

# Accreditation Summary

**Date:** 06/08/2022

**System:** D0467 Leoti (0000)

**City:** Leoti

**Superintendent:** Lori Maxwell

**OVT Chair:** Shelly Harris

## Executive Summary/AFI

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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 Support:

All of the buildings in the district have a tiered framework of support in place for all students and use data to determine students' support needs. When the KESA cycle began, there was not a tiered system of support for either building. The district uses Fastbridge and iReady for screening basic academic skills. At the elementary level, individual teachers carve out 20-30 mins each day for iReady intervention activities. Just this year, the JH/HS has implemented a 20 min intervention "Tribe Time" for all students.

Family, Business, and Community Partnerships:

USD 467, Leoti/Wichita County has a system-wide practice of engaging all stakeholders on a regular basis and there has been much improvement in this system culture over the five-year cycle. The district continues to reach out to community members as part of a site council. Within the last two years, the school district went through a strategic planning process that further promoted community partnerships. Several community members participated with both staff and board conversations about the future of their district.

Diversity, Equity, and Access:

The district addresses all student group needs in their system improvement process. The district make-up is 44% Hispanic and 56% white. Bi-lingual staff support ESOL students. 75% of teachers have their ESOL endorsement. Since the beginning of the KESA cycle, the school has placed a greater awareness of the need to reach out to all students and their families to help them become more engaged with school activities. There is an observable increase in the number of Hispanic students participating in leadership roles and in school musicals, scholar's bowl and sports. The school has also increased their efforts to communicate with all families by providing more interpreters and specific staff to focus on translating written materials into Spanish.

Communication and Basic Skills:

The district has curricula that supports the structures in communication and basic skills in place PK-12. Over the five-year cycle, USD 467 Leoti/Wichita County has selected new ELA curriculum materials (Wonders K-6 and StudySync 7-8). As a part of this KESA 5-year cycle, USD 467 Leoti has developed a specific strategic plan that outlines a schedule for reviewing and selecting new curricular materials. Prior to the recent strategic plan, there was not a coordinated and scheduled review of instructional materials.

#### Civic and Social Engagement:

USD 467 Leoti has pride in their efforts to connect students with community members in respect to civic responsibilities and engagement. The school district has a long history of providing activities that respect history and traditions within the community. The Veteran's Day program is one such example that draws many community members into the building each year. Students volunteer for various community activities (June Jaunt, county fair, blood drives, etc). There is a requirement for High School Seniors to volunteer as part of their graduation requirements, but many exceed the 8-hour expectation.

#### Physical and Mental Health:

The district has curricula that support the structures in Physical and Mental Health in place PK-12. There are many programs at both elementary and secondary school that encourage physical activity (PE classes, recess, Body Shop, guest speakers, nutrition and wellness classes). The local community has a very active wellness program and they work collaboratively with the school in many ways. The district uses Fastbridge/SABERS to screen for social/emotional issues. The screeners as well as teacher referral identify students who may have tier 2 and 3 social-emotional learning (SEL) needs.

#### Arts and Cultural Appreciation:

USD 467 Leoti staff exhibit great pride when sharing their support for the arts. There is a local artist who provides art classes for elementary students on a weekly basis. At the JH/HS art, vocal music and band are very popular courses. Each year, Wichita County Schools take students to music contests and put on a school musical for community members.

#### Postsecondary and Career Preparation:

Curricula that support the structures in Postsecondary and Career Preparation are in place PK-12. There are various programs and supports to facilitate student preparation for the next steps after High School. WCHS uses the Xello program to help students investigate career options and to make initial plans for Post- High. There is an annual career fair held at the HS. There are several Career Technology Education (CTE) opportunities. CNA classes, dual credit college classes, and work-study are available to all students. Individual Learning Plans (ILP) are initiated with junior high students and there is a set of coordinated activities that students engage in each year throughout JH/HS.

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

#### **ARC Comment**

Goal 1 - USD 467 will increase student engagement from 91% to 93% by the spring of 2022, as evidenced by eWalk-Through data.

Goal 1 initially addressed student engagement, character development, and a safe environment. Data was collected addressing all three areas. Interventions and staff development lessons were implemented to target these issues. When teasing out data, the district specifically landed on the goal that USD 467 would increase student engagement from 91% to 93% based on eWalkthrough data. Action steps to target student engagement involved the following: \*Providing an early out each Wednesday to allow for teacher collaboration and common staff development \*Training on ACES, Trauma, Kagan Strategies, Vocabulary Instruction, Differentiation, Student Intervention Training \*Providing frequent eWalkthroughs in classrooms and sharing feedback to teachers \*Engaging in school-wide conversations to address the need for more hands-on and interactive learning in the classrooms District data specifically showed an increase in their student engagement from 91% to 94% overall grade levels as observed from eWalkthrough data. DLT members recognize that there is a stronger culture for creating highly engaging lessons since the cycle began.

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 spring of 2022, USD 467 will develop a strategic plan outlining an effective plan to improve communication using a broad array of communication platforms.

Goal 2 addressed the need to develop a strategic plan focusing on improving communication with all constituents. This particular goal similarly evolved over the KESA cycle. The strategic plan ultimately targeted three areas: communication, academics, and facilities. While most school districts routinely maintain a multi-year strategic plan, USD 467 Leoti did not have such a plan five years ago. The school created a diverse stakeholder group and worked with an outside consultant to address the vision, mission, and a specific action plan. The committee was very successful and a five-year plan was created and has been implemented. There are now set cycles to review/renew communication efforts.

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

There is an observable change in the District Leadership Team's conversations and commitments to the KESA process from Year 1 to the present. The team acknowledges that when the cycle first began there was hesitation to jump into another school improvement practice. The team initially went through the process not fully understanding the weight of possible changes. The team now demonstrates pride in their progress over the cycle. There are deeper conversations about student learning and teaching. Data analysis is a natural part of their meetings and there is structure to their teaming because of the specific strategic plan. The culture has changed to one of school improvement. Team members recognize the value of the KESA cycle in helping bring them together and in bringing positive changes to their schools.

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

## ARC Comment

The OVT noted several areas that have grown over the KESA cycle.

## Board Outcomes

### Social-Emotional Growth

The system has a process for assessing data and a developed plan for SEL growth. USD 467 Leoti has adopted the SABERS data tool to monitor student social emotional growth. Initial spring data shows 81% of elementary students are at low-risk of SEL concerns. At the JH/HS level the data shows 40% of students are at some risk of SEL concerns. The school has similarly used student and teacher perception surveys to identify social-emotional student needs.

### Kindergarten Readiness

The system has a process for assessing Kindergarten readiness data and a developed plan for growth. During this 5-year cycle, USD 467 Leoti has implemented the use of the Ages and Stages Surveys for parents of both four-year-old preschool and kindergarten students. Data from the surveys help address student needs. The district also collects preschool data using Zoo Phonics with mean scores improving from fall 41.9 to spring 87.6.

<b>Individual Plans of Study</b>	USD 467, Leoti has a process for reviewing IPS data and a developed plan for growth. Individual Plans of Study are implemented from 7-12th grade. Career Cruising and Xello surveys have been used to help students identify learning styles, interests and college and career plans. Class schedules are developed after reviewing ILPs. There is allotted time during English and Seminar classes to carry out a coordinated set of activities targeting career planning using the IPS tool.
<b>High School Graduation Rate</b>	USD 467, Leoti has a process for monitoring high school graduation and has identified ways in which KESA goals can encourage more students to complete HS. Wichita County High School has demonstrated growth over the five-year cycle. In 2020-2021 the 5-year graduation rate was 92.8% which is well above the state average of 88.1% The district has received multiple bronze awards from KSDE in recognition of their graduation rate.
<b>Postsecondary Success</b>	The district's five-year postsecondary success rate is 59% and the five-year effectiveness rate is 55%. With a five-year graduation rate of 93%, the district is near Kansas state-wide goals. The school district has received two copper awards from the state in the past 5 years. There are certificate opportunities for students to achieve post-secondary success as defined by KSDE. The OVT stated the next step for this district would be to incorporate more certificates into their established CTE programs (for example OSHA, CPASS, and industry-standard testing). This practice will reflect positively on their success rates and provide students with evidence of technical learning.

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

**ARC Comment**

The district has demonstrated that stakeholder feedback is gathered and progress is shared consistently. All stakeholder groups are represented, involved, and providing input regarding the system's improvement process. The school district leadership team has been instrumental in leading the KESA process over the 5-year cycle. Approximately 12 members from all levels and subjects meet regularly with school administrators to review KESA expectations and make action plans for the district. A separate stakeholder group made up of business members, community members, and school staff met during year 4 to create the strategic action plan addressing many school improvement areas. Similarly, there are CTE advisory boards, parent-teacher conferences, ESOL/Title 1 family meetings to bridge the school and community together.

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

**ARC Comment**

The district has completed a strategic action plan that ultimately addresses all 5 state board outcome goals. Student data and information specifically tied to goal areas have been shared. Each year the OVT has met with district staff and has offered suggestions for the next steps. The DLT followed KESA guidelines, listened to OVT members, and each year, additional school progress was noted. From visiting with DLT members and school administrative staff, there is an apparent cultural change in the district's approach to school improvement. As evidenced by the System Yearly Update and supporting artifacts uploaded to Authenticated Applications, the district meets compliance guidelines, has a

sustainable KESA process, and has demonstrated growth in areas referenced in this report.

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

### **ARC Comment**

The System Yearly Update report was submitted to the OVT chair for review and uploaded in the authenticated application system one month prior to the scheduled OVT visit. The report outlined a summary performance of the district's KESA efforts. There was a good description that USD 467 has met compliance indicators and foundational structures. The district completed a needs analysis at the beginning of their cycle and identified two goal areas. Although the goals have been edited, there is definite evidence that the school has made many positive improvements over this five-year period.

## **ARC Recommendation**

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

### **Justification**

USD 467 has a strong history of being a successful school district. The school already experienced strengths in civic responsibility and community involvement. The district has always had excellent teachers who are committed to student learning. Student achievement and high school graduation rates have consistently been high. Despite these existing strengths, there was interest in addressing school improvement through the KESA work and ultimately there has been marked positive change for students.

### **Strengths**

USD 467 has been able to implement many successful programs that will benefit all students K-12.

### **Challenges**

There were many areas that hadn't been established prior to the KESA cycle. Due to the work on USD 467, many supports have been installed to benefit students. The OVT did not mention any areas for growth.