

KESA Guidance: 2023/2024



Kansas leads the world in the success of each student.

TITLE

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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

SUCCESS DEFINED

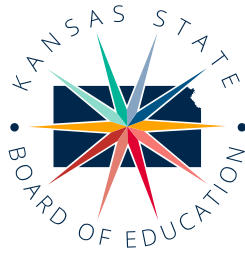
A successful Kansas high school graduate has the

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

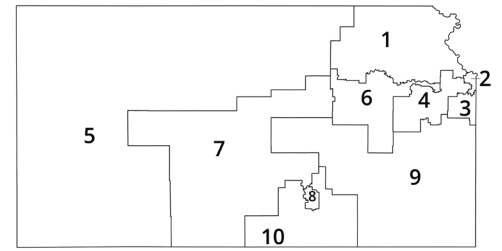
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



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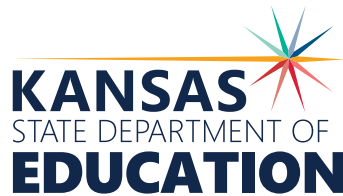


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Kansas leads the world in the success of each student.

Kansans Can- Accreditation & Design



Our Vision

All educational systems in Kansas will achieve fully accredited status by June 2030.

Our Purpose

As a tool to support Kansas in leading the world in the success of each student, Kansas Education System Accreditation (KESA) does the following:

1. Ensures that each K-12 system meets a threshold in student success, accreditation criteria, and compliance areas.
2. Recognizes excellence in student success.

Our Mission

To provide support and accountability to 350-plus education systems in order for each system to elevate opportunities and reduce limitations for students.

Regional Model of Support

Our vision is that every system in Kansas will be fully accredited. We know that through the last cycle of KESA, many systems did not feel that they received consistent support, guidance and/or access to resources. To be more responsive and support systems' needs, we are moving to a regional model of support where a KSDE employee will live in each region of the state and work only with systems in that region. Thus, instead of having three employees working from Topeka, we will have 6 employees working in the following areas:

Northeast –
Sarah Perryman
sperryman@ksde.org
785-296-1074

Northwest -
Dr. Amber Miller
amiller@ksde.org
620-765-7490

Southeast – TBD
Sarah Perryman
(Interim)

Southwest – TBD
Dr. Amber Miller
(Interim)

Suburban & Urban
Dr. Jay Scott
jscott@ksde.org
785-296-6818

Suburban & Urban
Myron Melton
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785-296-8110

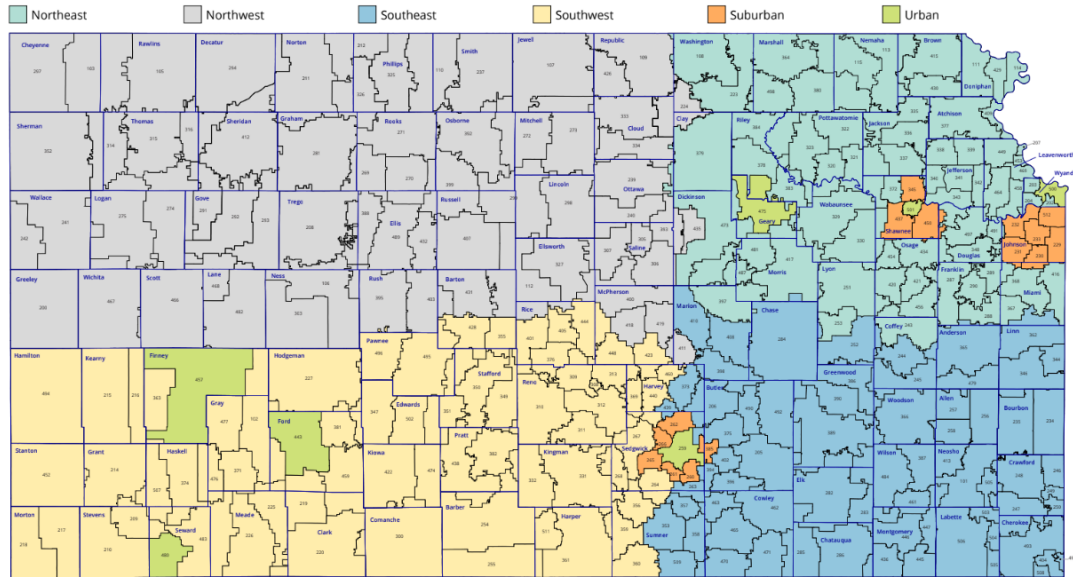
Through this model, each Regional Executive will work with approximately 70 systems on their KESA process. Regional Executives will serve as accountability partners and support providers to the systems in their region/cohort.

INFORMATION SHEET



Regional Support Model

Accreditation and Design Regions



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INFORMATION SHEET



Accreditation & Design

KESA TEAM

Director, Accreditation and Design

Dr. Jay Scott
jscott@ksde.org
785-296-6818



Jay Scott has been with the Kansas State Department of Education for the last eleven years and currently serves in the role of Director of Accreditation and Design, beginning in the spring of 2022. Jay previously was the Secondary School Redesign Specialist and oversaw Career & Technical Education during his time at KSDE. Prior to joining the state department, Jay was a teacher and administrator for fifteen years in Kansas schools. He has earned a Bachelor of Science in Secondary Science Education from Baker University, a Master's in Educational Leadership from Emporia State University, and recently completed a Doctorate in Educational Leadership from Kansas State University. Jay looks forward to supporting school systems across the state in creating learning experiences that elevate opportunities for students.

Assistant Director, K-12 Accreditation

Myron Melton
mmelton@ksde.org
785-296-8110

Myron Melton is the Assistant Director of Accreditation and Design at the Kansas State Department of Education. Myron supports systems in utilizing the KESA model as a means of implementing a quality system improvement process that leads to improved outcomes and opportunities for students. This includes helping systems to integrate the components of KESA, such as, seamlessly embedding the State Board Outcomes and the KSDE Four Fundamentals into a systemwide process. Before his current position, Myron served a School Mental Health and Social-Emotional Learning Consultant and KESA Coordinator at KSDE. Before joining KSDE, Myron had a thirty-two-year career in public education as an elementary teacher, elementary principal, and middle school principal.



K-12 Accreditation: Regional Support

Team Manager, NE Regional Executive

Sarah Perryman
sperryman@ksde.org
785-296-1074

Sarah Perryman has been at KSDE for five years and is currently the Northeast Regional Executive on the Accreditation and Design Team as well as the Team Manager. Perryman served as the School Redesign Coordinator for three years, and prior to that she served for one year as KSDE's Education Program Consultant for English Language Arts. Before coming to KSDE, Perryman taught Sheltered ELA for grades 9, 10, and 11 at Topeka High School. While there, she also sponsored clubs like National Honor Society and the Association of Latin American Students. Perryman earned her Bachelor of Science in Secondary English Education from Kansas University along with a Masters in Curriculum and Instruction with an ESOL endorsement prior to starting her teaching career. She then went on to earn a Master's in Educational Leadership from KU before joining KSDE. Recently, she obtained her Leadership Coach Certificate from the Kansas Leadership Center.



NW Regional Executive

Dr. Amber Miller
amiller@ksde.org
620-765-7490



Dr. Amber Miller joined the KSDE Accreditation and Design Team as a Regional Executive in July 2023. Before coming to KSDE, she was an Educational Consultant with Southwest Plains Educational Service Center focusing on KESA, instructional coaching, Project-Based Learning, STEAM, and other professional learning. Dr. Miller was also an Assistant Director at High Plains Educational Service Center, gifted facilitator, and elementary teacher for over 30 years in Western Kansas. Dr. Miller earned a Doctorate in Educational Leadership in 2020, a Master's in Curriculum and Instruction with an emphasis in ESL, along with endorsements in Gifted Education, Building and District Leadership, and a Specialist in Reading from Emporia State University. She lives in Western Kansas.

FACT SHEET



KESA Learning Year

BOARD INFORMATION

Timeline –

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 reequipments and eliminating the redundancy in reporting. To address clarity, consistency, and reporting redundancies, the KESA process will be moving toward accreditation standards featuring rubrics that can be utilized throughout the accreditation cycle.

By regulation, the SBOE “determines the length of the accreditation cycle”-. Through the first cycle of KESA, the 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 Board Action.

Next year, instead of following the current cycle and accrediting 17 “year 5” systems using the *existing* accreditation process/results criteria, the SBOE 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’. (This is all part of action 1). Systems will also complete a *KSDE Review (action 2)* and *Peer Review (action 3)*.

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 Check-In -

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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KESA Learning Year Expectations 2023/2024

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 Systems

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 Check-In -

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 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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SAVE THE DATE



KSDE KESA Check-In

Spring 2024

On-Site Meeting with your System's Leadership Team

1 ½ - 2 Hours

Scheduling:

Regional Executive

Each system will receive an email from their Regional Executive this Fall. The email will gather additional information and will prompt you to schedule your accreditation review with your Regional Executive.

See [Map and Contact Information Sheet](#)

Purpose & Focus

Why annual meetings?

Our team's mission is to ensure expectations are met in both *process* and *student outcomes* through support and accountability. These annual meetings are a strategy in achieving our mission.

What will be discussed?

Process –

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

Outcomes –

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

Who should attend?

Each system's Regional Executive will reach out to the Superintendent and the KESA Contact to schedule the meeting. In addition to the Superintendent and KESA Contact, the system should consider having additional DLT Members present. Ideal team size is 3-10. Leaders from all levels (system, building, teacher) are encouraged to be at the table.

What to Bring:

- Accountability Report & Supplemental Data
 - Local Quantitative Data
 - Local Qualitative Data
- Artifacts around the Process, Fundamentals, and Outcomes



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FACT SHEET



Peer Review – 2023/2024

THIRD PARTY ACCOUNTABILITY & 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



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 mea and timeframes
- Impact of Stakeholder Engagement Efforts

Outcomes -

- Implementation and Impact Data Regarding the State Board Outcomes

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ACCREDITATION & DESIGN TEAM | 2023-2024 CALENDAR

AUGUST '23						
S	M	T	W	Th	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30	31		

10 Virtual KESA Kick Off ([LINK](#))
11 ESC Collab (8-9)

FEBRUARY '24						
S	M	T	W	Th	F	S
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1-9 ADAP SCH ([LINK](#))
7 LDRSH Collab (2-3)
9 CAB (9-10)
13 KESA Monthly Update (9-9:45) ([LINK](#))
16 ESC Collab (8-9)
22 ARC (9-12)

SEPTEMBER '23						
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24	25	26	27	28	29	30

6 LDRSH Collab (2-3)
8 CAB (9-10)
15 ESC Collab (8-9)
18 AAC (9-3)

MARCH '24						
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31						

4 AAC (9-12)
8 ESC Collab (8-9)
12 KESA Monthly Update (9-9:45) ([LINK](#))

OCTOBER '23						
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9-20 ADAP SCH ([LINK](#))
10 KESA Monthly Update (9-9:45) ([LINK](#))
13 ESC Collab (8-9)
25-27 KSDE Great Ideas in Education Conference ([LINK](#))

APRIL '24						
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3 LDRSH Collab(2-3)
5 CAB (9-10)
9 KESA Monthly Update (9-9:45) ([LINK](#))
12 ESC Collab (8-9)

NOVEMBER '23						
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3 CAB (9-10)
6 AAC (9-12)
7 ARC (9-3)
8 LDRSH Collab (2-3)
14 KESA Monthly Update (9-9:45) ([LINK](#))
17 ESC Collab (8-9)

MAY '24						
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9 Virtual KESA Wrap Up ([LINK](#))
17 ESC Collab (8-9)

DECEMBER '23						
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12 KESA Monthly Update (9-9:45) ([LINK](#))
15 ESC Collab (8-9)

JUNE '24						
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3 AAC (9-3)
6 ARC (9-3)
14 ESC Collab (8-9)

JANUARY '24						
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9 KESA Monthly Update (9-9:45) ([LINK](#))
12 ESC Collab (8-9)
25 ARC (9-12)
29-31 ADAP SCH ([LINK](#))

JULY '24						
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21	22	23	24	25	26	27
28	29	30	31			

12 ESC Collab (8-9)

Meeting Details for Groups & Dates on the Calendar

AAC – Accreditation Advisory Council – 1st Monday/Quarterly – 9:00-12:00 Virtual or 9:00-3:00 In-Person (No Virtual Option for In-Person Meetings)

- September 18 (In-Person), November 6 (Virtual), March 4 (Virtual), and June 3 (In-Person)

ADAP SCH – Adaptive Schools Training – 4 Meetings – 9:00-3:00 – Regionally Hosted ([LINK](#))

- SW Plains – October 9, October 10, January 29, January 30
- Smoky Hill – October 11, October 12, February 2, February 5
- Orion – October 13, October 16, January 31, February 1
- ESSDACK – October 17, October 18, February 6, February 7
- Greenbush – October 19, October 20, February 8, February 9

ARC – Accreditation Review Council – Meeting Details Below

- November 7 (Orientation – In Person - 9-3), January 25 and February 22 (Redeterminations – Zoom – 9-12), June 6 (Orientation & Criteria Setting – In Person - 9-3)

CAB – Cabinet – 1st Friday/Quarterly – 9:00-10:00 – Virtual

- September 8, November 3, February 9, April 5

ESC Collab – ESC Collaborative Partnership – 2nd/3rd Friday/Monthly – 8:00-9:00 – Virtual

- ESCs Include – Southwest Plains, Orion, ESSDACK, Smoky Hill, Greenbush
- August 11, September 15, October 13, November 17, December 15, January 12, February 16, March 8, April 12, May 17, June 14, July 12

KESA [Monthly] Update – 2nd Tuesday/Monthly – 9:00-9:45 – Virtual ([LINK](#))

- October 10, November 14, December 12, January 9, February 13, March 12, April 9
- Virtual Beginning of the Year Kick Off – August 10 (8-9 or 3-4)
- Virtual End of the Year Wrap Up – May 9 (8-9 or 3-4)

LDRSHP Collab – Leadership Collaborative Partnership – 1st Wednesday/Quarterly – 2:00-3:00 (Virtual)

- Leadership Partners Include – USA, KASB, KELI
- September 6, November 8, February 7, April 3

Education Service Center KESA Dates

Note, any and all questions regarding these events should be directed to the Education Service Center as these are their events. However, our Regional Executives are committed to attending these meetings whenever possible.

Orion –

- Year 1 – 8:30-11:30 am
 - September 20, January 10, April 10
- Years 2-5 – 12:00-3:00 pm
 - September 20, January 10, April 10

SW Plains –

- Support Days – 10/23/23, 2/05/24, 4/23/24
- Sublette (Peer Review)
 - 2/16/24, 2/29/24, 3/20/24, 3/26/24, 4/12/24, 4/24/24
- North Kansas (Peer Review)
 - 2/27/24, 3/19/24, 4/5/24, 4/18/24

Greenbush –

- Years 2 – 5
 - Girard (September 28), Lawrence (October 5), Virtually (October 6)
 - Girard (April 9), Lawrence (April 8), Virtually (April 12)
- Year 1
 - Girard (August 24), Lawrence (September 7), Virtually (September 8)
 - Girard (May 6), Lawrence (April 15), Virtually (April 26)

Smoky Hill –

- TBD

ESSDACK –

- September 11 & 12, December 5 & 6, February 12 & 14, and April 22 & 24

Additional Meetings to Note

Curriculum Leaders – ([Website](#))

- September 22, 2023; January 19, 2024; and April 19, 2024

KESA Compliance: 2023/2024



Kansas leads the world in the success of each student.

MISSION

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

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

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

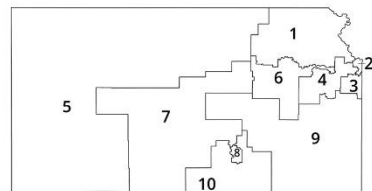
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



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COMMISSIONER OF EDUCATION



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 Division of Fiscal and Administrative Services



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Dr. Ben Proctor

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Kansas leads the world in the success of each student.

Jan. 13, 2023

KESA Compliance

Compliance: Definitions, Review Process, and Role in Accreditation

General Definitions:

- **In compliance** - all required components as defined by the compliance area are in place
- **Working towards compliance** - “warning”; a system has two years to resolve their compliance issues.
 - **Two years maximum** for “working towards compliance”; if, on the third year, the system hasn't improved, the status will change to “not in compliance.”
 - Example - October 2022 Working Towards, October 2023 Working Towards, October 2024 Not In Compliance
 - **Note** - For some compliance areas, you must be in compliance or working toward compliance annually. If you are not in compliance within the school year, you will be marked as out of compliance.
- **Not in compliance** - compliance issues still exist after two years of “working towards compliance” or the system has not resolved compliance within the school year as called for in certain compliance areas (e.g. Special Education, Title, and Child Nutrition and Wellness)

Who is ultimately responsible for making the decision on “In, Working Towards, Not” Compliance?

- The Lead for each compliance area will make the annual determination in the fall regarding each system's compliance standing. Systems marked as ‘working toward compliance’ will be reexamined in the spring to ensure compliance is met in every area by each system.

What will be the Accreditation & Design Team's response to “Not in compliance”?

- Once a system is marked as Not in compliance and the A & D is made aware, as soon as possible, the AD team will submit the system to the Accreditation Review Council (ARC) for a review. If the system in question is currently fully accredited, our guidance to the ARC would be to recommend the system be moved to conditionally accredited.

Compliance Areas Reviewed for Accreditation

ACT and WorkKeys Participation

Anti-Bullying Policy and Plan & Child Abuse and Neglect Mandated Reporter Training & Jason Flatt Act

Assessments

Child Nutrition and Wellness

Dyslexia

Educator Mentoring and Induction Plan

Individual Plan of Study (IPS)

KIDS - Data Quality Certified

KIDS Reporting

Kindergarten Readiness Snapshot

Licensure

Professional Development Plan

Special Education (IDEA)

Title Services

Note -

While there are many more things that a system must do to meet state and federal requirements, the areas outlined above and described in detail throughout this document, are the areas that can impact a system's accreditation status if the system is out of compliance.

Compliance Area	Primary Contact	Secondary Contact
ACT and WorkKeys Participation	Julie Ewing (jewing@ksde.org)	Lee Jones (ljones@ksde.org)
Anti-Bullying Policy and Plan & Child Abuse and Neglect Mandated Reporter Training & Jason Flatt Act	Trish Backman (tbackman@ksde.org)	Kent Reed (kreed@ksde.org)
Assessments	Hayley Steinlage (hasteinlage@ksde.org)	Julie Ewing (jewing@ksde.org)
Child Nutrition and Wellness	Cheryl Johnson (csjohnson@ksde.org)	Kelly Chanay (kchanay@ksde.org) Karen Campbell (kcampbell@ksde.org)
Dyslexia	Dr. Laurie Curtis (lcurtis@ksde.org)	Joann McRell (jmcrell@ksde.org)
Educator Mentoring and Induction Plan	Ed Kalas (ekalas@ksde.org)	Shane Carter (scarter@ksde.org)
Individual Plan of Study (IPS)	Natalie Clark (ndclark@ksde.org)	Helen Swanson (hswanson@ksde.org)
KIDS - Data Quality Certified	Kathi Grossenbacher (kgrossenbacher@ksde.org)	Christopher Ortega (cortega@ksde.org)
KIDS Reporting	Kathi Grossenbacher (kgrossenbacher@ksde.org)	Christopher Ortega (cortega@ksde.org)
Kindergarten Readiness Snapshot	Amanda Petersen (apetersen@ksde.org)	Stacy Clarke (kansasicc@ksde.org)
Licensure	Shane Carter (scarter@ksde.org)	Leslie Bruton (lbruton@ksde.org)

Professional Development Plan	Ed Kalas (ekalas@ksde.org)	Shane Carter (scarter@ksde.org)
Special Education (IDEA)	Bert Moore (bmoore@ksde.org)	Brian Dempsey (bdempsey@ksde.org)
Title Services	Tate Toedman (ttoedman@ksde.org)	Doug Boline (dboline@ksde.org)

Compliance Areas, Contacts, Rationale, and Expectations

Compliance Area - ACT & WorkKeys Participation

Contacts -

Primary: Julie Ewing (jewing@ksde.org)

Secondary: Lee Jones (ljones@ksde.org)

Compliance Expectation:

Systems offer the opportunity for students to participate in ACT and WorkKeys.

In	Working Towards	Not
District has an active user in the ACT testing portal and has either tested students or verified no testing for the year.	District has an active user in the ACT testing portal, but no testing or verification of no testing has been completed.	District does not have an active user in the ACT testing portal and no testing or verification of no testing has been completed.

Compliance Area – Anti-Bullying Policy & Plan / Child Abuse & Neglect Planning / Jason Flatt Act

Contacts -

Primary: Trish Backman (tbackman@ksde.org)

Secondary: Kent Reed (kreed@ksde.org)

Compliance Expectation:

- Anti-bullying policy
 - Implementation of a plan to address bullying.
- Training for all employees addressing child abuse and neglect reporting requirements for suspected physical, mental, or emotional abuse or neglect or sexual abuse.
 - Written Policy Developed and Implemented
- 72-6284
 - Suicide awareness and prevention programming to all school staff
 - Parent or legal guardian notification that training materials at trainings are available.
 - Programming to include at a minimum: at least one hour of training each calendar year.
 - A building crisis plan developed for each school building that includes: steps for recognizing suicide ideation, appropriate methods of interventions, and a crisis recovery plan.

In	Working Towards	Not
District has indicated through assurances that requirements have been met on SO66.	District is working with KSDE staff on specific pieces of the requirements and did not indicate met requirements on SO66.	District did not mark assurances on SO66 and is not cooperating or working with KSDE staff to gain compliance.

Compliance Area - Assessments

Contacts -

Primary: Hayley Steinlage (hasteinlage@ksde.org)

Secondary: Julie Ewing (jewing@ksde.org)

Compliance Expectation:

In	Working Towards	Not
<p>Participation (95%) based on Section 1111(c)(4)(E) of ESEA has been met.</p> <p>Students are taking statewide assessments in the core academic areas of mathematics, science, reading, writing and social studies (K.S.A. 72-6479 (c)).</p>	<p>As compliance is based on the previous year of testing, systems will either be “In Compliance” or “Not in Compliance”.</p> <p>Systems will be in “Not in Compliance” status for the following year in which they do not meet these requirements.</p> <p>Systems can work towards establishing testing and increasing participation to move to “In compliance” status in the following year.</p>	<p>Federal requirement of 95% participation requirement for statewide assessments of all students has not been met.</p> <p>State requirement of statewide testing in core academic areas has not been met.</p>

Compliance Area – Child Nutrition and Wellness

Contacts -

- Primary: Cheryl Johnson (csjohnson@ksde.org)
- Secondary: Kelly Chanay (kchanay@ksde.org)
- Karen Campbell (kcampbell@ksde.org)

Compliance Expectation:

Progress toward implementation of Kansas Wellness Policy Model Guidelines per KSA 72-5128.

- In compliance with all federal guidelines for Child Nutrition Programs administered which can include National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Child & Adult Care Food Program, At Risk After School Meals, Summer Food Service Program, Seamless Summer Option, Special Milk Program, Fresh Fruit & Vegetable Program.
- Meet Kansas Food Safety Training Requirements.

Wellness Policy Model Guidelines:

<https://cnw.ksde.org/snp/food-service-facts/chapters/chapter-21-local-school-wellness-policies>

Here is the link for Food Safety Requirements:

<https://cnw.ksde.org/snp/food-service-facts/chapters/chapter-22-food-safety-sanitation>

In	Working Towards	Not
Administrative Review is Closed -School District is in Compliance, and	Administrative Review is open with corrective action due required by due date, or	Administrative Review Open and not able to be closed due to a required nutrient analysis of recalculation of meals served from the previous school year, or
The School District has made progress in at least one area of School Wellness Policy, and	School District is working toward implementing at least one new school wellness policy, or	Wellness Impact Tool shows no progress toward implementing the Kansas Model Wellness Policy Guidelines, or
Food Safety Training is up to date per state requirement.	Employees are scheduled to take the required food safety class but not complete to date.	Food Safety Training has not been completed as required.

Compliance Area - Dyslexia

Contacts -

Primary: Dr. Laurie Curtis (lcurtis@ksde.org)

Secondary: Joann McRell (jmcrell@ksde.org)

Rationale:

To identify students who may be at risk for reading failure, systems will use a universal screener that provides specific sub scores relative to determining risk. K-3 utilizes specific screeners to report spring scores: K - Phoneme Segmentation, 1st – Nonsense Word Fluency, 2nd – Oral Reading Fluency (rate and accuracy), 3rd - Oral reading fluency (rate and accuracy), and 8th grade comprehension.

To provide professional development centered on dyslexia, structured literacy, and/or tiered frameworks of support is required.

Compliance Expectation:

Universal Screening (Dyslexia Initiative) Spring Data uploaded to KIDS

In	Working Towards	Not
<p>All students K-8 are screened three times a year on a nationally normed, valid and reliable universal screener that provides the subtests that have been identified by the SBOE (letter/sound naming, phoneme segmentation, nonsense word fluency, oral reading fluency, comprehension)</p> <p>Scores (high risk/ some risk (40th percentile) all scores are uploaded in the spring for the following grades.</p> <ul style="list-style-type: none"> K- Phoneme Segmentation 1- Nonsense Word Fluency 2 -Oral Reading Fluency (rate and accuracy) 3- Oral Reading Fluency (rate and accuracy) 8 Comprehension 	<p>All students K-8 (fall 9th grade) are screened three times a year on a nationally normed, valid and reliable universal screener that provides the subtests that have been identified by the SBOE (letter/sound naming, phoneme segmentation, nonsense word fluency, oral reading fluency, comprehension)</p> <p>Scores (high risk/ some risk (40th percentile) some scores are uploaded in the spring for the following grades.</p> <ul style="list-style-type: none"> K- Phoneme Segmentation 1- Nonsense Word Fluency 2 -Oral Reading Fluency (rate and accuracy) 3- Oral Reading Fluency (rate and accuracy) 8 Comprehension 	<p>Universal screening scores are not provided for students and there is evidence that screening of K-8 +9th grade (fall) students was not conducted.</p>

Compliance Area - Dyslexia (continued)

KSDE Required Training for Dyslexia

In	Working Towards	Not
<p>All new teachers (or teachers new to a district) who have not previously received the KSDE initial required training and who are endorsed:</p> <ul style="list-style-type: none"> • Elementary education • Early childhood unified • High incidence SPED (K-12) • ELA 5-12 • Reading Specialist • School Psychologist <p>received the KSDE Required Dyslexia Training Online Modules as found here and are reported on the SO66 report.</p>	<p>Not all of the new teachers (or teachers new to a district) who have not previously received the KSDE initial required training and who are endorsed:</p> <ul style="list-style-type: none"> • Elementary education • Early childhood unified • High incidence SPED (K-12) • ELA 5-12 • Reading Specialist • School Psychologist <p>received the KSDE Required Dyslexia Training Online Modules as found here and/ OR report of training is not noted on the SO66 report.</p>	<p>The new teachers (or teachers new to a district) who have not previously received the KSDE initial required training and who are endorsed:</p> <ul style="list-style-type: none"> • Elementary education • Early childhood unified • High incidence SPED (K-12) • ELA 5-12 • Reading Specialist • School Psychologist <p>were not provided by the KSDE Required Dyslexia Training Online Modules as found here. Report of training is not noted on the SO66 report.</p>

KSDE Required Annual Structured Literacy Training

In	Working Towards	Not
<p>All teachers who are endorsed:</p> <ul style="list-style-type: none"> • Elementary education • Early childhood unified • High incidence SPED (K-12) • ELA 5-12 • Reading Specialist • School Psychologist <p>are documented as participating in annual structured literacy/ dyslexia training as determined by their district and defined here and reported on the SO66 report.</p>	<p>Not all of the teachers who are endorsed:</p> <ul style="list-style-type: none"> • Elementary education • Early childhood unified • High incidence SPED (K-12) • ELA 5-12 • Reading Specialist • School Psychologist <p>were provided annual structured literacy/ dyslexia training as determined by their district as defined here and/ OR report of training is not noted on the SO66 report.</p>	<p>There was no annual structured literacy training provided for teachers who are endorsed:</p> <ul style="list-style-type: none"> • Elementary education • Early childhood unified • High incidence SPED (K-12) • ELA 5-12 • Reading Specialist • School Psychologist <p>as defined here.</p> <p>The question related to the above training is not completed on the SO66 report.</p>

Compliance Area – Educator Mentoring and Induction Planning

Contacts -

Primary: Ed Kalas (ekalas@ksde.org)

Secondary: Shane Carter (scarter@ksde.org)

Rationale:

All districts must submit a mentoring plan for the purpose of providing a mentor program for upgrading an initial to a professional license for their teachers/school specialists and administrators (NOT just those whose mentor will be receiving stipends). The district can designate that they are using an outside their district provider for their mentoring or that they are using a district developed plan.

Compliance Expectation:

In	Working Towards	Not
<p>The following four plans, whether separate or combined, are KSDE-approved:</p> <ul style="list-style-type: none"> • Teacher • Specialist • Building Leader • District Leader <p>Any KSDE-approved plan from an outside provider (educational service centers or approved mentoring service) is current.</p>	<p>Not all of the four mentoring plans (teacher, specialist, building leader, and district leader) are KSDE-approved.</p> <p>Any plan from an outside provider (educational service center or approved mentoring service) is not current.</p> <p>Examples of actions for this designation: KSDE still reviewing plan.</p>	<p>Not all of the four mentoring plans (teacher, specialist, building leader, and district leader) are KSDE-approved.</p> <p>Any plan from an outside provider (educational service center or approved mentoring service) is not current.</p> <p>Examples of actions for this designation: KSDE still reviewing plan.</p>

Compliance Area – Individual Plan of Study

Contacts -

Primary: Natalie Clark (ndclark@ksde.org)

Secondary: Helen Swanson (hswanson@ksde.org)

Rationale:

All students, beginning in middle school, will develop an IPS based on their career interests. An IPS is both the product a student develops and a process the school implements to guide students in developing future plans. A student's IPS is developed cooperatively between the student, school staff members, and family members.

Compliance Expectation:

There are four minimum components of a student's IPS:

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

The vision requires that every middle and high school student in Kansas will have an IPS.

Question 7 (7-11).

What level of implementation is your building at?

7. Relating Academic/Interests Assessment to Career

8. Interest, Ability, Profilers and Skills Assessments

9. Course Mapped to Interests

10. Postsecondary Plan

11. Exportable, Electronic Portfolio

No Evidence = 0 / Implementing = 1 / Transitioning = 2 / Modeling = 3

Compliance Area – Individual Plan of Study (continued)

In	Working Towards	Not
<p>All four minimum components of a student's IPS are in place for every middle and high school student. [A Spring Survey on Individual Plan of Study (IPS) Implementation is sent to buildings that include students in 7th grade and up.]</p>	<p>A Spring Survey on Individual Plan of Study (IPS) Implementation is sent to buildings that include students in 7th grade and up. The survey results are cleaned and analyzed by R and E. The CTE Team reviews the survey results to determine buildings/districts that may have a score below a 1.0 on required elements or any zeros on required elements. Districts are contacted and asked to participate in an IPS PLN to work on components with one or more zeros. If the districts do not respond when contacted or do not sign up to participate to work towards improvement, they would be categorized as working towards compliance.</p>	<p>A Spring Survey on Individual Plan of Study (IPS) Implementation is sent to buildings that include students in 7th grade and up. The survey results are cleaned and analyzed by R and E. The CTE Team reviews the survey results to determine buildings/districts that may have zeros on required elements. Districts that responded with all zeros are not compliant.</p>

Compliance Area – KIDS - DQC

Contacts -

Primary: Kathi Grossenbacher (kgrossenbacher@ksde.org)

Secondary: Christopher Ortega (cortega@ksde.org)

Compliance Expectation:

In	Working Towards	Not
<p>District has completed data quality certification training for all staff collecting and reporting student data.</p> <p>District staff complete recertification annually beginning the year after initial certification.</p> <p>Training information and registration are in the KSDE Training Portal</p> <p>Information is also sent via the KIDS Listserv on a weekly basis. To be added to the listserv, send a request to KIDS@ksde.org</p>	<p>District is scheduled for a data quality certification training.</p> <p>Some staff have not completed annual recertification. District has a plan in place to recertify staff who have completed the initial data quality training.</p> <p>Staff are in the process of completing recertification.</p>	<p>District has not completed data quality certification training for all staff collecting and reporting student data.</p> <p>No staff have completed annual recertification.</p>

Compliance Area – KIDS - Reporting

Contacts -

Primary: Kathi Grossenbacher (kgrossenbacher@ksde.org)

Secondary: Christopher Ortega (cortega@ksde.org)

Compliance Expectation:

The KIDS Submission Details Documents for each collection are here:

<https://kidsweb.ksde.org/Documents>

In	Working Towards	Not
<p>Student data submissions (KIDS Collection) are submitted on or before the deadline of each collection.</p> <p>Student data submissions appear accurate.</p> <p>All student data submission criteria are met.</p> <p>*Examples include:</p> <ul style="list-style-type: none"> • Reviewing assessment data during the correction window and submitting KIDS records to correct errors. • Logging in to Dropout Graduation Summary Report (DGSR) and submitting KIDS records to correct errors then signing off on the data. • Reviewing KIDS Reports to ensure data is accurately reported. 	<p>Student data submissions (KIDS Collection) are not submitted on or before the deadline of each collection; however, district has a plan in place to ensure future deadlines are met.</p> <p>Student data submissions contain discrepancies that district is working to correct.</p> <p>Some student data submission criteria aren't met; however, district has a plan in place to ensure all student data submission criteria is met.</p>	<p>Student data submissions are not submitted nor is corrective action being taken in the district.</p> <p>Student data is inaccurately reported.</p> <p>Student data submission criteria is not met.</p>

Compliance Area – Kindergarten Readiness Snapshot (ASQ)

Contacts -

Primary: Amanda Petersen (apetersen@ksde.org)

Secondary: Stacy Clarke (kansasicc@ksde.org)

Rationale:

Engaging families as children transition into kindergarten supports kindergarten readiness and later student success. All Kansas elementary schools are required to partner with families of incoming kindergarten students to complete the Kansas Kindergarten Readiness Snapshot (the ASQ-3 and the ASQ:SE-2), as outlined in K.A.R. 91-31-32: Each education system seeking accreditation shall meet the following requirements...have in place a method of data collection approved by the state board for collecting kindergarten-entry data.

Questionnaires should be completed by the September Count Day. KSDE will establish an October deadline for systems to finalize data in the ASQ Online system. Beginning in the 2023-2024 school year, KSDE will make its analysis of a system’s Kindergarten Readiness Snapshot data, including the system’s participation rate for incoming kindergarten students, available to the system in the AMOSS authenticated application. A system’s compliance status will then be updated in the KESA authenticated application.

In	Working Towards	Not
<p>All Kansas elementary schools are required to partner with families of incoming kindergarten students to complete the Kansas Kindergarten Readiness Snapshot (the Ages & Stages Questionnaires®, Third Edition (ASQ-3) and Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2)).</p> <p>A system will be “in compliance” if 50% or more of incoming kindergarten students complete both the ASQ-3 and the ASQ:SE-2.</p>	<p>Between 25% and 50% of incoming kindergarten students complete both the ASQ-3 and the ASQ:SE-2.</p>	<p>Less than 25% of incoming kindergarten students complete both the ASQ-3 and the ASQ:SE-2.</p>

Compliance Area - Licensure

Contacts -

Primary: Shane Carter (scarter@ksde.org)

Secondary: Leslie Bruton (lbruton@ksde.org)

Compliance Expectation:

Systems offer the opportunity for students to participate in ACT and WorkKeys.

In	Working Towards	Not
Fall Vacancy Report (FVR): District submits the FVR survey <i>on time</i> (on or before mid-September deadline).	District submits the FVR survey <i>late</i> (after the mid-September deadline)..	District <i>does not submit</i> the FVR survey.
Spring Vacancy Report (SVR): District submits the SVR <i>on time</i> (on or before mid-April deadline).	District <i>does not submit</i> the FVR survey AND submits the SVR.	District <i>does not submit</i> the FVR survey AND <i>does not submit</i> the SVR

In	Working Towards	Not
Licensed Personnel Report (LPR): District submits the LPR <i>on time</i> (on or before mid-April deadline) OR District submitted the LPR <i>late</i> last year AND submitted the LPR <i>on time</i> this year.	District submits the LPR <i>late</i> (after the mid-April deadline) OR District did not submit the LPR last year AND did submit the LPR this year.	District <i>does not submit</i> the LPR.

Compliance Area – Licensure (continued)

In	Working Towards	Not
<p>Teacher Licensure: At least 95% of core content (math, English, science, and history/government/social studies) courses are covered by a “Licensed - Qualified” educator. At least 88% of NON-core-content (everything but math, English, science, and history/government/social studies) classes are covered by a “Licensed - Qualified” educator.</p>	<p>District does not meet the specified percentage of classes covered by a Licensed-Qualified educator AND has shown at least a 5% increase in the number of classes covered by a Licensed-Qualified educator within two reporting years.</p>	<p>District does not meet the specified percentage of classes covered by a Licensed-Qualified educator AND has not shown at least a 5% increase in the number of classes covered by a Licensed-Qualified educator within two reporting years.</p>

Compliance Area – Professional Development Plan

Contacts -

Primary: Ed Kalas (ekalas@ksde.org)

Secondary: Shane Carter (scarter@ksde.org)

Rationale:

Required by Kansas statute and regulations.

Compliance Expectation:

In	Working Towards	Not
<p>The State Board of Education (BOE) approved the plan, and it is current.</p> <p>Any KSDE-approved plan from an outside provider (educational service center) is current.</p> <p>You are given this status if your system has met all the above requirements.</p>	<p>The plan has expired or the State Board of Education (BOE) did not approve a plan.</p> <p>Any plan from an approved outside provider (educational service center) is not current.</p> <p>You are given this status if your system is working on earning the 'In Compliance' status.</p> <p>Examples of actions considered in assigning this status include the following:</p> <ul style="list-style-type: none"> • The system has turned in its plan(s) and KSDE is still reviewing. • The system is working with KSDE to finalize a plan for approval. • The system and KSDE determine deadlines/timelines. • Continuous communication between the system and KSDE. • The system is deciding to change from an outside provider plan to one of its own. 	<p>The plan has expired or the State Board of Education (BOE) did not approve a plan.</p> <p>Any plan from an approved outside provider (educational service center) is not current.</p> <p>You are given this status if your system is working on earning the 'In Compliance' status.</p> <p>Examples of actions considered in assigning this status include the following:</p> <ul style="list-style-type: none"> • The system has not submitted plans to KSDE after KSDE requested them. • The system is not working with KSDE to finalize a plan for approval. • The system misses multiple deadlines/timeframes that they agreed to with KSDE. • Little or no communication from the system to KSDE. • The system left its outside provider plan and did not create one of its own.

Compliance Area – Special Education (IDEA)

Contacts -

Primary: Bert Moore (bmoore@ksde.org)

Secondary: Brian Dempsey (bdempsey@ksde.org)

Rationale:

Meet the Individuals with Disabilities Education Act (IDEA) general supervision requirements.

Compliance Expectation:

- Districts correct all identified noncompliance through correction of noncompliance process within one year of identification for the following file reviews, Federal Fiscal, Indicator 13 Secondary Transition, Indicator 11 Initial Evaluation, Indicator 12, Transition C to B, and IDEA/Gifted.
- Meet special education timely and accurate data submissions and internal controls.
- Substantially compliant for the following State Performance Plan (SPP) compliance indicators:
 - Indicator 4B: Suspension/Expulsion
 - Indicator 9: Disproportionate Representation
 - Indicator 10: Disproportionate Representation-Disability Category
 - Indicator 11: Initial Evaluation timeline
 - Indicator 12: Preschool Transition, Part C to Part B
 - Indicator 13: Secondary Transition

In	Working Towards	Not
Meet the Individuals with Disabilities Education Act (IDEA) general supervision requirements by timely correcting all identified noncompliance through correction of noncompliance process within one year of identification of noncompliance, including identification of noncompliance through due process and targeted or focused monitoring.	Correcting identified noncompliance through an approved plan within one year of the identified noncompliance.	The district did not correct the identified noncompliance within one year of identification.

In	Working Towards	Not
All monitoring information concerning IDEA programs is completed in the Kansas Integrated Accountability System (KIAS), i.e. Alternate Assessment, Fiscal File Review, IDEA and Gifted File Review, Indicator 11-Child Find/Initial Evaluation, Indicator 12-Early Childhood Transition and Indicator 13-Secondary Transition.	All monitoring activities that address self-reported or randomly selected items in the KIAS system are in process.	The district has not submitted required documentation or a plan to address self-reported or randomly selected items.

In	Working Towards	Not
Substantially compliant for the State Performance Plan (SPP) Compliance Indicators: Indicator 4B-Suspension/Expulsion, Indicator 9-Disproportionate Representation, Indicator 10-Disproportionate Representation by Disability Category, Indicator 11-Child Find/Initial Evaluation, Indicator 12-Early Childhood Transition and Indicator 13-Secondary Transition.	Actively engaged in the required processes, such as root cause or policy analysis, within one year.	The district has not conducted a root cause analysis or policy review within one year, or the district is not actively engaged in the required processes.

In	Working Towards	Not
Meet special education timely and accurate data submissions and internal controls.	If identified as substantially noncompliant, actively engaged in a review of policies and procedures for deficient areas and working toward an approved correction of identified policies and procedures.	The district is not actively engaged in a review of policies and procedures, or the district is not working toward an approved correction of identified policies and procedures.

Compliance Area – Title Services

Contacts -

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Secondary: Doug Boline (dboline@ksde.org)

Compliance Expectation:

Improving Academic Achievement of Disadvantaged Students, Public Law 114-95 the Elementary and Secondary Education Act of 1965 (ESEA) reauthorized by Every Student Succeeds Act of 2015 (ESSA), schools identified for ESSA and requirements being met.

- ESEA programs include: Title I, Title I Part C - Migrant, Title I Part D - Neglected or Delinquent, Title IIA, Title III, Title III Immigrant, Title IVA, Title IVB, Title V-RLIS, Title V-SRSA, Title VIII-Equitable participation in ESEA programs, and Title IX McKinney-Vento.

In	Working Towards	Not
<p>All parts of the Local Consolidated Plan (LCP) Suite have been submitted accurately and on time. This includes Assurances, LCP Application, Consortium Assignments, LCP Annual Report, Revision and Carryover, Final Expenditure, and Revision and Carryover Final Expenditure.</p>	<p>All sections of the LCP are in process but are not up to date.</p>	<p>The district has not completed the required parts of the LCP System.</p>
<p>All monitoring information concerning ESEA programs is completed in the Kansas Integrated Accountability System (KIAS), i.e. Fiscal File Review and ESEA Consolidated Review.</p>	<p>All monitoring activities that address self-reported or randomly selected items in the KIAS system are in process.</p>	<p>The district has not submitted required documentation or plan to address self-reported or randomly selected items.</p>

For more information, contact:

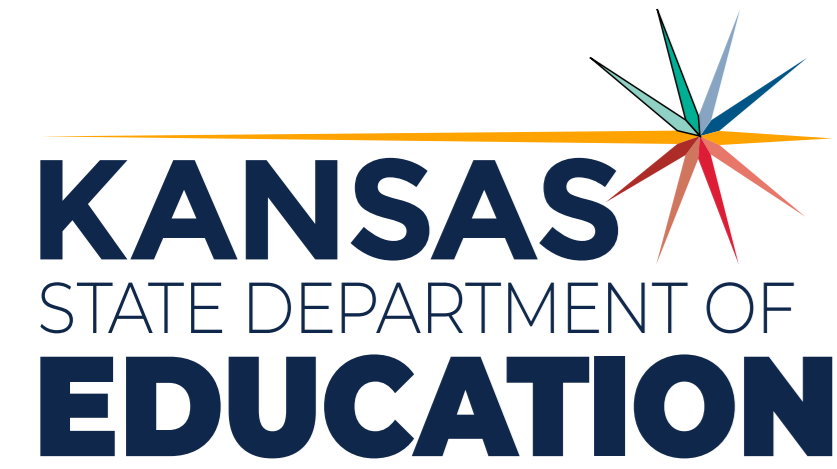
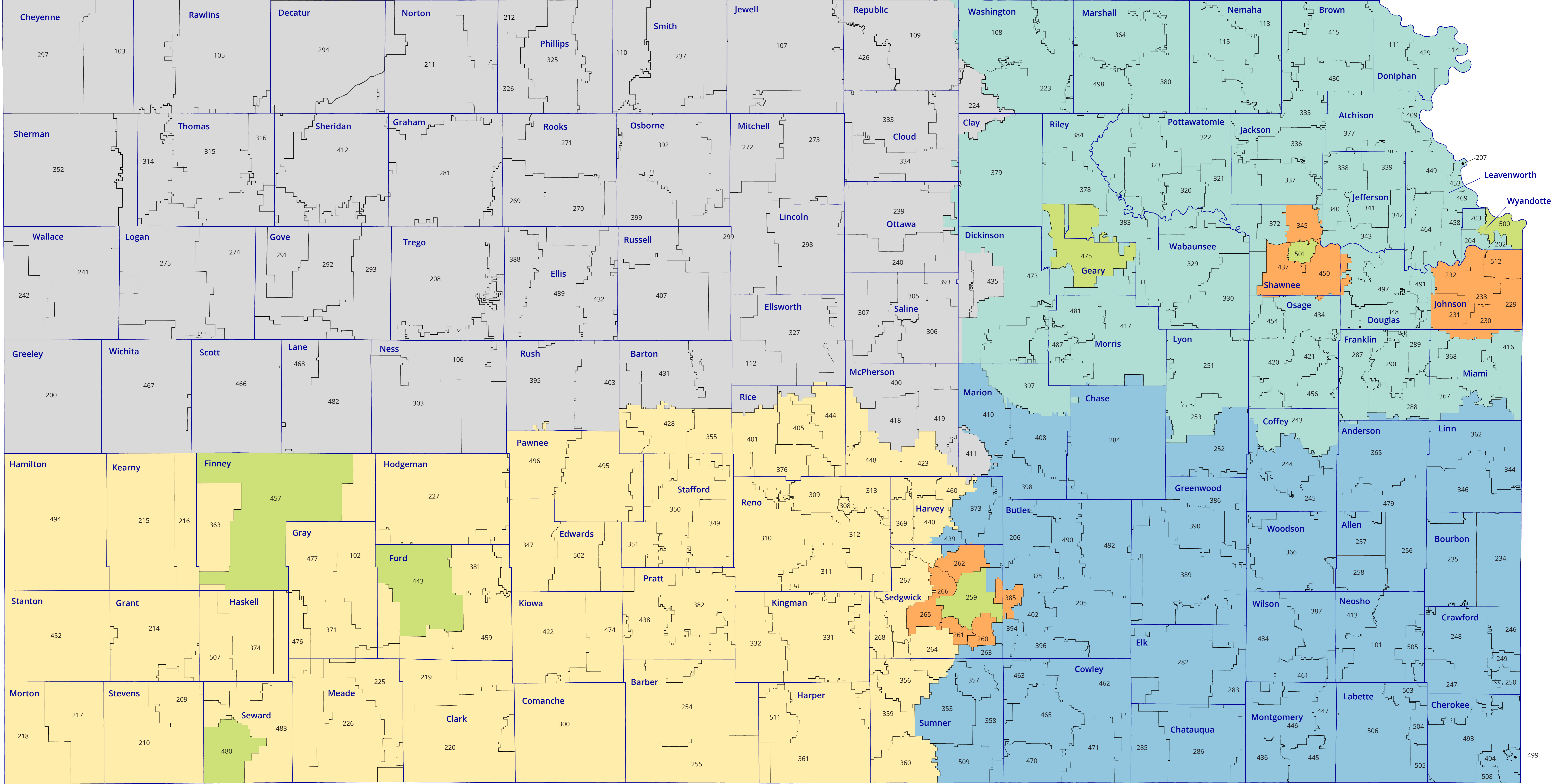
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