

CERTIFICATE OF ACCREDITATION



is awarded to

USD 350 St. John-Hudson

for successfully completing the requirements for the status of **Accredited** in the Kansas Education System Accreditation, as granted by Kansas State Board of Education in regular session August 8, 2023. This status shall remain in effect until/unless changed by action of the Kansas State Board of Education.

Effective

July 1, 2023 - June 30, 2028



Melanie Haas, Chair
Kansas State Board of Education

Dr. Randy Watson
Kansas Commissioner of Education

Kansas leads the world in the success of each student.



Office of the Commissioner

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August 9, 2023

USD 350 Board of Education
Josh Meyer, Superintendent
USD 350
505 N. Broadway
St. John, Kansas 67576-1836

Dear Superintendent Meyer and USD 350 Board of Education:

I am pleased to announce that the Kansas State Board of Education voted August 8, 2023, to grant USD 350 St. John-Hudson the status of Accredited. This status is effective July 1, 2023 through June 30, 2028, or until/unless changed by action of the State Board of Education.

Regulations require each system (district) be assigned an accreditation status based upon the extent to which it has met the criteria established by the State Board of Education.

Receiving the "Accredited" status indicates that USD 350 St. John-Hudson is effectively serving the needs of its students by demonstrating a focus on the success of each student.

On behalf of the State Board of Education, I want to thank you and the many excellent educators in the district for working to ensure that each child has a path toward success after graduation.

If there are any questions regarding accreditation status or this letter, please contact our accreditation staff at accreditation@ksde.org or 785-296-4948.

Once again, congratulations on this outstanding accomplishment.

Sincerely,

Dr. Randy Watson
Commissioner
Kansas State Department of Education

System Yearly Update Report: Year Five

Organization: D0350

Rating in spring: 2023

Tell Your Story

Reflecting on the full cycle of continuous improvement work, use this space to update your OVT Chair/Team and ARC with any information about strengths and struggles that they should be aware of that might not appear elsewhere in the report.

As is the case with many districts, our journey during the cycle was not what we anticipated. The disruption of Covid cannot be understated. Any needs identified in year one of the cycle were effectively rendered meaningless by the need to figure out how to provide remote learning to every student in the spring of 2020. Then the need to reopen schools and keep them open was our primary concern. Once school was back in session, our focus was to keep them open and try to make school as "normal" as possible. Needless to say, we did not give our school district improvement goals and efforts as much attention as we would have if we had not been in the midst of a global pandemic. The story is not different from other school districts around the state. Covid cannot be an excuse. However, it is obvious that the effects of the pandemic had a negative effect on student achievement. It is difficult to measure to what degree the pandemic had an effect on our data.

As part of the needs assessment process, we collected survey data from staff members, community members, and parents. That survey was given in January 2018 in year 1 of the cycle. The same survey was again given in November 2022 in the last year of the KESA cycle. The results were generally positive in all areas, meaning that more people answered favorable on most questions on the survey in year 5 as compared to year 1. Selected data from the survey will be referenced in specific areas of this report and the full results can be found in the artifacts. Overall, 93.9% of respondents say they are very satisfied or satisfied with the St. John-Hudson School district. This is up 4% over the course of the KESA cycle.

It is important to note that we are a system with 345 students in preschool through 12th grade. We operate on one campus and, for the most part, in one building. Building improvement goals and activities are essentially the same as system improvement goals and activities. While each building may have unique needs or challenges and should be noted, there is not much need for duplication of work and reporting for each building separately from the district. They are mostly one and the same.

Compliance

Issue	Comment
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Please comment on how your system is addressing all Compliance issues noted above.

The professional development plan has been updated and submitted for review.

Foundational Structures

Question	Answer
<p>Looking back to the beginning of your cycle, describe the growth in stakeholder engagement embedded efforts to improving your system's and school(s) climate and culture.</p>	<p>Where we were (year 1): This component was titled "stakeholder engagement" in year 1. We feel that the district's stakeholders are very much engaged and supportive of the school district. However, there is nothing formal in place to ensure engagement. The district site council was solidly in place and active for 5 years (in year 1, since 2012-13) and has been one avenue of formal community engagement. The district publishes a monthly newsletter and the superintendent has a monthly newspaper column. Social media is used frequently to publicize events and happenings in the schools. Getting families more engaged in the education of their kids is an identified improvement goal.</p> <p>Where we are now: We have taken steps to be more engaging with all stakeholders and our student families in particular (see goal 1). In partnership with a local non-profit business, our students helped develop a business plan to start Tiger Town Pizza. In partnership with SJN Bank of Kansas, our CTE program has developed a student-run bank that operates at St. John High School. We have developed a childcare facility on campus that opened in January of 2023.</p> <p>Strong family and community partnerships are also evidenced by the following: Active site council includes parents and community members Strategic planning work included nearly 50 members of our community Facility assessment committee includes parents and community and business leaders Parent-Teacher Organization - active organization of parents and school staff that support many school activities, holds an annual community carnival at the school Basketball tournament committee - parents and community members working with the high school</p>

to host a boys and girls basketball tournament
Booster Club - parents and families actively involved with supporting school activities

Education Foundation - scholarships and financial support for the district

Farm to School donation program - provides an avenue for producers and businesses to donate beef, produce, and flour to support our food service operations

Tiger Pride Night - back-to-school open house and community event to connect new families with the school community and new staff with the community

KDWP partnership with Environmental Resources & Wildlife class

Partnering with local businesses and contractors for a house remodel project within our Residential Carpentry classes.

Monthly newsletters sent to all families and community members

Needs assessment survey data over the course of the KESA cycle shows that 94.8% of respondents agree or somewhat agree with the following statement (an increase of 7.7%): the schools partner with and utilize resources in the community.

Responses also show the following perception data (agree or somewhat agree) over the KESA cycle:

The schools engage families in the education of students - 86.1% (1.9% increase)

The school district communicates effectively with families and the community - 85.2% (3.2% increase)

Student progress is adequately communicated to families - 87.8% (5.8% increase)

Where we were (year 1):

There is an MTSS program at the K-6 level for math and reading. There is time scheduled each day for this at the elementary and includes benchmark, screening, and progress monitoring assessments.

There is a lack of consistency in how this is done at each grade level and is an identified area of needed improvement. There is a lack of tiered interventions

for behavior district wide and very little in the way of academic interventions for grades 7-12.

Where we are now: We have a full-time interventionist hired as of the 2021-22 school year. She coordinates our intervention program for math and reading and coordinates the benchmark assessments and progress monitoring for all grades. Our MTSS program in grades K-8 is much more structured and consistent in each grade level as compared to the start of the cycle. We also have a non-certified aide that assists our interventionist.

While we have two full-time staff members that lead our MTSS program, all teachers and aides are directly involved in assessing students and working with students on targeted interventions. Teachers in grades K-4 meet weekly to discuss student performance in tiered intervention groups. 5th and 6th grades meet as needed. This allows classroom teachers and interventionists to make data driven decisions and ensure students are making adequate progress, compare performance on foundational skills to growth in meeting grade level standards, refine and adjust instruction, and, when needed, refer children to our SIT team.

Our data tells us that our efforts are making a difference and we are seeing real growth in student performance. It also shows that we have some challenges, not the least of which was the immense loss of instructional time due to Covid.

We only began using AimsWeb for assessing 7th and 8th graders in the fall of 2021. Students meeting grade-level benchmarks in the 2021-22 school year from fall to spring went from 62% to 81% for reading and 59% to 88% for math. Mid-year data for the current year shows improvement from 61% to 69% in reading and 63% to 71% for math and illustrates that we are on track for similar positive growth for the year.

Data for grades K-6 shows the challenges due to Covid and the positive growth since reopening school.

Looking back to the beginning of your cycle, describe the growth of your Tiered Framework of Supports for all students.

The earliest data we are able to make valid comparisons to is the 2019-20 school year. This is the first year of our use of AimsWeb Plus. Data from the winter of that year to the winter of the current year (2022-23) shows that the percent of students at tier 1 went from 72% to 65% for reading and 74% to 70% for math. While the differences are not great, there is a definite decline in mid-year performance from pre-Covid days.

Since the fall of 2020 when we returned to in-person learning, we saw dramatic improvement. From the fall of 2020 to the spring of 2021 to the spring of 2022, the percent at tier 1 went from 54% to 75% to 78% for reading and from 48% to 84% to 87%. Supporting graphs can be found in the artifacts on the "Data Presentation."

Where we want to be:

Most of our focus on academic interventions is focused on reading since that is our greatest need. We would like to add more time for math interventions into our schedule. While we are actively identifying students at high risk of failure with our ABC's data (see goal 2), we need to be more purposeful about providing specific interventions to address those needs. Our schools also need to include behavior and attendance interventions into our formal processes.

Where we were (year 1):

Standards are in place for all curricular areas for minimum graduation requirements and students have sufficient opportunity to complete the KS Board of Regents qualified admissions requirements. Career exploration and planning is in place from 8th grade through 12th grade. These grades utilize the Career Cruising tool and participate in student-led, career-focused parent-teacher conferences. Career exploration activities are available in lower grades but there is no formal plan for this. We feel good about our efforts here but have no real evidence of effectiveness at this point.

Where we are now: (see IPS and post-secondary

Looking back to the beginning of your cycle, describe the growth your system has made in improved opportunities for postsecondary awareness and success within your PK – 12 curricula, programs, and services.

success under board goals for further information) All students have an IPS beginning in the 7th grade.

In the 2019-2020 school year we transitioned to XELLO. We also transitioned to a hybrid model where our CTE/IPS coordinator assigns the lessons but some of the work is completed in LS and some of it is completed in classrooms, most notably the ELA classrooms. We continually work to make the IPS an important and relevant part of each student's education and post-secondary success. Students discuss their plans of study in parent-teacher conferences with their LS teacher. Senior students do a portfolio presentation and highlight their IPS in a public event.

Many opportunities for students to earn dual credits and certifications/credentials.

Career days at both schools are held each spring.

Schools organize structured post-secondary institution visits for all grades from 7th through 12th.

Focus on teaching soft skills to students at all levels.

Discussing and modeling quality workplace skills.

Real world learning (house remodel, bank, coffee, environmental resources, entrepreneurship)

Structured job shadow for grades 7-8.

Survey responses show the following perception data (agree or somewhat agree) over the KESA cycle:

Instruction is relevant for students and their future - 95.7% (8.6% increase)

Students are engaged in planning for their future - 84.3% (0.5% decrease)

The schools provide adequate offerings for career and technical education - 78.3% (4.9% increase)

The districts career and technical education is of high quality - 71.3% (0.6% decrease)

Where we want to be:

Expanded certification/credential offerings

Perception data increase for those that feel students are engaged in planning for their future and those that feel our CTE program is of high quality.

<p>Looking back to the beginning of your cycle, describe the growth your system has made in improved supports for student learning of civic, economic, social, and political choices through your PK – 12 curricula, programs, and services.</p>	<p>Where we were (year 1): We have implemented the Character Counts program at the elementary grades and have ongoing lessons in each elementary counselor for social learning. We have a district-wide community service day each spring where students get into the community and do community service work. Government students attend meetings of governing bodies through the school year.</p> <p>Where we are now (current programs and activities): Annual Veterans day program Community service day for all grades Student led recycling efforts High School Aides-much more than just making copies! Walk to School Day Kinder Donut Date and Muffins with Mom Community Parades-Homecoming and Costume Celebrate Freedom Week Voter registration incentives for senior students - Student leadership JAG Senior portfolio presentation UN Trip HOBY Student council NHS KAYS & Kayettes</p> <p>Survey responses show the following perception data (agree or somewhat agree) over the KESA cycle: The district provides students with opportunities to be civically engaged - 85.2% (4.2% increase)</p>
	<p>Where we were (year 1): We have formal curricular standards through the state KCCRS.</p> <p>Where we are now: Curricular resources are in place for all subject areas and are aligned with state standards.</p>

Looking back to the beginning of your cycle, describe the growth your system has made in improved supports for student learning of communication skills through your PK – 12 curricula, programs, and services.

Real-world learning (student-run bank, coffee shop, residential carpentry) provides students with problem solving opportunities.

Schools emphasize communication skills by incorporating writing, speaking and listening skills into all curricular domains.

After-school Program and After-school tutoring

Practicing building resumes

The opportunity to practice mock interviews and senior presentations

Curriculum Resources: Programs such as Pathways to Reading, adding leveled readers

Curriculum adoptions occur once every 6 years or so for all subject areas.

Standards Alignment:

Curricular standards are aligned with state standards. However, there seems to be a disconnect between our curriculum and how the standards are assessed. Work needs to be done to address this.

Principals monitor that the KSDE Standards are available and are being followed in both academic and non-academic settings.

Review Process:

Professional development days are scheduled for training using the new curriculum and more professional development days are scheduled to evaluate and review data, address concerns, and schedule more training if needed.

Where we want to be:

An in-depth analysis into the alignment of our local curriculum to the state standards is needed, particularly in regard to how the standards are assessed (depth of knowledge).

More executive functioning and coping skills taught to ALL, but especially those who don't see this modeled at home-ways to break cycles of poverty.

Question	Answer
<p>Looking back to the beginning of your cycle, describe the growth your system has made in improved supports for student learning of fine arts and world languages through your PK – 12 curricula, programs, and services.</p>	<p>Where we were (year 1): Art and music classes are provided through 8th grade for all students and as elective courses in high school. Nothing formal is in place for cultural appreciation.</p> <p>Where we are now (current programs and activities): Trash to Trends Fashion Show School Musical and Play Excellent Elementary Music Programs Adjustments to elementary art schedule-less crafting, more skills based High involvement in KMEA activities. Hosting that music festival in March Forensics program added AV Pathway - national recognition Spanish class cultural appreciation days Conversational Spanish class</p> <p>Survey responses show the following perception data (agree or somewhat agree) over the KESA cycle: The schools provide quality opportunities for development of the arts and culture - 82.6% (2.8% increase)</p> <p>Where we want to be: Create opportunities for more cultural appreciation through partnerships with diverse members of the population</p>
	<p>Where we were (year 1): Physical education classes are required for all students through 9th grade and are available beyond that as elective courses. The high school curriculum meets the minimum health / PE graduation requirement and the district is compliant with nutrition requirements. Staff members participate in an annual exercise challenge (or something similar) to encourage healthy living.</p> <p>Where we are now (current programs and activities): Grab and go breakfast since 2018 Healthy Snacks (student store)</p>

Looking back to the beginning of your cycle, describe the growth your system has made in improved supports for student learning of social-emotional, physical, mental, and nutritional health through your PK – 12 curricula, programs, and services.

Trauma informed
Walk to School Day
Swimming Unit, Biking Unit
Full Time Counselor
Therapy Dog
Partnerships with mental health agencies
Increased awareness of the need to support mental health
Focus on relationship building with students and families
Efforts to reduce at school and at home screen time
Full-time nurse
Cooperation with health department
Physicals offered
Testing for Covid, strep, flu
Health department
CPR Training for 9th graders

Survey responses show the following perception data (agree or somewhat agree) over the KESA cycle:
The district has a high-quality lunch and breakfast program - 82.6% (10.7% increase)
The schools provide quality fitness, health, and wellness programs for students - 82.6% (5.2% decrease)

Where we want to be:
Add additional measures for teacher self care
Increase the percentage of those that would identify our health and wellness programs as high quality
Analyze effectiveness of absenteeism policy

Where we were (year 1):
The district has nothing official in place to ensure equity for all. While we believe that education at USD 350 is equitable for all students, there are no formal practices or procedures that we could identify here. With such a small student body and single campus, in some ways we are inherently equitable. For instance, we do not have situations where one school might have more qualified teachers than another school (or similar equity problems).

Looking back to the beginning of your cycle, describe the growth your system has made in improving its efforts to ensure it includes a culturally responsive environment, as well as embraces the richness of your diversity.

Where we are now:

Language barrier is being addressed with full-time translator and interpreter (see goal 1)

Grab and go breakfast added in 2018 helps ensure those without resources have access to a healthy breakfast in a convenient way

Poverty, trauma, and resilience has been our primary focus for teacher professional development, helping us ensure our teachers are equipped to meet student needs

We have added a Jobs for America's Graduates program to help our at-risk students be successful in and after high school

All St. John HS students have access to a local scholarship that helps pay for dual credit courses, making college more accessible for those living in poverty

We take all students on college and technical school visits to ensure that ALL students understand how post secondary education works and how to fund it

Survey responses show the following perception data (agree or somewhat agree) over the KESA cycle:

The schools are welcoming and inclusive - 89.6% (6.1% increase)

The schools provide positive, individual learning experiences for students with special needs - 78.3% (4.9% increase)

The school district values diversity and provides equitable opportunities for all - 86.1% (9.8% increase)

Where we want to be:

We want all stakeholder groups to be actively engaged with the schools in proportion to the given population. Despite our efforts, we still see proportionally lower engagement from Hispanic families and those from poverty. We need to work with families to help them understand the importance of attendance. We need to see improvement in our identified achievement gaps.

Needs Assessment Process and Goals

Reflect on your current data and responses to this section in previous years, summarize:

The progress being made toward the goal.

Goal Area-Relationships:

For the most part, we accomplished what we set out in our action plan, with the exception of the academic showcase night.

We implemented a new automated messaging system and the overall response from families is positive. The only hard data we have on this is from perceptions surveys. This is illustrated in the next section.

We added a goal-setting component to our parent-teacher conferences. The idea was to facilitate two-way communication and let families have input into what they want for their students. Goals were based on each individual student and not necessarily only related to academics. For the 2021-22 SCHOOL year, 77% of our K-12 students had a goal that was established in the fall semester. Of those who set a goal, 78% met that goal as of the spring semester.

Since the 2021-22 school year, we have employed a full-time staff member who is bilingual. One barrier to engaging all families is language. While there is still room for improvement, anecdotally we know that our connections with Hispanic families have improved. Survey data shows positive improvements, but not specifically in regard to bilingual families.

When considering how to rebuild these relationships with families, it has become necessary for us to be more deliberate in communicating with families about the importance and effectiveness of in person instruction. Yes, remote learning does exist, but it is not the best way for children in our community to learn. We are attempting to be more deliberate in sharing the experience that provides for our students to learn and explore in a collaborative setting which has academic and social emotional benefits. PreK-6, we are using Seesaw to communicate with families as well as share snapshots of the learning that is taking place in our classrooms. PreK-12, we are using social media as well as School Messenger to share important information and announcements with students and staff so that they feel more connected with what is going on in our buildings.

The board of education held two community meetings in the spring of 2022 to gather input on district improvement efforts. Around 50 staff members and patrons were in attendance. Community and family engagement was still identified as a high priority for improvement. So, we know there is still work to do.

There were several suggestions for improvements that came out of these community meetings. Having a coordinated plan for teacher communication with parents. We have multiple tools (SeeSaw, simple email, Facebook groups, etc.) that are used by teachers, but nothing is consistent and is dependent on teacher preference. While we have interpretation and translation services available, we need to utilize this in a more strategic manner.

Goal Area-Responsive Culture:

For the most part, we accomplished what we set out in our action plan, with the exception of the implementation of a formal curriculum for social-emotional learning. Curriculum is in place, but it is more isolated to lessons from our counselor rather than each teacher.

Each year, teachers assess students' social-emotional wellbeing in the fall and spring of each year using the SRSS-IE screener. Teachers then use the SRSS data to complete a more

comprehensive screener based on early warning indicators for student dropouts – attendance, behavior, course performance, and social-emotional (ABC's). Teachers then use the data to identify those students most in need of interventions and support. Some students are referred to the SIT process and others are provided more informal supports.

These "ABC's" are important warning indicators to identify those at risk of dropping out of school and allow us to intervene. Research shows that at nearly every grade level, students who have problems with attendance, behavior, or course performance are more likely to drop out of school than those that do not have those problems. How likely it is depends on the indicator as well as the age.

Much of our work on becoming a fully trauma-responsive school was put on hold due to Covid. We have taken time to review the trauma-informed concepts in our professional development during the last two years, but outside, formal training did not occur. We have started back up with trauma/resilience training this year (year 5).

Our efforts to add a formal curriculum for social-emotional learning was also put on hold due to Covid. While the pandemic made it even more important that we have formal SEL instruction, the logistics of adding something to teachers' plates was not something we were willing to tackle. Our plan is to pilot a curriculum this year and implement it in the 2023-24 school year. Currently, any SEL activities are provided through the counselor and embedded in the core curriculum. If we implement a social emotional curriculum into our offering that can be presented by classroom teachers, it would create space on the plate of our counselor for more strategic interventions with students who are identified as at-risk. This would move us further towards full implementation of a tier system of support for behavior.

The impact on the system.

Goal Area-Relationships:

Having better communication tools, being purposeful about parent-teacher conferences, and improving efforts to bridge the language gap seems to have improved opinions about communication and engagement somewhat.

Perception data from the community survey shows that we have made modest improvement with this goal. Responses show the following perception data (agree or somewhat agree) over the KESA cycle:

The schools engage families in the education of students - 86.1% (1.9% increase)

The school district communicates effectively with families and the community - 85.2% (3.2% increase)

Student progress is adequately communicated to families - 87.8% (5.8% increase)

Goal Area-Responsive Culture:

Our efforts with identification of at-risk (ABC's), collaborating to address those identified as at-risk, trauma/resilience professional development for staff, and the addition of a social emotional counselor seems to have made a positive impact on ensuring students' needs are met.

Data was collected starting in the 2019-20 school year, but only for the fall semester since schools were closed in the spring. Data from the fall of 2019 to the fall of 2022 shows modest improvement despite the challenges of the pandemic. With the exception of course performance, students identified in the low risk category increased over that time period:

Attendance – Up 5.4%

Behavior – Up 7.5%

Course Performance – Down 2.7%

Social Emotional – Up 2.0%

When looking at the number of students identified as high risk, there was a decrease across the board:

Attendance – Down 1.8%

Behavior – Down 4.1%

Course Performance – Down 0.2%

Social Emotional – Down 2.7%

Graphs are available in the archives in the "Data Presentation."

Responses from the survey show the following perception data (agree or somewhat agree) over the KESA cycle that might be feasibly connected to this goal:

School staff works together in the best interest of students - 91.3% (2.1% increase)

The school district climate is positive and focused on student success - 88.7% (4.5% increase)

Our schools do a good job helping students be academically successful - 92.2% (4.4% increase)

We feel this data shows that our efforts with social-emotional and behavior supports are working. However, we need to do more with a formal social-emotional curriculum and activities.

The impact on the buildings.

The impact on the buildings is essentially the same as it is for the system as a whole.

Based on the current needs assessment data, discuss any potential new goals identified for the upcoming cycle.

Communication and family engagement will still be one of our identified goals for improvement.

We are not where we want to be. Communication can always be improved and likely will be a goal in perpetuity.

Addressing the high percentage of chronically absent students will be on our list of improvement goals (see employability in the definition of a successful graduate section)

Standards alignment - increase % scoring above level 1 on state assessments (see high school graduation in the state board outcomes section for detail)

SECD Curriculum Resources (see responsive culture information above)

Sustainability of the Improvement Process

Question	Response
Adjustment of resource allocations to create change in the KESA process. (fiscal, human, facility, technology, ect.)	Thorough our needs assessment process and identifying goals we have added the following expenses for personnel and staff development: Trauma/resilience professional development Social emotional counselor added Interventionist position added Elementary principal position added (was a dual superintendent / principal role in prior years)

<p>Lessons learned about how to involve and invest staff in the KESA continuous improvement process.</p>	<p>A lesson we learned that we did not necessarily want to learn is how to work collaboratively in a global pandemic. Getting school reopened in the fall of 2020 and working through the masks, remote learning, hateful words and political divisiveness was difficult for all of us. Teachers and staff were stressed to the max and we did not want to add anything to their plates. Our focus was more on making it from one day to the next, rather than our improvement efforts. While we were actively implementing our goals and action plans that were in place, for two years we did little in the way of adjusting or adding to our improvement efforts.</p> <p>In the needs assessment process, we were purposeful about getting input from all staff members. This helped them be invested in the goals and action plans moving forward because the needs were clearly evident to all of us. When staff understand the needs, they are more apt to implement measures to address them. Throughout the KESA cycle, we met with the district leadership team (and principals with their building teams) frequently. We kept all staff informed of our progress periodically to keep everyone in the loop.</p>
<p>Support of your local governing body/board for the KESA continuous improvement process.</p>	<p>The USD 350 board of education receives updates on the continuous improvement process at monthly meetings and formally approves the KESA yearly updates.</p>
<p>The influence of the KESA continuous improvement process on your system's ability to sustain core values, missions, and/or visions.</p>	<p>The continuous improvement process itself is a component of our core value of purpose (see artifacts for Mission/Vision document).</p>

State Board Outcomes

SOCIAL EMOTIONAL FACTORS

Focusing on the local growth measures from year 1, what improvements have been seen in social-emotional growth over the full KESA cycle?

Goal 2 explains this in detail

How have policy, resourcing and staffing decisions prioritized Social-Emotional Growth and contributed to your results?

The most important staffing decisions we've made in regard to this was the addition of a full-time social-emotional counselor and therapy dog. The dual role of elementary principal and superintendent has left the elementary principal duties lacking. The board saw the need for additional leadership and support for staff and students and has added a position back for an elementary principal.

How have the practices implemented for staff affected the data concerning their social-emotional health, and wellbeing?

Quantitative data has not been collected here. Through our trauma-informed training, we have implemented one inservice day during the year as a self-care day.

What does your data indicate about needs and strategies for your next KESA cycle?

More purposeful focus on staff social-emotional help and wellbeing, particularly in regard to compassion fatigue and vicarious trauma. Implementation of intentional social-emotional, character development lessons in every classroom. Currently lessons are taught by the counselor and somewhat disconnected from the teachers.

KINDERGARTEN READINESS

Focusing on the early childhood care and education programs and Kindergarten Readiness Snapshot tool measures from year-1, what improvements have been seen in Kindergarten Readiness over the full KESA cycle? (Include the percentage of kindergarten students in each building who participate in the Kindergarten Readiness Snapshot, the ASQ-3 and the ASQ:SE-2, unless the teacher collaborates with the family to determine that the ASQ should not be used.)

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

During this KESA cycle, we have maintained full participation in the ASQ-3 and ASQ-SE questionnaires. The data has remained consistent throughout the cycle, with very few students identified as at risk.

ASQ-3 Areas of Concern, Percentage of Total Measured Areas

2018	4%
2019	6%
2020	5%
2021	5%
2022	8%

ASQ-SE, Number of students monitoring

2018	0
2019	3
2020	0
2021	2
2022	2

We feel that the data gathered by this questionnaire is somewhat useful, but typically we already have this information due to our interactions with families and students through our preschool programs. We have not found ASQ data to be very actionable and it has not contributed directly to program changes.

More helpful information is gathered through our use of the Phelps Kindergarten Readiness Scale. This is administered to our four-year-old preschoolers in the spring. Data gathered is utilized in creating class rosters, recommending evaluation for special services, and occasionally in recommendations that students spend another year in preschool.

Additionally, we administer AimsWeb Benchmark tests to our Kindergarteners each September. This allows us to identify students with academic concerns and plan interventions to address individual needs.

What practices developed over the full KESA cycle will be sustained as you move into KESA cycle two?

During this KESA cycle, staff has grown in their knowledge of the need for trauma-informed instruction as well as strategies for helping children to build resilience. We are seeing more and more kindergarten and preschool students with barriers to learning created by dysregulated behavior, attendance problems, and home-life dysfunction. Training our staff in how to best help children to succeed in the school environment despite these challenges helps them to best meet the needs of all learners. We are learning about how to connect families with mental health services, how to calm children who are experiencing big emotions, and how to support students as they learn social emotional skills alongside academic content.

Our kindergarten curriculum has become more rigorous during this KESA cycle and we will work to sustain and grow that in the years to come. Our Pathways to Reading program was recently updated and teachers were trained in best practices for using this updated material. We have implemented MTSS for reading and provide instruction targeted to students' needs. Our early education staff is deepening their understanding of the science of reading, with several staff members completing the LETRS training. Teachers are working to deepen student's early numeracy skills through small group instruction, online programs, and lessons focused on number sense as well as concept application.

We will continue to collaborate with our Parents-as-Teachers staff to ensure we are identifying student needs before students come to preschool. In addition, the district has opened a childcare facility on campus. Some families have a difficult time navigating a half-day preschool with childcare needs. While this daycare may not directly affect kindergarten readiness, it can help eliminate that barrier for some families to get their child to attend preschool.

What does your data indicate regarding needs that might influence strategies to improve Kindergarten Readiness in KESA cycle two?

It is essential that we maintain our high quality preschool program. We are also looking forward to the addition of two daycare centers in our community. These will help afford more families the opportunity to join the workforce, which would lead to higher socioeconomic status and improved quality of life. More children will be in a safe and stimulating environment where they are able to learn appropriate behaviors.

Additionally, we need to continue to grow our community capacity for supporting the mental health needs of parents and children. We are seeing a large number of people of all ages who need access to support in this area.

Survey responses generally show positive perceptions of our efforts with Kindergarten readiness (agree or somewhat agree) over the KESA cycle:

The district offers adequate opportunities for early childhood education - 91.3% (3.5% increase)

INDIVIDUAL PLAN OF STUDY

Explain the growth and development of the system IPS process over the 5-year KESA cycle.

All students have an IPS beginning in the 7th grade. At the beginning of the KESA process USD 350 used the Career Cruising platform. All IPS work was done during our Learning Support (LS = advisory/seminar) time. It was somewhat cumbersome and difficult to emphasize the relevance to students. In the 2019-2020 school year we transitioned to XELLO. We also transitioned to a hybrid model where our CTE/IPS coordinator assigns the lessons but some of the work is completed in LS and some of it is completed in classrooms, most notably the ELA classrooms. We continually work to make the IPS an important and relevant part of each student's education and post-secondary success.

Provide evidence demonstrating students have multiple postsecondary exploration experiences and knowledge of all postsecondary opportunities?

Organized College and Career visits begin in 7th grade for all students.
College, Military Recruiters and Career representatives visit in house.
Unlimited college visits for students.
PK-6 Career Days organized, arranged and partially staffed by High School students
7-12 Career Day organized and set up by high school students. Careers represented are based on input from students in all grades.
Arranged Job Shadowing for all students in the 7th and 8th grade.
Work Based Learning opportunity for all students.
Wide variety of dual credit opportunities. Continually looking for opportunities to add to this.
Community based partnerships that provide job shadowing opportunities within our community.
In House job shadow and work based learning opportunities, ie. Student Bank, Coffee Shop, Healthy Treats, Graphic Design.
Before graduation, each student must participate in a formal interview process.
Added a JAG (Jobs for American Graduates) program that provides students with more opportunities for job skills growth as well as service learning and work based learning.

Detail the review process for each student's growth and/or graduation electronic portfolios.

Each student has daily advisory/seminar time to develop and review the IPS.
IPS's are reviewed with the student and family during student-led conferences.
The guidance counselor and advisory/seminar teachers review the IPS with students during pre-enrollment and enrollment periods to make sure students are on track to graduate and they are focusing on areas of career interest when possible.
New class offerings are considered based on the interest inventory results taken from the Xello database and individual student input.

Describe any changes/modifications made to the system's IPS program based on the Year 4 report and Annual IPS Survey.

The final project, the presentation of the portfolio, has become a senior English project and is graded. It has become more formal and students present on stage in the auditorium, with a podium and a presentation screen to members of the community.

Final student portfolios are used to help them make informed post-secondary decisions.

Our course catalog is evolving based on IPS data, using student interest and skill inventories to consider new courses.

Service learning, work based learning and job shadowing opportunities are continually evaluated and adjusted as needed.

We continually work to add community partnerships to our educational process.

FUTURE GOALS:

Continue to build partnerships to provide dual credit opportunities for students.

Make more connections within our community and surrounding area to provide more service learning, work based learning and job shadowing opportunities.

Increase student ownership in their IPS process so that it becomes more relevant at an earlier age.

HIGH-SCHOOL GRADUATION

What does the updated graduation data below tell you about your trend across the full KESA continuous improvement cycle?

Graduation rates for St. John High School have consistently hovered around 95% for most of the KESA cycle. In year 1 we had 3 non-graduates and in the other years we had 1 non-graduate. We average about 24 students per graduating class. While this is higher than the state average, we would prefer to see the rate at 100% every year.

The district's dropout rate is very low (compare to the state average of 1.3%-1.7%)

2016 - 2.7%

2017 - 2%

2018 - 0%

2019 - 0.7%

2020 - 0%

2021 - 0.7%

When looking at state assessment scores, we have some concerns. State assessment scores have generally shown a decline in the percentage of students scoring proficient since 2016. Obviously some of this is due to the learning loss from the pandemic. However, we have also noticed scores in some areas have moved below the state average when before Covid, we typically saw percentages above the state average.

Percentage scoring at or above category 2

Math: Before covid we saw steady percentages and were above the state average. From 2019-2022 there was a minor decline and from 2021-2022 there was an increase. For 2022 we had a higher percentage than the state average.

ELA: Before covid we saw steady percentages and were above the state average. From 2019-2022 there was a decline and from 2021-2022 there was a similar decline. For 2022 we had a higher percentage than the state average.

Science: Before covid we saw steady percentages and were above the state average. From 2019-2022 there was a significant decline and from 2021-2022 there was no change. For 2022 we had a similar percentage as the state average.

Percentage scoring at or above category 3

Math: Before covid we saw slightly decreasing percentages and were above or near the state average. From 2019-2022 there was a minor decline and from 2021-2022 there not much change. For 2022 we had a similar percentage as the state average.

ELA: Before covid we saw steady decline and the percentage was below the state average. From 2019-2022 there was a decline and from 2021-2022 there was a minor decline. For 2022 we had a lower percentage than the state average.

Science: Before covid we saw a steady percentage and were above the state average. From 2019-2022 there was a significant decline and from 2021-2022 there was a decline. For 2022 we had a lower percentage than the state average.

Graphs are available in the archives in the "Data Presentation."

From our accountability report (2021), we noted the following when looking at our subgroups.

Comparing the percent of students scoring at or above category 3 from 2019 to 2021:

Free/Reduced - slight decrease in all subjects

IEP's - flat for math and ELA and increase for science

Hispanic - increase in math and science and a slight decrease for ELA.

For 2021, when comparing subgroups to all students (percent at or above category 3), we generally noted lower percentages for all subgroups in all subjects. The exceptions are Hispanics in math were very similar to all students and students with IEP's had a higher percentage in science.

How do you see this data impacting your goals and process for the next KESA cycle?

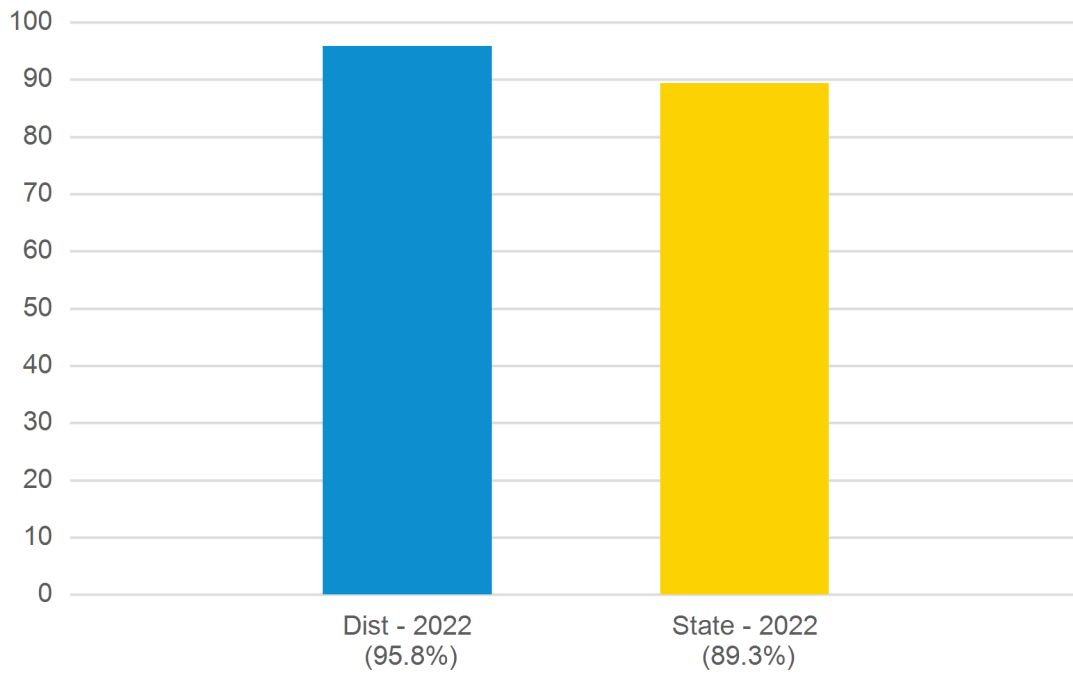
In our next cycle, we will be working to identify the root causes of the declines in assessment scores and the identified achievement gaps. Then we will engage our staff to develop strategies to impact the data, implement strategies, and monitor effectiveness to see improvement in this data. We know that this will include an analysis of our curriculum with the assessed standards as well as a look into our core instruction.

The high number of students who are chronically absent is a concern for ensuring all students graduate from high school. See the narrative in the employability component of section 6.

We will continue to collect and analyze the ABC's data (early warning indicators for students to drop out, see narrative in goal 2) and use that data for targeted interventions at all grade levels.

Graduation Rate Data:

4 Year Adjusted Cohort (Data Analysis)



	D0350-2022
White	94.7
Hispanic	0
African-American	0
Asian	0
Multi-Racial	0
Native Hawaiian Pacific Islander	0
Native American	0
Free and Reduced Lunch	93.8
Students with Disabilities	0
ELL	0
Migrant	0

POSTSECONDARY SUCCESS

What does the updated postsecondary success data below tell you about your trend across the full KESA continuous improvement cycle?

Our data shows consistent improvement in post-secondary education success. Most recently, the class of 2020 has 83.3% of students meeting the success criteria. The 5 year average effective rate has consistently been improving over the cycle. The effective rate of 62.5% is well above the predictive rate of 50.4-54.1% and the state average of 52%.

ACT scores have typically hovered near the state average composite score. For the class of 2021, we saw a significant drop. This was the first year we required all 11th graders to take the ACT since it is paid for by the state. We expected to see a drop in scores, but we felt it was more important to have the data for all students. Also, we hoped that this would eliminate a barrier for some students to attend college. If a student was not thinking about college, but performed well on the ACT, she might be moved to consider going to college. In 2022 we saw an increase in average composite score but it is still a bit lower than the state average.

We also have all students take the ACT WorkKeys assessment. For the 21 students tested last year, 16 (76%) were proficient and 2 earned a gold certificate, 8 earned silver, and 6 earned bronze. We know that students that complete college credits in high school are more likely to graduate and attend college than those that do not have credits. We have many in-class dual credit options for students as well as evening and online courses available through Barton Community College.

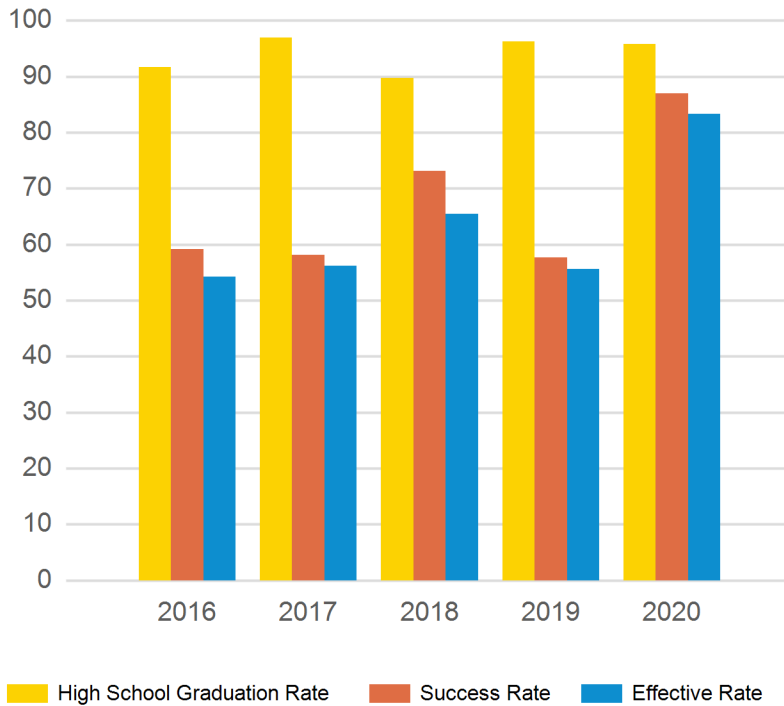
The class of 2021 had 18 graduates and 16 of them left with an average of 12.5 college credit hours. Ten of these 18 graduates left high school with an industry recognized credential. For the 24 graduates of the class of 2022, 14 had college credits and 12 left with a credential.

How do you see this data impacting your goals and process for the next KESA cycle?

While our improvements in this data point are a point of pride, we have not yet reached the goal of 75% of students meeting the post-secondary education success criteria. We can increase our post-secondary success rate by adding opportunities for students to earn industry recognized credentials and utilizing the preACT data to ensure our core curriculum aligns with college readiness standards.

Postsecondary Effectiveness Rates

Postsecondary Progress (Data Analysis)



*Reflects District Level Aggregate Data

*Five year averages are calculated based on available data

Postsecondary Progress

Program Year	Grad Rate	Success Rate	Effective Rate
2016	91.7%	59.1%	54.2%
2017	96.9%	58.1%	56.2%
2018	89.7%	73.1%	65.5%
2019	96.3%	57.7%	55.6%
2020	95.8%	87.0%	83.3%

Kansans Can Lead the World!

Graduation: 95%
Effective Rate: 70-75%

Five Year Graduation Average:
94%

Five Year Success Average:
66%

Five Year Effectiveness Average:
63%

95% Confidence Interval for
the Predicted Effectiveness
Rate

50.4 - 54.1

Definition of a Successful High School Graduate

Reflect on how your system and its continuous improvement process promoted the characteristics of successful high school graduates across the full KESA cycle.

Academic Preparation

Comprehensive academic programs that align to KS College & Career Ready Standards as well as the KS Qualified Admissions curriculum
Highly qualified instructors in classrooms
Developmental programs to support students with delays or who are experiencing gaps in learning (MTSS models, Special Education/504, Title I Reading, etc)
Integrated and enhanced technology to support learning – Chromebooks 1:1 grades 4-12, iPads grades K-3

Survey responses show the following perception data (agree or somewhat agree) over the KESA cycle:
The district has an established high-quality curriculum that prepares students for future success - 92.2% (8.0% increase)

Cognitive Preparations

Growth mindset, resilience, strong work ethic, focus on attendance, executive functioning skills (time management, organization, attendance to task)

Technical Skills

Real-world experiences and hands-on learning (Robotics, Environmental Resources & Wildlife, etc)
Microsoft Office Specialist Certifications
11 approved Career Technical Education Pathways
Concurrent enrollment options with Barton Community College
life skills

Survey responses show the following perception data (agree or somewhat agree) over the KESA cycle:
The schools have adequate technology infrastructure - 87.0% (9.3% increase)
Technology is used effectively for learning and prepares students for future success - 87.0% (12.1% increase)
Our schools do a good job helping students to develop adequate technology skills - 87.8% (2.2% increase)

Employability Skills

Students have the opportunity to learn direct work skills through internships and through the career and community connections class.

Communication (written and oral)

JAG

WorkKeys certificates

Work-based learning

Survey responses show the following perception data (agree or somewhat agree) over the KESA cycle:

Our schools do a good job developing employability skills in students (work ethic, show up on time, etc.) - 80.9% (8.2% increase)

We feel good about our efforts with employability skills as outlined above. However, looking at attendance data over the KESA cycle has us concerned. The attendance rate hovered in the mid 90's in the 5 years before Covid. The rate took a bit of a dip in the 2020-21 school year, but rebound the following year. The percentage of students that are chronically absent has been increasing pretty consistently. Although this was not a formally identified area of need for KESA, it was starting to be a concern for our district even before Covid. Since Covid we have seen our rate jump up significantly to 17.6% and 31.8%. While increases in the number of students missing school in a global pandemic could be expected, last year's rate of 31.8% was significantly higher than the state average of 25.4%. Graphs for this data are in the "Data Presentation" document in the archives.

In our next cycle, we will be working to identify the root causes of why this chronically absent rate is increasing. Then we will engage our staff to develop strategies to impact the data, implement strategies, and monitor effectiveness to see improvement in this area.

Civic Engagement

We hold a community service day each year in the spring. The elementary students spend time on the school campus mostly, and the secondary students get out in the community for various projects. Government students get credit for attending meetings of local governing bodies. We have several leadership groups that give opportunities for service learning (CLASS, FCCLA, SAFE, KAY)

Service learning component to senior English – students read with younger students and do various other service projects throughout the school year. Voter registration advocacy for government students.

Stakeholder Involvement and Engagement

Reflect and describe the lessons learned about how to involve and invest stakeholders in the KESA continuous improvement process.

Involving stakeholders became a major challenge with the Covid disruption. It has also been difficult to get back to regular and consistent engagement with site councils even since getting back to "normal." Regular communication with leadership teams and site councils needs to be improved. Keeping information in front of these groups can help keep them more invested in the process. When too much time passes between meetings (particularly with site councils), people disengage and meeting time is often spent reviewing past information rather than working with new information. We also have learned that we need to do a better job of regularly sharing progress updates with improvement efforts and achievement data with the board of education. This has typically been very infrequent.

Describe any stakeholder groups not involved in this cycle that should be considered for your next cycle. Include a discussion about how the group(s) might be involved.

We struggle actively engaging with many of our Hispanic families. The same is true for families that live in poverty. A root cause analysis is appropriate here. We know that these two stakeholder groups are underrepresented and we hypothesize why, but we have not done a quality analysis of the causes of disengagement.

KESA Fidelity of Implementation

Question	Response
Did you complete and submit your System Yearly Update report (this document) at least one month prior to the scheduled OVT visit?	False
On what date was or will this System Yearly Update be shared with the local board of education/governing body?	2/13/2023 12:00:00 AM
On what date did you share last year's OVT Summary Report with your local board of education/governing body?	5/16/2022 12:00:00 AM

Summarize how the system responded to feedback (comments, suggestions, etc.) from the OVT during the KESA cycle.

Our work with the OVT has been collaborative, positive, and productive. They have challenged us on some aspects of our improvement efforts and offered advice

Explain Your Next Steps

Use this space to describe what needs to be done to prepare for the next KESA continuous improvement cycle.

Seeing the decline in state assessment scores, in particular in relation to the state average, is concerning. During our next cycle, we see a need to drill down to ensure our core instruction and curriculum is leading our students to know and apply the state standards in the manner they are assessed each spring.

Our attendance and chronic absence rates are a clear area of needed improvement. Since the pandemic, it seems that missing school has been normalized for many families. We have made efforts to ensure students attend school, but

Root cause analysis with our district leadership team will be a good start to the process to begin addressing the challenges with assessment scores and attendance.

In addition, we will need to conduct an updated comprehensive needs assessment. We have a head start on that process with the survey data we have from this year as well as our strategic planning meetings from last spring.

We know that we will have some adjustments to make with the new graduation requirements for the class of 2028.

Assurances

Does the superintendent/leader of this system assure that this report accurately represents the system's KESA activities and decisions?

Yes

Does the superintendent/leader of this system assure that the president/leader of the local board of education/governing body is fully aware of the existence of this report?

Yes

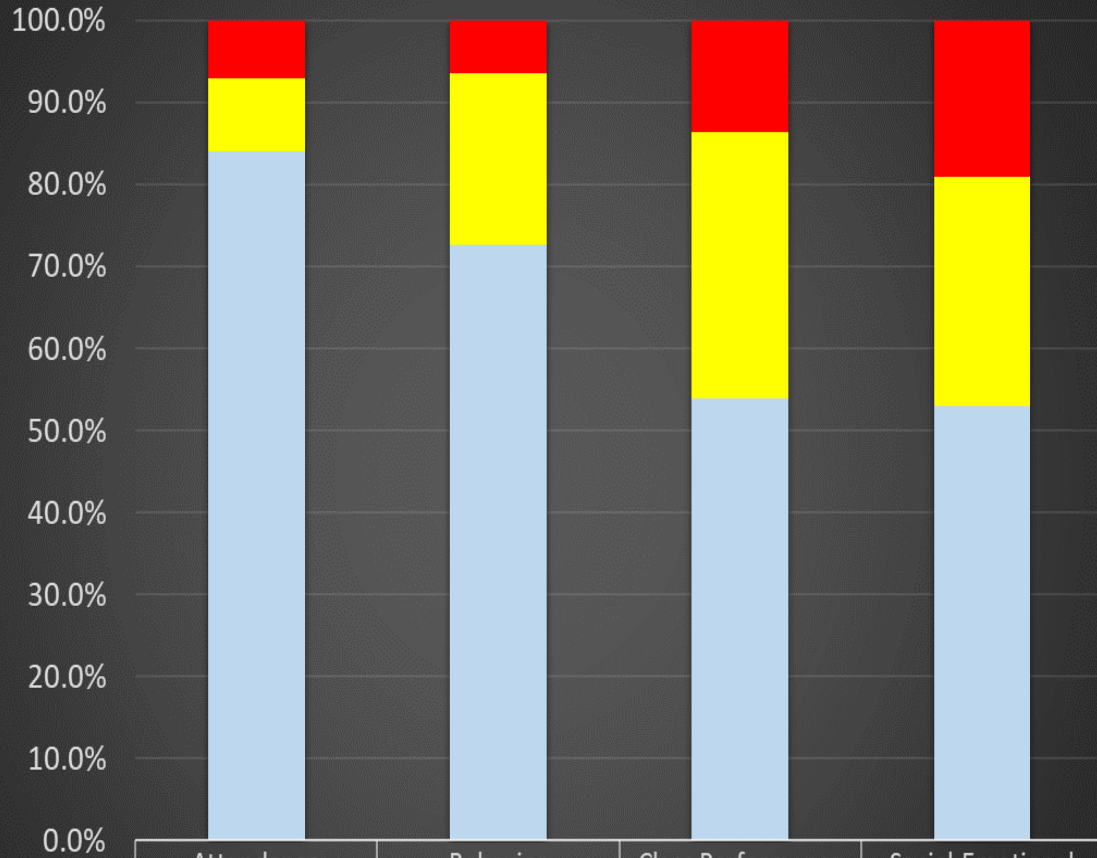
Does the superintendent/leader of this system assure that this report has been accepted as a receive or information item at an open board of education meeting?

Yes

KESA – USD 350 SELECTED DATA

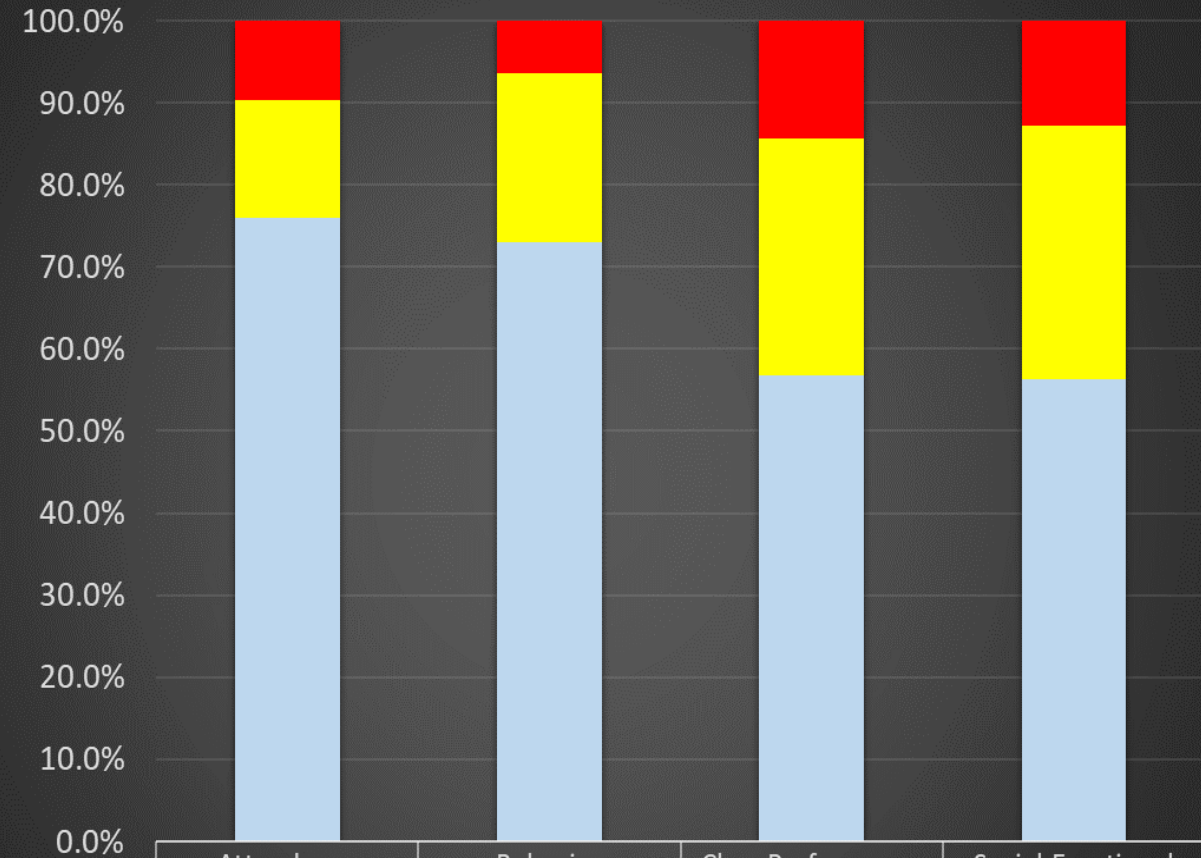
RESPONSIVE CULTURE – DATA 2021-22

Fall 2021 ABC's Kdg-12th



	Attendance	Behavior	Class Performance	Social-Emotional
High Risk	7.2%	6.5%	13.7%	19.1%
Moderate Risk	8.9%	20.8%	32.4%	28.0%
Low Risk	84.0%	72.7%	53.9%	52.9%

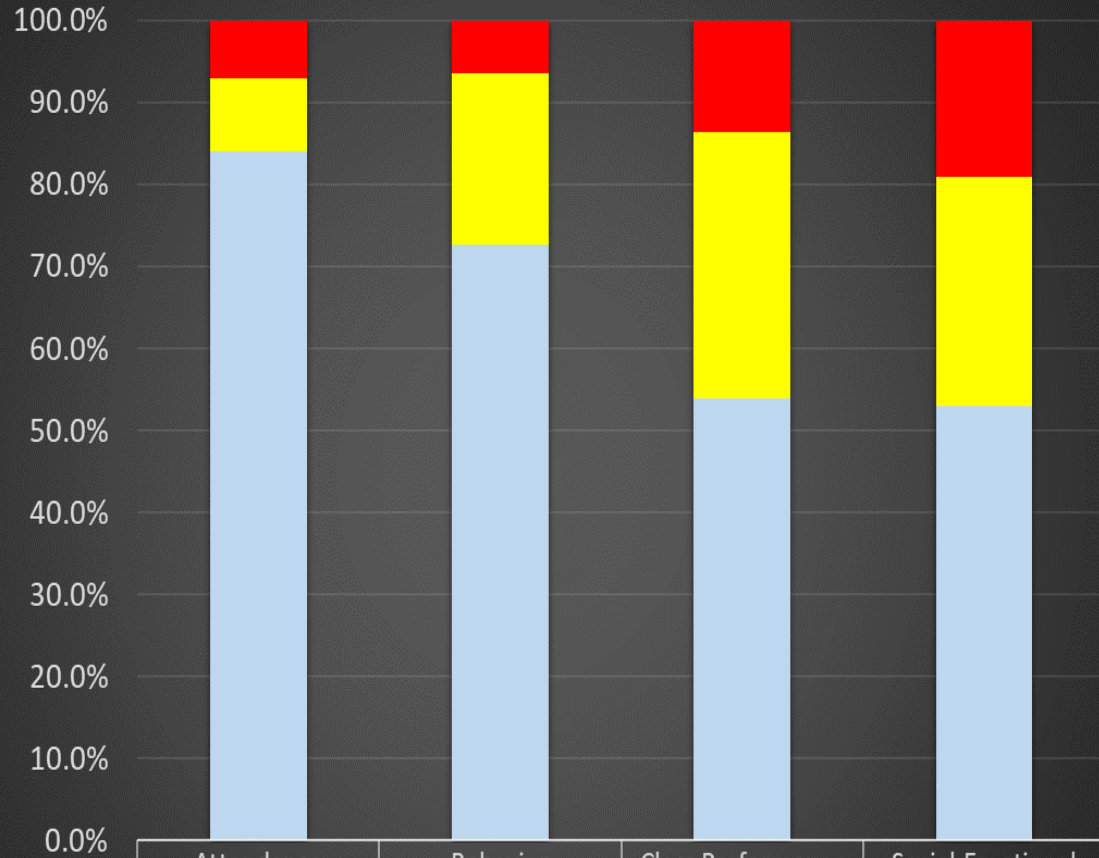
Spring 2022 ABC's Kdg-12th



	Attendance	Behavior	Class Performance	Social-Emotional
High Risk	9.7%	6.4%	14.3%	12.8%
Moderate Risk	14.3%	20.6%	28.9%	30.9%
Low Risk	76.0%	73.0%	56.8%	56.4%

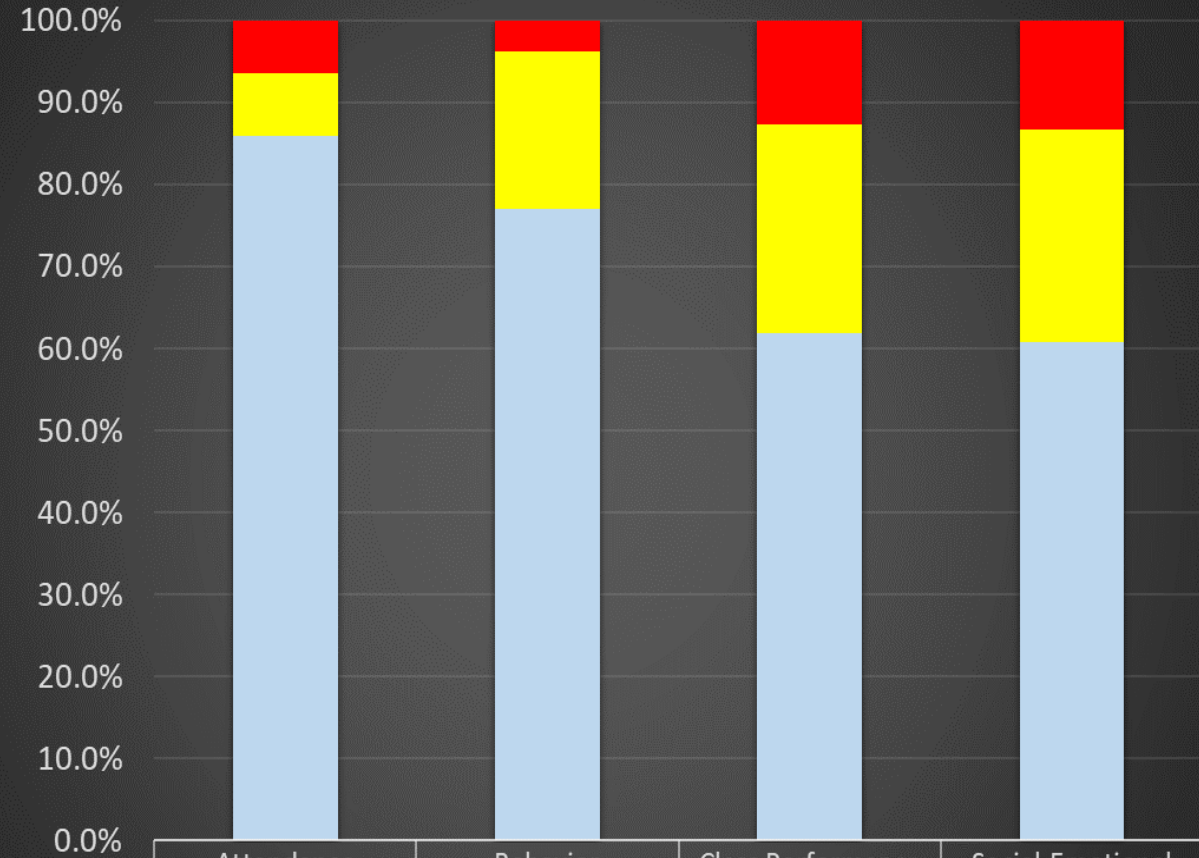
RESPONSIVE CULTURE – FALL TO FALL

Fall 2021 ABC's Kdg-12th



	Attendance	Behavior	Class Performance	Social-Emotional
High Risk	7.2%	6.5%	13.7%	19.1%
Moderate Risk	8.9%	20.8%	32.4%	28.0%
Low Risk	84.0%	72.7%	53.9%	52.9%

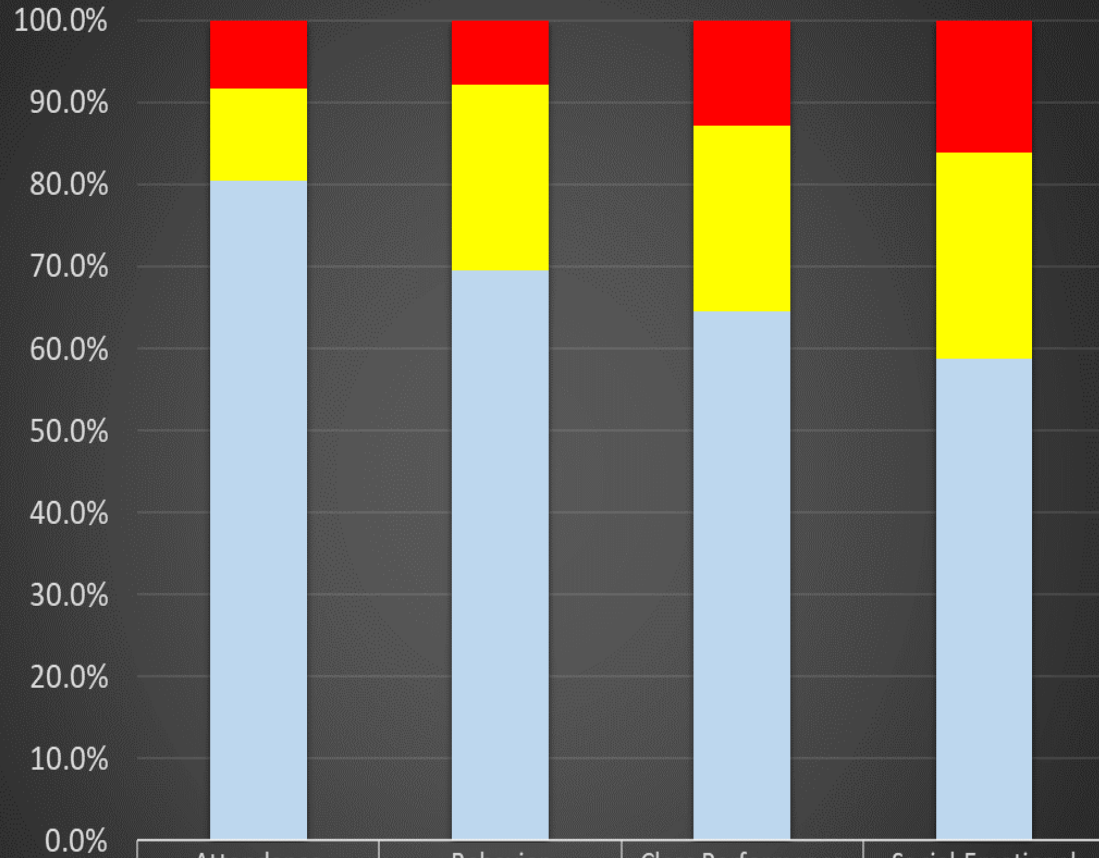
Fall 2022 ABC's Kdg-12th



	Attendance	Behavior	Class Performance	Social-Emotional
High Risk	6.5%	3.8%	12.7%	13.4%
Moderate Risk	7.6%	19.2%	25.4%	25.8%
Low Risk	85.9%	77.0%	61.9%	60.8%

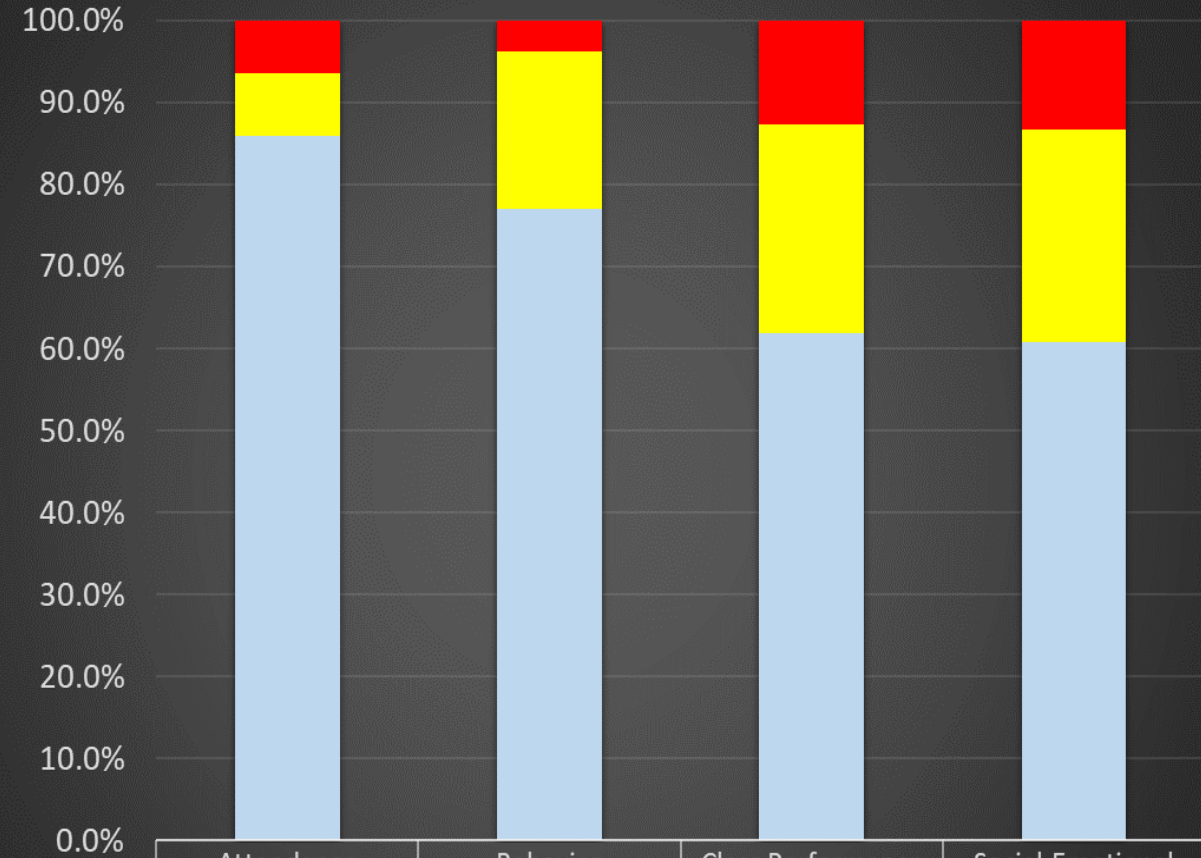
RESPONSIVE CULTURE – 2019-2022

Fall 2019 ABC's Kdg-12th



	Attendance	Behavior	Class Performance	Social-Emotional
High Risk	8.3%	7.9%	12.9%	16.1%
Moderate Risk	11.3%	22.5%	22.5%	25.1%
Low Risk	80.5%	69.5%	64.6%	58.8%

Fall 2022 ABC's Kdg-12th



	Attendance	Behavior	Class Performance	Social-Emotional
High Risk	6.5%	3.8%	12.7%	13.4%
Moderate Risk	7.6%	19.2%	25.4%	25.8%
Low Risk	85.9%	77.0%	61.9%	60.8%

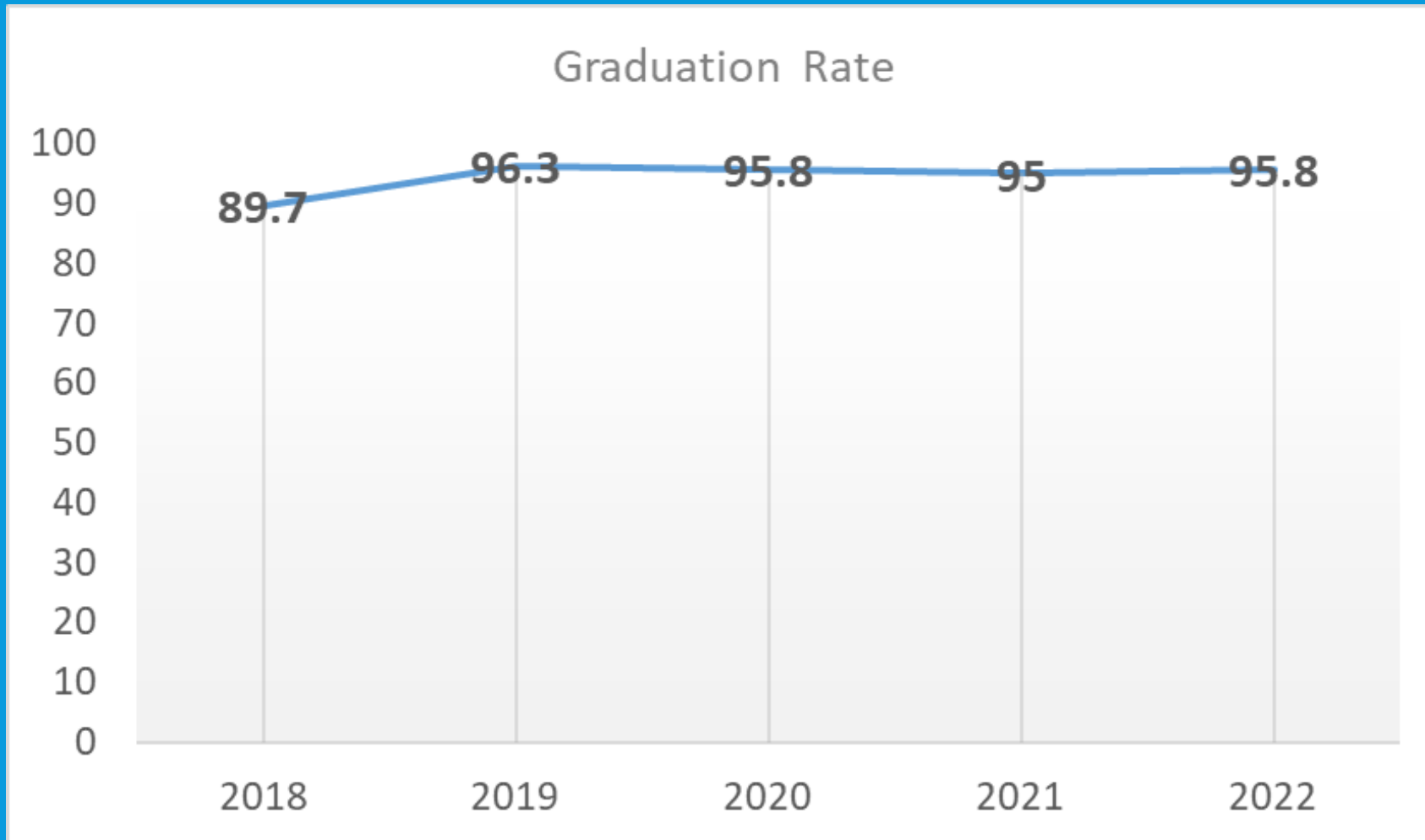
ABC'S - LOW RISK 2019-2022

- Attendance – Up 5.4%
- Behavior – Up 7.5%
- Course Performance – Down 2.7%
- Social Emotional – Up 2.0%

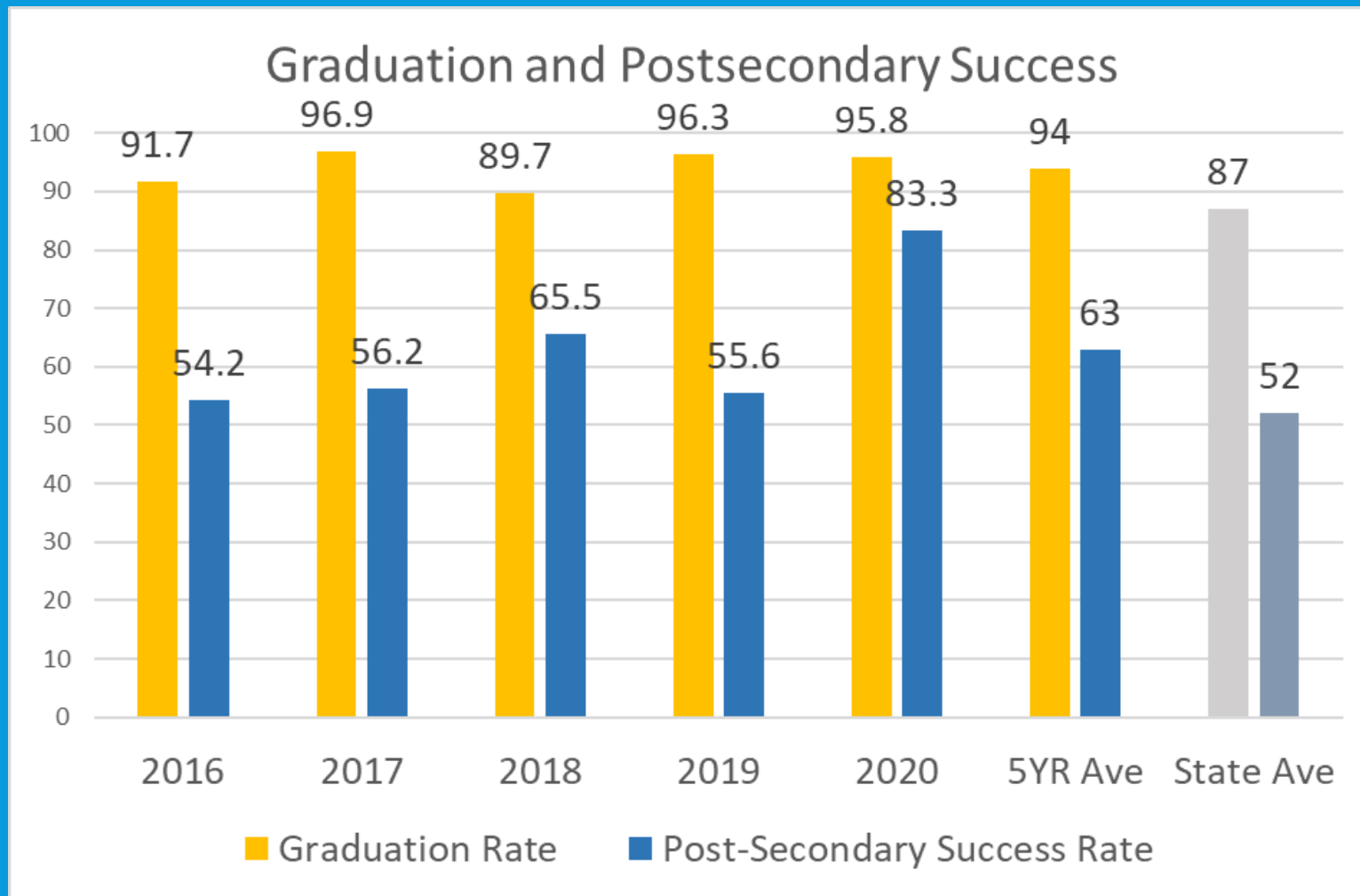
ABC'S - HIGH RISK 2019-2022

- Attendance – Down 1.8%
- Behavior – Down 4.1%
- Course Performance – Down 0.2%
- Social Emotional – Down 2.7%

GRADUATION RATE – KESA CYCLE

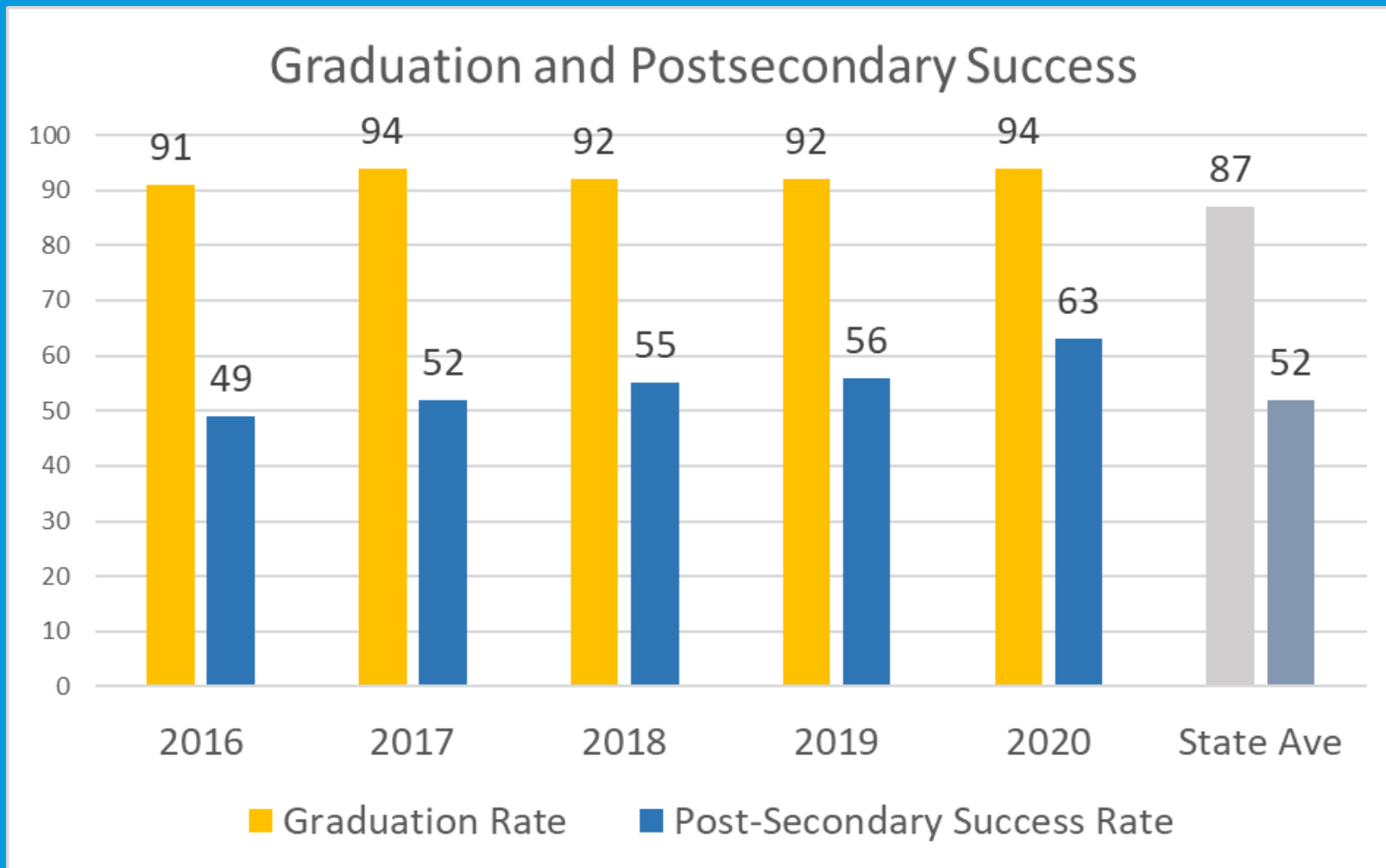


GRADUATION & POST-SECONDARY SUCCESS



GRADUATION & POST-SECONDARY

ROLLING 5-YR AVERAGE

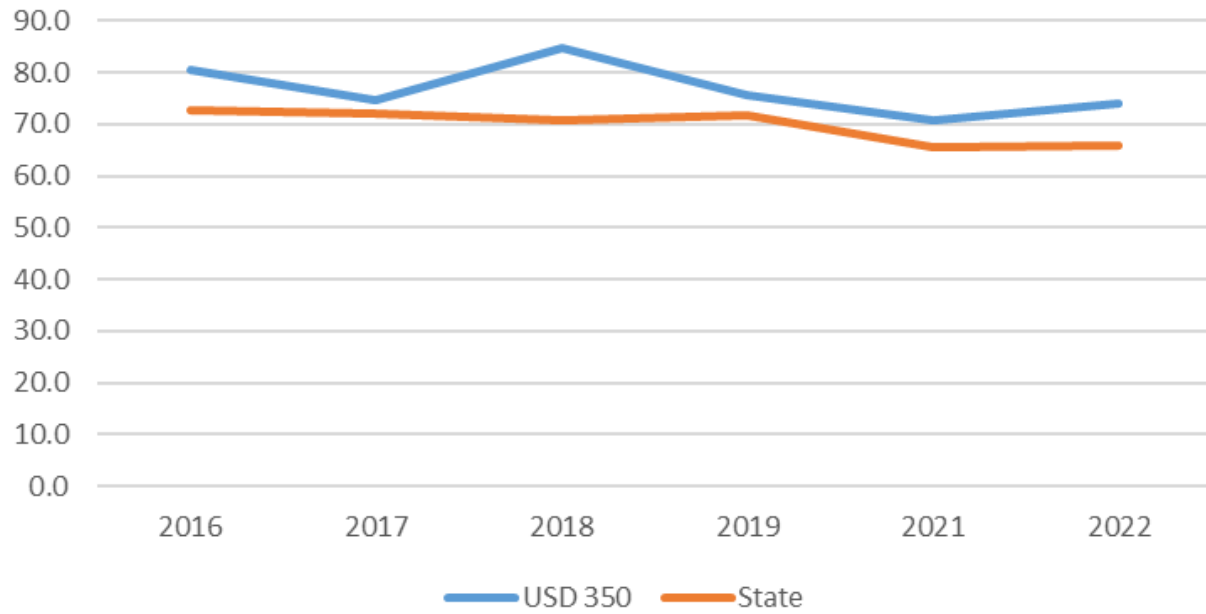


SUCCESS

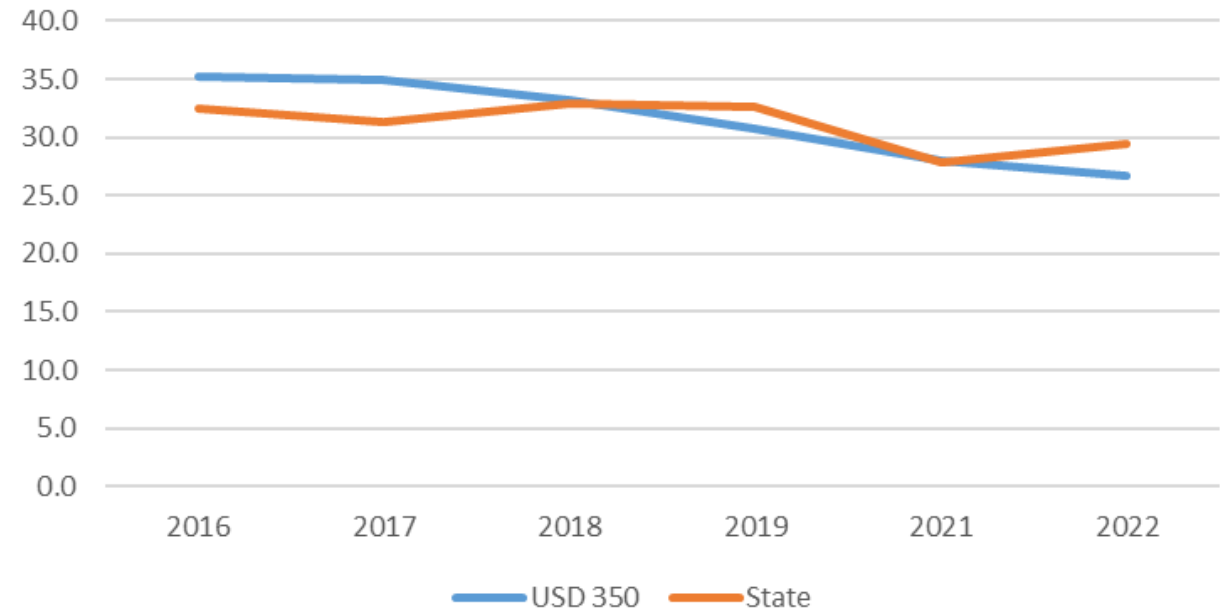
- IPS
- College Credits
 - Average of 6.7 credit hours earned per student each year (14-15 through 20-21)
 - Class of 2021 had 16 of 18 with credits – average of 12.5 hours
 - Dual Credit Scholarship
- Real World Learning

STATE ASSESSMENTS - MATH

Math Level 2+

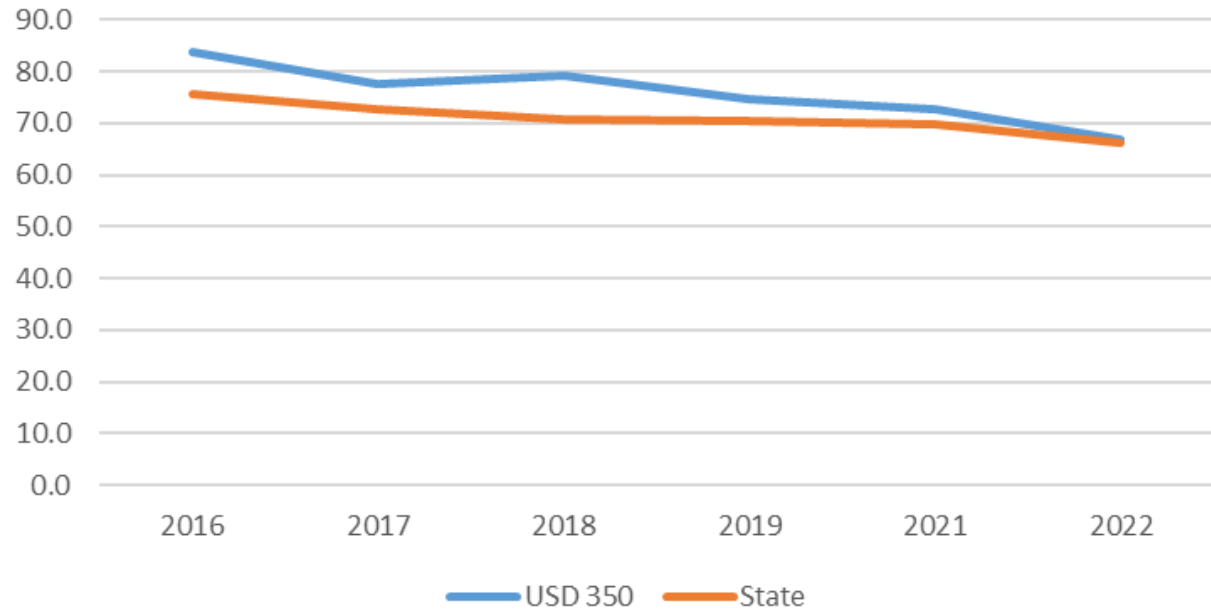


Math Level 3+

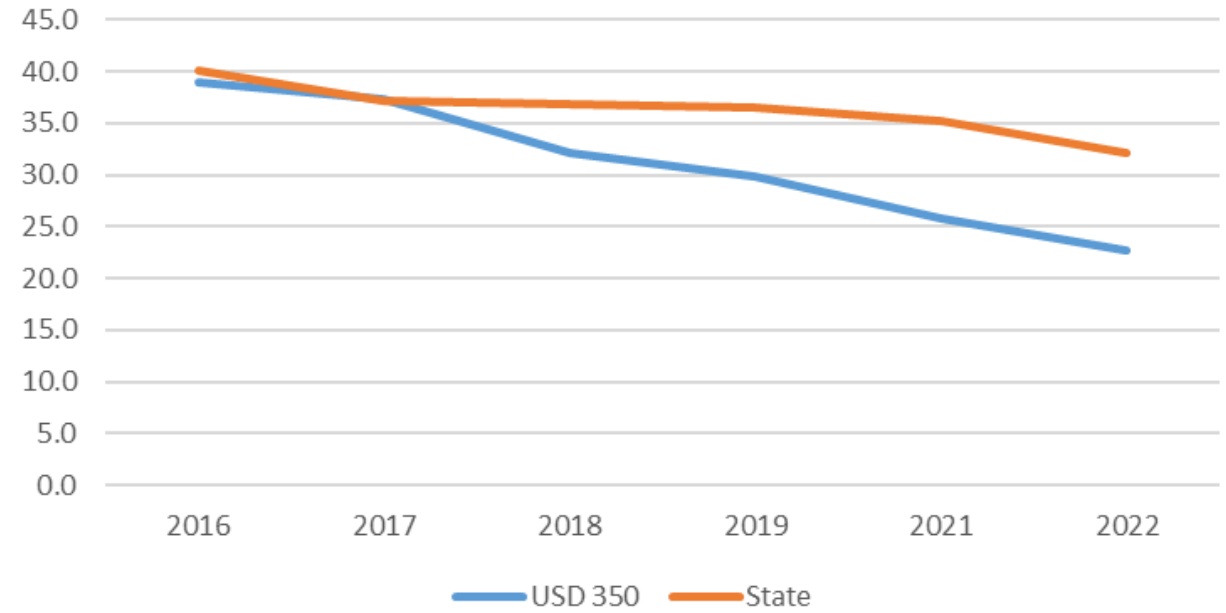


STATE ASSESSMENTS - ELA

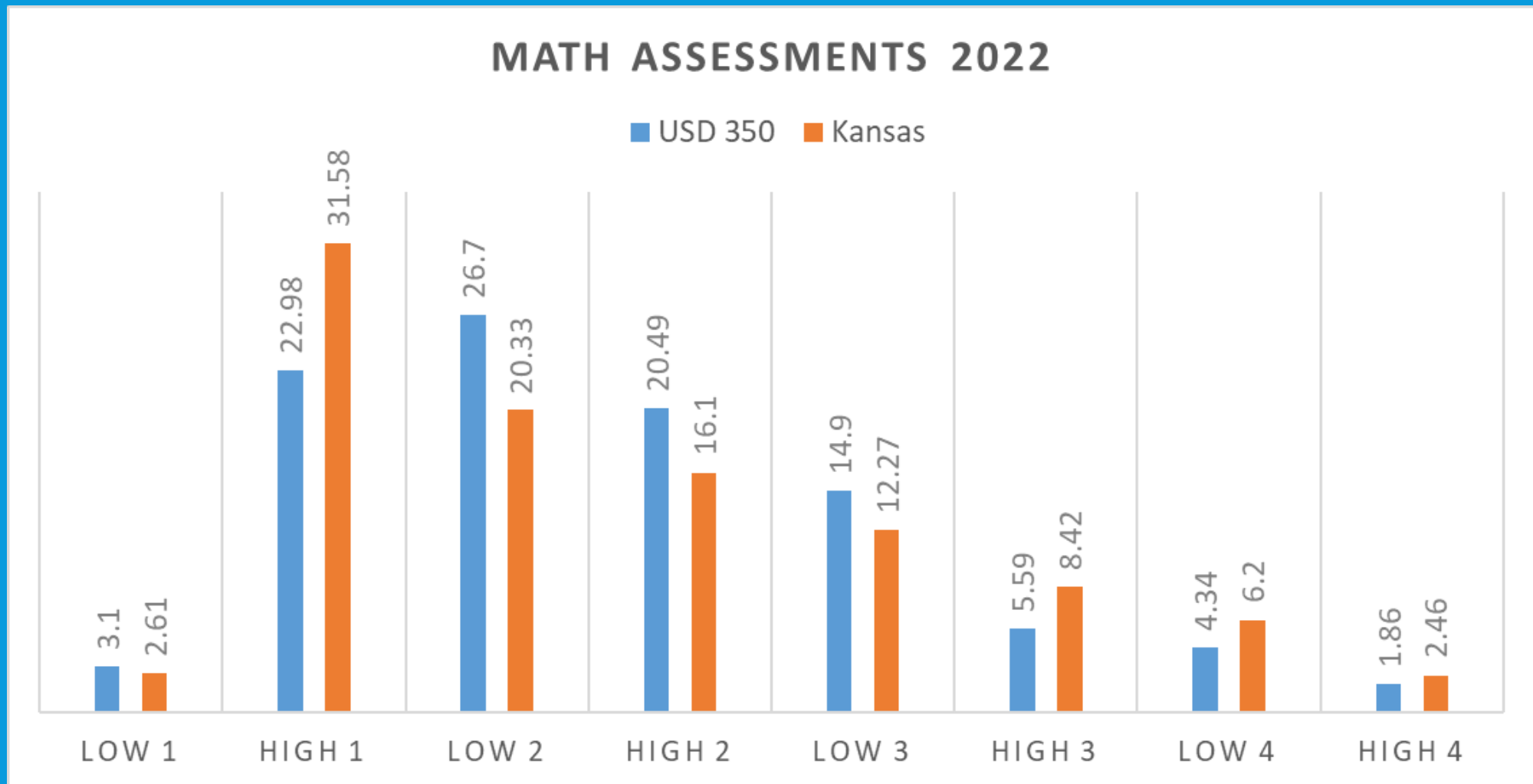
ELA Level 2+



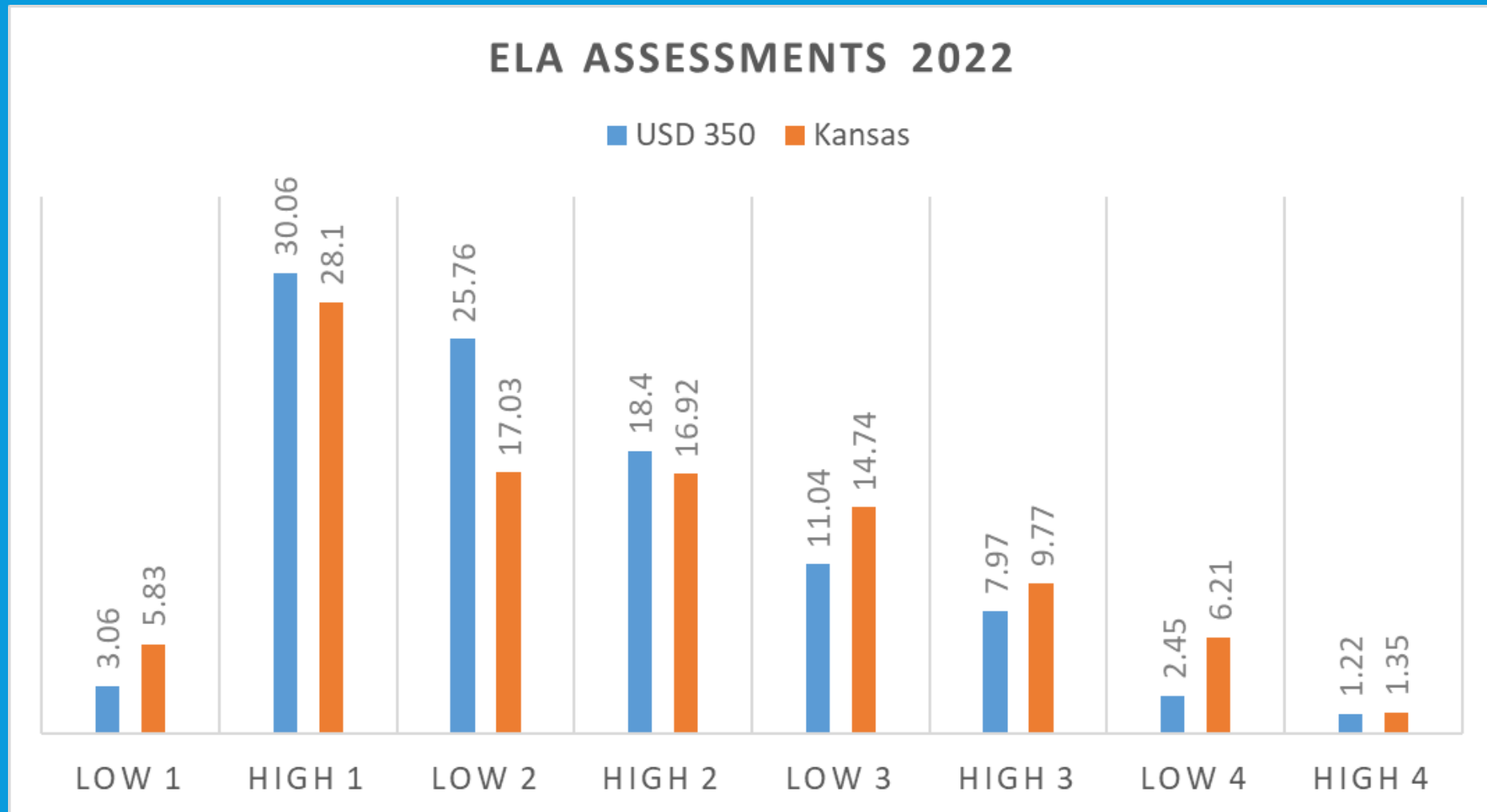
ELA Level 3+



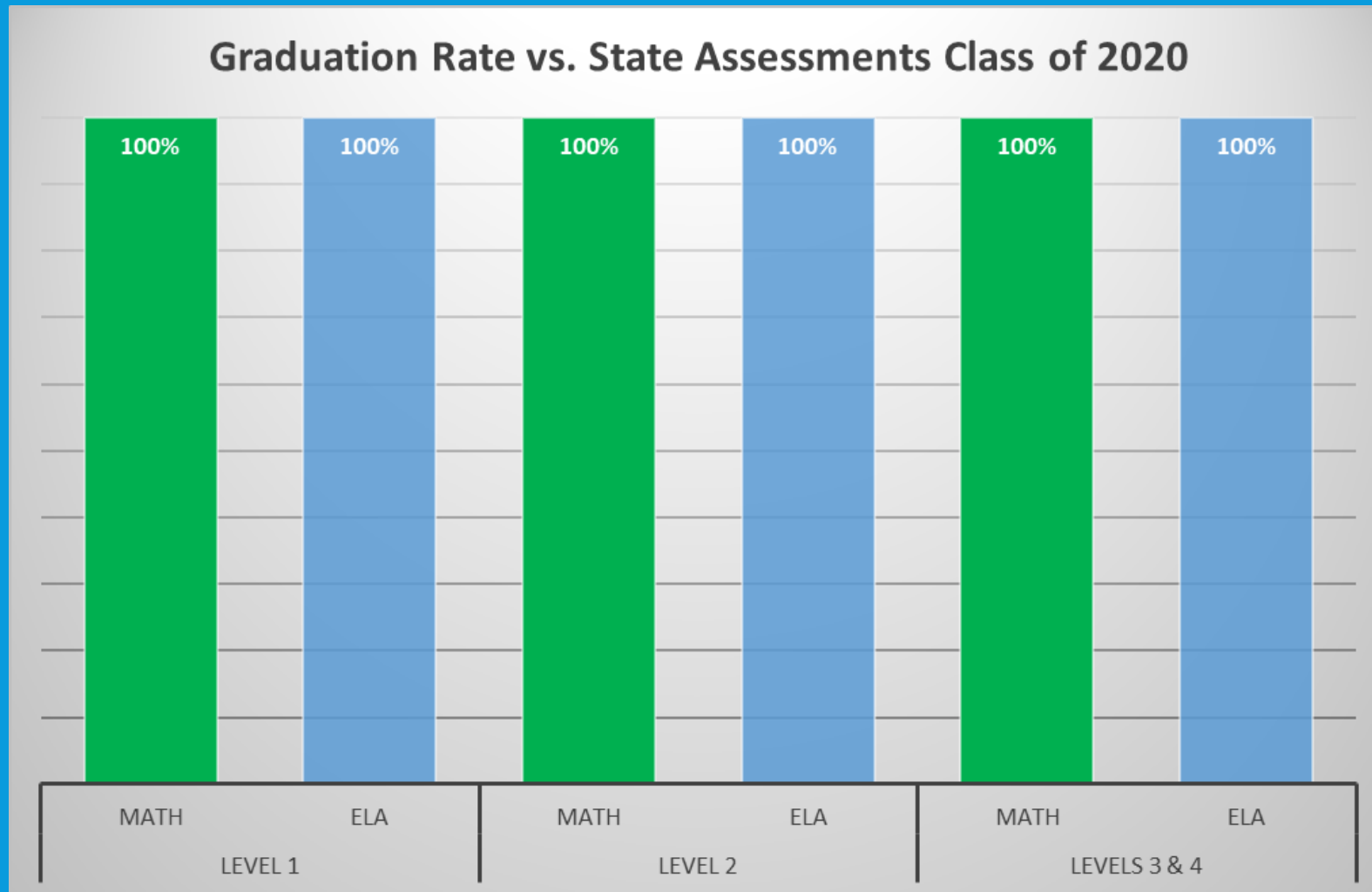
STATE ASSESSMENTS - MATH



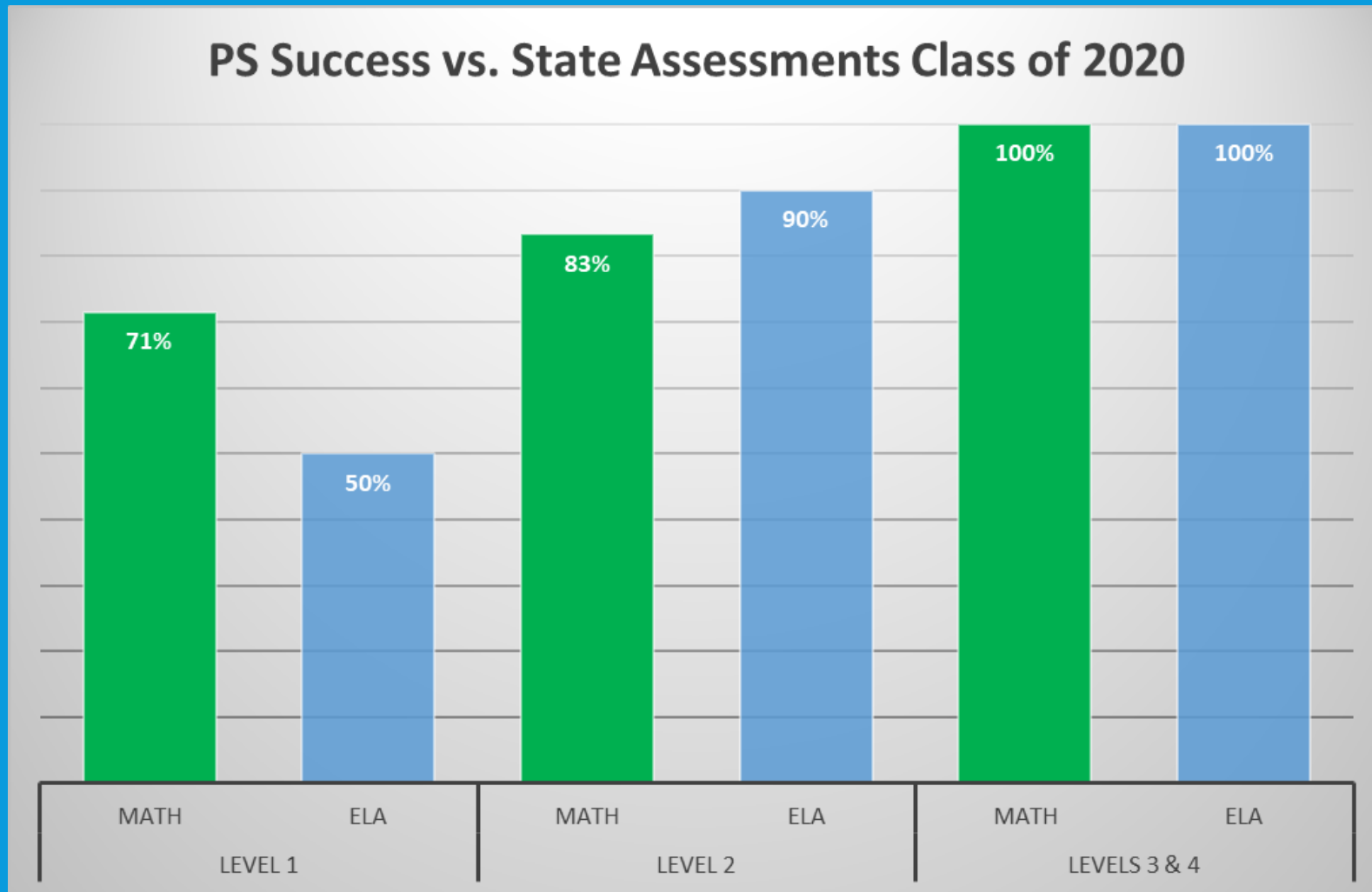
STATE ASSESSMENTS - ELA



STATE ASSESSMENTS VS GRADUATION

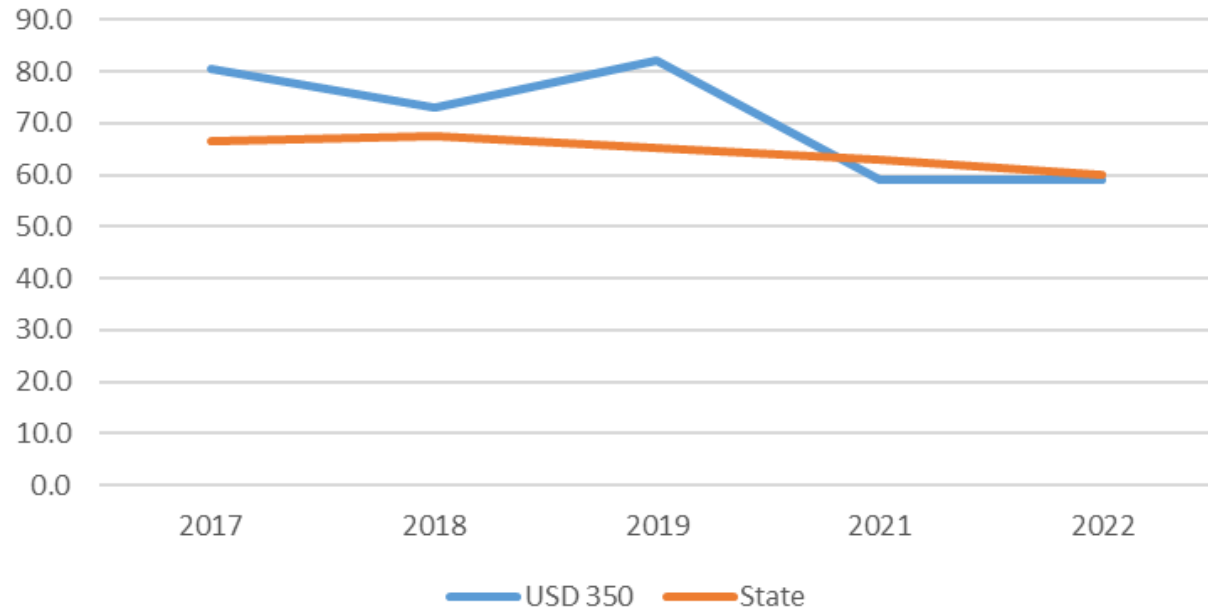


STATE ASSESSMENTS VS POST SECONDARY

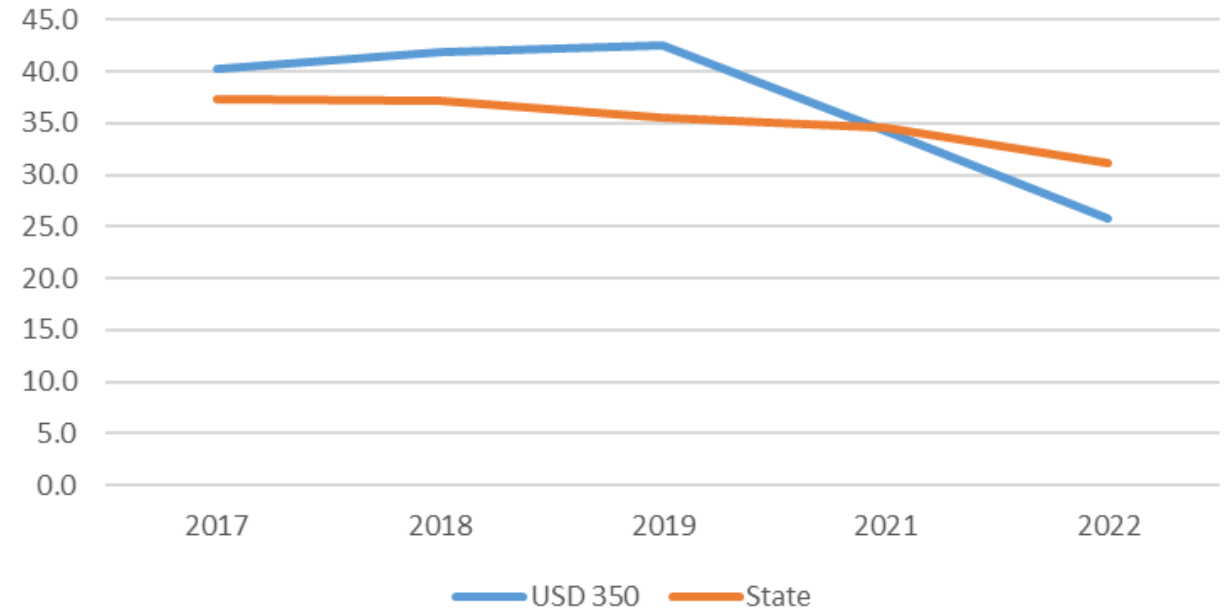


STATE ASSESSMENTS - SCIENCE

Science Level 2+



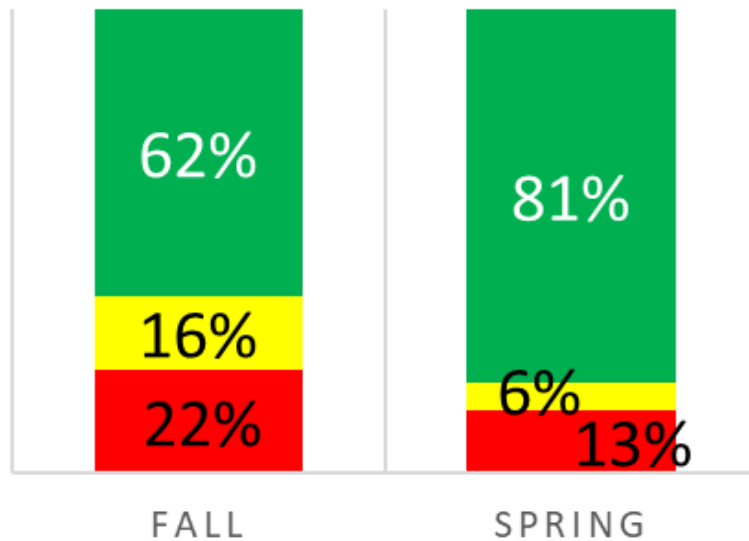
Science Level 3+



AIMSWEB DATA (2021-22)

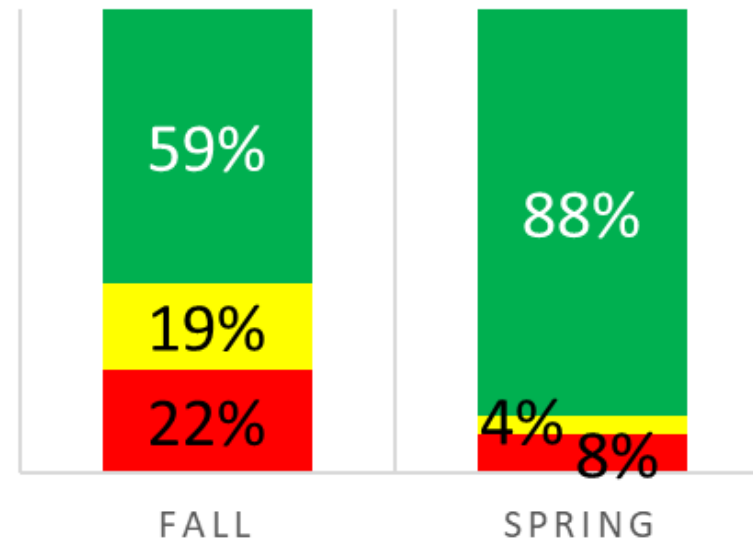
K-8 READING

- Above Grade Level
- Borderline
- Below



K-8 MATH

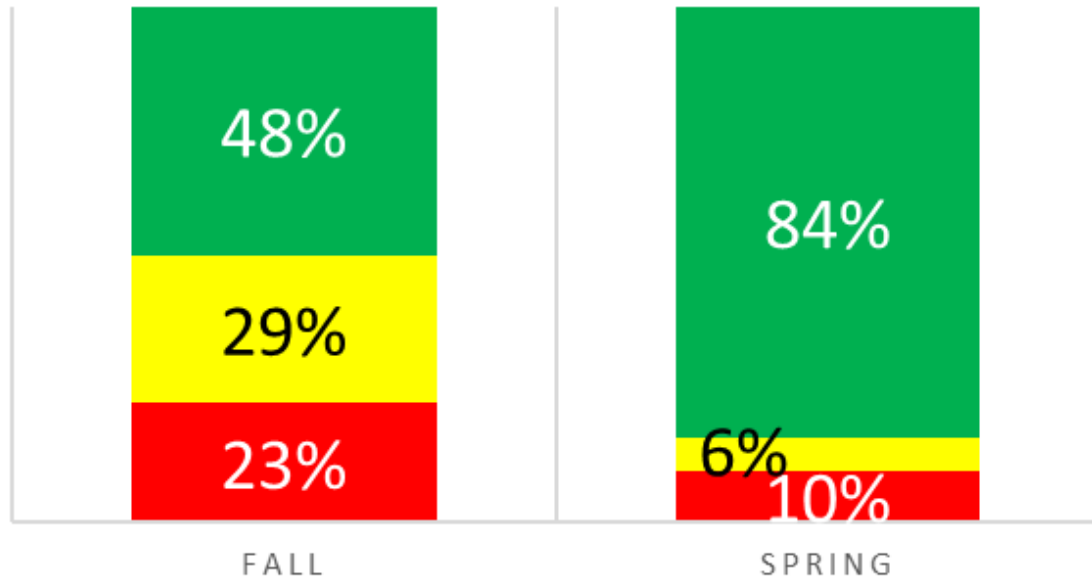
- Above Grade Level
- Borderline
- Below



AIMSWEB DATA (K-6 FALL 2020-SPRING 2022)

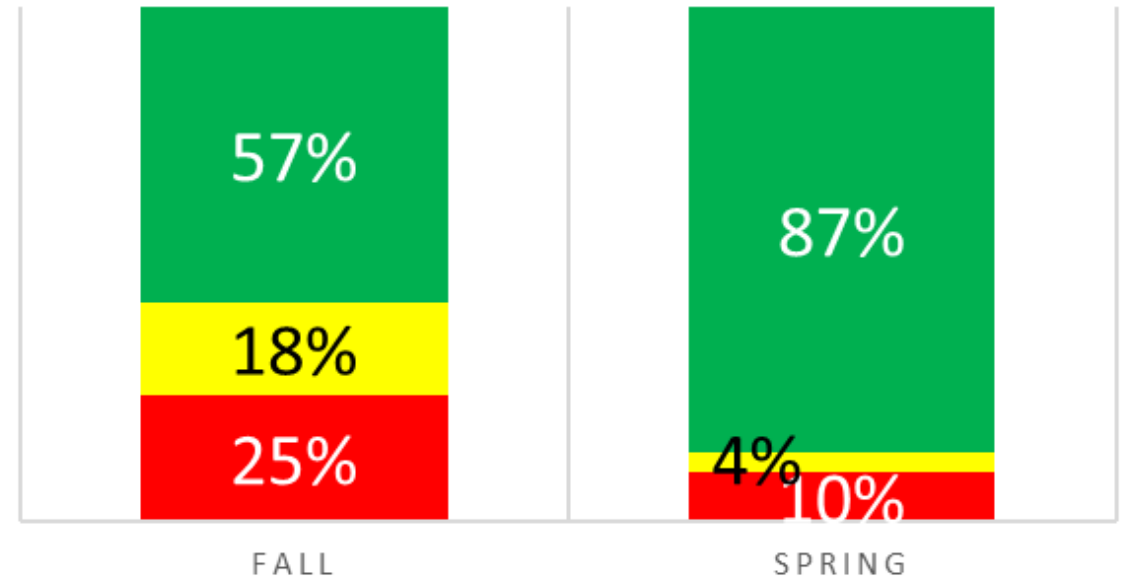
2020-21 MATH TIER %

■ Tier 3 ■ Tier 2 ■ Tier 1



2021-22 MATH TIER %

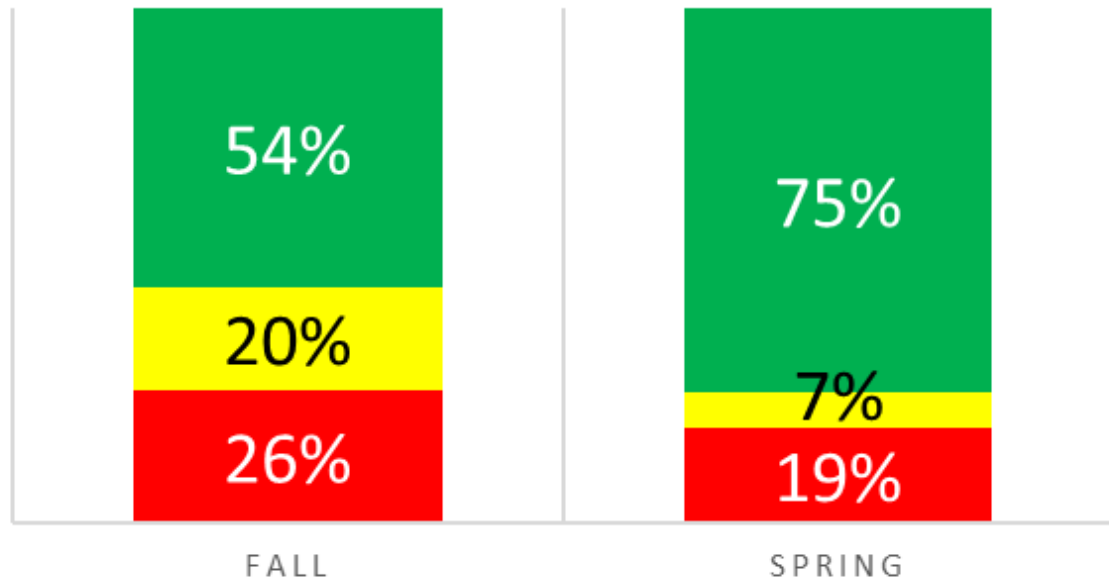
■ Tier 3 ■ Tier 2 ■ Tier 1



AIMSWEB DATA (K-6 FALL 2020-SPRING 2022)

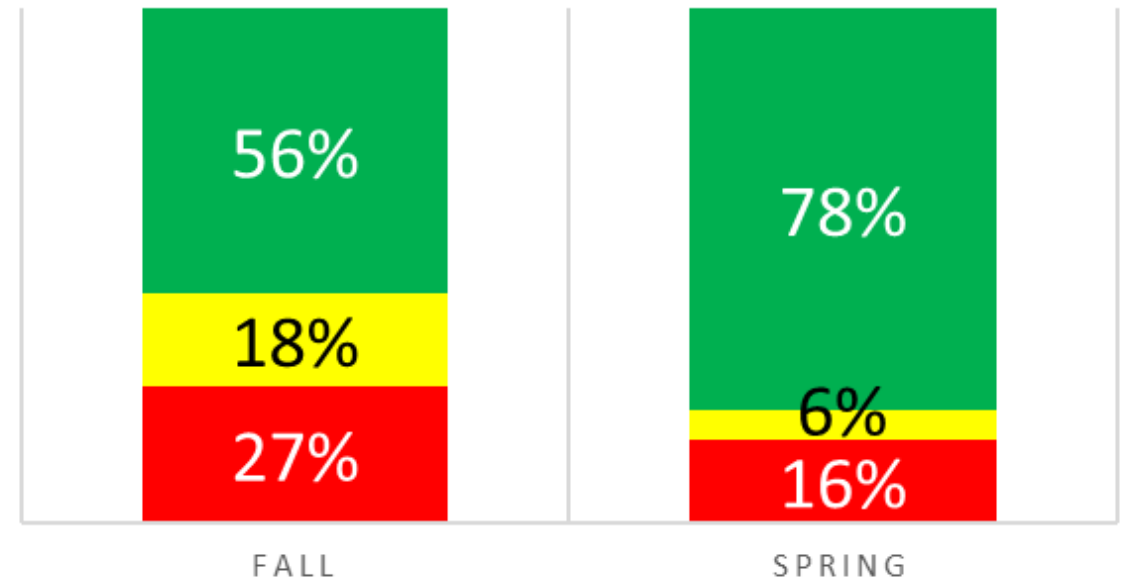
2020-21 READING TIER %

■ Tier 3 ■ Tier 2 ■ Tier 1

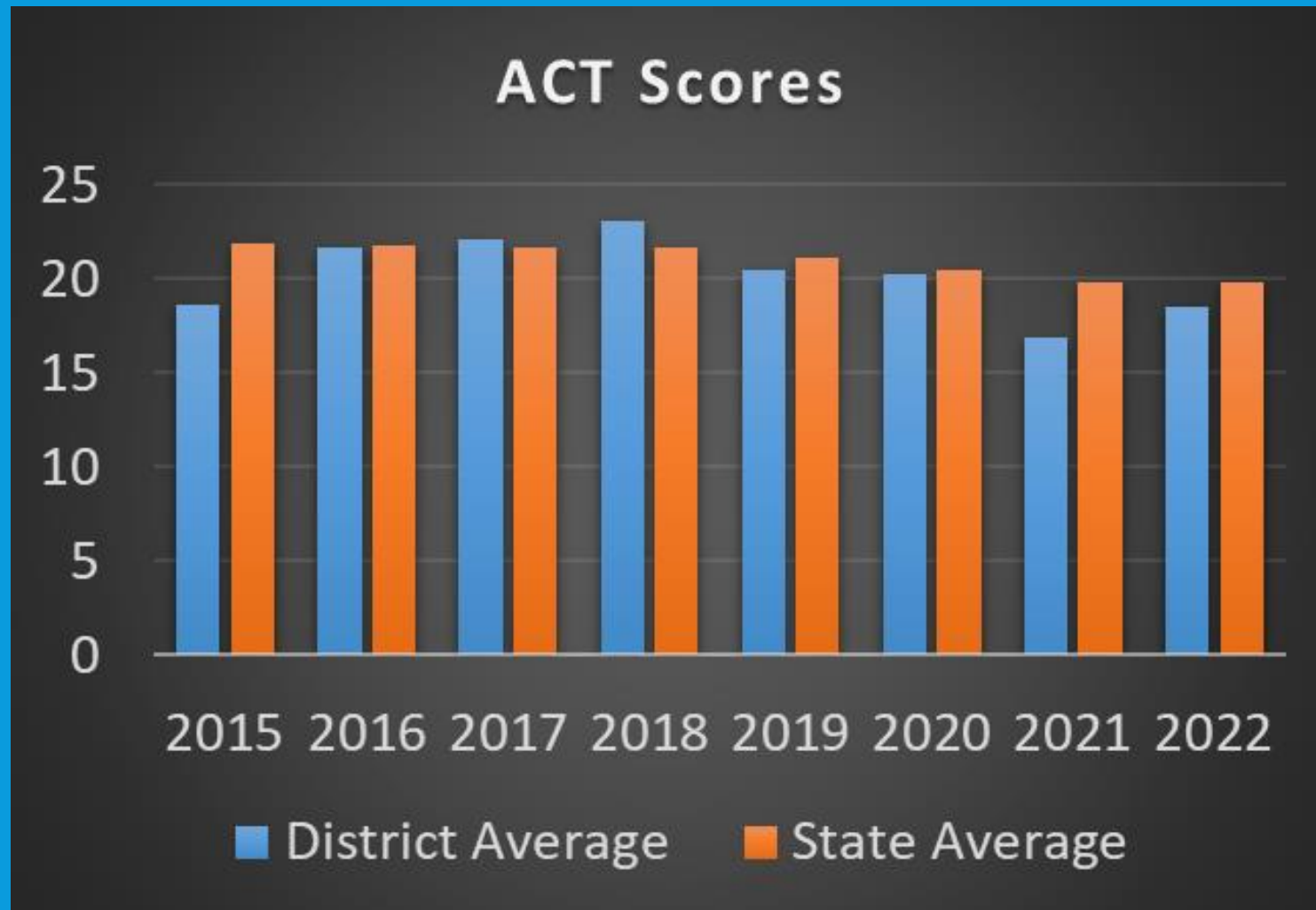


2021-22 READING TIER %

■ Tier 3 ■ Tier 2 ■ Tier 1

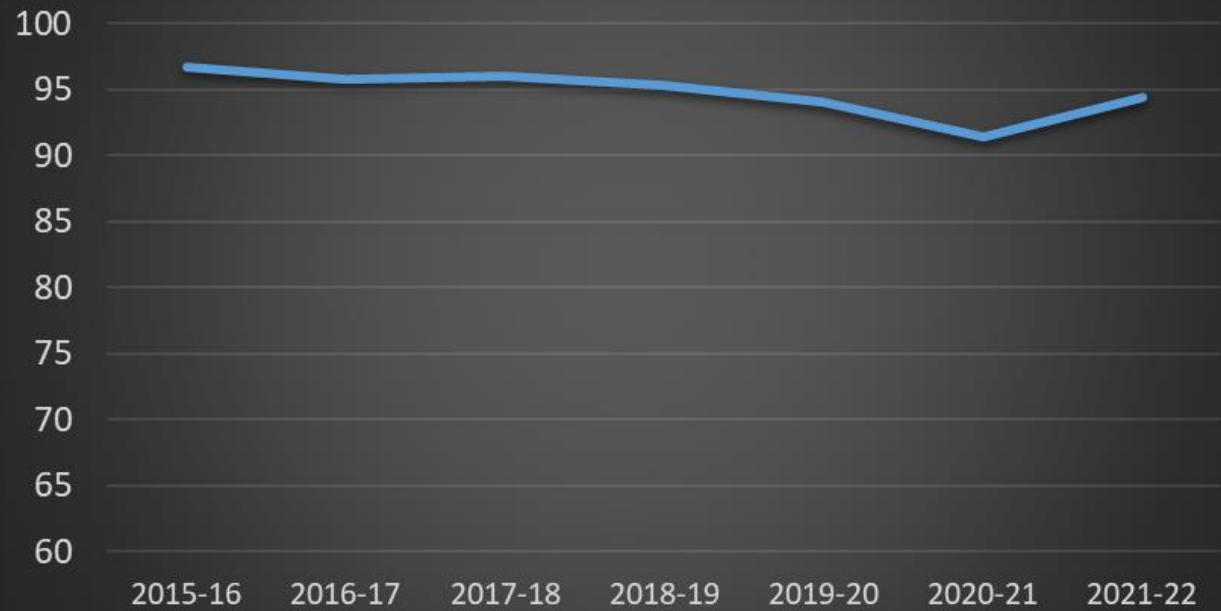


ACT

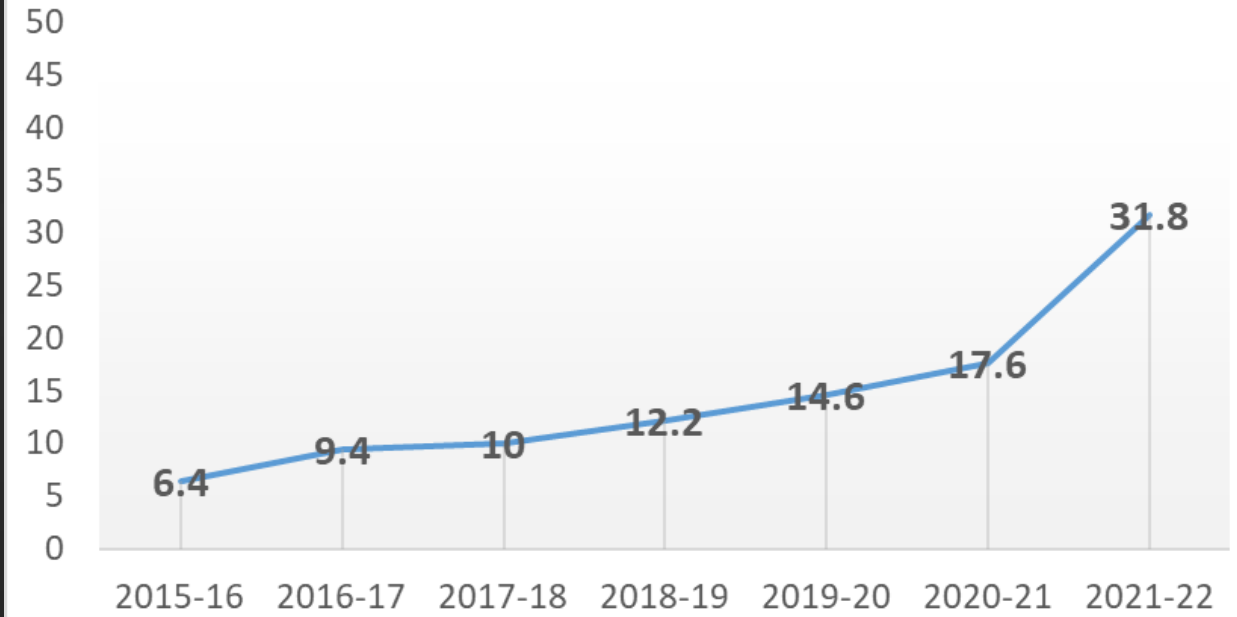


ATTENDANCE

Attendance Rate



% Chronically Absent



ATTENDANCE

ABSENCES SEM 1-2022

■ Tier 1 ■ Tier 2 ■ Tier 3

