shall submit with its application a program report containing a detailed description of each proposed program, including program coursework based on standards approved by the state board, and the performance-based assessment system that will be utilized to collect performance data on candidates' knowledge and skills. Each program report shall be in the form and shall contain the information prescribed by the commissioner. The program report shall include confirmation that the candidates in the program will be required to complete the following successfully:

- (A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major;
- (B) at least 12 weeks of student teaching; and
- (C) a validated preservice candidate work sample.

(b) Review team. Upon receipt of a program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program to be reviewed. Any institution may challenge the appointment of a review team member. The institution's challenge shall be submitted in writing and received by the commissioner no later than 30 days after the notification of review team appointments is sent to the institution. Each challenge to the appointment of a review team member shall be only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, a review team shall examine and analyze the proposed program report and shall prepare a report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative designated by the teacher education institution.

(2) Any institution may prepare a response to the review team's report. This response shall be prepared and submitted to the commissioner no later than 45 days of receipt of the review team's report. Receipt of the review team's report shall be presumed to occur three days after mailing. The review team's report, any response by the institution, and any other supporting documentation shall be forwarded to the evaluation review committee by the commissioner.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request by certified mail to the evaluation review committee for a hearing before the committee to appeal the initial recommendation. Receipt of the initial recommendation of the evaluation review committee shall be presumed to occur three days after mailing. This request shall specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the proposed program, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative designated by the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(3) If a request for a hearing is not submitted by certified mail within the time allowed under paragraph (e) (1), the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status. Each new program shall be approved with stipulation or not approved.

(g) Annual report.

(1) If a new program is approved with stipulation, the institution shall submit a progress report to the commissioner within 60 days after completion of the second semester of operation of the program and thereafter in each of the institution's annual reports that are due on or before July 30.

(2) Each progress report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. Following review of the progress report, the evaluation review committee may remove any areas for improvement and change the status to approved until the institution's next program review.

(h) Change of approval status.

(1) At any time, the approval status of a teacher education program may be changed by the state board if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards or has materially changed the program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the

current approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board. This extension shall be counted as part of any subsequent approval period of a program.

(2) At the time of an institution's next on-site visit, the new program shall be reviewed pursuant to K.A.R. 91-1-236.

(3) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011; amended July 7, 2017.)

91-1-236. Procedures for renewing approval of teacher education program.

(a) Application for program renewal.

(1) Each teacher education institution that desires to have the state board renew the approval status of one or more of its teacher education programs shall submit to the commissioner an application for program renewal. The application shall be submitted at least 12 months before the expiration of the current approval period of the program or programs.

(2) Each institution shall also submit a program report, which shall be in the form and shall contain the information prescribed by the commissioner. The program report shall be submitted at least six months before the expiration of the current approval period of the program or programs. The program report shall include confirmation that the candidates in the program will be required to complete the following:

(A) Coursework that constitutes a major in the subject at the institution or that is equivalent to a major; and

(B) at least 12 weeks of student teaching.

(b) Review team. Upon receipt of a complete program report, a review team shall be appointed by the commissioner to analyze the program report. The chairperson of the review team shall be designated by the commissioner. The number of review team members shall be determined by the commissioner, based upon the scope of the program or programs to be reviewed. An institution may challenge the appointment of a review team member only on the basis of a conflict of interest.

(c) Program review process.

(1) In accordance with procedures adopted by the state board, each review team shall examine and analyze the program report and prepare a review report expressing the findings and conclusions of the review team. The review team's report shall be submitted to the commissioner. The report shall be forwarded by the commissioner to an appropriate representative of the teacher education institution.

(2) Any institution may prepare a written response to the review team's report. Each response shall be prepared and submitted to the commissioner within 45 days of receipt of the review team's report. The review team's report, any response filed by the institution, and any other supporting documentation shall be forwarded by the commissioner to the evaluation review committee.

(d) Initial recommendation. The evaluation review committee, in accordance with procedures adopted by the state board, shall prepare a written initial recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner.

(e) Request for hearing.

(1) Within 30 days of the receipt of an initial recommendation of the evaluation review committee, the teacher education institution may submit a written request to the commissioner for a hearing before the evaluation review committee to appeal the initial recommendation of the committee. This request shall

specify, in detail, the basis for the appeal, including an identification of each item disputed by the institution.

(2) If a request for a hearing is submitted, the evaluation review committee shall conduct a hearing. The committee shall then prepare a written final recommendation regarding the appropriate status to be assigned to the program or programs, which shall include a statement of the findings and conclusions of the evaluation review committee. The final recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. The final recommendation shall be submitted by the commissioner to the state board for its consideration and determination of program approval status according to paragraph (f)(1).

(3) If a request for a hearing is not submitted within the time allowed under paragraph (1) of this subsection, the initial recommendation of the evaluation review committee shall become the final recommendation of the review committee. The committee's final recommendation shall be submitted by the commissioner to the state board for its consideration and determination.

(f) Approval status.

(1) The status assigned to any teacher education program specified in this regulation shall be approved, approved with stipulation, or not approved.

(2) Subject to subsequent action by the state board, the assignment of approved status to a teacher education program shall be effective for seven academic years. However, the state board, at any time, may change the approval status of a program if, after providing an opportunity for a hearing, the state board finds that the institution either has failed to meet substantially the program standards adopted by the state board or has made a material change in a program. For just cause, the duration of the approval status of a program may be extended by the state board. The duration of the approval status of a program shall be extended automatically if the program is in the process of being reevaluated by the state board.

(3) (A) If a program is approved with stipulation, that status shall be effective for the period of time specified by the state board, which shall not exceed seven years.

(B) If any program of a teacher education institution is approved with stipulation, the institution shall include in an upgrade report to the commissioner the steps that the institution has taken and the progress that the institution has made during the previous academic year to address the deficiencies that were identified in the initial program review.

(C) The upgrade report shall be submitted by the commissioner to the evaluation review committee for its examination and analysis. After this examination and analysis, the evaluation review committee shall prepare a written recommendation regarding the status to be assigned to the teacher education program for the succeeding academic years. The recommendation shall include a statement of the findings and conclusions of the evaluation review committee. The recommendation shall be submitted to an appropriate representative of the teacher education institution and to the commissioner. If the institution does not agree with this recommendation, the institution may request a hearing according to the provisions in subsection (e).

(D) For licensure purposes, each teacher education program that is approved with stipulation shall be considered to be approved.

(4) Students shall be allowed two full, consecutive, regular semesters following the notification of final action by the state board to complete a program that is not approved. Summers and interterms shall not be counted as part of the two regular semesters. Students who finish within these two regular semesters may be recommended for licensure by the college or university. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective Aug. 6, 2004; amended Aug. 12, 2011.)



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Item Title: Guidelines for Graduation Requirements

Dr. David Fernkopf, Assistant Director on the Curricular Standards and Assessment Services team, will be updating the board on policy decisions on the implementation of the new graduation credits. These graduation credits are scheduled to begin with the class of 2028, this year's incoming eighth graders.

REQUEST AND RECOMMENDATION FOR BOARD ACTION**Agenda Number: 15****Staff Initiating:**

Scott Gordon

Director:

Scott Gordon

Commissioner:

Randy Watson

Meeting Date:**8/8/2023****Item Title:**

Act on the recommendations of the Professional Practices Commission (revocation and denial)

Recommended Motion:

It is moved that the Kansas State Board of Education denies or revokes the licenses in the cases of 23-PPC-21; 23-PPC-24; 23-PPC-05

Explanation of Situation Requiring Action:

Complaints were filed against the following Licensees. None of the Respondents participated in the proceeding of the Professional Practices Commission.

23-PPC-21

Licensee has been licensed by the Kansas State Board of Education since 2006. On May 11, 2022, Licensee was sentenced in Miami County District Court case 2020-CR-000179 after having been convicted of two counts of Sexual Exploitation of a Child, felonies, for offenses which occurred in 2020. On February 24, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed twice based on learning of new addresses at which the Licensee may be able to receive service. The Complaint was mailed by standard and by certified mail. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing. The PPC's recommends revocation of 23-PPC-21's license.

23-PPC-24

Licensee is currently licensed by the Kansas State Board of Education and has been so licensed since 1996. On February 4, 2022, Licensee was sentenced after having been convicted in Sedgwick County District Court Case 21CR1457 of Sexual Exploitation of a Child, a felony involving a child. On February 24, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee's professional teaching license. The Complaint was mailed twice based on learning of new addresses at which the Licensee may be able to receive service. The Complaint was mailed by standard and by certified mail. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing. The PPC's recommends revocation of 23-PPC-24's license.

23-PPC-05

Licensee currently holds a Kansas professional teaching license. On June 23, 2023, Licensee pled guilty or no contest to counts of Felony Sexual Exploitation of a Child. In exchange for dismissal of the remaining crimes for which Licensee was charged, Licensee agreed to

surrender his teaching license. On June 29, 2023, Licensee voluntarily surrendered his license by way of a signed, notarized document (Attached Exhibit A). During the July 14, 2023 meeting of the Professional Practices Commission, the Commission voted to accept Licensee's surrender and recommend revocation of his license based on his criminal convictions and the underlying misconduct. The PPC's recommends revocation of 23-PPC-05's license.

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the License of

23-PPC-21

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (“Commission”) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation of [REDACTED] (Licensee) professional license.

The hearing on this matter was held on July 14, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, Darrin San Romani, Ricardo Sanchez, Carey Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee has been licensed by the Kansas State Board of Education since 2006.
2. On May 11, 2022, Licensee was sentenced in Miami County District Court case 2020-CR-000179 after having been convicted of two counts of Sexual Exploitation of a Child, felonies, for offenses which occurred in 2020.
3. On February 24, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee’s professional teaching license. The Complaint was mailed twice based on learning of new addresses at which the Licensee may be able to receive service. The Complaint was mailed by standard and by certified mail.
4. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.

3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.
5. The Kansas State Board of Education may revoke the license of any teacher for misconduct or other just cause including being convicted of any crime punishable as a felony and any crime involving children. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 8-0, that Licensee's license be revoked immediately, based on criminal misconduct, conviction of two counts of Sexual Exploitation of a Child, and failure to participate in the administrative proceedings.

This Initial Order is made and entered this _____, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on _____, 2023.

NOTICE TO APPLICANT

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Barbara Hughes
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

CERTIFICATE OF SERVICE

I hereby certify that on this _____ day of _____, 2023, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:



And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele
Secretary, Professional Practices Commission

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the License of

23-PPC-24

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (“Commission”) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation of [REDACTED] (Licensee) professional license.

The hearing on this matter was held on July 14, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, Darrin San Romani, Ricardo Sanchez, Carey Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee is currently licensed by the Kansas State Board of Education and has been so licensed since 1996.
2. On February 4, 2022, Licensee was sentenced after having been convicted in Sedgwick County District Court Case 21CR1457 of Sexual Exploitation of a Child, a felony involving a child.
3. On February 24, 2023, the Kansas State Department of Education filed a formal Complaint requesting the revocation of Licensee’s professional teaching license. The Complaint was mailed twice based on learning of new addresses at which the Licensee may be able to receive service. The Complaint was mailed by standard and by certified mail.
4. Licensee did not respond to the Complaint. He filed no answer and did not request a hearing.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.
2. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.

3. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
4. Licensee did not deny any allegations of the Complaint, nor did he provide any evidence of remorse, rehabilitation, or recognition of the wrongfulness of his actions.
5. The Kansas State Board of Education may revoke the license of any teacher for misconduct or other just cause including being convicted of any crime punishable as a felony and any sexual crime involving a minor. K.A.R. 91-22-1a.
6. A party may be served by mailing a notice to the person's last known address. K.A.R. 77-531.
7. If a party fails to participate in the adjudicative process, the party may be found to have conceded to the outcome requested by the filed complaint.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 8-0, that Licensee's license be revoked immediately, based on criminal misconduct, conviction of felony sexual exploitation of a child, and failure to participate in the administrative proceedings.

This Initial Order is made and entered this _____, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on _____, 2023.

NOTICE TO APPLICANT

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

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CERTIFICATE OF SERVICE

I hereby certify that on this _____ day of _____, 2023, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:



And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele
Secretary, Professional Practices Commission

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the License of

Case No: 23-PPC-05
OAH No. 23ED0016 ED

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commissioner (“Commission”) of the Kansas State Board of Education (State Board) upon the Complaint filed by the Kansas State Department of Education seeking revocation of [REDACTED] (Licensee) professional license.

The hearing on this matter was held on July 14, 2023. Appearing for the Commission were chairperson, Jennifer Holt, and members, Aaron Edwards, Eric Filippi, Darrin San Romani, Ricardo Sanchez, Carey Spaulding, Jamie Wetig and Christy Ziegler. The KSDE appeared by and through General Counsel, R. Scott Gordon. Licensee did not appear.

FINDINGS OF FACT

1. Licensee currently holds a Kansas professional teaching license.
2. On June 23, 2023, Licensee pled guilty or no contest to counts of Felony Sexual Exploitation of a Child. In exchange for dismissal of the remaining crimes for which Licensee was charged, Licensee agreed to surrender his teaching license.
3. On June 29, 2023, Licensee voluntarily surrendered his license by way of a signed, notarized document (Attached Exhibit A).
4. During the July 14, 2023 meeting of the Professional Practices Commission, the Commission voted to accept Licensee’s surrender and recommend revocation of his license based on his criminal convictions and the underlying misconduct.

CONCLUSIONS OF LAW

1. The Kansas State Board of Education (State Board) is responsible for the general supervision of Kansas education, including the certification and licensure of teachers. Kan. Const., Art. VI and K.S.A. 72-255.

2. The Kansas State Board of Education may revoke the license of any teacher for misconduct or other just cause including convictions for any felony or engaging in any sexual activity with a student. K.A.R. 91-22-1a.
3. One of the obvious goals of education is to “instill respect for the law.” Hainline v. Bond, 250 Kan. 217 (1992). An educator is a role model. Hainline at 224.
4. Teaching and school administration are professions with all the similar rights, responsibilities and privileges accorded other legally recognized professions. K.S.A. 72-2308.
5. Licensee’s conduct is inconsistent with the commonly held perceptions and expectations of a member of the teaching profession. Such conduct violates the public trust and confidence placed in members of the profession. Licensee’s conduct demonstrates a lack of fitness to perform the duties and responsibilities of a member of the teaching and school administration professions and is sufficient and just cause to revoke his license.

THEREFORE the Professional Practices Commission recommends to the State Board, by a vote of 8-0, that Licensee’s license be revoked immediately, based on engaging in appropriate conversations with students in person and via text messaging, and violation of school district policy.

This Initial Order is made and entered this _____, 2023.

PROFESSIONAL PRACTICES COMMISSION

Jennifer Holt, Chairperson

Order signed on _____, 2023.

NOTICE TO APPLICANT

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

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I hereby certify that on this _____ day of _____, 2023, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education, one (1) copy was mailed by certified mail, return receipt requested; and one (1) copy was mailed by first-class prepaid postage mail, to:



And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612

Marisa Seele
Secretary, Professional Practices Commission

Agenda Number: 16

Meeting Date: 8/8/2023



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Item Title: KSDE Data Management Overview

From: Jenni Marlatt

An overview of the data collection and management process at KSDE. This will include federal and state student data privacy laws, data governance, and the data collection process (current and future), federal reporting requirements, data dictionaries and data use. Presenting will be Scott Gordon, KSDE's General Counsel, and Kathi Grossenbacher, KSDE's Director of Information Technology.

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Item Title:

Executive Session for Personnel Matters of Non-Elected Personnel

Recommended Motion:

It is moved that the Kansas State Board of Education recess into Executive Session to discuss the subject of an individual employee's performance, which is justified pursuant to the non-elected personnel exception under the Kansas Open Meetings Act, in order to protect the privacy interest of the individual(s) to be discussed.



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Danny Zeck
District 1

Melanie Haas
District 2

Michelle Dombrosky
District 3

Ann E. Mah
District 4

Cathy Hopkins
District 5

Dr. Deena Horst
District 6

Dennis Hershberger
District 7

Betty J. Arnold
District 8

Jim Porter
District 9

Jim McNiece
District 10

WEDNESDAY, AUGUST 9, 2023 MEETING AGENDA

9:00 a.m.

1. Call to Order – Chair Melanie Haas
2. Roll Call

(AI) 3. Approval of Agenda

9:05 a.m.

(IO) 4. USD Budget Timeline Information

9:25 a.m.

(RI) 5. Licensing Test Change Recommendations

10:00 a.m.

Break

10:10 a.m.

(IO) 6. Special Education Advisory Council (SEAC) Update

10:35 a.m.

(IO) 7. Learning Series: School Audits 101

11:00 a.m.

Break

11:10 a.m.

(AI) 8. Act on Professional Standards Board (PSB) Nominations

11:25 a.m.

(AI) 9. Act on Licensure Review Committee (LRC) Nominations

11:40 a.m.

(IO) 10. District Disorganization Information Update

12:00 p.m.

(AI) 11. Consent Agenda
(see Addendum for complete listing of items and supporting information)

12:15 p.m.

12. Chair Report
 - A. Remarks from the Chair
 - B. Act on Board Travel
 - C. Committee Reports
- (AI)

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12:30 p.m.

- D. Board Attorney Report
- E. Requests for Future Agenda Items

ADJOURN

Agenda Number: 4

Meeting Date: 8/9/2023



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Item Title: USD Budget Timeline Information

From: Sherry Root

Craig Neuenswander and Dale Brungardt will review the law, process and timelines that school officials and local boards must follow to adopt and certify their budget to the county clerk and KSDE. They will also explain the steps necessary to notify the county clerk by July 20 about whether the district intends to exceed the revenue neutral rate (RNR).

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Item Title: Licensing Test Change Recommendations
From: Shane Carter, Director of Licensure

Explanation of Situation Requiring Action:

Statutory and Regulatory test requirements.

K.S.A 72-2162, Examination for licensure; duties of state board; confidentiality; availability of specifications and results, states, "the state board of education shall prescribe an examination designed to insure that the licensure of a person as a teacher is a reliable indicator that the person has the basic knowledge and qualifications necessary to engage in the profession of teaching in this state".

Licensure Regulation 91-1-203: Licensure requirements as well as **91-1-204: Licensure of out of state and foreign applicants**, require verification of successful completion of a pedagogical assessment, and verification of successful completion of a content assessment. To meet the pedagogical assessment requirement, the SBOE adopted Educational Testing Services' (ETS) Principles of Learning and Teaching exam (PLT). To meet the content assessment requirements, the SBOE adopted numerous ETS' content exams.

In addition to the Principles of Learning and Teaching, Education Program Providers (EPPs), are required to have teacher candidates complete a Teacher Work Sample (TWS) which requires the candidate to demonstrate understanding of pedagogical concepts. The TWS must be passed for a teacher candidate to be recommended for program completion; thus, if the TWS is not passed, a teacher candidate would not qualify for a Kansas teaching license.

Recommendations:

The Professional Standards board reviewed the Testing Working Group's recommendations and made the following recommendation after careful review and consideration to upholding the

high standards Kansas teachers must achieve to meet the needs of Kansas students.

1. The TWS aligns with the PLT exam and should replace the PLT exam. The group believed an individual who demonstrated the ability to be an effective teacher with the TWS should not be required to complete a second assessment to measure knowledge of pedagogical concepts. Additionally, the TWS is a high-quality measure that is valid, reliable, and approved during the accreditation process.

2. The recommendation is not to take away the Praxis content exam, but to have an alternative assessment process to verify content knowledge, after teacher candidates have tried and not been able to pass the Praxis content exam a minimum of two times. The alternative assessment will utilize holistic scoring in which a rubric will be made, to award points for the following components:

- a. Teacher Candidates' highest score on the content exam.
- b. Teacher Candidates' grade point average of college credit hours completed as part of the teacher preparation program.
- c. Keep 2 rubric completed by teacher candidates' building/district administrator.
- d. Interview conducted by the Licensure Review Committee (LRC) to address teacher candidates' knowledge of instruction to meet content standard requirements. The teacher candidate

Once the LRC completes the interview, a recommendation will be made to the SBOE to approve or disapprove the teacher candidate for an initial Kansas license.

Background:

The teacher licensure team met with education stakeholders during the Summer of 2022. As part of the meetings, it was determined the teacher licensure team should create a working group to examine test issues and make recommendations to adjust test requirements as needed. Beginning in September of 2022, the teacher licensure team, a group of school district administrators, educator preparation providers, and additional stakeholders, reviewed test data completed over the last five years and reported test issues.

The team met through January of 2023, and the group submitted recommendations to the Professional Standards Board. The Professional Standards board received the recommendation at the February 2023 meeting. In June 2023, the Professional Standards Board approved recommendations for submission to the SBOE.

Agenda Number: 6

Meeting Date: 8/09/2023



900 S.W. Jackson Street, Suite 102
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Item Title: Special Education Advisory Council Quarterly Update

From: Bert Moore

The State Board of Education will receive an update on current work of the Special Education Advisory Council (SEAC) from Bert Moore, KSDE Director of Special Education and Title Services.

SEAC's mission is to work collaboratively to provide leadership for continuous improvement of educational systems to ensure equity and enhance learning for all students in Kansas.

The purpose of the SEAC is to provide policy guidance to the State Board with respect to special education and related services for children with exceptionalities in the state. The Council meets as mandated by both the state and federal legislation. Council membership is made up of stakeholders throughout the state with the majority being individuals with disabilities and parents of children with disabilities. The State Board of Education approves appointments to vacated positions on the Council.

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Agenda Number: 7

Meeting Date: 8/9/2023



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Item Title: Learning Series: School Audits 101

From: Sherry Root

Laurel Murdie, KSDE's Director of Fiscal Auditing will provide information on the audit process of school districts.

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REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 8

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

8/9/2023

Item Title:

Act on Professional Standards Board (PSB) Nominations

Recommended Motion:

It is moved that the Kansas State Board of Education

1) It is moved that the Kansas State Board of Education act to appoint Jason Wheeler or Kimberly Reazin to the Professional Standards Board representing a Public Elementary School Administrator position. The appointed nominee would fill a three-year term thru June 30, 2026.

2) It is moved that the Kansas State Board of Education act to appoint Darnell Vargo, Gabriel Padilla, Julie Trapp, Karen Wilson, Keather Kleeman, Kody Willnauer, Kirstina Matthaei, or Luke Henke to serve on the Professional Standards Board representing a Classroom Teacher-At Large position. The appointed nominee would serve a three-year term through June 30, 2026.

3) It is moved that the Kansas State Board of Education act to appoint Darnell Vargo, Gabriel Padilla, Julie Trapp, Karen Wilson, Keather Kleeman, Kody Willnauer, Kirstina Matthaei, or Luke Henke to serve on the Professional Standards Board representing a Classroom Teacher-At Large position. The appointed nominee would serve a three-year term through June 30, 2026.

Explanation of Situation Requiring Action:

It is requested that the Kansas State Board of Education appoint members of the Professional Standards Advisory Board (PSB) as stipulated under the statute, K.S.A. 72-2309, which states: "The professional standards board shall have 21 members who shall be appointed by the state board of education". Page 2 of the attachment labeled "Professional Standards Board and Sub-Committee Members" aligns details the composition of the PSB as required by K.S.A 72-309(d)1-12. All nominees are certified and practicing in a Kansas school district, have five years of professional experience, and have served the last years prior to their nomination.

The responsibilities of the PSB are stipulated under the statute, K.S.A 72-2312, which states "To develop through the professions of teaching and school administration and recommend for adoption, or amendment and adoption, by the state board of education the rules and regulations for professional standards governing teacher and school administrator pretraining selection, teacher and school administrator preparation, admission to and continuance in the professions of teaching and school administration, including the requirements of continuing education for teachers and school administrators".

Recommended nominees to fill category vacancies are:

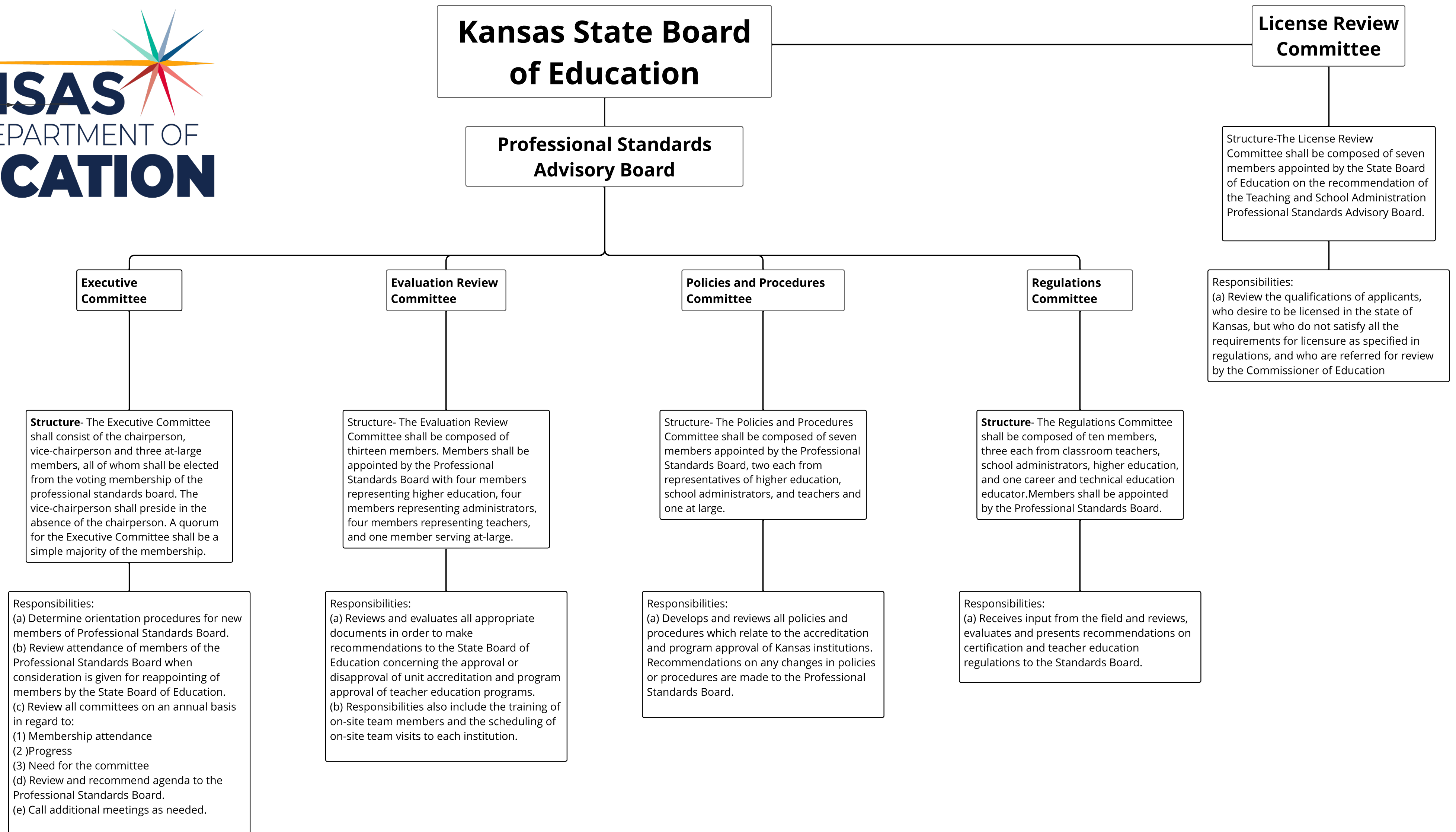
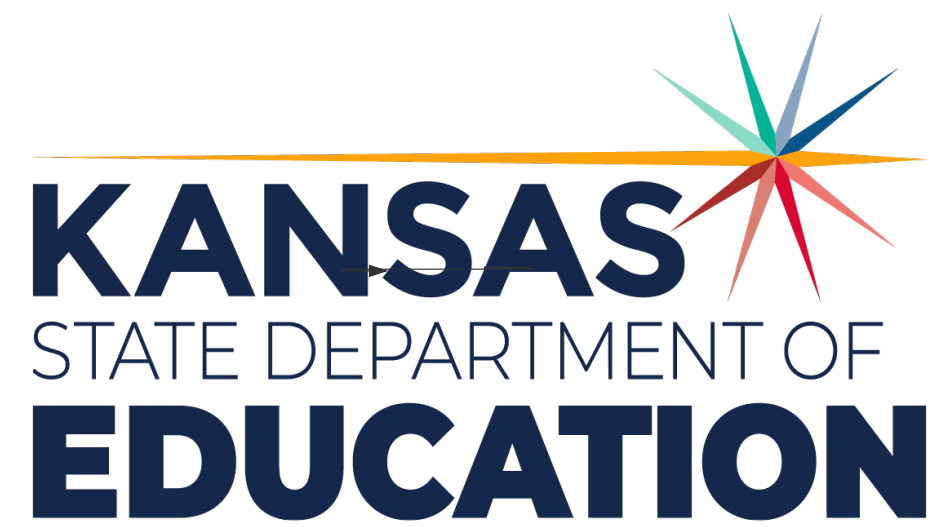
Elementary School Administrator position:

Jason Wheeler
Kimberly Reazin

Two Public School Classroom At-Large positions:

Darnell Vargo

Gabriel Padilla
Julie Trapp
Karen Wilson
Keather Kleeman
Kody Willnauer
Kirstina Matthaei
Luke Henke



Professional Standards Board

KSBE Liaison

Ann Mah
KSBE District 4

Cathy Hopkins
KSBE District 5

Higher Ed (1 KBOR, 1 Private)

Jim Truelove
Pitt ST.
2025
KSBE District 9

Amy Hogan
Ottawa U.
2024
KSBE District 4

Administrator (1 chief schools admin, 3 building admin, 1 Vocational, 1, SPED, 1 non public)

Shana Steinlage
USD 115
2024
KSBE District 1
Admin-SPED

Rena Duewel
USD 202
2024
KSBE District 2
Admin-HS

Barbara Gonzales
USD 233
2024
KSBE District 2,3,4
Admin-CTE

Jamie Finkeldei
Private
2024
KSBE District 8,10
Admin-Private

John Wyrick
USD 506
2025
KSBE District 9
Admin-District

Cameron Carlson
Private
2024
KSBE District 1
Admin-Private

Vacant
USD ###
20##
KSBE District #
Admin-Elem

Stacey Green
USD 271
2024
KSBE District 5
Admin-Middle

KS PTA Member (1)

Patty Jurich
2026

Teacher (7 [at least 1 elem, MS and HS], 1 Vocational, 1 SPED, 1 non public)

Vacant
USD ###
20##
KSBE District #
Teacher

Elizabeth "Libby"
Schmitz
Private
2025
KSBE District #
Private

Jill Bergerhofer
USD 229
2024
KSBE District 2,3
Secondary

Jori Nelson
USD 512
2024
KSBE District 2,3,4
Elementary

Vacant
USD ###
2023
KSBE District #
Teacher

Michael Reed
USD 361
2024
KSBE District 7,10
CTE

Phillip Wrigley
USD 501
2026
KSBE District 1,4,6
Secondary

Shelly Weir
USD 229
2025
KSBE District 2,3
Secondary

Roy Freeman
USD 308
2025
KSBE District 7
Middle

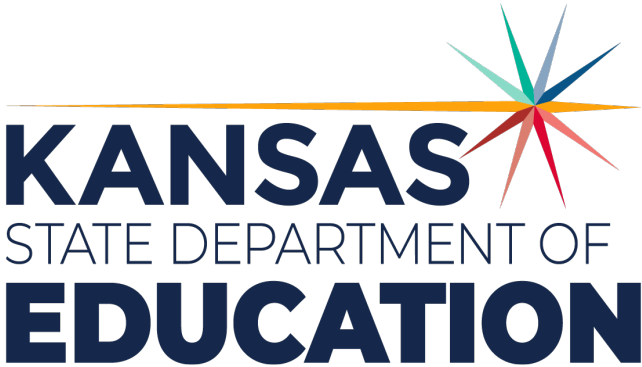
Sara McCarter
USD 320
2025
KSBE District 1,6
SPED

Board of Education of a School District

Emily Riner
USD 343
2025
KSBE District 1,6
School Board

PSB Executive Committee

Chairperson	Vice-Chairperson	At-large
<div>Cameron Carlson Private 2024 KSBE District 1</div>		<div>Shana Steinlage USD 115 2024 KSBE District 1</div>
		<div>Shelly Weir USD 229 2025 KSBE District 2,3</div>
		<div>Jim Truelove Pitt ST. 2025 KSBE District 9</div>
		<div>Phillip Wrigley USD 501 2026 KSBE District 5,7</div>



as of 7/20/2023

Evaluation Review Committee

Higher Education (4)

Dr. Jill
Gonzalez-Bravo
MNU
2025
KSBE District 3

Dr. Tonnie
Martinez
K-State
2025
KSBE District 1

Dr. Amy Hogan
Ottawa
2025
KSBE District 9

Mr. Scott
Gregory
FHSU
2026
KSBE District 5

Administrators (4)

Jason Wheeler
USD 364
2026
KSBE District 5

Dr. Leticia Porter
USD 204
2024
KSBE District
1,2,4

Erin Nichols
USD 490
2026
KSBE District 9

Shana Steinlage
USD 115
2024
KSBE District 1

Teachers (4)

Selena Eckstrom
USD 233
2025
KSBE District
2,3,4

Jelinda Keeling
USD 490
2026
KSBE District 9

Sydney Rummery
USD 385
2026
KSBE District 8,10

Billie Esser
USD 345
2025
KSBE District 1,6

At-Large (1)

Cameron
Carlson
Private
2026
KSBE District 1

Policies and Procedures Committee

Higher Education (2)

Allan Jantz
Bethel
2025
KSBE District 7

Vacant

20##
KSBE District #

Administrator (2)

Stacey Green
USD 271
2026
KSBE District 5

Quentin Breese
USD 333
2026
KSBE District 1,6

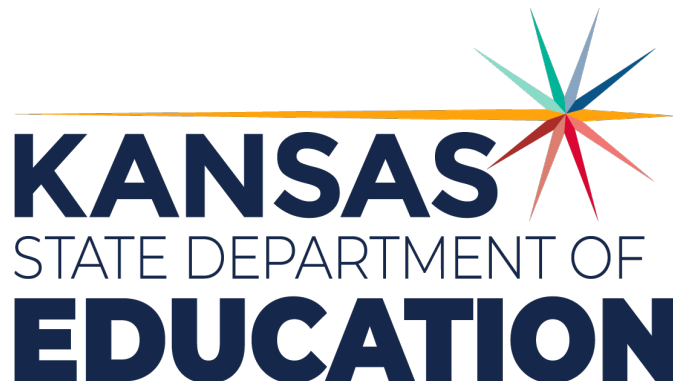
Teacher (2)

Roberta "Bert"
Lewis
USD 234
2025
KSBE District 9

Patty Ahern
USD 437
2025
KSBE District 4,6

At-Large (1)

Cody Ratliff
USD 495
2026
KSBE District 7



As of 7/20/2023

Regulations Committee

Higher Education (3)

Janet Stramel
FHSU
2025
KSBE District 5

Jim Truelove
Pitt St.
2026
KSBE District 9

Vacant

20##
KSBE District #

Administrator (3)

Shana Steinlage
USD 115
2026
KSBE District 6

Mike Waters
USD 102
2026
KSBE District 5

Quentin Breese
USD 333
2025
KSBE District 1,6

Teacher (3)

Anita White
USD 250
2026
KSBE District 9

Marni Mills
USD 233
2025
KSBE District
2,3,4

Kimberly Hawks
USD 497
2025
KSBE District
1,4,6

CTE (1)

Ruth Delange
USD 260
2025
KSBE District 8,10

License Review Committee

Higher ED <div>Jessica Bird Newman 2024 KSBE District 8</div>	Administrator (1, Building, 1 District) <div>Vacant USD ### 20## KSBE District ## District</div> <div>Cody Calkins USD 215 2026 KSBE District 5 Building</div>	Classroom Teacher (1 Elementary, 1 Middle, 1 Secondary, 1 SPED) <div>Tricia Schechter USD 376 2024 KSBE District 7 Middle</div> <div>Brittany Hullman USD 382 2026 KSBE District 7 SPED</div> <div>Anita White USD 250 2026 KSBE District 9 Secondary</div> <div>Allen Gallaway USD 259 2024 KSBE District 8</div>
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Nominee's Full Name:	The KSBE district(s) your USD is i...	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on. Select all that may app...	Nominee represents school district or post-secondary institution size of:
Darnell L Vargo	District 1	378 Riley	N/A	N/A	Professional Standards Board	401-1200

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
KANAAE	N/A	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/VOC/none - Which of the following do you teach?
PreK-12	Teacher	Middle School	8th Grade ELA Teacher	N/A	N/A	NA

Please state briefly, your qualifications for this appointment as set forth...

Service to the profession and serving on committees in a variety of capacities. •MLK Distinguished Service Award Nominee, Newman University •Newman School of Education Advisory Council, Newman University •District Chair-Curriculum Professional Development Committee •District representative for ELA and Kansas College and Career Readiness Standards Materials and Resources •Lead teacher in the Middle School department •Mentor for KSDE Mentoring Program of new teachers in USD#378 •Student Teacher and Block Student Mentor •Representative for Middle School ELA School Improvement Plan •Past Head Negotiator for Riley County Educators, a local teacher organization •Past Representative for District Calendar Committee •Representative for Technology Committee •Serve on multiple PLCs (professional learning committees) •Presented at USD #378 Professional Development In-Service 6-Trait Writing and Technology

Work experience - Please state, briefly, your working and educational experience which might...

Work Experience: Adjunct Instructor, May 2021 – Present, Newman University, Wichita, KS English Language Arts Teacher (Grades 7-8), August 2007—Present, USD #378, Riley County Middle School, Riley, KS Director – ESSER2, After-school program, Grades 2nd - 6th, June 2021 – June 2022, USD #378, Riley County Grade School, Riley, KS Computer Science Teacher (K-8), August 2001—May 2007, USD #378, Riley County Grade School, Riley, KS Library/Media Center (Pre-K-6), August 1998—May 2001, USD #378, Riley County Grade School, Riley, KS Kindergarten Teacher, August 1996—May 1998, USD #379, Green Elementary, Green, KS Fifth Grade Teacher, August 1995—May 1996, St. Xavier Catholic School, Junction City, KS Education: Doctor of Education, Leadership in Higher Education, May 2021 Baker University, Overland Park, KS Endorsement: Leadership and Instructional Design & Performance Technology Master of Science in Elementary Education, December 1998 Kansas State University, Manhattan, KS Bachelor of Science in Elementary Education, May 1995 Kansas State University, Manhattan, KS K-9 Certification; 5-9 Certification in English and Social Studies (Licensed through 1/3/2024)

DARNELL VARGO

8393 Frog Holler, Manhattan, Kansas 66503

785-485-2744 • dlvargo@outlook.com

EDUCATION

Doctor of Education, Leadership in Higher Education, May 2021

Baker University, Overland Park, KS

Endorsement: Leadership and Instructional Design & Performance Technology

Master of Science in Elementary Education, December 1998

Kansas State University, Manhattan, KS

Bachelor of Science in Elementary Education, May 1995

Kansas State University, Manhattan, KS

K-9 Certification; 5-9 Certification in English and Social Studies

(Licensed through 1/3/2024)

Diploma, Legal Secretary, November 1989

Manhattan Area Technical College, Manhattan, KS

PROFESSIONAL EXPERIENCE

Adjunct Instructor, May 2021 – Present

Newman University, Wichita, KS

Methods of Teaching Integrated Language Arts, Foundation and Philosophy of Education, Educational Psychology, Teaching Social Studies in Elementary Education

- Instruct classes of 12-21 students each week.
- Maintain a class syllabus, assignments, and additional material for students.
- Plan lectures and assignments to collaborate with the necessary course curriculum.
- Use Canvas LMS for courses, grades, discussions, assignments, and announcements.
- Online Courses and Hybrid Model
- Familiar with Moodle and Canvas LMS

English Language Arts Teacher (Grades 7-8), August 2007—Present

USD #378, Riley County Middle School, Riley, KS

- Vertically align ELA curriculum with state and district standards.
- Analyze formative and summative assessments and implement instructional improvements.
- Differentiate instruction for learners at different levels of understanding.
- Promote critical reading and effective writing skills for college and career-ready students.
- Foster a positive learning environment by providing clear expectations and meaningful instructions and incorporating student input.
- Collaborate with colleagues to ensure a smooth transition between grades.

Director – ESSER2, After-school program, Grades 2nd - 6th, June 2021 – June 2022
USD #378, Riley County Grade School, Riley, KS

- Assure program goals and performance outcomes are met in accordance with state government grants and support.
- Perform formal and informal evaluations of program impact demographics and outcomes.
- Evaluate training needs for part-time staff.
- Developed and maintained open and positive relationships with parents, staff, and administration.

Computer Science Teacher (K-8), August 2001—May 2007
USD #378, Riley County Grade School, Riley, KS

- Developed and implemented an innovative technology program designed to teach twenty-first-century skills to students.
- Collaborated with grade-level teachers to integrate innovative, learner-centered technology into their classrooms.
- Served on the USD #378 Committee and created a Technology Plan for the Kansas State Department of Education.

Library/Media Center (Pre-K-6), August 1998—May 2001
USD #378, Riley County Grade School, Riley, KS

- Used traditional media and digital learning technologies to prepare students to meet 21st Century Technology Guidelines.
- Implemented the K-6 Library Media and Technology Curriculum.

Kindergarten Teacher, August 1996—May 1998
USD #379, Green Elementary, Green, KS

- Vertically align Kindergarten curriculum with state and district standards.
- Assessed students individually on state and local school district assessments.
- Organized and implemented lessons.
- Collaborated with educators to oversee the transition from pre-school to kindergarten and kindergarten to first grade.

Fifth Grade Teacher, August 1995—May 1996
St. Xavier Catholic School, Junction City, KS

- Participated in staff development activities, including the implementation of a Title I program for individual students' needs.
- Used individual and portfolio assessments.
- Differentiate instruction for learners at different levels of understanding, Math and ELA.
- Analyze formative and summative assessments and implement instructional improvements.

SERVICE AND PROFESSIONAL LEADERSHIP

- MLK Distinguished Service Award Nominee, Newman University
- Newman School of Education Advisory Council, Newman University
- District Chair-Curriculum Professional Development Committee
- District representative for ELA and Kansas College and Career Readiness Standards Materials and Resources
- Lead teacher in the Middle School department
- Mentor for KSDE Mentoring Program of new teachers in USD#378
- Student Teacher and Block Student Mentor
- Representative for Middle School ELA School Improvement Plan
- Head Negotiator for Riley County Educators, a local teacher organization
- Representative for District Calendar Committee
- Representative for Technology Committee
- Serve on multiple PLCs (professional learning committees)
- Presented at USD #378 Professional Development In-Service *6-Trait Writing and Technology*

Nominee's Full Name:	The KSBE district(s) your USD is i...	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on. Select all that may app...	Nominee represents school district or post-secondary institution size of:
Gabriel Padilla	District 8	259 Wichita	N/A	N/A	Professional Standards Board	5001 and over
Gabriel Abraham Padilla	District 8	259 Wichita	N/A	N/A	Professional Standards Board	5001 and over

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
KNEA	N/A	N/A
KNEA	N/A	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/VOC/non e - Which of the following do you teach?
PreK-12	Teacher	High School	Secondary Math and AVID Teacher	N/A	N/A	NA
PreK-12	Teacher	High School	Mathematics and AVID educator.	N/A	N/A	NA

Please state briefly, your qualifications for this appointment as set forth...

Seven year licensed classroom educator committed to continual learning and giving back to my community. I have worked as an activator for Collaborative Learning Communities, and worked with colleagues in our district to sequence Algebra 1 and Geometry. I was awarded the Golden Apple Award which validated for me my commitment to building relationships with students, colleagues, families, and our community.

Math Teacher- Wichita Public Schools, 7 years ESOL Certified Teacher - AVID Teacher - Wichita Public Schools, 2 years

Work experience - Please state, briefly, your working and educational experience which might...

I am best known for my relationship with students and colleagues. I hold high expectations of all students in my Mathematics and AVID classroom. I believe in giving back to my community and take an active role in various organizations that support the important work educators do. Serving on the PSB would provide me the opportunity to give classroom educators perspective. I am focused on upholding standards that are critical to the work educators do to ensure all students have quality learning opportunities.

Math Teacher- Wichita Public Schools, 7 years ESOL Certified Teacher - AVID Teacher - Wichita Public Schools, 2 years Secretary- United Teachers of Wichita, 1 year Doctorate of Educational Leadership PK-12 (2023 - 2026) Masters in Curriculum and Instruction (2018 - 2022) Bachelors of Science: Mathematics Licensure (2012- 2017)

GABRIEL A. PADILLA

M A T H E M A T I C S T E A C H E R



☎ (316) 300 - 9160

✉ gpadilla@usd259.net

📍 1313 N Gordon Wichita, Ks, 67203

PROFILE

A Mathematics and AVID elective teacher bringing 7 years of experience .

SKILLS / AWARDS

- Biliterate: Spanish and English
- Golden Apple Award Winner (2021)
- GLSEN KS Educator of the Year (2019)

LEADERSHIP ROLES

- GLSEN Trainer
 - 2022- Present
- UTW Secretary
 - 2 years (2022- 2024)
- West High Lead Pro-Rep
 - 1 Year (2022- 2023)

EDUCATION

BAKER UNIVERSITY

Doctorate of Education:

Leadership PK - 12

2023 - 2026

NEWMAN UNIVERSITY

Masters of Education: Curriculum and Instruction

- ESOL Endorsement

2018 - 2022

MCPHERSON COLLEGE

Bachelors of Science: Mathematics

2012 - 2017

EXPERIENCE

WICHITA PUBLIC SCHOOLS: WEST HIGH SCHOOL

Mathematics Teacher and AVID Elective Teacher

2017 - Present

- Teaching classes from Foundations of Algebra, Algebra 1 and Geometry.
- Managed classes and gaps in students learning.
- Facilitated numerous professional development sessions including topics such as Piloting Standards Referenced Grading, How to Create Safe Environments for LGBTQ students. Why is it important to create safe environments for LGBTQ students.
 - I have also done a few professional developments for GLSEN in Boston and Brooklyn.
- Creating sequences for curriculum calendar with other teachers across the district to ensure consistency
- Adjusted lesson plans to meet the various, and ever-changing, needs of students during hybrid learning
- Translating for students whose first language is Spanish in my own classroom
- Translate for families and teachers during enrollment and conferences.

Nominee's Full Name:	The KSBE district(s) your USD is i...	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on. Select all that may app...	Nominee represents school district or post-secondary institution size of:
JULIE TRAPP	District 9	408 Marion	N/A	N/A	Professional Standards Board	0-400

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
KANAAE	N/A	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/VOC/none - Which of the following do you teach?
PreK-12	Teacher	Middle School	6th grade teacher	N/A	N/A	NA

Please state briefly, your qualifications for this appointment as set forth...
N/A

Work experience - Please state, briefly, your working and educational experience which might...
N/A

Julie Trapp

1609 Turkey Creek
Marion, Ks. 66861
(620) 382-7060
jqtrappjul73@gmail.com

EXPERIENCE

USD 408 Marion Elementary — 3rd grade teacher

Aug. 1999- May 2014

USD 408 Marion Middle School— 6th grade teacher

Aug. 2014 -Current

EDUCATION

Emporia State University, Emporia, KS— Bachelor of Science in Education

Aug. 1993 - Dec. 1996

Wichita State University, Wichita, KS— Masters in Curriculum and Instruction

Aug. 2003 - May 2005

PROJECTS

After school grant —At MES

I was in charge of an after school grant for the elementary for 4 years where I helped plan activities for students to do after school was out. We had different clubs that other adults ran and we organized a Survivor Night at the school for students and parents. We planned team building games and then had a presentation from a group in Nebraska that rescues wild animals and then goes around giving presentations of their survival and why they shouldn't be a pet. The evening ended with a movie, popcorn and sleeping bags spread all across the gym floor.

SKILLS

Preparing students for the future with new technologies.

Encouraging students to engage in group work and solve problems in a team-driven approach

Engaging personality and enthusiasm for hands-on learning with students..

Working with other professionals to create an educational system that benefits all.

AWARDS

Received a grant from Westar for teaching about our natural resources

OTHER

Member of KANAAE for about 8 years. I've encouraged many teachers to also join this wonderful organization.

Nominee's Full Name:	The KSBE district(s) your USD is i...	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on. Select all that may app...	Nominee represents school district or post-secondary institution size of:
Karen Wilson	District 5	489 Hays	N/A	N/A	Professional Standards Board	2501-5000
Karen Wilson	District 5	489 Hays	N/A	N/A	Professional Standards Board	1201-2500

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
KNEA	N/A	N/A
KNEA	N/A	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/VOC/no ne - Which of the following do you teach?
PreK-12	Teacher	Elementary	Librarian	N/A	N/A	NA
PreK-12	Teacher	Elementary	Classroom Teacher	N/A	N/A	NA

Please state briefly, your qualifications for this appointment as set forth...

N/A

I teach secondary math and AVID and understand the importance standards quality educators serving students with diverse needs. In addition I have worked with my district as an activator for Collaborative Learning Communities as well as district initiatives to sequence Algebra 1 and Geometry.

Throughout my career, I have worked to help improve the quality of teachers and education in Kansas. I served as the Professional Development Chair at Plainville for nine years during which I assisted teachers with professional development and licensure. I also served as the District Steering Committee Chair for seventeen years at Plainville where I worked to improve education and help ensure the accreditation of USD 270. I recently served as the KESA chair for USD 271 Stockton during the first cycle of the KESA accreditation cycle.

Work experience - Please state, briefly, your working and educational experience which might...

N/A

Seven year classroom teacher committed to serving students and the teaching profession. My experience working in and outside the classroom at West High, with USD 259 as a professional educator provides me with educational experience to serve as a viable member to the Professional Standards Board.

I have been an educator in Kansas for 29 years. I taught Spanish to grades 1-12 and am currently employed as a Library Media Specialist. I have severed in the library at all levels, K-12. I hold a Master's in Library Science which has equipped me with the skills to research and think analytically. My education has also improved my ability to exercise initiative and independent judgment.

Karen Ann Wilson

785-259-5796 | kannwilson@gmail.com | 1718 Wheatland Ave., Hays, KS 67601

Experience

USD 489, Lincoln and Roosevelt Elementary Schools, Hays

2019 - Present

- Create and implement lessons for students in grades K-5
- Maintain school library collection and resources
- Find materials and resources for students
- Help teachers find materials that supplement their lesson plans
- Manage library media resources
- Manage budgets and library projects

USD 270, Plainville High School, Plainville, KS

1998 - 2019

- Prepare and present lesson for Spanish I, Spanish II, and Spanish III
- Presented lessons through interactive distance learning
- Site Council Chairperson, 2002 - 2004
- District Steering Committee Coordinator, 2002 - 2019
- Professional Development Council Chair, 2010 - 2019

USD 489, Hays High School, Hays, KS

1995 - 1998

- Prepare and present lesson for Spanish I, Spanish II, and Spanish III
- Responsible for presenting lessons through interactive distance learning

USD 264, Clearwater Elementary, Clearwater, KS

1993 - 1995

- Planned and implemented an Elementary Spanish Program
- Prepared and presented lessons for elementary students in grades 1 -5

Education

Oklahoma State University, Stillwater, OK, B.A. Spanish

1989-1993

Awarded Latin American Studies Certificate

Emporia State University, Emporia, KS, Masters of library science

Focus on PreK-12 Librarianship

Leadership

KESA Chair, First KESA accreditation cycle for USD 271, Stockton

William Allen White Award selection committee member, 2017 - Present

Kansas School Library Association, 1st Vice President, 2022 - Present

Nominee's Full Name:	The KSBE district(s) your USD is i...	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on. Select all that may app...	Nominee represents school district or post-secondary institution size of:
Kody Noel Willnauer	District 3	233 Olathe	N/A	N/A	Professional Standards Board	5001 and over

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
KANAAE	N/A	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/VOC/no ne - Which of the following do you teach?
PreK-12	Teacher	Elementary	Elementary Teacher, Vocal Music	N/A	N/A	NA

Please state briefly, your qualifications for this appointment as set forth...

I received my Masters in Education from the University of Kansas in 2018. I have been a Kansas educator since 2011 and previous to that a substitute teacher. I stay current on professional development and evaluations as required by my district and participate in continuing education as encouraged by my district.

Work experience - Please state, briefly, your working and educational experience which might...

I am an active collaborator in professional development for our general music cadre. My most recent contribution was revisiting and enhancing our district general music standards to align with the recent update to both state and national standards. I also participate in helping my school as a technology liaison for student iPad facilitation as well as technology support in the building when needed.

Kody Willnauer

19522 174th St. Tonganoxie, KS 66086 | (816) 507-1437 | kody.willnauer@gmail.com

EDUCATION:	Bachelor of Music Education 3.56/4.00 GPA	University of Kansas Lawrence, Kansas December 2008
	Masters of Education 3.92/4.00 GPA	University of Kansas Lawrence, Kansas May 2018

PROFESSIONAL EXPERIENCE:

Vocal Music Teacher	Fall 2011-Present
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Regency Place Elementary K-5 - Olathe USD 233

- Instruct general music education for grades K-5
- Create and present concerts aligning with district curriculum
- Member on advisory group for curriculum and instruction framework for district elementary music educators
- Trained staff and students on district technology aligned with district expectations and outcomes

Willnauer Musicworks, LLC	2013-Present
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- Individualized instruction to children and adult learners in private music lessons
- Tune and repair pianos for clients around Kansas City
- Developed innovative new tool for musicians to use with digital displays
- Collaborated with engineers, tooling manufacturers, and legal professionals to bring product to market with global sales

US Department of Commerce, US Census	2020
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- Facilitated census questionnaire to local community respondents
- Developed intrapersonal strategies for community respondents to fully complete questionnaire
- Managed a self-paced goals and work schedule in accordance with employment expectations

PROFESSIONAL ACHIVEMENTS:

2012-2013 elementary education recipient of Kansas Cable
Telecommunication Horizon Award for Kansas New Teacher of the Year

2012-2020 \$19,624 in Olathe Public Schools Foundation grants for
technology and musical instruments for classroom and school building

2016 publication in the Association for the Advancement of Computing in Education (AACE) EdMedia Conference in Vancouver, British Columbia, Canada Virtual Brief “Best Practices and Strategies to Fully Utilize Tablets in the Elementary Classroom from the Teacher and Student Perspective”

2018 publication in the Association for the Advancement of Computing Education (AACE) EdMedia Conference in Amsterdam, Netherlands Virtual Brief “Digital Harmony: Finding Opportunities to Best Combine Technological Resources, Music Pedagogy, and Problem Based Learning in the 21st Century Elementary Music Classroom”

2018 USPTO #10,039,377 “Music Lyre for Electronic Display Device” granted

2020-2021 East Central Kansas Music Educator Association General Music Teacher of the Year

**VOLUNTEER
SERVICE:**

Stranger Township Volunteer Fire Department 2020- Present

- Volunteer firefighter
- Assist in community emergencies
- Coordinate purchases of PPE for department and fulfillment of supplies from Strategic National Stockpile (SNS) through county and state emergency management departments
- FEMA IS-00100.c Introduction to Incident Command System, certification
- FEMA IS-00700.b An Introduction to the National Incident Management System, certification

REFERENCES:

Mr. Mike Stieben, friend
Leavenworth County Commissioner
300 Walnut St.
Leavenworth, KS 66048
mstieben@leavenworthcounty.gov

Mr. Calvin Hayden, friend
Sheriff of Johnson County, Kansas
27747 W 159th St.
New Century, KS 66031
(913) 944-2623
calhks@hotmail.com

Mr. Dave Shirley, friend
Technical Lead Software Engineer, Garmin
18570 West Acacia Drive
Goodyear, AZ 85338
(913) 850-3747
American.shirleys@gmail.com

Mr. Cameron Guelbert, coworker
Physical Education, Regency Place Elementary
Olathe School District USD #233
13250 S. Greenwood St.
Olathe, KS 66062
(913) 780-7620
cguelbert@olatheschools.org

Nominee's Full Name:	The KSBE district(s) your USD is i...	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on. Select all that may app...	Nominee represents school district or post-secondary institution size of:
Keather Kleeman	District 5	216 Deerfield	N/A	N/A	Professional Standards Board,Evaluation Review Committee,Licensure Review Committee,Regulations Committee,Policies and	0-400

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
KANAAE	N/A	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/VOC/none - Which of the following do you teach?
PreK-12	Teacher	High School	9-12 ELA Teacher	N/A	N/A	NA

Please state briefly, your qualifications for this appointment as set forth...

I am a certified ELA teacher grades 6-12 in Kansas, grades 5-12 in Missouri. I hold Professional licensure in two states, with both an undergraduate and graduate degree in Education. My undergrad is a Bachelors of Education: Secondary English while my graduate degree is a Masters in Education: Integrated Learning (Psychology and Technology focused). I have been a full time classroom teacher for 6 years in two districts. For my 7th year, I will be one of the HS ELA teachers in Holcomb USD 363.

Work experience - Please state, briefly, your working and educational experience which might...

I know the standards for grades 7-12, not only for ELA but all content areas as I was the PLC coordinator this year for my district. It was my responsibility to guide the middle and high school staff through the process of identifying their essential standards based on rigor, assessment, readiness, leverage, and endurance. I then guided the staff through the beginning stages of using the essential standards to start aligning units and assessments to create standards based curriculum that is vertically aligned. This is the second time I have been a leader in this process, with the end goal being a standards based grading system in two different districts and states. I have learned the importance of knowing one's content standards backwards and forwards as well as knowing the standards above and below one's grade level. Being able to guide others through this process has opened my eyes to how few teachers truly comprehend the need for knowing the standards as well as how to implement as standards based curriculum. Helping to make sure that our state standards are setting the bar for excellence would be a position that I would be excited and honored to fulfill. In addition to my work with state standards, I also have experience with the guidelines that govern teaching requirements in both Kansas and Missouri. As an educator that received their degree and certification in another state, it has been an enlightening process to transfer that certification to Kansas and maintain the current level as my previous state while meeting the expectations outlined for my new teaching position. Finally, this year has proven to be a learning experience in creating and keeping a professional environment as a leader through various committees in the face of



Keather Kleeman

608 Elm St. PO Box 164 Deerfield, KS 67838

Phone: (417) 576 7755

Email: kleemankeather@gmail.com

Work Experience

Classroom Teacher: Deerfield USD 216 (2022-Present)

Grade 9-12 English Language Arts
High School Media/Broadcasting
Reading/Math Intervention Coordinator
Professional Learning Community Coordinator
National Honor Society Sponsor
Middle/High School Scholars Bowl Coach

Classroom Teacher: Monett School District (2017-2021)

Grade 8 General Education-Communication Arts
Grade 8 Communication Arts Skills and Enrichment
Team Teacher through cross-content Social Studies
National Junior Honor Society Sponsor
Odyssey of the Mind Sponsor

Family Advocacy Solutions, LLC (2022-Present)

Home Study Assessor
Parent Aide Supervisor
Parent Educator/STRONG Class Leader

Herschend Family Entertainment (2005 – Present)

Silver Dollar City
Attractions: Cave Guide, Rides Operator, Head Chef, Animal Handler
Merchandise: Retail Associate
Midwest Living Culinary & Craft School: Guest Chef for Culinary Classes

Objective

Obtaining a full-time teaching position that utilizes my passion for literature and communication to promote a positive learning environment for students by implementing various teaching methods and collaboration with other professionals.

Education

Drury University

Master in Education

- Major: Integrated Learning
- GPA: 3.55
- Thesis: "Effectiveness of Formative Assessments on Summative Learning"

Missouri State University: College of Education

Bachelor of Science Education

- Major: Secondary Education English
- GPA: Expected 3.60
- Dean's List Spring 2016 and Fall 2016

Ozark Technical Community College

Associate of Arts

- Dean's List Fall 2012

Skills/Service

Community Service

During my time in Monett, I volunteered my time with the Monett Youth Baseball Softball League. Not only did I serve as a member of the board of directors, I was also asked to serve as the Director of Concessions for both the city league as well as for the competitive tournaments we hosted. In this position, I employed 15-20 people at any given time and was in charge of all purchasing, communication, and budgeting for this non-profit organization.

Crisis Management

Throughout my years first at Herschend Family Entertainment and later as an educator, I have not only been the lead but also have assisted in multiple crisis situations from illness to car accidents. This has taught me the valuable skills of knowing when to take charge as well as understanding when to defer to those in authority, taking their directions without question. These situations have also taught me how to respond in a calm manner, without panic or losing control. I am safe driving, AED, and CPR certified.

Abilities

Technology

Proficient in the use of Microsoft Office programs as well as all G-Suite applications such as Google Docs, Slides, Sites, and Classroom as well as their applications in the classroom. This includes presentations, formative and summative assessments, data collection and application, and communication for the one-to-one classroom for both students and parents. Proficient in multiple other applications including but not limited to GoGuardian, StudySync, Evaluate, IXL, Swivl, and Remind.

Interests

Eager to participate in student organizations and activities such as National Honor Society, Odyssey of the Mind, Student Council, after school tutoring programs, as well as reading programs.

Philosophy of Education

Establishing a classroom philosophy has always been such a daunting idea. There are many things that are good in theory, but do not translate well into reality. However, after researching and asking older educators, I have found a philosophy that I truly believe in. A philosophy that I have spent the last five years utilizing to the best of my ability in an effort to create lifelong learners.

Learning is fun.

It is simple, perhaps many will think too simple. But I think it sums up everything that I wish to be as a teacher. I did not come to this philosophy on my own; I will admit up front that I stole it from one of the best and greatest educators I have ever known.

This woman taught me to be creative, to treat others with respect and kindness, and to be myself because that is the greatest thing a person can be. She taught me the joy of reading, taking me to worlds beyond worlds. Through her, I saw the world change. She taught me to pull myself up by my bootstraps and get on with the business at hand. She touched so many lives in her career as an elementary teacher. Her students constantly came back to talk with her and catch her up on their lives, telling her what an influence she had been.

This woman loved her family and her faith. She would jump in with a neat idea, taking a student's work to levels the student could not imagine. She never taught in a predictable manner and she taught students that learning truly was fun.

This woman is my mother and if I can be half the teacher that she is, then I will consider my life a success. I proudly steal her philosophy and will continue to strive to teach my students to enjoy both life and learning.

Nominee's Full Name:	The KSBE district	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on.	Nominee represents school district or post-secondary institution size of:
Kristina Matthaei	District 8,District 10	259 Wichita	N/A	N/A	Professional Standards Board	5001 and over

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
KSBE-Board Member	N/A	Jim McNiece-District 10

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/VOC/non e - Which of the following do you teach?
PreK-12	Teacher	Middle School	District Level Instructional Coach	N/A	N/A	NA

Please state briefly, your qualifications for this appointment as set forth...

I am currently a Kansas certified Teacher endorsed in Elementary K-9, English for Speakers of Other Languages K-6, and English Language Arts 5-8. I am currently employed on a teacher contract in USD 259.

Work experience - Please state, briefly, your working and educational experience which might...

I have worked in USD 259 for 23 years as a middle school ELA teacher, ESL teacher, Building Instructional Coach, and District Level Lead Instructional Coach. I currently mentor the secondary instructional coaches that provide professional development and classroom coaching to 28 middle and high schools. I also provide professional development throughout the district on various topics.

Kristina Matthaei

607 South St Andrews Dr.
Wichita, KS 67230
(316) 204-0035
kmatthaei@usd259.net

PROFESSIONAL EXPERIENCE

WPS, USD 259 — *Lead Coach (PreK-12)*

2011 – PRESENT

Research, create, structure, and facilitate professional learning/data dialogues for district personnel at all levels including teachers, paras, instructional coaches, guest teachers, bus drivers, and administrators

Mentor, coach, problem solve alongside, and provide training for Instructional Coaches

Coach various stakeholders across the district using planning, reflecting, and problem-solving Cognitive Coaching conversations

Collaborate with district level personnel on school improvement, supporting building administration and coaches, facilitating, and participating in data dialogues, keeping a focus on district goals related to the WPS Strategic Plan, and promoting and ensuring quality instruction

WPS, USD 259 — *Building Instructional Coach (6-8)*

2004-2011

Research, create, structure, and facilitate weekly professional learning/data dialogues and building in-services for all building personnel

Mentor, problem solve alongside, co-plan lessons, and model lessons for middle school teachers in all content areas

Coach teachers through planning, reflecting, and problem-solving Cognitive Coaching conversations

Collaborate with building administrators and leadership teams to facilitate and participate in data dialogues, PL planning, and keeping a focus on district goals and our School Improvement Plan goals

WPS, USD 259 — *English Language Arts Teacher (6-8)*

2000-2004

Design and implement standard based ELA lessons to 6th-8th grade students

Applied technology, ESOL strategies, differentiation, cooperative learning strategies, and rigor and relevance to meet students' instructional needs

SKILLS

Strong written and verbal communicator

Engaging public speaker

Organized

Self-motivated

Collaborative

Learner

SPECIALIZED TRAINER EXPERIENCES

**Safe & Civil Schools
CHAMPS District Trainer**
(Behavior Management, 2013)

**Explicit Instruction
District Trainer** (2013)

**Certified LETRS Trainer-
Foundations and Early
Childhood Educators**
(2012)

**Susan Hall 95% Groups
Phonics Lesson Library
District Trainer** (2012)

**KS Reading MTSS
Structuring,
Implementation, and
Refinement District
Trainer** (2012)

EDUCATION

**Fort Hays State University, Hays, KS — Master of Science:
Educational Administration**

2015-2021

Kansas State University, Manhattan, KS — ESL Endorsement

2002-2004

**McPherson College, McPherson, KS — B.S. Elementary Educator
K-9 w/minor in Speech and Theatre**

1996-2000

Relevant Leadership Experiences and Trainings

Distinguished Classroom Teacher 2023

Advanced Cognitive Coaching™ Training (6 days) 2022-2023

LETRs for Early Childhood Educators (Unit 1-4) 2022

**Behavior Workgroup (Certified and Classified Unions and
District Collaboration) 2022-2023**

**Distinguished Classroom Teacher Award Committee Member
2020-2023**

Guest Teach Planning & Training Committee 2021-2023

District Level Behavior Workgroup Facilitator 2013-2021

District Level Literacy Workgroup Member 2012-2013

Cognitive Coaching™ Training

Adaptive Schools™ Training

**Transportation Bus Behavior Management Committee Co-
Facilitator 2012-2020**

AVID Culturally Relevant Teaching 2018

**AVID Critical Reading: Deep Reading Strategies for Expository
Texts 2009**

AVID The Write Path: English Language Arts 2006

Shared Inquiry (Junior Great Books) District Coach 2002-2006

**Middle School Director of Plainview Activity Camp for Kids
2003-2005**

**After School Program Coordinator in conjunction with YMCA
2003-2006**

**National AVID Trainers
for Critical Reading
Strategies for Expository
Text 7-12 (2010)**

STRENGTHS

Woo

Communication

Positivity

Maximizer

Harmony

6th Grade Team Lead 2003-2004

QPS Committee Member 2003-2004

Language Arts Curriculum Building Coordinator 2001-2004

Nominee's Full Name:	The KSBE district(s) your USD is i...	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on. Select all that may app...	Nominee represents school district or post-secondary institution size of:
Luke Henke	District 9	493 Columbus	N/A	N/A	Professional Standards Board	401-1200

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
KANAAE	N/A	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/VOC/n one - Which of the following do you teach?
PreK-12	Teacher	High School	Mathematics/Computer Science Educator	N/A	N/A	NA

Please state briefly, your qualifications for this appointment as set forth...

I am currently certified and actively practicing mathematics education in Kansas since 2010 from middle school to college coursework. Through the Albert Einstein Distinguished Educator Fellowship Fellowship and AAE Advocacy Fellowship, I have learned about government processes, advocacy, and how to represent the profession well. Through this time, I've engaged with and collaborated with top educators within NASA, USPTO, USGS, DoD, and Capitol Hill, many of whom are leaders within NCTM, NSTA, and CSTA. I've been a regional mathematics trainer and now field educator for KSDE mathematics.

Work experience - Please state, briefly, your working and educational experience which might...

2022-2023 - Senior advisor on math education to NASA through the Albert Einstein Distinguished Educator Fellowship 2013-Current – Mathematics educator, 2019 Presidential Awardee for Excellence in Mathematics and Science Teaching, Texas Instruments Teacher Leader Cadre, AAE Advocacy Fellowship 2010-2013 – Middle school mathematics educator and MTSS math coordinator 2010-Current - Adjunct mathematics faculty for Labette community College, 2020 Distinguished Adjunct Faculty Award



Luke
Henke

NASA / Albert Einstein Distinguished Educator
USD 493 / Mathematics & Computer Science



620.363.4224



MathHenke@gmail.com



Pittsburg, KS



[Luke Henke | LinkedIn](#)

ABOUT ME

*Engaging learners with
robust and meaningful
experiences to develop
regard, promote thought,
and spur action*

A veteran educator with experience in local, regional, and national arenas that is focused on teaching students how to think, not what to think. Passionate about furthering education as a practice and profession. Luke is dedicated to mentoring, connecting, and creating robust experiences for students and teachers alike.

SKILLS

9 / 10

STEM Education

7 / 10

Assessment Evaluation

8 / 10

Professional Development Leader

7 / 10

Developing Partnerships

EDUCATION

Doctorate in Educational Leadership ABD

City University of Seattle

2015-2023

Masters in Mathematics

Pittsburg State University

2008-2010

Bachelors in Mathematics Education

Pittsburg State University

2004-2008

EXPERIENCE

Albert Einstein Distinguished Educator Fellow

NASA & Department of Energy / NASA HQ, Washington, DC / August 2022 – Present

An 11-month appointment to further the SMD's Science Activation Team's goal of putting the M back into STEAM through media and strategic partnerships.

Engage learners through 15-sec clips to incite STEM inquisitiveness

Utilize SATERN to develop project/program management skills further

Alan Alda Training for effective science conversations

Mathematics Teacher

2019 Presidential Awardee for Excellence in Mathematics & Science Teaching

Columbus Senior High / Columbus, Kansas / August 2013 – Present

Focused on preparing and presenting STEM lessons with a focus on mathematics within 9th to 12th grade students in content ranging from algebra to calculus.

Created and delivered professional development

Managed and directed department meetings and trainings

Developed new initiatives and partnerships with colleges and businesses

Coached students and supported new teachers

Wrote grants to transform educational experiences

Adjunct Mathematics Teacher

2020 Distinguished Adjunct Educator

Labette Community College / Parsons, Kansas / January 2010 – Present

Promoted student development through mathematics pathways

Grew students in competency and proficiency

Supported academic mission and standards

Nominee's Full Name:	The KSBE district(s) your USD is i...	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on. Select all that may app...	Nominee represents school district or post-secondary institution size of:
Jason Hugh Wheeler	District 5	364 Marysville	N/A	N/A	Evaluation Review Committee	401-1200

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
OTHER	KPA	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/VOC/no ne - Which of the following do you teach?
PreK-12	Administator	N/A	Elementary Principal	Building	Elementary	N/A

Please state briefly, your qualifications for this appointment as set forth...

I have been a member of USA since I began in admin 10 years ago. this past year I served as Chair Elect for region 4. I have enjoyed my time on the KPA Board and look forward to the opportunity serve in another capacity.

Work experience - Please state, briefly, your working and educational experience which might...

I have been an Educator for 25 years. I spent 15 years teaching and coaching junior high and high school social studies. I am currently in my 10th year as an Elementary Principal. I have a masters degree in educational leadership and many years of quality experience

Jason Wheeler
1309 N 14th
Marysville, KS 66508
Cell (785)294-1787
jwheeler@usd364.org

Personal:	Jason Wheeler Wife: Christine Children: 2 Daughters, Jordan, Lillie
Education:	MEA, May, 2004 Benedictine College Atchison, KS 66002 BS, May, 1998 Kansas State University Manhattan, KS 66502 Associates of Science, May, 1995 Independence Community College Independence, KS 67301
Administrative Experience:	Marysville Elementary Principal 2013 to present Serve an average of 425 students and 65 staff. I have extensive experience in all areas of educational administration. Including building and district level decision making.
Professional Employment:	Centralia Schools 7-12 Social Studies Teacher 1998 to 2013 Junior High Head Football and Basketball – 15 years High School Head Track Coach- 8 years High School Football Assistant Coach- 14 years (2009 2-1A State Champions, 2011 2-1A State Champ, 2012 2-1A Runner Up) High School Girls Basketball Assistant Coach 2 years (2000 1A State Champs)
Selected Community Activities:	Bulldog Boosters founding member, Kiwanis, Feed my people Community Garden, Marysville Sports and Rec volunteer, FFA Alumni, KSHSAA Football official, PEPC Board member,
Selected Awards:	Kiwanis Life member (for distinguished service)2017, 2020 KSCA Principal Advocate of the year 2016 KPA Board, chair elect

Outstanding Reading Initiative Results 2014

Other Leadership Experiences:

I served six years in the Army Reserves 1992-98
Retention Sergeant, duties included counseling
soldiers and working with them to keep them in service.
I have held many leadership positions in school and the
communities I have served including our local community
boosters, Bulldog Boosters, Kiwanis, PEPC board, and
Community Garden,
Completed Elevate Leadership in 2021 and was a facilitator in
2022

References:

The following people are aware of my abilities and are willing to
be references:

Michael Couch
Superintendent
USD 364 Marysville
785-955-0950 Cell
785 562- 5308 District office

Denise Guy
Former Superintendent
USD 364 Marysville
785-263-5228 Cell

Caroline Green
Special Education Director
Marshall County Special Education Cooperative
785-713-9451 cell
785-562-5308 office

Chris Denner
BOE member
USD 364 Marysville
785-268-1258 Cell

Darren Schroeder
Marysville Jr/Sr High Principal
785-562-5386 School
785-629-0160 Cell

Larry Glatczak
Principal
Centralia Schools
785 857-3324 School

785 375 6364 Cell

Nominee's Full Name:	The KSBE district	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on.	Nominee represents school district or post-secondary institution size of:
Kimberly Kay Reazin	District 9	101 Erie	N/A	N/A	Professional Standards Board,Evaluation Review Committee,Licensure Review Committee,Regulations Committee,Policies and Procedures Committee	0-400

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
KANAAE	N/A	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/VOC/none - Which of the following do you teach?
PreK-12	Teacher	N/A	Special Education Teacher	N/A	N/A	SPED

Please state briefly, your qualifications for this appointment as set forth...

Qualifications: Kansas State Board of Education License-effective 7/15/23-expiration 7/15/28. I have actively been in education for twenty-six years. 1997-current

Work experience - Please state, briefly, your working and educational experience which might...

I have been in education for twenty-six years. I started as a paraprofessional for the school psychologists in McPherson, KS. I taught 6th, 7th and 8th grade special education English and two resource classes at McPherson Middle School. The middle school changed to teaming so I taught 8th grade special education English, math and resource classes. I was employed in McPherson for eight years. When my family decided to move to SE Kansas I taught K-5th special education at Guthridge Elementary in Parsons, KS. I was employed through Tri-County Interlocal. The district changed to attendance centers so I was moved to Lincoln Elementary where I taught K-1 special education. I was employed with Tri-County for nine years. During this time, I received my ESOL certification and my Masters in Administration. I moved to Altoona-Midway school district where I was the Prek-5th principal. After eight years I will transition back to the classroom where I will be an elementary and high school special education teacher at Erie. I will also be continuing my education by completing my degree to be a school psychologist. Since I have been in education twenty-six years, I have seen changes in the education system that are making it difficult for current teachers and making the numbers of those going into education dwindle. I would like to see that change so students are given the best education possible and families do not have to worry about their children. I have taught Prek-8th grade and will add high school to my resume this next year. Being an administrator for eight years has also given me a different perspective in education. I know everything cannot change overnight but my experiences in dealing with a variety of students, staff and families make me very qualified to bring a different perspectives to the table.

Kim Reazin

6955 Jackson Road
Galesburg, KS 66740
620-242-7824

Education

Master of Science in Educational Administration, Emporia State University,
Emporia, Kansas May 2010 GPA – 3.84
Major: Educational Administration Prek-12

English for Speakers of Other Languages Certification-Emporia State University,
Emporia, Kansas December 2006 GPA-3.85

Special Education Interrelated Certification, Associated Colleges of Central Kansas,
McPherson College, McPherson, KS June 1999 GPA-3.5

Bachelor of Science in Education, Kansas Newman College, Wichita, KS
May 1997, GPA 3.86
Major: Elementary Education

Barton County Community College, Great Bend, KS 1993-1996

Kansas State University, Manhattan, KS 1988-1990

Experience

Altoona-Midway Elementary Principal-USD #387 August 2015 to present

- In charge of the KESA process for the last two years, a part of the committee during the whole process.
- Director of the 21st Century Grant for two years, assistant director for three years, ran the elementary grant program for one year.
- In charge of the KPP preschool grant for four years. Made sure all assurances were being met. Administered the ASQ2 and ASQ3.
- In charge of the SIT process-this includes setting up meetings, going over information with team, making sure all information about students is completed for special education if needed.
- Carry out certified evaluations using the McRel evaluation tool. Evaluated the classified staff using district tool
- Worked with the counselor in the administration of the state assessments. This included training the staff in test security and ethics, planning the schedule, making sure dates and times are given to all staff members.
- Send out a weekly newsletter to the staff which includes the itinerant staff and district office personal.

Adjunct Profession for Newman University-South East Kansas
Labette Community College and Independence Community College
2012-2018

- Taught Methods of Differentiation and Multicultural Education.
- Taught Field 1
- Taught Educational Psychology

Special Education Teacher – Tri-County Special Education Interlocal No. 607, Parsons USD 503,
August 2006-May 2015 (9 years)

- Taught K-5 special education for four years, the district chose to change to attendance centers in 2010. Moved to the K-1 building where I worked for five years.
- Acted as team leader in IEP planning and development.
- Worked with teachers, para-professionals and leaders to plan and deliver educational lessons.
- Researches interventions to best meet student needs.
- Implement Special Education program according to IDEA.
- Supervision of para educators implementing student learning activities.
- Was in charge of testing students who were referred for special education services utilizing the Woodcock Johnson achievement test.
- Administered state assessments according to their IEPs, two years I gave the alternate assessment.*

Special Education Teacher-McPherson Special Education Co-op, McPherson USD 418
August 1998-May 2015 (8 years)

- Taught 6-8 learning disabilities language arts and provided two hours of resource. (Study hall). In 1999 the middle school changed to the teaming concept and I was moved to just 8th grade language arts, math, class within a class, and one hour of resource.
- Acted as team leader in IEP planning and development.
- Came up with all classroom curriculum to best meet student's needs.
- Collaborated with the regular education language arts teacher for class within a class.
- Planned 8th grade transitions meetings. This included coordinating with the high school teachers, scheduling the meetings and having students plan their schedules.

Special Education Paraprofessional-McPherson Special Education Co-op, Paraprofessional for School Psychologists, August 1997-May 1998

- Observed students who were referred for testing.
- Coordinated county preschool screenings.
- Used in classrooms when needed.

Student Teaching Internship – USD 418/Lincoln Elementary, McPherson, KS – Spring 1997
McPherson Middle School, McPhersons, KS-Spring 1997

- Developed, taught, and evaluated an instructional plan to meet a variety of learner needs and characteristics.
- Gained experience in working and communicating with staff, students, and parents in preparation for assuming leadership roles in the school community.
- Increased knowledge of resources available in the classroom and tools for assessment.
- Gained experience using positive classroom management techniques in creating a productive learning environment for all students.
- Gained an understanding of the USD 418 school system and how its' goals and operation relate to providing opportunities for student learning.

Preschool Teacher/Day Care Provider-Cornerstone Day Care, Lyons, KS 1992-1995

- Taught the four-year-old preschool class.
- Restructured the preschool program so students were better prepared for kindergarten.
- Implemented centers so students would learn cooperation and time could be spent one on two with students.
- Planned what students would do for a spring program.
- Worked with school age children in the daycare.
- Organized indoor and outdoor activities during the school year.
- During the summer had a structure program for students who attended.

Professional and Community Service Involvement

Flag Day/Christmas Parade Chair, Altamont, KS	2014-2017
CLASS LTD Board of Directors	2014-2015
FAST program-503-school partner-kids coordinator	2014-2015
Elected to the Labette County Extension Executive Board	2010-2014
Labette County Project Prom Chair	2009-2013
PTO at Altamont Grade School	2006-2009
Leadership McPherson	2005-2006
McPherson Arts Council Children's Choir-Chair	2002-2006
4-H-leader	1999-2013
PTO-Washington Elementary-McPherson Middle School	1998-2009
4-H Member	1977-1989

Scholarships and Honors

Dr. Andy Thompkins Award	2016
Who's Who Among American Teachers	2005
Nominated for McPherson Woman of Distinction	2004
National Dean's List	1997
Academic Dean's Honor List at Kansas Newman College	1997
Academic Dean's Honor List at Kansas Newman College	1996
Dean's Honor role, Barton County Community College	1995
Who's Who Among American High School Students	1988

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 9

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

8/9/2023

Item Title:

Act on Licensure Review Committee (LRC) Nominations

Recommended Motion:

It is moved that the Kansas State Board of Education act to appoint Kellen Adams to serve on the Licensure Review Committee representing the chief school (district) administrator position. The appointed nominee will serve a three-year term through June 30, 2026.

Explanation of Situation Requiring Action:

In accordance with K.A.R 91-1-211 Licensure review committee, "Each member shall be recommended by the professional standards board and shall be appointed by the state board. The committee is 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. The committee is responsible to review cases referred to it by the commission or education and make written recommendation to the state board to approve or deny applications.

The nominee to fill the position is Kellen Adams.

Nominee's Full Name:	The KSBE district(s) your USD is i...	The school district in which you work.	What Private School- District	What Private School- Building	Name of Board/Committee you would like to serve on. Select all that may app...	Nominee represents school district or post-secondary institution size of:
Kellen J. Adams	District 9	413 Chanute	N/A	N/A	Professional Standards Board,Evaluation Review Committee,Licensure Review Committee,Regulations Committee,Policies and	1201-2500

Nominated by (organization)	If other was selected, please list which organization nominated you below.	Please select which KSBE Board Member nominated you.
KSSA	N/A	N/A

Rep HE PK12 - Do you represent Higher Education or PreK-12?	PreK12 - Please select which of the following you represent.	Level you Teach - Please select which level you teach.	Position title - Which position do you hold for your institution?	Admin Level - Please select which level you represent.	Admin Building Level - Please select your building level.	SPED/IOC/no ne - Which of the following do you teach?
PreK-12	Administator	N/A	Superintendent	District	N/A	N/A

Please state briefly, your qualifications for this appointment as set forth...

Currently Certified

Work experience - Please state, briefly, your working and educational experience which might...

- Teacher - Principal - Assistant Superintendent - Superintendent - Adjunct Instructor (FHSU, PSU, KSU)



DR. KELLEN ADAMS

SUPERINTENDENT OF SCHOOLS



907 Dawn Lane
Chanute, KS 66720



785.650.8282



adamsk@usd413.org

EDUCATION

KANSAS STATE UNIVERSITY

Manhattan, KS
Doctor of Education
Educational Leadership
December 2018

FORT HAYS STATE UNIVERSITY

Hays, KS
Master of Science
Educational Administration
December 2011

Bachelor of Science
Secondary Education - Business
Education
December 2007

LICENSURE/ ENDORSEMENT AREAS

District Leadership - PreK-12
Building Leadership - PreK-12
Business - Grades 6-12
Mathematics - Grades 5-8 History
Comprehensive - Grades 5-8
Driver Education - Grades 9-12

PROFESSIONAL MEMBERSHIPS

Kansas Association of School
Business Officials (KASBO)
United School Administrators (USA)
Kansas School Superintendents'
Association (KSSA)
American Association of School
Administrators (AASA).

AWARDS

Marquis Who's Who in Education
Top Educator (2021)
Martin and Osa Johnson Safari
Museum Pivot Award (2022)

PROFESSIONAL EXPERIENCE

CHANUTE USD 423 | Superintendent

Chanute, KS | July 2019 - Present

- Responsible for the overall leadership and management of five instructional centers with a student enrollment of 1900 and a total staff headcount of 350.
- Leadership for a building/district administrator team of eleven individuals.
- Coordination of all matters related to the district's capital infrastructure improvements.
- Direct supervision of the district budget, including over \$18M in annual operating expenditures.
- Direct supervision of personnel and practices in the departments of Purchasing, Human Resources, Custodial, Maintenance, Transportation, & Food Service.
- Supervision and coordinated with the School Resource Officers and School Nurses.
- Weekly communication and coordination with the Board of Education for the overall management and leadership of the school district.
- Supervised approximately \$10 million in capital infrastructure improvements, including coordination between architectural and professional services, as well as construction management and appropriate subcontractors.

EL DORADO USD 490 | Assistant Superintendent of Business & Operations

El Dorado, KS | July 2016 - June 2019

- Responsible for the daily operations and supervision related to the district's budget, purchasing, and financial/program planning.
- Responsible for the daily operations and supervision related to the district's risk management, workman's compensation, and property insurance programs.
- Coordination of all financial matters related to the district's previous bond issues.
- Participant in all aspects of planning and coordination of the district's current construction projects, including owner-provided fixtures and furnishings.
- Direct supervision of personnel and practices in the departments of Purchasing, Human Resources, Custodial, Maintenance, Transportation, & Food Service.
- Supervision and coordinated with the School Resource Officers and School Nurses.
- Procurement, coordination, and supervision of all district capital projects.
- Assist with personnel supervision, mentoring, and other district leadership duties as directed by the Superintendent.



DR. KELLEN ADAMS

SUPERINTENDENT OF SCHOOLS

PROFESSIONAL DEVELOPMENT

Graduate of the Kansas Educational Leadership Institute's Professional Mentoring Program (2014, 2016, 2017)

Graduate of the McRel Balanced Leadership series (2016)

Graduate of the Leadership Butler Program (2017)

Graduate of the Leadership Kansas Program (2020)

Participant in the Kansas Association of School Board's Business & Operations Leadership Development cadre (2018)

Participant in the Kansas Association of School Board's Leadership for Tomorrow cadre (2019)

Current participant in the American Association of School Administrators National Superintendent Certification Program (East 2024 Cohort)

REFERENCES

Mr. G.A. Buie, USA-Kansas
Executive Director
gabue@usakansas.org
(913) 271-0250

Dr. Jessica Dain, USD 203
Superintendent
jdaine@piperschools.us
(913) 484-0403

Mr. Ross Hendrickson, USD 413
Member, Board of Education
ros(sh@mrhinsurance.com
785) 224-0503

Mr. Brad LaRue, USD 413
President, Board of Education
larue.bradley@gmail.com
(620) 212-9372

LOGAN USD 326 | PreK-12 Principal/Assistant Superintendent
Logan, KS | August 2013 - June 2016

- Responsible for daily supervision of all certified and classified staff.
- Responsible for all aspects of teacher evaluation and walkthroughs (McRel).
- Responsible for all aspects of student discipline.
- Assisted with personnel supervision, mentoring, and other district-level management.
- Responsible for all duties relative to Curriculum & Instruction Director.
- Responsible for all aspects of Transportation Services.
- Assisted with supervising Athletics, Food Service, Technology, & Maintenance.
- Assisted with all aspects related to budget, purchasing, and program planning.
- Served as the district Driver's Education coordinator and teacher.
- Served as League President (WKLL) for two school years.

HAYS USD 489 | Hays Middle School Classroom Teacher
Hays, KS | August 2008 - July 2013

- Taught Technology, Social Science, and Mathematics courses for 7th-8th grade.
- Supervised the student-led maintenance and update of the school's web page.
- Supervised a bi-weekly news broadcast produced by students.
- Served in coaching positions for Track and Volleyball

ACADEMIA EXPERIENCE

PITTSBURG STATE UNIVERSITY COLLEGE OF EDUCATION

Adjunct Instructor | Pittsburg, KS | June 2022 - Present

- Teaching courses in graduate-level programs (Educational Administration)
- Course load of six hours per semester with approximately 10 students/course.

KANSAS STATE UNIVERSITY COLLEGE OF EDUCATION

Professor of Practice | Manhattan, KS | August 2021 - Present

- Teaching courses in graduate-level programs (Educational Administration)
- Course load of three hours per semester with approximately 15 students/course.

FORT HAYS STATE UNIVERSITY COLLEGE OF EDUCATION

Adjunct Instructor | Hays, KS | January 2009 - Present

- Eight years of teaching experience (Undergraduate); Five years of teaching experience (Graduate)
- Course load of nine hours per semester with approximately 20 students/course.
- Administer online via Google Apps for Education (GAPE) & Blackboard Learning Systems.



DR. KELLEN ADAMS

SUPERINTENDENT OF SCHOOLS

PRESENTATIONS

Adams, Kellen J. "School Finance University" Professional workshop for United School Administrators members. Salina, KS, February 2023.

Adams, Kellen J. "School Finance 101" Professional workshop for Kansas Association of School Boards Members & Administrators. Topeka, KS, February 2023.

Adams, Kellen J. "Budget & Fiscal Management" Professional Learning Circle for United School Administrators members. Online, Fiscal Year 2023 (monthly).

Adams, Kellen J. "School Finance and Budget Basics for Kansas School Leaders" Scholarly presentation to the 2022 Kansas Association of School Boards Annual Convention. Wichita, KS, November 2022.

Adams, Kellen J.; Carlin, Kyle; and Henry, Justin. In The Effects of Underfunding Special Education on General Education. Press Conference held on behalf of the Kansas Association of School Boards. Wichita, KS, October 2022.

Adams, Kellen J. "School Finance and Budget Basics for Kansas School Leaders" Scholarly presentation to the Kansas State Department of Education Conference. Wichita, KS, October 2022.

Adams, Kellen J. "School Finance and Budget Basics for Kansas School Leaders" Scholarly presentation to the United School Administrators Annual Conference. Wichita, KS, June 2022.

Adams, Kellen J. Lowry, Bill; and Stucky, Julie "School Finance 101" Panelist for the Kansas Association of School Boards Virtual Learning Workshops. Virtual (Zoom), March 2022.

Adams, Kellen J. "Leadership in School Infrastructure Operations" Scholarly presentation to the Kansas Association of School Boards Business, Operations, Leadership Development (BOLD) Program. Paola, KS, November 2021.

Adams, Kellen J. "School Finance/Budget for Kansas - An Introduction for USD Board Members" Scholarly presentation to the Kansas Association of School Boards Annual Convention. Overland Park, KS, November 2021.

PUBLICATIONS

Adams, Kellen J.; Neuenswander, S. Craig; and Thompson, David C. "Kansas." In *Funding Public Schools in the 50 States, Indian Country, and U.S. Territories, 2nd Edition*. Philip Westbrook, Erick Houck, R. Craig Wood, and David C. Thompson (eds). National Education Finance Academy (Charlotte, NC: IAP in press).

Applegate, Joel; Wilson, Bryce; Adams, Kellen J.; and Thompson, David C. "Nebraska." In *Funding Public Schools in the 50 States, Indian Country, and U.S. Territories, 2nd Edition*. Philip Westbrook, Erick Houck, R. Craig Wood, and David C. Thompson (eds). National Education Finance Academy (Charlotte, NC: IAP in press).

Adams, Kellen J. "Funding Public School Infrastructure: An Overview of Reconceptualization of State Aid, with Insights from Three Representative Kansas School Districts." *Research Brief*, September 2021 pp1-4 <https://coe.k-state.edu/research/documents/adams-k.pdf>

Adams, Kellen J. *An Overview of Selected Impacts and Reconceptualization of State Aid to Public School Infrastructure in Three Representative Kansas School Districts*. Manhattan, KS: unpublished doctoral dissertation. Kansas State University, 2018.

REFERENCES (cont.)

Mr. Craig Neuenswander, KSDE
Deputy Commissioner
cneuenswander@ksde.org
(785) 296-3872

Dr. David Thompson, KSU
Professor Emeritus
thomson@ksu.edu

Dr. Randy Watson, KSDE
Commissioner of Education
rwatson@ksde.org
(785) 296-3202

CIVIC/ PROFESSIONAL INVOLVEMENT

Chanute Regional Development Authority - Board of Directors, President

Chanute Land Bank - Board of Directors, President

Chanute Rotary Chapter Member
Leadership Kansas Board of Directors - Member; 2023

Statewide Program Chair
Kansas State High School Activities Association - Board of Directors, CD-2

Kansas School Superintendents' Association - Board of Directors, Region 3

El Dorado, Inc. - Board of Directors, President

YMCA of Greater Wichita - El Dorado Advisory Board

KESA Outside Visitation Team Member - USD 257-Iola; USD 305-Salina; USD 340-Jefferson West; USD 389-Eureka

Agenda Number: 10

Meeting Date: 8/9/2023



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

Item Title: District Disorganization Information Update

From: Scott Gordon

KSDE's General Counsel R. Scott Gordon will provide an update on the disorganization effort in USD 112.

Kansas leads the world in the success of each student.

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	2											
Unclassified	2											
Unclassified Regular (leadership)	0											
Total Separations	2											
Classified	0											
Unclassified	2											
Unclassified Regular (leadership)	0											
Recruiting (data on 1st day of month)	4											
Unclassified	4											
Unclassified Regular (leadership)	0											

Total employees 268 as of pay period ending 7/8/2023. Count does not include Board members. It also excludes classified temporaries and agency reallocations, promotions, demotions and transfers. Includes employees terminating to go to a different state agency (which are **not** included in annual turnover rate calculations).



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

Item Title: Receive Report on Personnel Filling Unclassified Positions.

From: Marisa Seele, Wendy Fritz

The following personnel appointments are presented this month:

Eryn Knecht to the position of Education Program Consultant on the Career, Standards and Assessment Services team, effective July 5, 2023, at an annual salary of \$61,870.64. This position is funded by the Federal Perkins Grant and the State General Fund.

Amber Miller to the position of Public Service Executive on the Accreditation and Design team, effective July 10, 2023, at an annual salary of \$62,289.24. This position is funded by the State General Fund.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 c.

Staff Initiating:

Maureen Tabasko

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date:

8/9/2023

Item Title:

Act to Approve Recommendations for Funding 2023-2024 McKinney Vento Education of Homeless Children and Youth Grants

Recommended Motion:

It is moved that the Kansas State Board of Education approve recommendations for funding the 2023-2024 McKinney Vento Education of Homeless Children and Youth Grants.

Explanation of Situation Requiring Action:

The Kansas State Department of Education received \$625,611 for the 2023-2024 federal McKinney Vento Education for Children and Youth Homeless Grants. The 2023-2024 grants are continuation grants from the federal formula funds from the United States Department of Education.

Purpose: McKinney Vento Education of Homeless Children and Youth Grants

The purpose of the Education of Homeless Children and Youth Grants is to ensure that all homeless children and youth have equal access to the same free and appropriate education, including public preschool education, provided to other children. The grant program provides direct services to enable children and youth experiencing homelessness to enroll and achieve success in school. Services are provided through programs on school grounds or at other facilities and shall, to the extent practical, be provided through existing programs and mechanisms that integrate children experiencing homelessness with housed children and youth. Services provided shall not replace the regular academic program and shall be designed to expand upon or improve services provided as part of the schools' regular academic programs.

History of the McKinney Vento Act

Source: [National Coalition for the Homeless Fact Sheet](#)

The first Federal law to directly impact the education of students experiencing homelessness was enacted in 1987 as part of the Stewart B. McKinney Homeless Assistance Act. The McKinney Act, which originally contained 15 programs designed to address the needs of homeless persons, contained a subtitle with the purpose of ensuring that children and youth experiencing homelessness could enroll in school without barriers. Since the initial passage, the homeless education law has been reauthorized with stronger and more specific requirements for State educational agencies (SEAs) and LEAs to ensure the immediate enrollment, school stability, and academic support needed to increase the educational success of homeless children and youth.

The McKinney-Vento Act was most recently reauthorized by the Every Student Succeeds Act of 2015 (ESSA), which reauthorizes the Elementary and Secondary Education Act (ESEA). Under the previous version of ESEA (the No Child Left Behind Act), the education of homeless children and youth was included in Title X, Part C. Under ESSA, homeless education is included in Title IX, Part A.

Subgrants are awarded competitively to LEAs based on their need and the quality of the applications submitted [42 U.S.C. § 11433(c)(1)].

McKinney-Vento Subgrant Authorized Activities

[Source: National Center for Homeless Education](#)

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) authorizes the following allowable usages of McKinney-Vento local educational agency subgrant funds:

- (1) Tutoring, supplemental instruction, and enriched educational services that are linked to the achievement of the same challenging State academic standards as the State establishes for other children and youths.
- (2) Expedited evaluations of the strengths and needs of homeless children and youths, including needs and eligibility for programs and services (such as educational programs for gifted and talented students, children with disabilities, and English learners, services provided under title I of the Elementary and Secondary Education Act of 1965 [20 U.S.C. 6301 et seq.] or similar State or local programs, programs in career and technical education, and school nutrition programs).
- (3) Professional development and other activities for educators and specialized instructional support personnel that are designed to heighten the understanding and sensitivity of such personnel to the needs of homeless children and youths, the rights of such children and youths under this part, and the specific educational needs of runaway and homeless youths.
- (4) Referral services for medical, dental, mental, and other health services.
- (5) The excess cost of transportation for students under section 11432(g)(4)(A) of this title, not otherwise provided through Federal, State, or local funding, where necessary to enable students to attend the school selected under section 11432(g)(3) of this title.
- (6) Developmentally appropriate early childhood education programs, not otherwise provided through Federal, State, or local funding, for preschool-aged homeless children.
- (7) Services and assistance to attract, engage, and retain homeless children and youths, particularly homeless children and youths who are not enrolled in school, in public school programs and services provided to nonhomeless children and youths.
- (8) Before- and after-school, mentoring, and summer programs in which a teacher or other qualified

individual provides tutoring, homework assistance, and supervision of educational activities.

(9) If necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youths in school, including birth certificates, immunization or other required health records, academic records, guardianship records, and evaluations for special programs or services.

(10) Education and training to the parents and guardians of homeless children and youths about the rights of, and resources available to, such children and youths, and other activities designed to increase the meaningful involvement of parents and guardians of homeless children or youths in the education of such children or youths.

(11) The development of coordination between schools and agencies providing services to homeless children and youths, as described in section 11432(g)(5) of this title.

(12) Specialized instructional support services (including violence prevention counseling) and referrals for such services.

(13) Activities to address the particular needs of homeless children and youths that may arise from domestic violence and parental mental health or substance abuse problems.

(14) The adaptation of space and purchase of supplies for any nonschool facilities made available under subsection (a)(2) to provide services under this subsection.

(15) School supplies, including those supplies to be distributed at shelters or temporary housing facilities, or other appropriate locations.

(16) The provision of other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities.

For the 2023-2024 school year, the following districts and amounts are recommended for approval:

USD 233

Olathe

\$ 64,375

USD 259

Wichita

\$ 127,757

USD 260

Derby

\$ 19,000

USD 261

Haysville

\$ 55,000

USD 289

Wellsville

\$ 10,000

USD 290

Ottawa

\$ 32,258

USD 383

Manhattan

\$ 58,300

USD 457

Garden City

\$ 22,200

USD 475

Junction City

\$ 65,700

USD 500

Kansas City

\$ 100,000

USD 501

Topeka

\$ 70,751



National Coalition for the Homeless

2201 P. St. NW • Washington, DC 20037

Phone: (202) 462-4822 • Fax: (202) 462-4823

Email: info@nationalhomeless.org | Website: <http://www.nationalhomeless.org>

McKinney-Vento Act

NCH Fact Sheet #18

Published by the National Coalition for the Homeless, June 2006.

The McKinney-Vento Homeless Assistance Act (PL100-77) was the first -- and remains the only -- major federal legislative response to homelessness. This fact sheet provides a brief history of the McKinney-Vento Act, describes its content and evolution, and summarizes recent trends in McKinney-Vento Act legislation and funding. A list of resources for further reading is also provided.

HISTORY

In the early 1980s, the initial responses to widespread and increasing homelessness were primarily local. Homelessness was viewed by the Reagan Administration as a problem that did not require federal intervention. In 1983, the first federal task force on homelessness was created to provide information to localities on how to obtain surplus federal property; this task force did not address homelessness through programmatic or policy actions.

In the years that followed, advocates around the country demanded that the federal government acknowledge homelessness as a national problem requiring a national response. With this goal in mind, the Homeless Persons' Survival Act was introduced in both houses of Congress in 1986. This act contained emergency relief measures, preventive measures, and long-term solutions to homelessness. Only small pieces of this proposal, however, were enacted into law. The first, the Homeless Eligibility Clarification Act of 1986, removed permanent address requirements and other barriers to existing programs such as Supplemental Security Income, Aid to Families with Dependent Children, Veterans Benefits, Food Stamps, and Medicaid. Also in 1986, the Homeless Housing Act was adopted. This legislation created the Emergency Shelter Grant program and a transitional housing demonstration program; both programs were administered by the Department of Housing and Urban Development (HUD).

In late 1986, legislation containing Title I of the Homeless Persons' Survival Act -- emergency relief provisions for shelter, food, mobile health care, and transitional housing -- was introduced as the Urgent Relief for the Homeless Act. After an intensive advocacy campaign, large bipartisan majorities in both houses of Congress passed the legislation in 1987. After the death of its chief Republican sponsor, Representative Stewart B. McKinney of Connecticut, the act was renamed the Stewart B. McKinney Homeless Assistance Act. A reluctant President Ronald Reagan signed it into law on July 22, 1987. On October 30, 2000 President William Clinton renamed the legislation

the McKinney-Vento Homeless Assistance Act after the death of Representative Bruce Vento, a leading supporter of the act since its original passage in 1987.

CONTENT

The McKinney-Vento Act originally consisted of fifteen programs providing a range of services to homeless people, including emergency shelter, transitional housing, job training, primary health care, education, and some permanent housing. The McKinney-Vento Act contains nine titles:

Title I of the McKinney-Vento Act includes a statement of six findings by Congress and provides a definition of homelessness.

Title II establishes and describes the functions of the Interagency Council on the Homeless, an independent entity within the Executive Branch composed of the heads of 15 federal agencies.

Title III of the McKinney-Vento Act authorizes the Emergency Food and Shelter Program, which is administered by the Federal Emergency Management Agency (FEMA).

Title IV authorizes the emergency shelter and transitional housing programs administered by the Department of Housing and Urban Development, including the Emergency Shelter Grant program (expanded from the program created by the Homeless Housing Act in 1986), the Supportive Housing Demonstration Program, Supplemental Assistance for Facilities to Assist the Homeless, and Section 8 Single Room Occupancy Moderate Rehabilitation.

Title V of the McKinney-Vento Act imposes requirements on federal agencies to identify and make available surplus federal property, such as buildings and land, for use by states, local governments, and nonprofit agencies to assist homeless people.

Title VI authorizes several programs administered by the Department of Health and Human Services to provide health care services to homeless persons, including the Health Care for the Homeless program, a Community Mental Health Services block grant program, and two demonstration programs providing mental health and alcohol and drug abuse treatment services to homeless persons.

Title VII of the McKinney-Vento Act authorizes four programs: the Adult Education for the Homeless Program and the Education of Homeless Children and Youth Program, both administered by the Department of Education; the Job Training for the Homeless Demonstration Program, administered by the Department of Labor; and the Emergency Community Services Homeless Grant Program, administered by the Department of Health and Human Services.

Title VIII amends the Food Stamp program to facilitate participation in the program by persons who are homeless, and also expands the Temporary Emergency Food Assistance Program, administered by the Department of Agriculture.

Title IX of the McKinney-Vento Act extends the Veterans Job Training Act.

EVOLUTION

The current McKinney-Vento Act has been amended four times: in 1988, 1990, 1992 and 1994. These amendments have, for the most part, expanded the scope and strengthened the provisions of the original legislation.

In 1988, Congress amended the then McKinney Act with relatively minor changes. The 1988 amendments mostly served to expand eligible activities and to modify the distribution of McKinney funds.

The 1990 amendments were more far reaching, altering the majority of programs authorized by the original act. In addition to expanding eligible activities for several McKinney Act programs, a few new programs were created. These included the Shelter Plus Care program, which provides housing assistance to homeless individuals with disabilities, mental illness, AIDS, and drug or alcohol addiction, and a demonstration program within the Health Care for the Homeless program to provide primary health care and outreach to at-risk and homeless children. Also in 1990, the Community Mental Health Services program was amended and given a new name: the Projects for Assistance in Transition from Homelessness (PATH) program. The 1990 amendments also specified in greater detail the obligations of states and local educational agencies in assuring the access of homeless children and youth to public education. The amendments also increased the Education of Homeless Children and Youth program's authorization and required states to make grants to local educational agencies for the purpose of implementing the law.

The 1992 amendments modified and expanded Title IV of the then McKinney Act, the shelter and housing provisions. Included in these amendments were the creation of "safe havens," or very low-cost shelter for persons unwilling or unable to participate in supportive services; the creation of a Rural Homeless Housing Assistance grant program; and the consolidation of the mental health services demonstration program and the alcohol and drug abuse treatment demonstration program into the Access to Community Care and Effective Services and Support (ACCESS) program. The ACCESS demonstration program was designed to fund projects that integrate services for severely mentally ill people.

In 1994, Congress amended the Education of the Homeless Children and Youth program and the Surplus Property Program. The amendments to the Education of Homeless Children and Youth program provided local educational authorities with greater flexibility in the use of funds; specified the rights of homeless preschoolers to a free and appropriate public preschool education; gave parents of homeless children and youth a voice regarding their children's school placement; and required educational authorities to coordinate with housing authorities. The 1994 amendments also removed military bases closed under base-closure laws from the McKinney Act process and created a new process under which service providers could apply to Local Redevelopment Agencies to use property at closed bases to assist homeless persons.

RECENT TRENDS AND CURRENT STATUS

Since the passage of the original McKinney Act in 1987, the now McKinney-Vento Act programs have been expanded and funding has significantly increased. However, McKinney-Vento programs have suffered setbacks in recent years. These programs now face new challenges as homelessness persists unabated across the country.

Congress authorized just over \$1 billion in expenditures for McKinney Act programs for 1987 and 1988; however, a total \$712 million was appropriated for those years. In subsequent years, overall funding levels increased from \$350.2 million in FY87 to the all-time high of \$1.49 billion in FY95. Recently, however, support for McKinney-Vento Act programs has declined. The share of the U.S. budget allocated to Homeless Assistance Grants has decreased by 8% over the past four years, and by 28% since 1995, when the homeless plans were consolidated (National Law Center on Homelessness and Poverty, 2005). In FY94, the Interagency Council on the Homeless lost its funding and was made part of the White House's Domestic Policy Council. In FY95, funding for the Job Training for the Homeless program was terminated. In FY96, funding for McKinney-Vento programs was cut by a total of 27%. Several McKinney-Vento programs saw their funding eliminated entirely. These programs included the Adult Education for the Homeless program, the Homeless Veterans Reintegration Project, the Emergency Community Services Homeless Grant Program, and the Family Support Centers. Over the past few years, funding has been partly restored to some of these programs, although few have surpassed their FY95 funding levels. Adding to these concerns, the Administration's suggested budget proposes a 36% decline in federal housing assistance by FY2010 (NLCHP, 2005).

More recently, a few McKinney-Vento Act programs have been repealed and some may face dramatic restructuring. In 1998, consolidation legislation repealed the Job Training for the Homeless program and the Adult Education for the Homeless program.

In 2001, Congress again reauthorized the McKinney Education of Homeless Children and Youth Program as the McKinney-Vento Homeless Education Assistance Improvements Act in the No Child Left Behind Act, signed by President George W. Bush on January 8, 2002 (Project HOPE, 2005).

CONCLUSION

The McKinney-Vento Act has created valuable programs that have saved lives and helped hundreds of thousands of Americans to regain stability. A 1995 evaluation of the HUD McKinney-Vento programs concluded that the programs "have assisted significant numbers of homeless persons to regain independence and permanent housing and at reasonable costs." A 1996 evaluation of the HUD McKinney-Vento programs' Continuum of Care process noted that this approach to implementing the programs has "given localities and states new tools for addressing the problem of homelessness" (Fuchs and McAllister, 1996). Similarly, a 1995 evaluation of the Health Care for the Homeless (HCH) program found that HCH programs "represent innovative and effective efforts to improve access to health and health-related services for homeless people in the United States" (Cousineau, 1995). And a 1995 evaluation of the Education for Homeless Children and Youth program found that homeless children's access to school has improved significantly since passage of the McKinney-Vento Act, and that "state coordinators and local

school district administrators have worked hard, with limited resources, to ensure homeless children's and youth's access to a free, appropriate education" (*Anderson et al., 1995*). All of these evaluations noted, however, that the resources allocated to the McKinney-Vento programs are insufficient to meet demand, and that lack of adequate funding limits the programs' success. While inadequate funding clearly impedes the effectiveness of the McKinney-Vento programs, the McKinney-Vento Act's greatest weakness is its focus on emergency measures -- it responds to the symptoms of homelessness, not its causes. The McKinney-Vento Act was intended as a first step toward resolving homelessness; in the absence of legislation containing farther-reaching measures, homelessness can only be expected to increase. In speaking on the floor of the Senate when the McKinney-Vento Act was first introduced, then Senator Albert Gore (D-TN), one of the bill's chief sponsors, said:

"(McKinney) is an essential first step towards establishing a national agenda for action to eradicate homelessness in America... No one in this body should believe that the legislation we begin considering today is anything more than a first step towards reversing the record increase in homelessness" (Congressional Record, p. S3683, March 23, 1987).

The McKinney-Vento Act was, and remains, landmark legislation. The programs created by the McKinney-Vento Act are needed now more than ever, as homelessness shows no signs of abating. However, after more than a decade of an emergency response to a long-term crisis, it is clear that only by addressing the causes of homelessness -- lack of jobs that pay a living wage, inadequate benefits for those who cannot work, lack of affordable housing, and lack of access to health care -- will homelessness be ended.

RESOURCES

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Cousineau, Michael et al. A Study of the Health Care for the Homeless Program: Final Report, 1995. Available, free, from the National Clearinghouse for Primary Care Information, 2070 Chain Bridge Rd., Suite 450, Vienna, VA 22182-2536; 800/400-2742. In the Washington, DC metro area: 703/902-1248.

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Hombs, Mary Ellen. American Homelessness: A Reference Handbook. Second Edition, 1994. Available for \$39.50 from ABC-CLIO, Inc., PO Box 1911, Santa Barbara, CA 93116 1911. 800/422-2546.

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National Coalition for the Homeless. Unfinished Business: The Stewart B. McKinney Homeless Assistance Act After Two Years, 1990. National Coalition for the Homeless, 2201 P St., NW, Washington, DC 20037; 202/462-4822.

National Law Center on Homelessness and Poverty. "The McKinney-Vento Homeless Assistance Act", 2003. Available at www.nlchp.org.

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U.S. Department of Housing and Urban Development. Review of Stewart B. McKinney Homeless Programs Administered by HUD: Report to Congress, 1995. Available, free, from HUD User, P.O. Box 6091, Rockville, MD 20849; 1-800-245-2691.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 d.

Staff Initiating:

Sarah Thompson

Director:

Sarah Thompson

Commissioner:

Randy Watson

Meeting Date:

8/9/2023

Item Title:

Act to Authorize Kansas School for the Deaf 2023-2024 Out-of-State Tuition Contracts

Recommended Motion:

It is moved that the Kansas State Board of Education authorize Kansas School for the Deaf 2023-2024 out-of-state tuition contracts.

Explanation of Situation Requiring Action:

In order to prepare for the 2023-2024 school year, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas School for the Deaf (KSD) to enter into contracts for out-of-state tuition with the school districts listed below.

KSD will receive tuition payments from:

Excelsior Springs School District, Excelsior Springs, Missouri - 1 Day Student - \$40,000

North Kansas City School District, Kansas City, Missouri - 2 Day Students - \$80,000

Lone Jack School District, Lone Jack, Missouri - 1 Day Student - \$40,000

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 e.

Staff Initiating:

Jon Harding

Director:

Commissioner:

Randy Watson

Meeting Date:

8/9/2023

Item Title:

Act to Authorize Out-of-State Tuition Contracts for Students Attending Kansas State School for the Blind

Recommended Motion:

It is moved that the Kansas State Board of Education authorize contracts for out-of-state tuition for the 2022-2023 school year for students attending the Kansas State School for the Blind.

Explanation of Situation Requiring Action:

Students from Missouri are able to attend KSSB, provided we have the capacity and tuition is paid. KSSB will receive tuition payments from the following districts for four students attending KSSB in the fall of 2023:

Raymore-Peculiar School District; Peculiar, Missouri - 1 day student + .2 residential - \$48,000

Lawson School District; Lawson, MO – 1 day student - \$40,000

Center School District; Kansas City, MO – 1 day student -\$40,000

Kansas City Public Schools; Kansas City, MO – 1 day student \$40,000

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 f.

Staff Initiating:

Jon Harding

Director:

Commissioner:

Randy Watson

Meeting Date:

8/9/2023

Item Title:

Act to Authorize KSSB to Renew Contract with Prime Healthcare Services for PT and OT Services

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Providence Medical Center for Physical Therapy and Occupational Therapy services in an amount not to exceed \$100,000.00

Explanation of Situation Requiring Action:

In order to provide Occupational Therapy and Physical Therapy services for the 2023-2024 school year, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Providence Medical Center. OT and PT services, when listed in a student's Individual Education Program (IEP) are required services, by federal law.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 g.

Staff Initiating:

Jon Harding

Director:

Commissioner:

Randy Watson

Meeting Date:

8/9/2023

Item Title:

Act to Authorize KSSB to Renew Contract with Quantum Resource Professionals for Speech Language Pathology Services

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to enter into contract with Quantum Resource Professionals to provide Speech Language Therapy services for students who attend KSSB in an amount not to exceed \$100,000.00.

Explanation of Situation Requiring Action:

In order to provide Speech Language Therapy services for KSSB students for the 2023-2024 school year, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to enter into contract with Quantum Resource Professionals in an amount not to exceed \$100,000.00. Speech Language Therapy services, when listed in a student's Individual Education Program (IEP) are required by federal law to be provided by schools.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 h.

Staff Initiating:

Jon Harding

Director:

Commissioner:

Randy Watson

Meeting Date:

8/9/2023

Item Title:

Authorize KSSB to Renew Contract with Accessible Arts, Inc. for Facilities Use and Art Instruction

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to renew a contract with Accessible Arts, Inc. for arts-related services for students attending KSSB in exchange for KSSB facility use and statewide outreach services in the Arts (drama, movement, dance, visual arts, music) for Kansas individuals with disabilities in an amount not to exceed \$133,847.00

Explanation of Situation Requiring Action:

The Kansas State School for the Blind desires to renew the contract with Accessible Arts, Inc. for student services and for KSSB facility use. The not-to-exceed amount of \$133,847.00 for statewide outreach is state general fund money that flows through the KSSB budget for Accessible Arts, Inc. All students receive art instruction one time a week, at a minimum.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 i.

Staff Initiating:

Jon Harding

Director:

Commissioner:

Randy Watson

Meeting Date:

8/9/2023

Item Title:

Act to Authorize KSSB to Enter into Contract with the Kansas City, Kansas Police Department for a School Resource Officer (SRO)

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to enter into contract with Kansas City, Kansas Police Department to provide KSSB a School Resource Officer for the 2023-2024 School Year in an amount not to exceed \$60,000.00

Explanation of Situation Requiring Action:

In order to provide for student and staff safety and security, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to enter a contract with KCK Police Department to provided armed security during the daytime hours. The Legislature approved monies in FY 24 for armed security to supplement our unarmed staff security. This will add another layer of safety during the 7a-3p hours of operation.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 j.

Staff Initiating:

Jon Harding

Director:

Commissioner:

Randy Watson

Meeting Date:

8/9/2023

Item Title:

Act to Authorize KSSB to Enter into Contract with the Zack Staffing Group

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to enter into contract with Zack Staffing Group for evening nursing services in our dormitory (3p-11p) in an amount not to exceed \$75,000.00

Explanation of Situation Requiring Action:

In order to provide for student health and safety, it is requested that the Kansas State Board of Education authorize the Superintendent of the Kansas State School for the Blind to enter a contract with Zack Staffing Group to provide evening nursing services to our dormitory students. Nurses oversee medication administration, attend to student and staff health needs, and coordinate with care with parents and health care providers.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 k.

Staff Initiating:

Doug Boline

Director:

Bert Moore

Commissioner:

Randy Watson

Meeting Date:

8/9/2023

Item Title:

Consent Agenda Action Item- Act on Education Flexibility Partnership Waivers

Recommended Motion:

It is moved that the Kansas State Board of Education approve the one-year Education Flexibility Partnership (Ed-Flex) waiver request for USD 373 Newton, USD 465 Winfield, and USD 497 Lawrence allowing them to exceed the 15 percent Title I carryover limitation of once every three years.

Explanation of Situation Requiring Action:

Kansas has the authority under the Education Flexibility Partnership Act of 1999, as amended by the Elementary and Secondary Education Act (ESEA), to waive certain federal requirements. The districts listed below are seeking an Ed-Flex waiver of Title I Part A Section 1127(b) of ESEA, which prevents them from exceeding the 15 percent Title I carryover of funds limitation more than once every three years.

USD 373 Newton, USD 465 Winfield, and USD 497 Lawrence are seeking a waiver in order to carry over more than 15 percent of their Title I allocation.

NOTE: The additional carryover period allows for additional time to expend funds when extenuating circumstances arise, which will increase the percentage of funding dedicated to direct services rather than the purchase of supplies/materials to comply with carryover provisions. Qualified people make the difference for students.

This allows for LEAs to utilize funding more meaningfully by providing additional time that will account for extenuating circumstances: e.g. most Title I funding is tied up in staffing. With Kansas teacher shortages, staffing is sometimes difficult to fill quickly when someone resigns. Instead of the LEA purchasing large amount of supplies/equipment with the unused funds near the end of the project period, it can increase personnel services once replacement staff is hired to provide additional services to students through additional time.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 I.

Staff Initiating:

Natalie Clark

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date:

8/9/2023

Item Title:

Act to Approve Request to Contract with a Kansas Institution to Support the State Advisor of DECA, Kansas Career and Technical Student Organization

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with a Kansas College to support the State Advisor of DECA at a total amount not to exceed \$20,000.00 per year, up to a total of \$40,000.00 for the two years, from August 15, 2023 to June 30, 2025.

Explanation of Situation Requiring Action:

The current DECA Advisor has taken a position to teach at a University in Missouri and the Fort Hays State University contract will end effective August 14, 2023.

Career and Technical Education (CTE) provides students with academic, technical and employability skills to be prepared for the current and future workforce. The federal legislation that funds CTE, Carl D. Perkins Career and Technical Education Act, was reauthorized in 2018 and is referred to as Perkins V.

Funding Sources:

W704 Perkins CTE-State Leadership – Career and Technology Student Organizations (CTSOs) State General Fund

W705 Perkins CTE-State Leadership – CTSOs (Federal)

The State is required to match the Perkins federal funds as Maintenance of Effort (MOE)

Full text of Perkins V, [COMPS-3096.pdf \(govinfo.gov\)](#)

[Sec. 124 CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT: STATE LEADERSHIP ACTIVITIES.](#)

(a) GENERAL AUTHORITY.—From amounts reserved under section 112(a)(2), each eligible agency shall—

(1) conduct State leadership activities to improve career and technical education, which shall include support for—

(A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;

(B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

(D) technical assistance for eligible recipients; and (2) report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).

(b) PERMISSIBLE USES OF FUNDS.—The State leadership activities described in subsection (a) may include—

(1) developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources;

(2) approving locally developed programs of study that meet the requirements established in section 122(d)(4)(B);

(3) establishing statewide articulation agreements aligned to approved programs of study;

(4) establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to—

(A) develop and implement programs of study aligned to State and local economic and education needs, including, as appropriate, in-demand industry sectors and occupations;

(B) facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to—

(i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; and

(ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school, at no cost to the student or the student's family; and

(C) facilitate work-based learning opportunities (including internships, externships, and simulated work environments) into programs of study

(17) support for career and technical student organizations, especially with respect to efforts to increase the participation of students in nontraditional fields and students who are members of special

populations;

Kansas supports eight Career and Technical Student Organizations (CTSOs) that include:

- Business Professionals of America (BPA)
- DECA
- Future Business Leaders of America (FBLA)
- Family, Career and Community Leaders of America (FCCLA)
- FFA
- HOSA-Future Health Professionals (HOSA)
- SkillsUSA
- Technology Student Association (TSA)

Full text of Perkins V, [COMPS-3096.pdf \(govinfo.gov\)](#)

[SEC. 3. \[20 U.S.C. 2302\] DEFINITIONS.](#)

[6\) CAREER AND TECHNICAL STUDENT ORGANIZATION.—](#)

[\(A\) IN GENERAL.—The term “career and technical student organization” means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program](#)

The purpose of this contract is to compensate the State Advisor of Kansas DECA for leading, maintaining and coordinating all aspects of Kansas DECA.

1. Coordinating and managing all Regional and State DECA events.
2. Attending national DECA meetings as needed and should Kansas students qualify.
3. Training of State Officers.
4. Guiding and supporting local Chapter Advisors (Communications and Advisor Trainings).
5. Develop, grow and lead the Kansas DECA Board of Directors.
6. In conjunction with the Kansas DECA Board of Directors, provide financial oversight of Kansas DECA funds, including but not limited to, regular financial reports, tax filings and audits.
7. Regular quarterly progress reports to the KSDE lead consultant, including updates on student membership, local chapter totals, results of local, district, state and national DECA events, financial reports, etc.
8. Maintain a Kansas DECA website, complete with events calendar and resources for student members and chapter advisors

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 m.

Staff Initiating:

Natalie Clark

Director:

Beth Fultz

Commissioner:

Randy Watson

Meeting Date:

8/9/2023

Item Title:

Act to Approve Request to Contract with Sprout Communications LLC for the Development of State Leadership Resources

Recommended Motion:

It is moved that the Kansas State Board of Education authorize the Commissioner of Education to contract with Sprout Communications LLC, State Contract ID 47879, to consult, develop and design digital resources in the amount not to exceed \$20,000.00 for the period August 10, 2023 to June 30, 2024.

Explanation of Situation Requiring Action:

Sprout Communications was selected to provide digital resources for technical assistance training that will be utilized across the State of Kansas. The resources will be provided for educators, students, and families to enhance the visual communications of career opportunities available in the Kansas Career Field, Cluster and Pathway model. The model will include current links to wages earned by the different occupations and credentials related to the business/industry represented in each of the Pathways.

Career and Technical Education (CTE) provides students with academic, technical and employability skills to be prepared for the current and future workforce. The federal legislation that funds CTE, Carl D. Perkins Career and Technical Education Act, was reauthorized in 2018 and is referred to as Perkins V.

Funding Sources:

Perkins CTE-State Leadership

Full text of Perkins V, [COMPS-3096.pdf \(govinfo.gov\)](#)

Sec. 124 CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT: STATE LEADERSHIP ACTIVITIES.

(a) GENERAL AUTHORITY.—From amounts reserved under section 112(a)(2), each eligible agency shall—

(1) conduct State leadership activities to improve career and technical education, which shall include support for—

(A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;

(B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;

(C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and

(D) technical assistance for eligible recipients; and (2) report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(III).

(b) PERMISSIBLE USES OF FUNDS.—The State leadership activities described in subsection (a) may include—

(1) developing statewide programs of study, which may include standards, curriculum, and course development, and career exploration, guidance, and advisement activities and resources;

(2) approving locally developed programs of study that meet the requirements established in section 122(d)(4)(B);

(3) establishing statewide articulation agreements aligned to approved programs of study;

(4) establishing statewide industry or sector partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations that may be present in the State, employers, including small businesses, and parents, as appropriate to—

(A) develop and implement programs of study aligned to State and local economic and education needs, including, as appropriate, in-demand industry sectors and occupations;

(B) facilitate the establishment, expansion, and integration of opportunities for students at the secondary level to—

(i) successfully complete coursework that integrates rigorous and challenging technical and academic instruction aligned with the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; and

(ii) earn a recognized postsecondary credential or credit toward a recognized postsecondary credential, which may be earned through a dual or concurrent enrollment program or early college high school, at no cost to the student or the student's family; and

(C) facilitate work-based learning opportunities (including internships, externships, and simulated work environments) into programs of study

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 n.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

8/9/2023

Item Title:

Act to Approve Recommendation for a Visiting Scholar License

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:

The Visiting Scholar license allows an individual who has documentation verifying the individual meets two of the three criteria specified below to practice on a temporary, limited basis in the content area of the individual's expertise.

Criteria to qualify 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.

Visiting Scholar Requests:

Woodson School District, USD 366 and Trevor Hoag

The Woodson School District requests that Trevor Hoag be granted a renewal of the Visiting Scholar license valid for the 2023-2024 school year. The district will assign Mr. Hoag to teach a full schedule of English courses as he taught during the 2022-2023 school year.

Trevor Hoag earned a Bachelor of Arts in English in 2004 from Emporia State University. He earned a Master of Arts in Philosophy in 2007 from the Ohio University, and Master of Arts in English from the University of Texas at Austin in 2010. He earned a PhD in English from the University of Texas at Austin in 2013.

Mr. Hoag served as an assistant instructor for the University of Texas at Austin's department of rhetoric and writing from August 2009 thru May 2013. He became an assistant professor of English at Christopher Newport University from August 2013 through 2019.

Mr. Hoag has published one book, 13 scholarly journal articles, and presented at more than 18 professional conferences related to writing and literacy. In addition to his publications, Mr. Hoag has received numerous awards of distinction while serving as a professor.

He meets the criteria of an advanced degree in the subject, and he meets the requirement of related experiences teaching in the subject. I recommend a renewal of the Visiting Scholar license valid for the 2023-24 school year for Trevor Hoag be approved, based on meeting two of the established criteria for a Visiting Scholar.

Haviland School District USD 474 and Steven King

The Haviland School District requests that Steven King be granted Visiting Scholar license valid for the 2023-2024 school year. The district will assign Mr. King to teach a half schedule of middle school science courses to sixth, seventh and eighth grades during the 2023-2024 school year.

Steven King earned a Bachelor of Science in Geology in 2005 from Wichita State University. He earned a Master of Science in Geology in 2009 from Bowling Green State University.

Mr. King has served as Professor of Science and Mathematics and Chair of the Division of General Studies at Barclay College since 2017. In addition, he served as the curator and staff paleontologist at the Wichita museum. Mr. King has been published in one scholarly journal article.

Mr. King meets the criteria of an advanced degree in the content area, and he meets the requirement of related experience in teaching science. I recommend approval of the Visiting Scholar license valid for the 2023-2024 school year for Mr. King based on meeting two of the three established criteria for a Visiting Scholar license.

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11 o.

Staff Initiating:

Shane Carter

Director:

Shane Carter

Commissioner:

Randy Watson

Meeting Date:

8/9/2023

Item Title:

Act to Approve Changes to the 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 the changes to the grant awards for the Kansas Registered Teacher Apprenticeship Program Pilot for 2023-2024.

Explanation of Situation Requiring Action:

Due to unforeseen circumstances, apprentices and districts dropped out of the Registered Teacher Apprenticeship program pilot after the SBOE approved GEER grant awards during the July 2023 board meeting. In order to keep apprentice numbers up to enhance the pilot, additional apprentices were added to previously approved districts who had candidates identified, and a new district was added to the pilot program.

The following changes are requested to be approved:

Change to the number of apprentices.

USD 437 Auburn-Washburn (3 apprentice) – \$81,800. The district was previously approved for two apprentices.

USD 305 Salina (4 apprentice) - \$110,400. The district was previously approved for two apprentices.

Add the following district.

USD 405 Lyons (1 apprentice) - \$27,600

The following districts are no longer participating in the pilot.

USD 218 Elkhart (1 apprentice)

USD 428 Great Bend (2 apprentice)

USD 445 Coffeyville (1 apprentice)

Grant Awards will cover the following cost:

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.

Finalized List of Pilot 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 (3 apprentice) – \$81,800

USD 305 Salina (4 apprentice) - \$108,600

USD 511 Attica (1 apprentice) - \$27,600

USD 464 Tonganoxie (2 apprentice) – \$54,600

USD 405 Lyons (1 apprentice) - \$27,600

REQUEST AND RECOMMENDATION FOR BOARD ACTION

Agenda Number: 11p

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 8/9/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on request from USD 368 Paola, Miami 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 368 Paola, Miami 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 368 Paola, Miami 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 August __, 2023.

USD 368 plans to use the bond proceeds (not to exceed **\$40,000,000**) to (a) construct, furnish and equip a Pre-K addition at Cottonwood Elementary; (b) renovate and modernize learning spaces at Paola High School, and include expanded Career and Technical Education classroom space; (c) renovate and modernize learning spaces at Paola Middle School; (d) needed upgrades to maintain district facilities and buildings; (e) safety improvements to elementary playgrounds and related areas at Cottonwood and Sunflower Elementary Schools.

Other projects: HS multi-purpose room second floor addition; theatre improvements; kitchen equipment; doors; replace flooring, update ceilings and lighting control systems in classrooms; LED fixtures, replace transformers; new toilets; replace all plumbing fixtures, replace HVAC; roofing improvements; replace gym flooring, bleachers, basketball/volleyball goals, lockers, synthetic turf, site drainage, additional parking; recondition exterior finishes.

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 (1 absent).
2. The district is experiencing a slow decrease in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing buildings appears to justify a bond election.

Summary of Appeal to State Board of Education for Capital Improvement State Aid

Unified School District 368 Paola

County: Miami

1. Current equalized assessed tangible valuation *	<u>\$260,464,099</u>	
2. Percentage of bond debt limit	<u>14.00%</u>	
3. Amount of bond debt limit	<u>\$36,464,974</u>	
4. State Aid Percentage	<u>0%</u>	2023-24 St Aid%

* Includes assessed valuation of motor vehicle

		Percent of Equalized Assessed Valuation - Current Year
5. Amount of bond indebtedness at present time	<u>\$8,280,000</u>	<u>3.2%</u>
6. Amount of bond indebtedness requested	<u>\$40,000,000</u>	<u>15.4%</u>
7. Total amount of bond indebtedness if request approved (Lines 5 + 6)	<u>\$48,280,000</u>	<u>18.5%</u>
8. Estimated amount of bond indebtedness authorized without approval	<u>\$36,464,974</u>	<u>14.0%</u>
9. Amount of bond indebtedness above bond debt limit requested	<u>\$11,815,026</u>	<u>4.5%</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	

July 24, 2023
Date

July 24, 2023
Date

Dale Brungardt
Director, School Finance

Craig Neuenswander
Deputy Commissioner

To: **State Board Members**

Re: **Application for capital improvement state aid for USD 368 Paola**

- | | |
|-----|--|
| Yes | 1. The vote to submit the bond application by the local board of education was unanimous. 6-0 (1 absent) |
| No | 2. The district is experiencing an increase 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 architect was utilized in determining school district needs. |
| Yes | 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: 11 q

Staff Initiating:

Deputy Commissioner:

Commissioner:

Meeting Date: 8/9/2023

Craig Neuenswander

Craig Neuenswander

Randy Watson

Item Title:

Act on Request from USD 368 Paola, Miami County, to Hold a Bond Election

Recommended Motion:

It is moved that the Kansas State Board of Education issue an Order authorizing USD 368 Paola, Miami 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 368 Paola, Miami 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 368 plans to use the bond proceeds (not to exceed **\$40,000,000**) to (a) construct, furnish and equip a Pre-K addition at Cottonwood Elementary; (b) renovate and modernize learning spaces at Paola High School, and include expanded Career and Technical Education classroom space; (c) renovate and modernize learning spaces at Paola Middle School; (d) needed upgrades to maintain district facilities and buildings; (e) safety improvements to elementary playgrounds and related areas at Cottonwood and Sunflower Elementary Schools.

Other projects: HS multi-purpose room second floor addition; theatre improvements; kitchen equipment; doors; replace flooring, update ceilings and lighting control systems in classrooms; LED fixtures, replace transformers; new toilets; plumbing fixtures, replace HVAC; roofing improvements; replace gym flooring, bleachers, basketball/volleyball goals, lockers, synthetic turf, site drainage, additional parking; recondition exterior finishes.

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 (1 absent).
2. The district is experiencing a slow decrease in enrollment.
3. The community was involved in the process of the building proposal.
4. All required forms were properly filed with us, along with an appropriate notice for the election.
5. The district outlined the needs for the building project by responding to all questions required by the state board of education.
6. An outside consultant was utilized in determining the school district needs.
7. The age of the existing buildings appears to justify a bond election.

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

Unified School District 368 Paola	County: Miami
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(X) 5-210-114 Equalized Assessed Valuation	

<u>July 24, 2023</u> Date	<u>Dale Brungardt</u> Director, School Finance
<u>July 24, 2023</u> Date	<u>Craig Neuenswander</u> Deputy Commissioner

To: **State Board Members**

Re: **Application to hold bond election for USD 368 Paola**

- | | |
|-----|--|
| Yes | 1. The vote to submit the bond application by the local board of education was unanimous. 6-0 (1 absent) |
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Michelle Dombrosky
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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

Subject: Chair's Report

This will include:

- A. Remarks from the Chair
- B. Act on Board Travel
- C. Committee Reports
- D. Board Attorney's Report
- E. Requests for Future Agenda Items

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