

# 469 Lansing State Assessment Review for Budget Considerations

## 469 Lansing District Summary

### **(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.**

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact our School District include, but are not limited to:

- Declining enrollment that reduces funding and access to additional services and supports for students
- An increasing level of social emotional challenges and needs of students
- Lack of, limited, or difficulties in engaging parents in the educational process

### **(B) Identify the budget actions that should be taken to address and remove those barriers.**

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

- Increased salary to recruit and retain high quality certified and classified staff
- Increased funding to expand extended school year and summer school programs for students
- Maintain low teacher/pupil ratio for greater individualized instruction
- Allocating budget to focus on prevention, identification, and intervention concerning trauma and mental health issues

### **(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.**

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency

criteria.

- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our district does not believe that student assessment scores should be the sole measure of student proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.

# Early Childhood Building State Assessment Review

**District:** 469 Lansing

**School:** Early Childhood

**Building Number:** 7421

**Grades Served:** Early Childhood

## **(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.**

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact this school include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High percentage/number of free and reduced students and increased poverty rate
- Lack of or limited access to quality Pre-K education
- Special Education funding shortfall has limited supports of our highest need students
- An increasing level of social emotional challenges and needs of students
- High levels or increased student mobility affects the amount of instructional time we have with highly mobile students and creates instructional issues when students move in or out throughout the school year

## **(B) Identify the budget actions that should be taken to address and remove those barriers.**

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- Increased salary to recruit and retain high quality certified and classified staff
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increased funding to expand extended school year and summer school programs for students
- Increase funding for Pre-K programs

## **(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if**

**the budget actions would be implemented.**

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students

# Lansing Elementary School Building State Assessment Review

**District:** 469 Lansing

**School:** Lansing Elementary School

**Building Number:** 7423

**Grades Served:** K-3

## **(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.**

Some of the key barriers that must be overcome at this school include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High percentage/number of free and reduced students and increased poverty rate
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- High or increased levels of homeless students and families and foster care families
- Lack of or limited access to quality Pre-K education
- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- Lack of, limited, or difficulties in engaging parents in the educational process
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

## **(B) Identify the budget actions that should be taken to address and remove those barriers.**

Our students face a growing number of barriers to success and this school continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

- Increased salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Increased funding to expand extended school year and summer school programs for students
- Maintain low teacher/pupil ratio for greater individualized instruction
- Additional ESOL teaching staff for bilingual students
- Increase funding for Pre-K programs
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

**(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.**

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency

# Lansing Intermediate Building State Assessment Review

**District:** 469 Lansing

**School:** Lansing Intermediate

**Building Number:** 7435

**Grades Served:** 4-5

## **(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.**

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact this school include, but are not limited to:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- Declining enrollment that reduces funding and access to additional services and supports for students
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- Lack of or limited access to community health services and mental health services
- High numbers or increasing numbers of single parent families
- An increasing level of social emotional challenges and needs of students
- Lack of, limited, or difficulties in engaging parents in the educational process

## **(B) Identify the budget actions that should be taken to address and remove those barriers.**

This school faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement.

- Increased salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time

## **(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.**

While our board of education, administration, teachers and classified staff work tirelessly to meet the academic and social emotional needs of all of our students, too many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those factors include:

- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency
- Many of the factors that affect student success, such as trauma, poverty, mental health and student disabilities, are out of the local board's control, so giving a time estimate on things that consistently change, or are under the control of other agencies, is not a realistic practice of a local school board.



# Lansing Middle School Building State Assessment Review

**District:** 469 Lansing

**School:** Lansing Middle School

**Building Number:** 7420

**Grades Served:** 6-8

## **(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.**

Some of the key barriers that must be overcome at this school include:

- Difficulty in scheduling and finding more time to provide teacher/staff collaboration that would support improved student learning
- High percentage of EL students receiving ESL/ESOL supports and services
- Though not necessarily identified as at-risk using the free and reduced lunch calculation, a number of students are at a high risk of falling behind
- Declining enrollment that reduces funding and access to additional services and supports for students
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- High levels or increased levels of student trauma (Adverse Childhood Experiences, ACE Study)
- Lack of or limited access to community health services and mental health services
- Special Education funding shortfall has limited supports of our highest need students
- Increased or high levels of student discipline issues, including high numbers of suspensions and/or expulsions
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- High numbers or increasing numbers of single parent families
- High levels or an increase in absenteeism among our student population
- An increasing level of social emotional challenges and needs of students
- It is difficult to encourage a student's highest performance on an assessment that does not impact their future.
- We believe using one assessment score is not an accurate measure of student success, especially because assessments are written in a way to avoid 100% success for every assessment participant.

## **(B) Identify the budget actions that should be taken to address and remove those barriers.**

Given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. Some of them include:

- Increased salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increased funding and time for staff development
- Additional substitute teachers for teacher release time
- Increase paraeducator support in special education classrooms
- Increased funding to expand extended school year and summer school programs for students
- Maintain low teacher/pupil ratio for greater individualized instruction
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

**(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.**

We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- Our ever-changing student population brings a varying degree of cognitive abilities and disabilities which precludes us from being able to guarantee a date when all students will meet a singular level of proficiency.
- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students
- While assessment scores are one measure, our school does not believe that student assessment scores should be the sole measure of student proficiency

# Lansing High School Building State Assessment Review

**District:** 469 Lansing

**School:** Lansing High School

**Building Number:** 7426

**Grades Served:** 9-12

## **(A) Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.**

Our teachers, students, and families face a number of challenges in ensuring student proficiency on assessments. Some of those challenges at this school include:

- Declining enrollment that reduces funding and access to additional services and supports for students
- Difficulty in retaining and attracting highly qualified teachers and replacing teachers as they retire
- Special Education funding shortfall has limited supports of our highest need students
- Lack of instructional time or changes in instructional opportunities faced during the COVID pandemic created learning loss
- An increasing level of social emotional challenges and needs of students

## **(B) Identify the budget actions that should be taken to address and remove those barriers.**

Our students face a growing number of barriers to success and this school continually works to support them. Current budget constraints that impact our ability to successfully remove barriers for our students include:

- Increased salary to recruit and retain high quality certified and classified staff
- Additional staff members hired to meet the individual learning and SEL needs of all students
- Increase paraeducator support in special education classrooms
- Increased funding to expand extended school year and summer school programs for students
- Allocating budget to focus on prevention, detection and intervention concerning trauma and mental health issues

## **(C) Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented.**

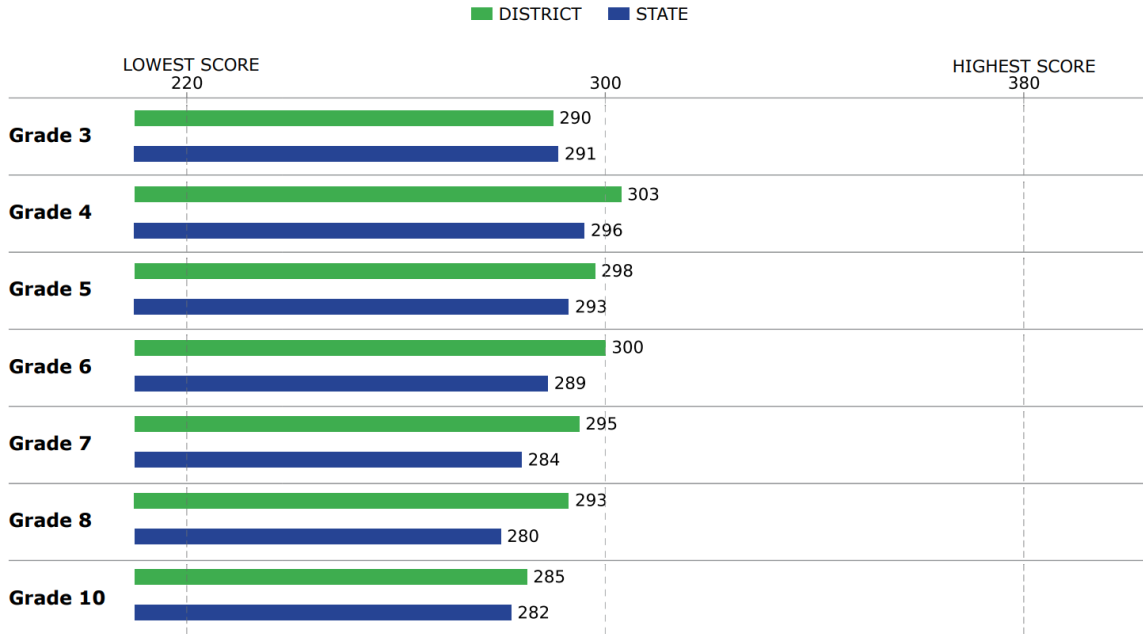
We measure growth each year and document in our KESA plans our success on a variety of student success factors. We emphasize growth and strive to lead the world in the success of each student. Although we do this and are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve a definition of grade level proficiency. Such factors include:

- The current and future levels of school funding have a significant impact on student learning and any increases or decreases have an affect on student success. Any changes to those funding levels, in either direction, impact the ability of students to meet proficiency criteria.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students

# ELA

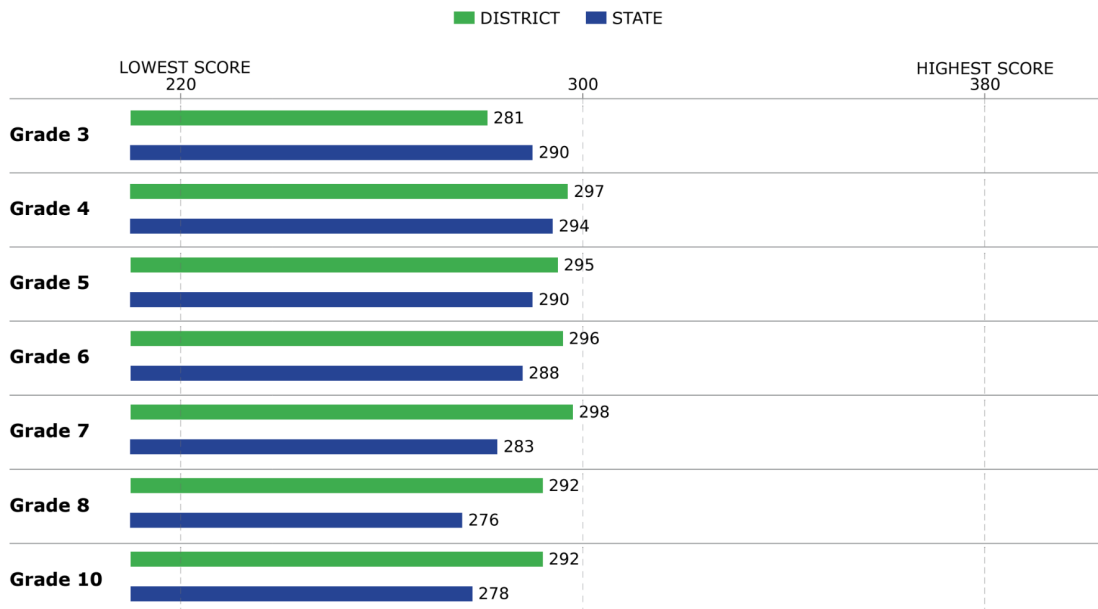
2021:

## Median District and State Performance



2022:

## Median District and State Performance

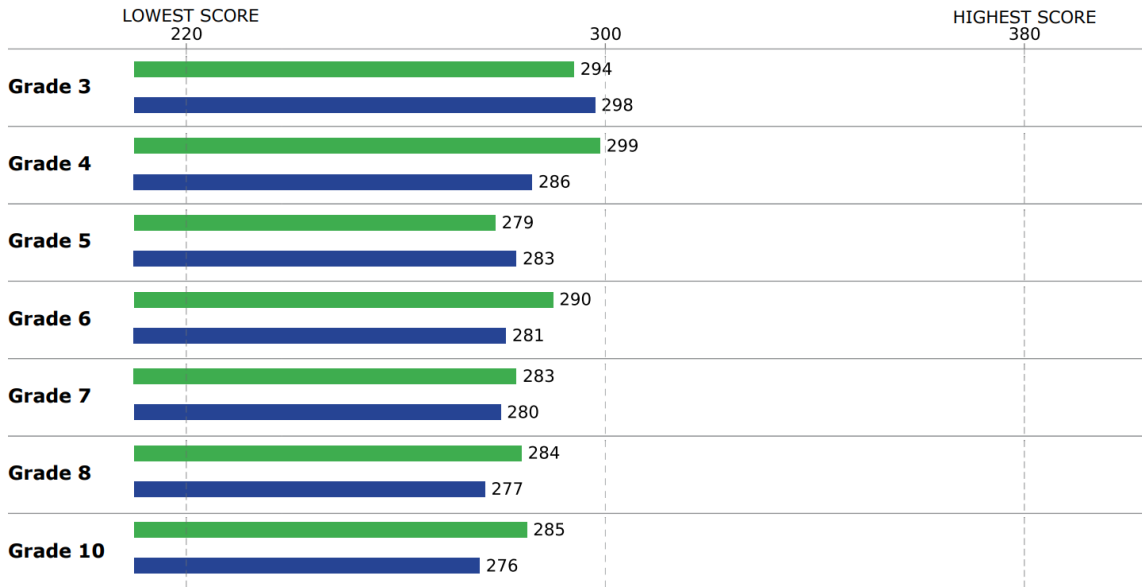


# Math

2021:

## Median District and State Performance

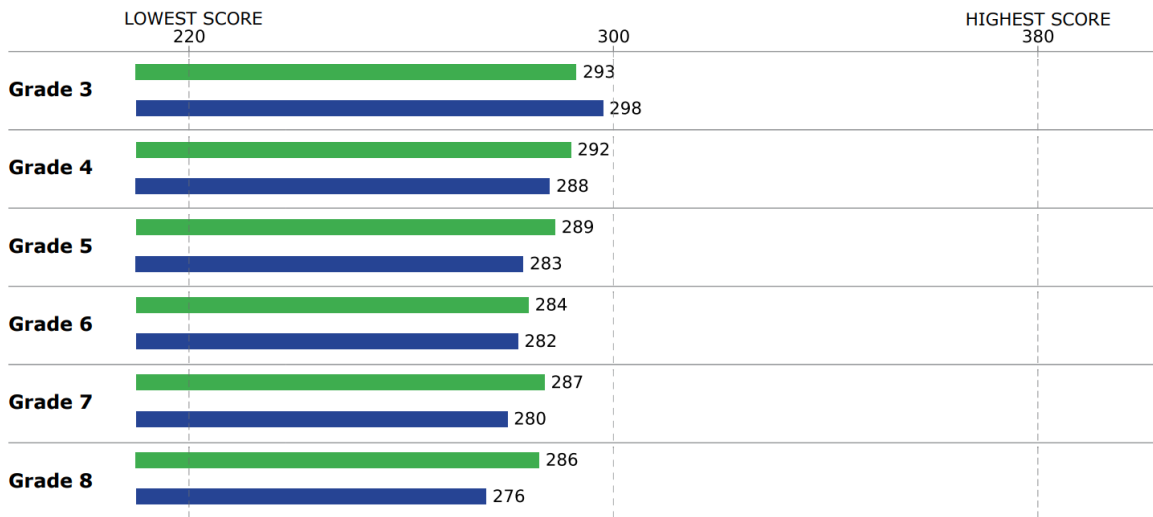
■ DISTRICT ■ STATE



2022:

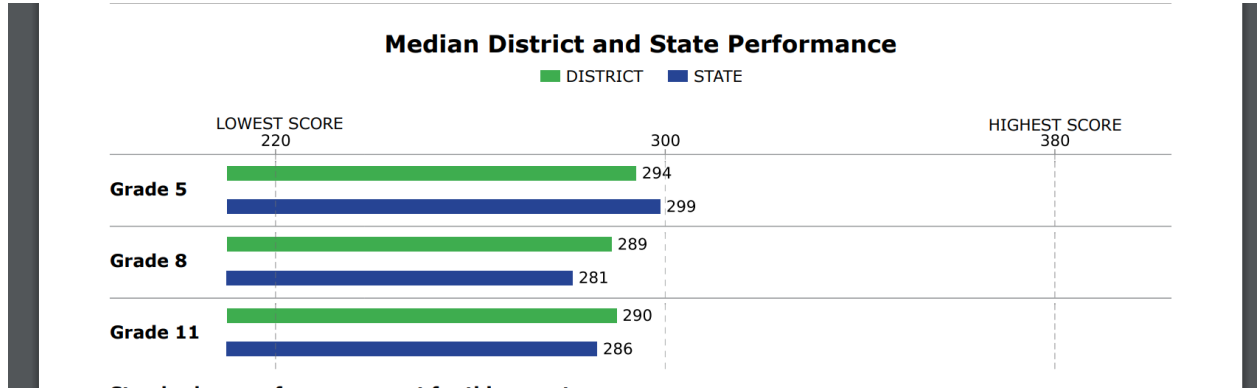
## Median District and State Performance

■ DISTRICT ■ STATE

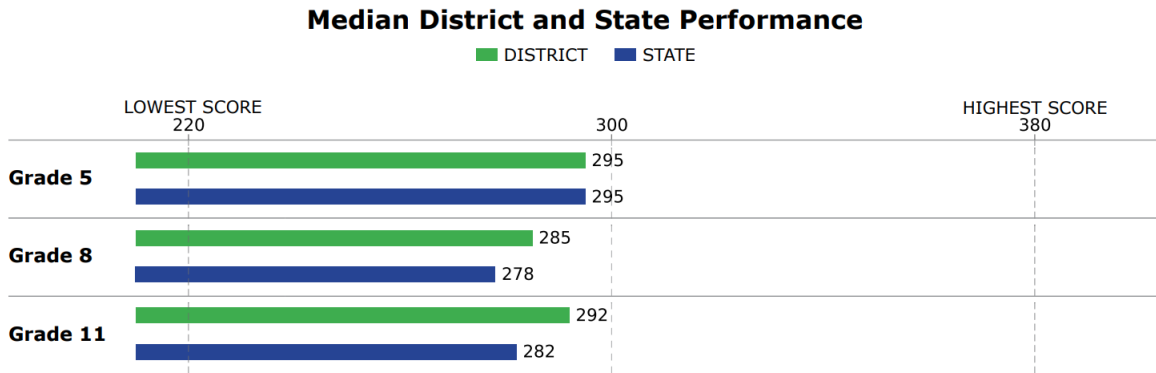


# Science

2021:



2022:





**Lansing Elementary School -**  
**Lansing USD 469**

450 W Mary St., Lansing, KS 66043  
 (913) 727-1128  
 www.usd469.net  
 Principal: **Jennifer Kolb**

System Accreditation Status: **Accredited**  
 ESSA Annual Meaningful Differentiation: **2021 data not required**  
 Grades: **PK-3**  
 Superintendent: **Dan Wessel**

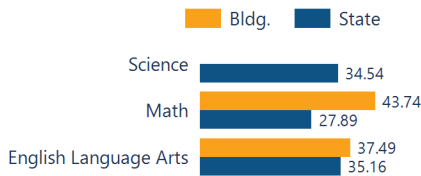
**Demographics**



**714 Students**  
 African American 6.72%  
 Hispanic 12.04%  
 Other 11.62%  
 White 69.61%

**Academically Prepared for Postsecondary Success**

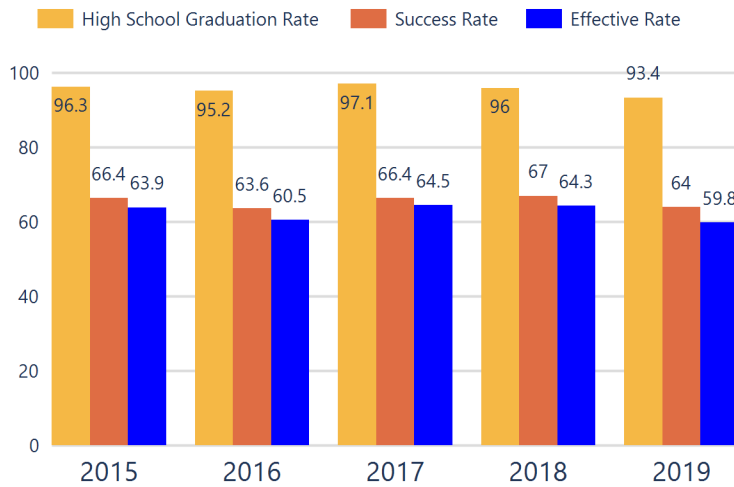
The percentage of students who scored at Levels 3 and 4 on the state assessment.



**District Kansans Can Star Recognition**

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

**District Postsecondary Effectiveness**



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

**Five-Year Graduation Avg 95.6%**

**Five-Year Success Avg 65.5%**

**Five-Year Effective Avg 62.6%**

**95% Confidence Interval for the Predicted Effectiveness Rate 55.1 - 59.3%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

**GRADUATION RATE**

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

**ATTENDANCE RATE**

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

**CHRONIC ABSENTEEISM**

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

**DROPOUT RATE**

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

|       |             |   |                 |
|-------|-------------|---|-----------------|
| N/A   | State: 88.1 | <b>School ESSA Expenditures Per Pupil</b>   | \$13,315        |
| 93.0% | State: 93.8 | Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services. | State: \$12,863 |
| 21.7% | State: 17.5 | <a href="#">Click here for State Financial Accountability.</a>  |                 |
| N/A   | State: 1.7  |   |                 |





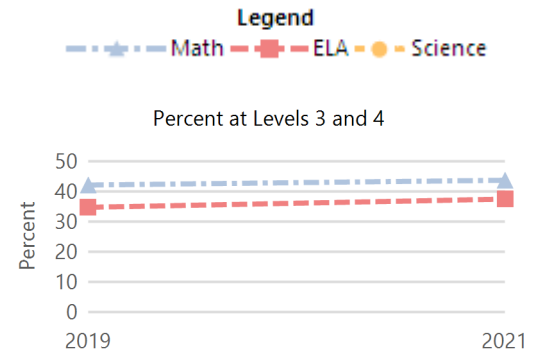
### School Academic Success

### Academically Prepared for Postsecondary Success

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

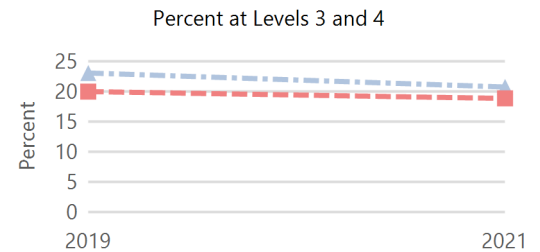
#### ALL STUDENTS

|         | 2018-19 |       |     | 2019-20 |     |     | 2020-21 |       |     |
|---------|---------|-------|-----|---------|-----|-----|---------|-------|-----|
|         | Math    | ELA   | Sci | Math    | ELA | Sci | Math    | ELA   | Sci |
| Level 1 | 21.62   | 29.34 | N/A | N/A     | N/A | N/A | 20.83   | 30.20 | N/A |
| Level 2 | 36.21   | 35.86 | N/A | N/A     | N/A | N/A | 35.41   | 32.29 | N/A |
| Level 3 | 26.48   | 22.28 | N/A | N/A     | N/A | N/A | 31.77   | 23.43 | N/A |
| Level 4 | 15.67   | 12.50 | N/A | N/A     | N/A | N/A | 11.97   | 14.06 | N/A |



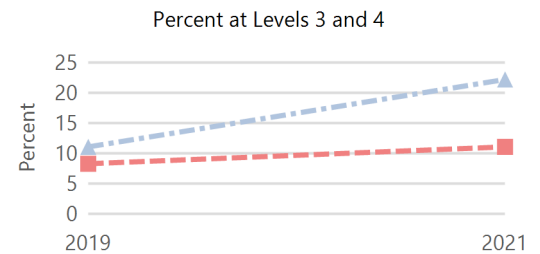
#### FREE AND REDUCED LUNCH STUDENTS

|         | 2018-19 |       |     | 2019-20 |     |     | 2020-21 |       |     |
|---------|---------|-------|-----|---------|-----|-----|---------|-------|-----|
|         | Math    | ELA   | Sci | Math    | ELA | Sci | Math    | ELA   | Sci |
| Level 1 | 30.76   | 35.38 | N/A | N/A     | N/A | N/A | 39.62   | 49.05 | N/A |
| Level 2 | 46.15   | 44.61 | N/A | N/A     | N/A | N/A | 39.62   | 32.07 | N/A |
| Level 3 | 20.00   | 16.92 | N/A | N/A     | N/A | N/A | 16.98   | 15.09 | N/A |
| Level 4 | 3.07    | 3.07  | N/A | N/A     | N/A | N/A | 3.77    | 3.77  | N/A |



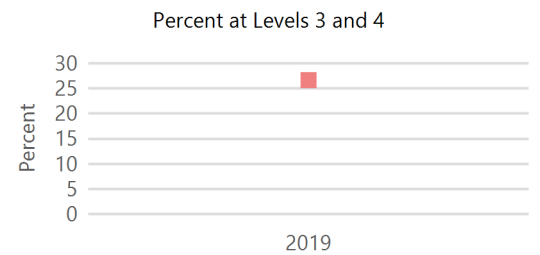
#### STUDENTS WITH DISABILITIES

|         | 2018-19 |       |     | 2019-20 |     |     | 2020-21 |       |     |
|---------|---------|-------|-----|---------|-----|-----|---------|-------|-----|
|         | Math    | ELA   | Sci | Math    | ELA | Sci | Math    | ELA   | Sci |
| Level 1 | 47.22   | 66.66 | N/A | N/A     | N/A | N/A | 48.14   | 59.25 | N/A |
| Level 2 | 41.66   | 25.00 | N/A | N/A     | N/A | N/A | 29.62   | 29.62 | N/A |
| Level 3 | 5.55    | 5.55  | N/A | N/A     | N/A | N/A | 18.51   | 7.40  | N/A |
| Level 4 | 5.55    | 2.77  | N/A | N/A     | N/A | N/A | 3.70    | 3.70  | N/A |



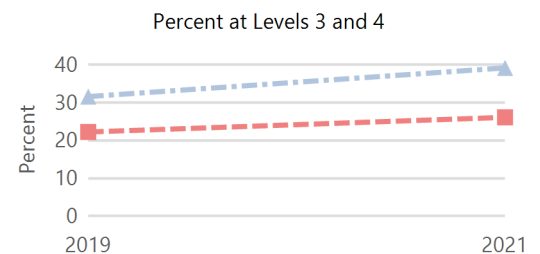
#### AFRICAN-AMERICAN STUDENTS

|         | 2018-19 |       |     | 2019-20 |     |     | 2020-21 |     |     |
|---------|---------|-------|-----|---------|-----|-----|---------|-----|-----|
|         | Math    | ELA   | Sci | Math    | ELA | Sci | Math    | ELA | Sci |
| Level 1 | 40.00   | 53.33 | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 2 | 33.33   | 20.00 | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 3 | 26.66   | 20.00 | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |
| Level 4 | 0.00    | 6.66  | N/A | N/A     | N/A | N/A | N/A     | N/A | N/A |



#### HISPANIC STUDENTS

|         | 2018-19 |       |     | 2019-20 |     |     | 2020-21 |       |     |
|---------|---------|-------|-----|---------|-----|-----|---------|-------|-----|
|         | Math    | ELA   | Sci | Math    | ELA | Sci | Math    | ELA   | Sci |
| Level 1 | 26.31   | 22.22 | N/A | N/A     | N/A | N/A | 30.43   | 34.78 | N/A |
| Level 2 | 42.10   | 55.55 | N/A | N/A     | N/A | N/A | 30.43   | 39.13 | N/A |
| Level 3 | 15.78   | 5.55  | N/A | N/A     | N/A | N/A | 34.78   | 17.39 | N/A |
| Level 4 | 15.78   | 16.66 | N/A | N/A     | N/A | N/A | 4.34    | 8.69  | N/A |



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

### ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

#### Building

State **19.8**



**Lansing High 9-12 -**  
**Lansing USD 469**

1412 147th Street, Leavenworth, KS 66048  
 (913) 727-3357  
 www.usd469.net  
 Principal: **Rob McKim**

System Accreditation Status: **Accredited**  
 ESSA Annual Meaningful Differentiation: **2021 data not required**  
 Grades: **9-12**  
 Superintendent: **Dan Wessel**

**Demographics**

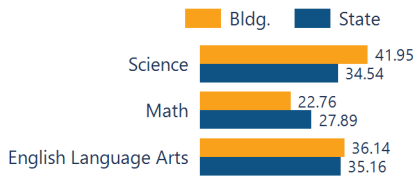


**892 Students**

- African American 6.95%
- Hispanic 8.74%
- Other 11.10%
- White 73.21%

**Academically Prepared for Postsecondary Success**

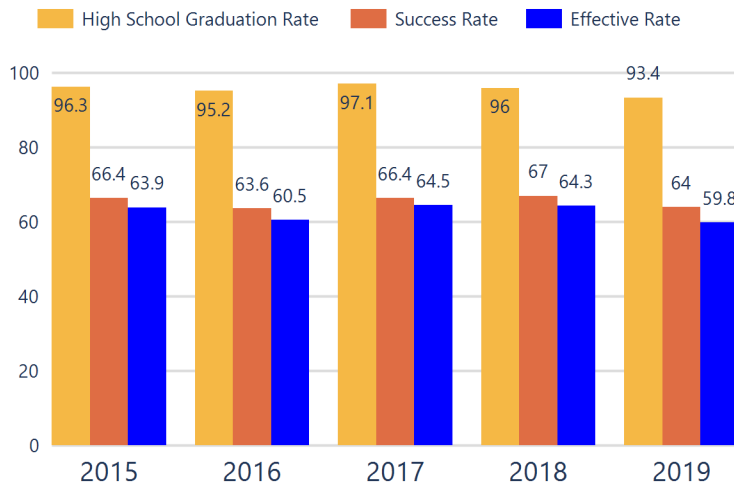
The percentage of students who scored at Levels 3 and 4 on the state assessment.



**District Kansans Can Star Recognition**

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

**District Postsecondary Effectiveness**



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

**Five-Year Graduation Avg 95.6%**

**Five-Year Success Avg 65.5%**

**Five-Year Effective Avg 62.6%**

**95% Confidence Interval for the Predicted Effectiveness Rate 55.1 - 59.3%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

**GRADUATION RATE**

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

**ATTENDANCE RATE**

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

**CHRONIC ABSENTEEISM**

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

**DROPOUT RATE**

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

**92.3%** State: 88.1

**92.7%** State: 93.8

**19.7%** State: 17.5

**2.9%** State: 1.7

**School ESSA Expenditures Per Pupil**

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

**\$12,686**  
 State: \$12,863

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



### School Academic Success

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

### Academically Prepared for Postsecondary Success

#### ALL STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 38.46   | 26.39 | 32.38 | N/A     | N/A | N/A | 33.92   | 22.53 | 31.03 |
| Level 2 | 40.51   | 38.07 | 32.38 | N/A     | N/A | N/A | 43.30   | 41.31 | 27.01 |
| Level 3 | 15.38   | 26.90 | 23.80 | N/A     | N/A | N/A | 18.75   | 29.57 | 29.31 |
| Level 4 | 5.64    | 8.62  | 11.42 | N/A     | N/A | N/A | 4.01    | 6.57  | 12.64 |

#### FREE AND REDUCED LUNCH STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 60.46   | 42.22 | 52.63 | N/A     | N/A | N/A | 47.36   | 44.11 | 52.94 |
| Level 2 | 37.20   | 37.77 | 31.57 | N/A     | N/A | N/A | 39.47   | 52.94 | 11.76 |
| Level 3 | 2.32    | 17.77 | 10.52 | N/A     | N/A | N/A | 13.15   | 2.94  | 32.35 |
| Level 4 | 0.00    | 2.22  | 5.26  | N/A     | N/A | N/A | 0.00    | 0.00  | 2.94  |

#### STUDENTS WITH DISABILITIES

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 75.00   | 75.00 | 54.54 | N/A     | N/A | N/A | 78.78   | 66.66 | 70.58 |
| Level 2 | 25.00   | 21.42 | 13.63 | N/A     | N/A | N/A | 15.15   | 16.66 | 5.88  |
| Level 3 | 0.00    | 3.57  | 22.72 | N/A     | N/A | N/A | 6.06    | 16.66 | 23.52 |
| Level 4 | 0.00    | 0.00  | 9.09  | N/A     | N/A | N/A | 0.00    | 0.00  | 0.00  |

#### AFRICAN-AMERICAN STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 41.66   | 25.00 | 81.25 | N/A     | N/A | N/A | 62.50   | 33.33 | 57.14 |
| Level 2 | 50.00   | 41.66 | 18.75 | N/A     | N/A | N/A | 31.25   | 33.33 | 35.71 |
| Level 3 | 8.33    | 25.00 | 0.00  | N/A     | N/A | N/A | 6.25    | 33.33 | 7.14  |
| Level 4 | 0.00    | 8.33  | 0.00  | N/A     | N/A | N/A | 0.00    | 0.00  | 0.00  |

#### HISPANIC STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 50.00   | 37.50 | 47.36 | N/A     | N/A | N/A | 15.00   | 16.66 | 23.07 |
| Level 2 | 31.25   | 37.50 | 31.57 | N/A     | N/A | N/A | 70.00   | 44.44 | 38.46 |
| Level 3 | 12.50   | 25.00 | 5.26  | N/A     | N/A | N/A | 15.00   | 27.77 | 23.07 |
| Level 4 | 6.25    | 0.00  | 15.78 | N/A     | N/A | N/A | 0.00    | 11.11 | 15.38 |

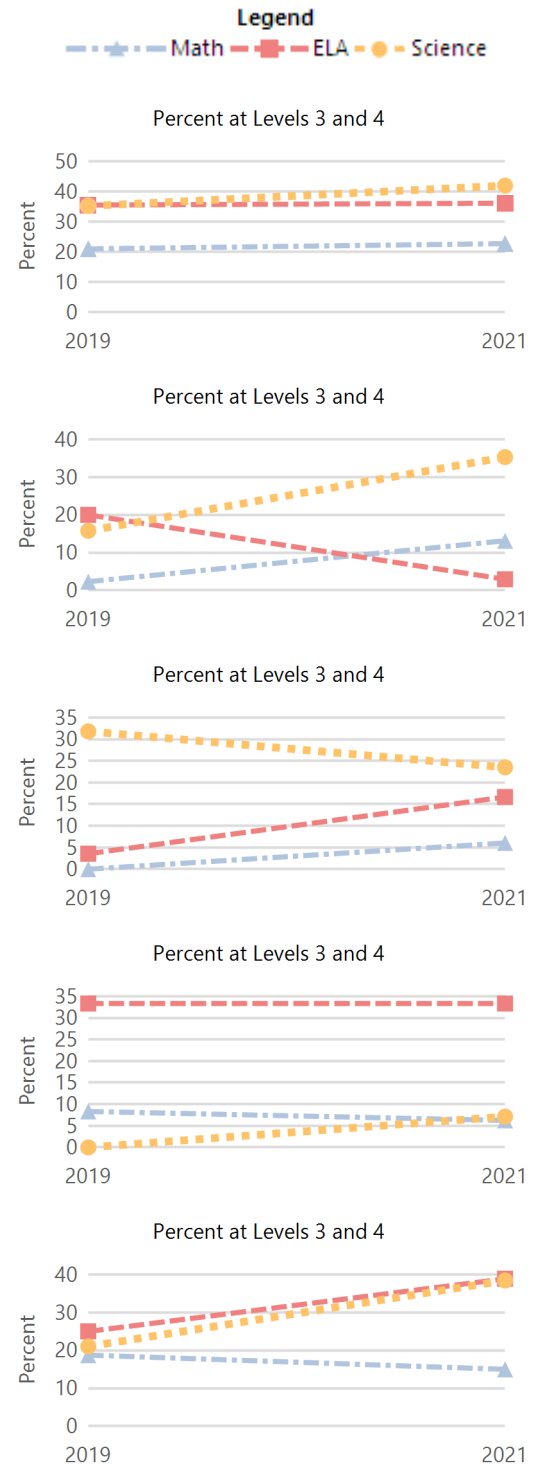
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

### ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

|          |      |
|----------|------|
| Building | 19.7 |
| State    | 19.8 |





**Lansing Intermediate School -**  
**Lansing USD 469**

509 W Ida St, Lansing, KS 66043  
 (913) 297-0990  
 www.usd469.net  
 Principal: **Susan Anderson**

System Accreditation Status: **Accredited**  
 ESSA Annual Meaningful Differentiation: **2021 data not required**  
 Grades: **4-5**  
 Superintendent: **Dan Wessel**

**Demographics**

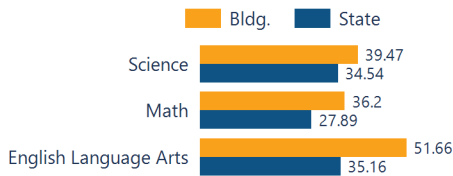


373 Students

- African American 6.17%
- Hispanic 13.14%
- Other 10.72%
- White 69.97%

**Academically Prepared for Postsecondary Success**

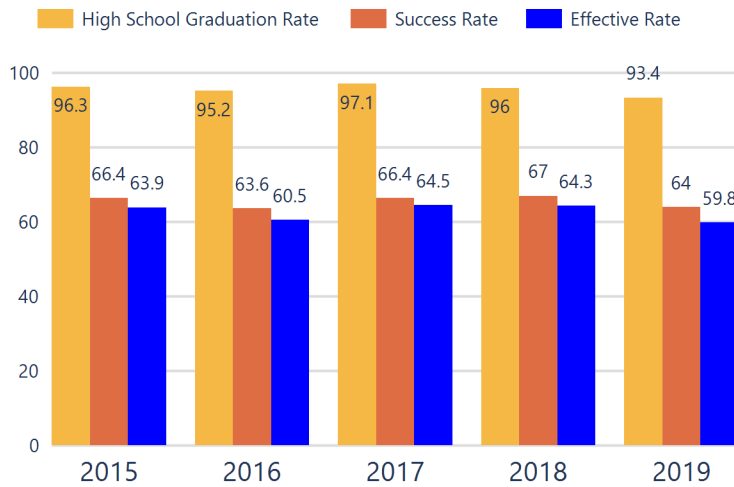
The percentage of students who scored at Levels 3 and 4 on the state assessment.



**District Kansans Can Star Recognition**

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

**District Postsecondary Effectiveness**



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

**Five-Year Graduation Avg 95.6%**

**Five-Year Success Avg 65.5%**

**Five-Year Effective Avg 62.6%**

**95% Confidence Interval for the Predicted Effectiveness Rate 55.1 - 59.3%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

**GRADUATION RATE**

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

**ATTENDANCE RATE**

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

**CHRONIC ABSENTEEISM**

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

**DROPOUT RATE**

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

|       |             |   |
|-------|-------------|---|
| N/A   | State: 88.1 | <b>School ESSA Expenditures Per Pupil</b>             |
| 93.1% | State: 93.8 | <b>\$8,997</b>  |
| 18.1% | State: 17.5 | State: \$12,863                                       |
| N/A   | State: 1.7  | <b>Click here for State Financial Accountability.</b> |

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



### School Academic Success

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

#### ALL STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 18.65   | 21.50 | 32.63 | N/A     | N/A | N/A | 22.28   | 19.27 | 29.47 |
| Level 2 | 46.37   | 31.08 | 32.63 | N/A     | N/A | N/A | 41.50   | 29.05 | 31.05 |
| Level 3 | 24.35   | 34.97 | 24.21 | N/A     | N/A | N/A | 23.39   | 38.54 | 28.42 |
| Level 4 | 10.62   | 12.43 | 10.52 | N/A     | N/A | N/A | 12.81   | 13.12 | 11.05 |

#### FREE AND REDUCED LUNCH STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 29.60   | 34.67 | 47.61 | N/A     | N/A | N/A | 31.57   | 27.65 | 43.63 |
| Level 2 | 48.00   | 31.45 | 25.39 | N/A     | N/A | N/A | 48.42   | 34.04 | 27.27 |
| Level 3 | 16.80   | 25.80 | 19.04 | N/A     | N/A | N/A | 13.68   | 31.91 | 29.09 |
| Level 4 | 5.60    | 8.06  | 7.93  | N/A     | N/A | N/A | 6.31    | 6.38  | 0.00  |

#### STUDENTS WITH DISABILITIES

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 49.33   | 52.00 | 65.00 | N/A     | N/A | N/A | 54.28   | 47.14 | 55.26 |
| Level 2 | 41.33   | 28.00 | 20.00 | N/A     | N/A | N/A | 32.85   | 32.85 | 23.68 |
| Level 3 | 8.00    | 17.33 | 5.00  | N/A     | N/A | N/A | 8.57    | 17.14 | 13.15 |
| Level 4 | 1.33    | 2.66  | 10.00 | N/A     | N/A | N/A | 4.28    | 2.85  | 7.89  |

#### AFRICAN-AMERICAN STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |     |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-----|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci |
| Level 1 | 28.57   | 39.28 | 62.50 | N/A     | N/A | N/A | 26.31   | 21.05 | N/A |
| Level 2 | 46.42   | 32.14 | 25.00 | N/A     | N/A | N/A | 57.89   | 42.10 | N/A |
| Level 3 | 21.42   | 25.00 | 12.50 | N/A     | N/A | N/A | 10.52   | 36.84 | N/A |
| Level 4 | 3.57    | 3.57  | 0.00  | N/A     | N/A | N/A | 5.26    | 0.00  | N/A |

#### HISPANIC STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 15.62   | 22.58 | 33.33 | N/A     | N/A | N/A | 25.53   | 23.91 | 30.76 |
| Level 2 | 53.12   | 19.35 | 38.88 | N/A     | N/A | N/A | 44.68   | 41.30 | 42.30 |
| Level 3 | 18.75   | 48.38 | 11.11 | N/A     | N/A | N/A | 25.53   | 26.08 | 26.92 |
| Level 4 | 12.50   | 9.67  | 16.66 | N/A     | N/A | N/A | 4.25    | 8.69  | 0.00  |

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

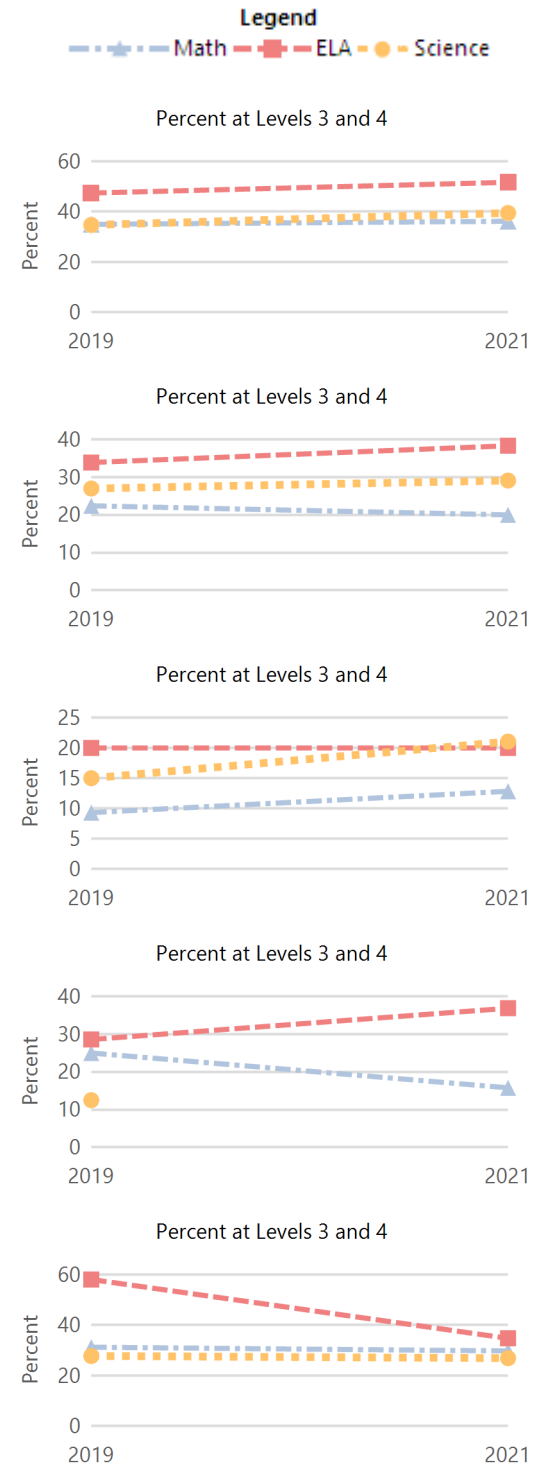
### ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.



### Academically Prepared for Postsecondary Success



### Building

State **19.8**

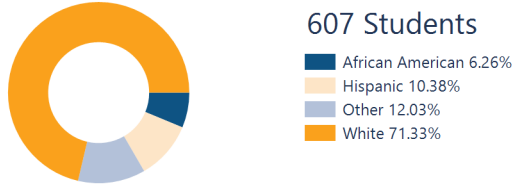


**Lansing Middle 6-8 -**  
**Lansing USD 469**

220 Lion Lane, Lansing, KS 66043-1600  
 (913) 727-1197  
 www.usd469.net  
 Principal: **Brooks Jenkins**

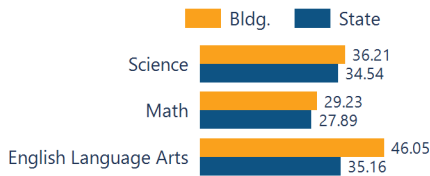
System Accreditation Status: **Accredited**  
 ESSA Annual Meaningful Differentiation: **2021 data not required**  
 Grades: **6-8**  
 Superintendent: **Dan Wessel**

**Demographics**



**Academically Prepared for Postsecondary Success**

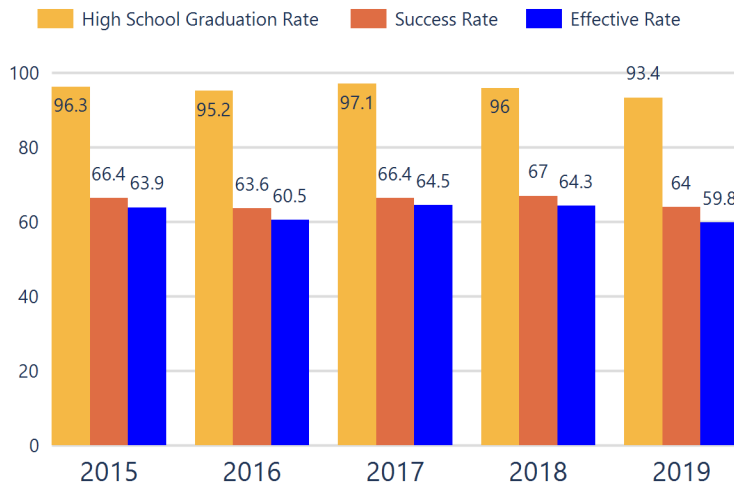
The percentage of students who scored at Levels 3 and 4 on the state assessment.



**District Kansans Can Star Recognition**

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

**District Postsecondary Effectiveness**



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

**Five-Year Graduation Avg 95.6%**

**Five-Year Success Avg 65.5%**

**Five-Year Effective Avg 62.6%**

**95% Confidence Interval for the Predicted Effectiveness Rate 55.1 - 59.3%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

**GRADUATION RATE**

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

**ATTENDANCE RATE**

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

**CHRONIC ABSENTEEISM**

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

**DROPOUT RATE**

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

|       |             |   |
|-------|-------------|---|
| N/A   | State: 88.1 | <b>School ESSA Expenditures Per Pupil</b>   |
| 91.3% | State: 93.8 | Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services. |
| 30.3% | State: 17.5 | <b>Click here for State Financial Accountability.</b>   |
| N/A   | State: 1.7  |   |

**\$9,971**  
 State: \$12,863





### School Academic Success

### Academically Prepared for Postsecondary Success

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

#### ALL STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 19.87   | 20.82 | 27.23 | N/A     | N/A | N/A | 28.20   | 24.65 | 37.83 |
| Level 2 | 42.58   | 32.75 | 31.92 | N/A     | N/A | N/A | 42.56   | 29.28 | 25.94 |
| Level 3 | 28.54   | 36.72 | 28.63 | N/A     | N/A | N/A | 22.49   | 35.78 | 23.24 |
| Level 4 | 8.99    | 9.69  | 12.20 | N/A     | N/A | N/A | 6.74    | 10.27 | 12.97 |

#### FREE AND REDUCED LUNCH STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 28.32   | 30.58 | 35.41 | N/A     | N/A | N/A | 44.28   | 39.86 | 53.84 |
| Level 2 | 47.97   | 38.82 | 35.41 | N/A     | N/A | N/A | 46.42   | 32.86 | 28.20 |
| Level 3 | 20.23   | 26.47 | 29.16 | N/A     | N/A | N/A | 6.42    | 25.17 | 15.38 |
| Level 4 | 3.46    | 4.11  | 0.00  | N/A     | N/A | N/A | 2.85    | 2.09  | 2.56  |

#### STUDENTS WITH DISABILITIES

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 54.90   | 54.45 | 73.52 | N/A     | N/A | N/A | 66.36   | 67.25 | 75.75 |
| Level 2 | 34.31   | 31.68 | 11.76 | N/A     | N/A | N/A | 32.72   | 20.35 | 15.15 |
| Level 3 | 8.82    | 10.89 | 11.76 | N/A     | N/A | N/A | 0.90    | 11.50 | 9.09  |
| Level 4 | 1.96    | 2.97  | 2.94  | N/A     | N/A | N/A | 0.00    | 0.88  | 0.00  |

#### AFRICAN-AMERICAN STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |     |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-----|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci |
| Level 1 | 30.55   | 38.88 | 46.15 | N/A     | N/A | N/A | 51.28   | 38.46 | N/A |
| Level 2 | 61.11   | 38.88 | 46.15 | N/A     | N/A | N/A | 35.89   | 38.46 | N/A |
| Level 3 | 5.55    | 16.66 | 7.69  | N/A     | N/A | N/A | 10.25   | 15.38 | N/A |
| Level 4 | 2.77    | 5.55  | 0.00  | N/A     | N/A | N/A | 2.56    | 7.69  | N/A |

#### HISPANIC STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 21.81   | 25.00 | 14.28 | N/A     | N/A | N/A | 46.42   | 29.09 | 56.00 |
| Level 2 | 52.72   | 34.61 | 64.28 | N/A     | N/A | N/A | 35.71   | 34.54 | 20.00 |
| Level 3 | 14.54   | 32.69 | 14.28 | N/A     | N/A | N/A | 16.07   | 30.90 | 12.00 |
| Level 4 | 10.90   | 7.69  | 7.14  | N/A     | N/A | N/A | 1.78    | 5.45  | 12.00 |

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

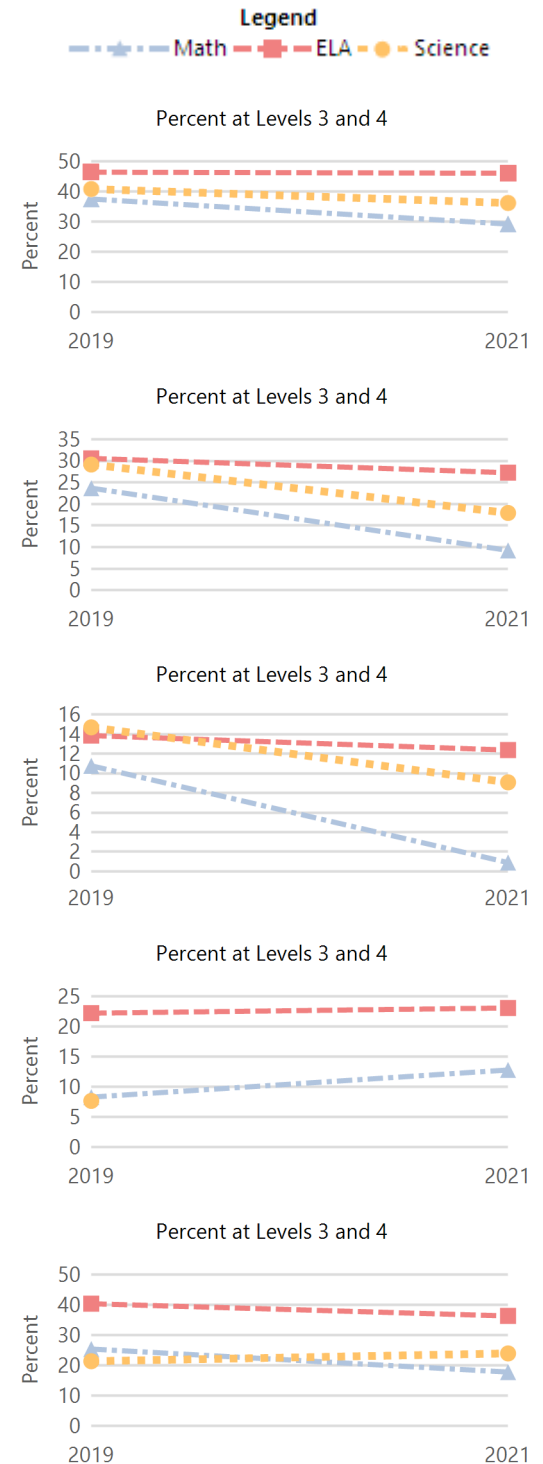
### ACT Performance (2021 School Year)

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Note: Not all eligible students completed an ACT.

Building

State **19.8**





# Lansing USD 469

200 E Mary St, Lansing, KS 66043-1633  
(913) 727-1100  
www.usd469.net

System Accreditation Status: **Accredited**  
ESSA Annual Meaningful Differentiation: **2021 data not required**  
Grades: **PK-12,NG**  
Superintendent: **Dan Wessel**

## Demographics

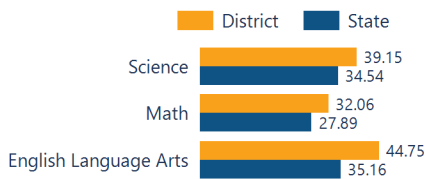


2,586 Students

- African American 6.61%
- Hispanic 10.67%
- Other 11.41%
- White 71.31%

## Academically Prepared for Postsecondary Success

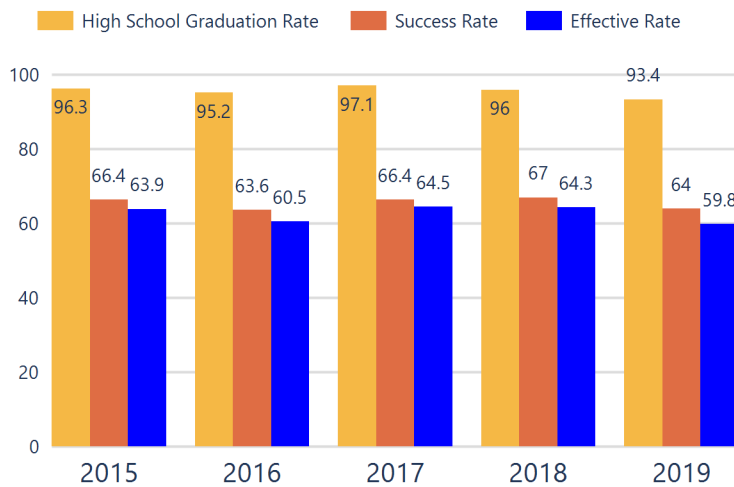
The percentage of students who scored at Levels 3 and 4 on the state assessment.



## District Kansans Can Star Recognition

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

## District Postsecondary Effectiveness



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

Five-Year Graduation Avg  
**95.6%**

Five-Year Success Avg  
**65.5%**

Five-Year Effective Avg  
**62.6%**

95% Confidence Interval for the Predicted Effectiveness Rate  
**55.1 - 59.3%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2015-2019) and are rounded to the nearest whole number.

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

### GRADUATION RATE

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

### ATTENDANCE RATE

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

### CHRONIC ABSENTEEISM

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

### DROPOUT RATE

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

|  |  |   |
|--|--|---|
| <p><b>92.3%</b></p> <p><b>92.5%</b></p> <p><b>22.5%</b></p> <p><b>2.0%</b></p> | <p>State: 88.1</p> <p>State: 93.8</p> <p>State: 17.5</p> <p>State: 1.7</p> | <p><b>District ESSA Expenditures Per Pupil</b></p> <p>Expenditures reflect those for the normal day-to-day operation of schools as reported by the Local Education Agency. The following expenditures are excluded: capital outlay, school construction and building improvements, equipment and debt services.</p> <p><b>\$12,780</b></p> <p>State: \$12,863</p> <p><a href="#">Click here for State Financial Accountability.</a></p> |
|--|--|---|





### District Academic Success

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

### Academically Prepared for Postsecondary Success

#### ALL STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 22.41   | 22.97 | 30.66 | N/A     | N/A | N/A | 26.53   | 23.68 | 32.78 |
| Level 2 | 42.46   | 33.42 | 32.30 | N/A     | N/A | N/A | 41.38   | 31.55 | 28.05 |
| Level 3 | 25.26   | 32.92 | 25.61 | N/A     | N/A | N/A | 23.42   | 33.77 | 26.95 |
| Level 4 | 9.85    | 10.66 | 11.41 | N/A     | N/A | N/A | 8.64    | 10.98 | 12.20 |

#### FREE AND REDUCED LUNCH STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 32.67   | 34.07 | 44.96 | N/A     | N/A | N/A | 40.18   | 38.27 | 49.21 |
| Level 2 | 46.43   | 37.28 | 30.20 | N/A     | N/A | N/A | 45.09   | 35.18 | 23.43 |
| Level 3 | 17.19   | 23.70 | 20.13 | N/A     | N/A | N/A | 11.04   | 23.14 | 25.78 |
| Level 4 | 3.68    | 4.93  | 4.69  | N/A     | N/A | N/A | 3.68    | 3.39  | 1.56  |

#### STUDENTS WITH DISABILITIES

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 54.54   | 58.09 | 65.62 | N/A     | N/A | N/A | 62.50   | 60.25 | 65.90 |
| Level 2 | 36.36   | 28.21 | 15.62 | N/A     | N/A | N/A | 30.00   | 24.78 | 17.04 |
| Level 3 | 7.02    | 11.20 | 11.45 | N/A     | N/A | N/A | 5.83    | 13.24 | 13.63 |
| Level 4 | 2.06    | 2.48  | 7.29  | N/A     | N/A | N/A | 1.66    | 1.70  | 3.40  |

#### AFRICAN-AMERICAN STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 32.96   | 39.56 | 64.44 | N/A     | N/A | N/A | 45.23   | 33.73 | 51.61 |
| Level 2 | 50.54   | 34.06 | 28.88 | N/A     | N/A | N/A | 41.66   | 38.55 | 25.80 |
| Level 3 | 14.28   | 20.87 | 6.66  | N/A     | N/A | N/A | 10.71   | 24.09 | 19.35 |
| Level 4 | 2.19    | 5.49  | 0.00  | N/A     | N/A | N/A | 2.38    | 3.61  | 3.22  |

#### HISPANIC STUDENTS

|         | 2018-19 |       |       | 2019-20 |     |     | 2020-21 |       |       |
|---------|---------|-------|-------|---------|-----|-----|---------|-------|-------|
|         | Math    | ELA   | Sci   | Math    | ELA | Sci | Math    | ELA   | Sci   |
| Level 1 | 24.59   | 25.64 | 33.33 | N/A     | N/A | N/A | 32.87   | 26.76 | 39.06 |
| Level 2 | 48.36   | 34.18 | 43.13 | N/A     | N/A | N/A | 42.46   | 38.73 | 32.81 |
| Level 3 | 15.57   | 31.62 | 9.80  | N/A     | N/A | N/A | 21.91   | 26.76 | 20.31 |
| Level 4 | 11.47   | 8.54  | 13.72 | N/A     | N/A | N/A | 2.73    | 7.74  | 7.81  |

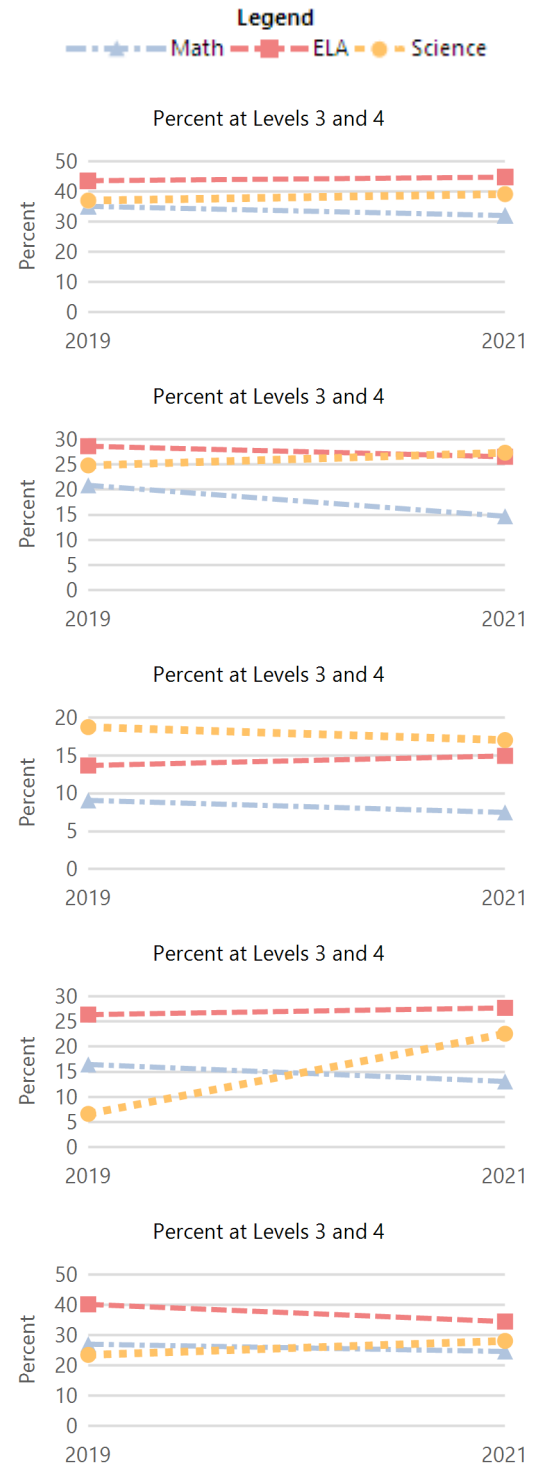
N/A: To protect student privacy, when a subgroup has fewer than 10 students, the data are not displayed.

### ACT Performance (2021 School Year)

ACT is a national college admissions exam that includes subject level tests in English, Math, Reading and Science. Students receive scores that range from 1 to 36 on each subject and an overall Composite score. This report provides the average Composite score for the 2021 graduating seniors who took the ACT as sophomores, juniors, or seniors.

Note: Not all eligible students completed an ACT.

|          |      |
|----------|------|
| District | 19.7 |
| State    | 19.8 |





Lansing  
USD 469

Year 4 OVT Rec

# RoadMap

- 1. Acronym Refresher!**
- 2. Accreditation Process Overview**
- 3. What makes up the OVT Report**
- 4. Year 4 Recap/Recommendations**
- 5. “Now What?” - Year 5 Plan**

# Quick Background on Acronyms

- Did you know that public education has more acronyms than any other field?
- Totally anecdotal...but I guarantee it is true..
- Funny Acronyms about education:

CLASS - Come Late And Start Sleeping

MATH - Mental Abuse To Humans

SCHOOL - Sucks Children's Happiness Out Of Life

## Quick Background on Acronyms

**KESA - Kansas Educations System Accreditation**

**ARC - Accreditation Review Council**

**OVT - Outside Visitation Team**

**MTSS - Multi-Tier System of Supports**

**SCFL - Self-Correcting Feedback Loop**

**DLT - District Leadership Team**

**BLT - Building Leadership Team**

**PLC - Professional Learning Communities**

## Acronyms Continued...

**Just kidding...there aren't anymore.**

**Well, actually there are A LOT more, but the rest are not relevant to today's presentation...**

# **KESA Accreditation 5 Year Process/Cycle**

**Year 1** School/district needs assessments, goal area identification, Outside Validation Team (OVT) visit

**Year 2** Building/District goal establishment; action plan development; OVT chair check-in

**Year 3** Action plan implementation; midpoint reflection/revision; OVT visit

**Year 4** Action plan implementation; data collection; OVT chair check-in

**Year 5** Data/evidence analysis; OVT on-site visit; accreditation rating granted by State Board



# **Information on the Outside Visitation Team**

## **Role**

Validate process and results

Identify areas for improvement (AFI)

Confer on challenges

Provide visit summaries to KSDE

Recommend accreditation rating to KSDE/SBoE

## **Members**

Trained through KSDE

K-20 professionals with min. 5 yrs K-12 background

Nominated by K-12 or self-nominated w/ K-12 references

No conflict of interest

**Representation** Specialization according to needs (Sp. Ed., ELL,...)

Content area expertise

Level expertise (primary, middle, HS)

Diversity based on student pop. (as possible)



# What makes up the OVT Report?

1. Compliance
2. Foundational Structures
3. Needs Analysis and Goals
  - Based on the system's data, are the strategies producing the desired impact? Describe that impact and/or the changes being made/planned by the system to improve results.
  - Verify that the goal is logically based on a thorough and appropriate needs analysis.
  - Describe the evidence that the goal is specific and measurable.
  - Describe the evidence that the goal is relevant and attainable as presented.
  - Describe the evidence that the initiatives of the goal are expected to show results during the current KESA cycle.
  - Do buildings have goals that address their individual needs analysis and align to the system goal?
  - Describe the evidence that PD has been designed and implemented

4. Sustainability of the Improvement Process
5. Kansas Vision for Education and State Board Outcomes
  - Summarize the progress to date, based on qualitative and/or quantitative evidence, the system has shown in each of the following areas. Provide examples, where available and appropriate.
    - Social-Emotional Growth
    - Kindergarten Readiness
    - Individual Plans of Study
    - High School Graduation
    - Postsecondary Success
6. Definition of a Successful High School Graduate
  - Summarize the progress to date, utilizing the evidence provided by the system.

## 7. Stakeholder Involvement

## 8. Fidelity of Implementation

- Describe any deviation from the expected timelines with respect to submitting their System Yearly Update report and presenting reports to their local board.

## 9. Overall Strengths and Concerns

- Summarize strengths, concerns, and recommendations for the system.

## Lansing's Two Goals

As a system, Lansing USD 469 chose two goals at the beginning of this KESA Process/Cycle:

1. Relevance, specifically with the development of local curriculum (GVC) and the adoption of resources.
2. Rigor, specifically focusing on Professional Development. We adopted the Professional Learning Standards, as well as implemented surveys such as the SAI (Standards Assessment Inventory) and IMIS (Inclusive MTSS Implementation Scale) survey to see where we need improvement.

# Year 4 Recap and Report

## Strengths:

- Growth in KG Readiness, Social Emotional Growth, and Stakeholder Engagement.
- Adoption of core curriculum, specifically at the K-5 level for ELA and K-8 for Math
- Bounceback in some areas of State Assessment Scores
- Teachers are reporting better fidelity to the core through the IMIS
- Solidification of our Walkthrough tool
- Decrease in number of F's 6-12

## Strengths Continued

- Improved use of the IPS (Individual Plan of Study) 6-12
- Greater emphasis on graduation rate and post-secondary success
- Improved implementation of PLCs
- Strong system in place (SCFL) to not be in “silos”
- Deliberate and beneficial strategies put into place to make connections with students (2X10, Connection List, Breakfast Club, Lion Academy, etc.)
- PK/K growth
- More in Report (emailed to you)

## Recommendations (Numbered)

1. Heavy focus on evidence-based instructional teaching practices
2. Focus/fidelity on the core curriculum
3. Improved use of the walkthrough tool, specifically in the number of times we conduct them and analysis of data
4. More goal setting with students and in PLCs
5. Alignment of Greenbush and district PD to walkthrough data/KESA goals
6. Connecting IPS to post-secondary success
7. Scale up Social emotional growth efforts to increase student achievement

8. Having District Leadership, Building Leadership, and PLC meetings 3-4 times a year devoted to analyzing the Fastbridge, Grades, Behavior, and Attendance data to inform each quarter's goals and practices, set impact cycles around this data, and adjust any policies or procedures that may be adversely affecting student growth and success.
9. Schoolwide Positive Behavior Interventions and Supports efforts as these efforts have yielded positive results in this school year.
10. Continuing to engage their stakeholders (staff, students, and families) in a meaningful way around data, instruction, and communication



## The “Now What” for Year 5

1. Partner with Greenbush, as well as utilizing in-house experts, to improve our instructional practice.
2. Continue to stress the need to have fidelity to the core. Using data/results to prove this (KG scores)
3. Specific number of Walkthroughs (30 per quarter) and scheduled time with SW Plains to calibrate and help us analyze the reports (once per semester)
4. Deeper dive into data using ION within PLCs - goal-setting
5. Greenbush, PDC, and admin have already collaborated to create a PD schedule for next year around looking at Data and effective instructional strategies

## **The “Now What” for Year 5 continued**

6. Further implementing IPS with students, as well as monitoring post-secondary success to ensure it is helping
7. The OVT recommended some grants that we could apply for, as well as working with Greenbush’s SLS side to make sure we are keeping an eye on this.
8. Continue our SCFL and use ION to make better/quicker informed decisions
9. Possible Implementation of BIST (Behavior Intervention Support Team) K-5 (already in place 6-8)
10. Continue to provide the SAI, IMIS, and FES (Family Engagement Survey) with stakeholders, as well as continue meetings such as site council, etc.

## Acronym Quiz!!

Just kidding...

In conclusion, we are in a great place in terms of progress towards accreditation next year. We have outlined and planned for our visits with the OVT (10/19 and 4/19) and will dedicate a portion of every DLT meeting to collaboratively work on our Year 5 report, using the OVT's recommendations as a lens for our work. The implementation of Ion to easily and efficiently track our data will make providing data to the OVT team, teachers, and all stakeholders will allow us to make shifts in the moment instead of waiting weeks later.

# OVT Chair Annual Summary Report

Organization: D0469

Rating in spring: 2023

OVT Chair: Beth Clavenna-  
Deane

## Year 4

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### Compliance

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Describe any evidence provided by the system concerning how the compliance issue(s) have been or are being addressed.

### Foundational Structures

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**A response is not required of the system in regard to this topic in Year 4. They do, however, have the option of responding. Use this space to summarize any significant information shared by the system or observed during the on-site visit. If no response, please indicate N/A in the box.**



grade. Students in Math scoring a 3 or 4 declined as well in all grades except 4th and 6th when grade levels are compared to themselves. When looking at cohorts, all grade levels took a decline from 2016 to 2021, and special education students decreased their numbers in Levels 3&4 across all grade levels as well.

However, if you compare 2019 to 2021 state assessment scores, in Math grades 3rd, 4th, and 10th made gains in Levels 3 and 4 for all students and for students with disabilities. In ELA when comparing 2019 to 2021, all but 6th and 7th grade improved in Levels 3 and 4 for all students, and there were gains for special education students in 3rd, 6th, and 10th in Levels 3 & 4. Given this goal is related to the adoption of a core curriculum and instructional practices, which occurred in 2017, 2018, and 2019 for ELA and Math, the decline from 2016 (ESSA baseline) to 2021 as cohorts and as grade levels compared to themselves and the decline in Fastbridge data in grades 1, 2, 4, 5, 6, 7, 8 from winter 2018 to winter 2021 is very concerning regarding fidelity to the core instruction. The bounce back from 2019 to 2021 in some grade levels in state assessment scores is encouraging. The OVT recommends that in Year 5, Lansing place a laser focus on fidelity to evidence-based practices and the teaching of their core curricula resources the way they were intended.

Lansing uses the Inclusive MTSS Implementation Scale (IMIS) as one of their data tools to measure fidelity district-wide. They have grown immensely in their IMIS data on core resource implementation in reading, math and BSEL as a system. Reading in Tier 1 increased from 59.5% in 2019 to 81.5% in 2022. Math Tier 1 implementation increased from 72.7% in 2019 to 84.0% in 2022. BSEL Tier 1 implementation increased from 61.7% in 2019 to 79.8% in 2022. Additionally, Lansing has adopted the use of a walk-through tool. As mentioned previously, the data are varied as the tool was not required in the 2021-22 school year.

Specifically, Lansing Elementary uses walk-through observations and has also created opportunities for peer observations.

Lansing Middle School uses walk-through observation and addresses all problems with the teacher, PLC or department.

Lansing Intermediate School has never analyzed the walk-through data, although walk-throughs are happening. They check fidelity through conversations at PLCs and informal observations. Lansing High School uses PLCs to lead their check on fidelity.

Late start now allows time to amplify PLC conversations through the grade levels. They are also now in partnership with Greenbush to enhance their teaching practices in order to build capacity within their building to improve their core resources.

Moving into year 5, given that teachers are reporting better fidelity to the core through the IMIS and the system reports that late starts are used to monitor fidelity but the student level data has taken a decline in most grade levels, the OVT would recommend for Lansing to use their walkthrough tool more regularly and more effectively in addition to the IMIS and regular reviews of the Fastbridge data to monitor fidelity. The

varied walk-through data indicated that effective instructional practices were being used about 30% of the time, and that engagement was at about 84%. The OVT would recommend that the use of effective practices increase next year, for example in the explicit instruction process I Do, We Do, You Do, Direct instruction and Modeling (I Do) should be around 40%, Guided Practice (We Do) should be around 40%, and independent work (You Do) should be about 20%. The baseline this year had 33% I do, 31% We Do, and 49% You do. This would improve fidelity to core as well as further engagement. The OVT would also be recommended to use the walk-through tools more frequently. As the FastBridge data indicates that improving instructional practices could help improve the data, the district should target how often the walk-throughs will be happening throughout the semester or quarter.

2831 Based on the system's data, are the strategies producing the desired impact? Describe that impact and/or the changes being made/planned by the system to improve results.

To support professional learning, Lansing implemented a staff professional development survey by Learning Forward, that was completed in the Spring of 2021, to gather stakeholder feedback. This data will be used as a baseline moving forward in the school improvement process through year 5. The survey will be given again in the spring of 2022 to determine if progress has been made. The PD survey identified peer-to-peer observations as the lowest scoring area. The district realizes that peer-to-peer observations are one of the most effective learning opportunities for their teachers to improve student achievement. The DLT and PDC worked together to determine that the late start would be used for teachers to plan, reflect and provide each other feedback on the observation cycle. LHS and LES provided professional development to teachers on the observation process. LMS required their staff to participate in two observations throughout the school year. At this time, peer-to-peer observations are optional and are not required by the district. Some teachers have chosen to take advantage of this opportunity, but it is not practiced system-wide.

The Lansing School District recognizes the need for differentiated and personalized PD to meet the various needs of staff and students throughout the district. The SAI survey data is being used to drive PD. Late start, PD days and PLCs have been used to support teachers with training on curriculum resources, BSEL protocols and vertical alignment of the curriculum. LES offered differentiated PD to staff on the October PD day and LHS has asked staff to submit differentiated PD plans for approval. The other buildings in Lansing have not yet offered differentiated PD, but have focused PD around individual building needs and training on Fastbridge, LETRS and instructional practices. Late start Thursdays are built into the instructional calendar and this

opportunity is used for teacher teams to collaborate on specific needs in their grade level or department. SAI survey data shows that the number of teachers involved in the planning and PD process is low. Lansing recognizes the need to involve teachers with various backgrounds and experience in the PD process, as well as the need to provide more opportunities for differentiated PD. They are addressing this area and have scheduled a PD retreat in May. The retreat will focus on improved planning, utilizing Greenbush to provide effective and high quality PD and increased capacity of staff in leading PD to offer a greater choice of PD opportunities.

Lansing provided professional development and training to school administrators on a new walkthrough tool.

Administration was trained on how to calibrate walkthroughs and how to analyze the data to identify areas of strengths and weaknesses. All buildings have conducted walkthroughs this year, but the process of analyzing the data is still not in place. However, as stated in Goal 1, data collected shows that 86.4% of students were engaged more than 91% of the time and that staff supported students appropriately 78% of the time. This data suggests that through student engagement and support from teachers, that student achievement will increase if walk-throughs are used more consistently.

As Lansing transitions to Year 5, the OVT would recommend that Lansing work to implement a systematic practice for peer-to-peer observations. Peer-to-peer observations should be built into the school day and be required in each building. Data shows that a large majority of staff were not taking the opportunity to observe others. The OVT would also recommend that Lansing set expectations as stated previously for quarterly walkthroughs and data analysis. A final recommendation would be to ensure that Greenbush and district provided PD is strategic and aligned to Walkthrough, IMIS and PD survey results.

**Describe the evidence that PD has been designed and implemented at both the system and building level to address:**

**Orienting new staff to the continuous improvement initiatives.**

See report in Goal 2, which is specifically related to professional development.

**Fidelity and sustainability of continuous improvement initiatives for all staff.**



Lansing's data are varied across their sources indicating discrepancies in their sustainability of improvement. With Fastbridge data showing some growth but state assessment data showing declines over time, a focus on sustaining their instructional practices for improvement is encouraged. As well, the IMIS, KCTC, and FES data indicate that their social emotional and relationships focus has seen growth; it may be beneficial to look at the growth in this area towards sustainability and leverage the systematic practices being used there to apply the same system practices to improving consistency and alignment of results in their academic areas.

**Maintaining successful initiatives not specified in the current continuous improvement plan.**

## **Sustainability of the Improvement Process**

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**A response is not required of the system in regard to this topic in Year 4. They do, however, have the option of responding. Use the space here to summarize any significant information shared by the system or observed during the on-site visit. If no response, please indicate N/A in the box.**

Lansing's data are varied across their sources indicating discrepancies in their sustainability of improvement. With Fastbridge data showing some growth but state assessment data showing declines over time, a focus on sustaining their instructional practices for improvement is encouraged. As well, the IMIS, KCTC, and FES data indicate that their social emotional and relationships focus has seen growth; it may be beneficial to look at the growth in this area towards sustainability and leverage the systematic practices being used there to apply the same system practices to improving consistency and alignment of results in their academic areas.

## **Kansas Vision for Education and State Board Outcomes**

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**Summarize the progress to date, based on qualitative and/or quantitative evidence, the system has shown in Social-Emotional Growth. Provide examples, where available and appropriate.**

Lansing as a Year 4 district has made incremental steps to improve their students' social emotional competencies. In Year 1, they did not have a consistent SEL curriculum across all 5 school sites. In year 4, they now have Second Step being implemented PK-8. Additionally, in Year 1, they had not looked district-wide at Grades, Behavior, Attendance (GBA) data nor did they have an SE Risk Screener. They now analyze GBA and SAEBRS data K-12 and Attendance and SAEBRS in PK three times a year to look for trends and rapidly respond to risk. By Year 2 of KESA, Lansing had started to use the Climate Types Report from the KCTC to identify specific questions in certain climates to target for improvement in the Middle School and High School.

As a result of looking at this data, they have made the following growth in GBA. Attendance has maintained above 85% of students attending 90% of the time or more across all grades, except 6, 7, 8 from 2018 to the 2021/22 school year. Office Referrals have also maintained above 85% of students having 0-1 referral across the entire school year from 2018-2021/22 for all grade levels. Course grades however, have taken a hit for grades 5th-11th with all of these grade levels having less than 80% of students with 0 Fs, which in turn means there are 20% of students with at least one F going into 2nd semester of the 2021-2022 school year. The system attributes this concern to students returning from the pandemic and having to relearn the skills of being a student. The HS however has seen a concern with course grades since 2018 (pre-pandemic); as a result this past year they started various programs and strategies to support students with the most risk of losing course credit by having a Freshman Academy, a Breakfast Club, and 2x10 coinciding with a Connections List. The middle school is starting 2x10 and Connections List as well with the intent of addressing their grades and attendance concerns.

SAEBRS data has improved as well from 79% of students not at risk in Fall 2018 to 82% of students not at-risk in Fall 2021. The Elementary Schools attribute this improvement to their Second Step teaching, to their MTSS behavior steps they have taken, and to the start of 2x10 interventions during the 20-21 school year. Coupled with the KCTC data showing significant improvement in the teacher-student relationships climate with specific improvement in the praise questions and the question about meeting with a teacher one on one, the middle school and high school have shown growth as well. For the questions related to praise for effort and acknowledgment, they improved from 44% of students saying yes their teachers praised effort in 2020 to 52% in 2021 and 60% in 2020 for praising for doing a good job to 72% in 2021, which were both better than the state's average improvement. As well, their risk factors reduced in some areas such as seeing a student being bullied, which changed from 47% in 2020 to 39% in 2021. The Middle School and High School attribute this improvement to their use of a Connections List to identify students in need of a 2x10 strategy and a connection with an adult as well as their Breakfast Club and Lion Academy classes that provide students with risk factors a touch base and check in with a teacher every day.

**Summarize the progress to date, based on qualitative and/or quantitative evidence, the system has shown in Kindergarten Readiness. Provide examples, where available and appropriate.**

By Year 4, Lansing has fully implemented an at-risk preschool to accompany their efforts in Early Childhood. They used the MyIGDIs and ASQ SE up until the 21-22 school year to assess PK student's academic and SE needs. That data suggested that more students are at Tier 1 now (62%) than in 2018 which was 50%. In 21-22, they started using Fastbridge for academic and SE screener data, and it has suggested a 13% increase in students in Tier 1 as well..

**Summarize the progress to date, based on qualitative and/or quantitative evidence, the system has shown in Individual Plans of Study. Provide examples, where available and appropriate.**

Lansing has used Xello for the past 2 years to complete the Individual Plans of Study with students in middle school and high school. As well they have added a career counselor to the high school in an attempt to individualize the planning for students even more so. They have also made a digital version of the IPS to make the access more user-friendly.

**Summarize the progress to date, based on qualitative and/or quantitative evidence, the system has shown in High School Graduation. Provide examples, where available and appropriate.**

Lansing hit a high graduation rate in 2017 of 97%, but then made a steady decline in each year afterwards hitting a 6 year low of 92.3% in 2021. The system is attributing this to a change in demographics by having an increase in students in the Foster Care System and in their Free and Reduced Lunch numbers. It is important to note that the graduation rate decline and the increase in the number of students having one F or more are related. In the Fall of 2017, Lansing High school had 134 Fs and then had a significant increase in 2018 and 2019 with 291 and 419 Fs respectively in those Fall semesters. The Fall of 2020 saw the largest number of Fs, which was 6 times the Fall of 2017 at 674 Fs. The high school instituted, as mentioned before, 2x10, Connections List, Lion Academy, and three Breakfast Clubs as a means to proactively address students' missing and late assignments as well as their need to connect with an adult in an attempt to support their self-regulation. It has resulted in a drop to 2018 numbers again with 259 Fs in the Fall semester.

**Summarize the progress to date, based on qualitative and/or quantitative evidence, the system has shown in Individual Postsecondary Success. Provide examples, where available and appropriate.**

The system was making growth in the area of post-secondary success through the 2018 year, but the 2019 data slipped down in conjunction with the drop in graduation rate. The OVT will be asking for input from the system in Year 5 as to how they are addressing this drop and what their plan is for increasing the success rate again.

**Describe any recommendations to the system regarding any of these areas.**

The high school is analyzing subgroup data to determine if that is where the large number of Fs has emerged. The OVT recommended that the middle school and high school look at both their subgroups that may have impacted the grades and graduation data and look at any policies they may have in place that impacted the steep increase in Fs in 2018, 19, and 20. This large number of Fs is likely not able to only be attributed to students in foster care or an increase in students using free and reduced lunch given that there were so few foster care students in the high school with that designation (less than 10 according to the Data Central website) and their free and reduced lunch population has not taken a stark increase in 2018, 2019, 2020, and 2021. It is likely something in addition to those subgroups that is impacting these data; so an emphasis on looking at the system as a whole is warranted. As well, if the systemic strategies of the 2x10 and Connections List along with Breakfast Club and Lion Academy are having an impact, there is probably something more systemic that is being impacted than just a subgroup.

Given the major improvements seen in their BSEL data as a result of these strategies, it is also recommended that the buildings continue to scale up their social emotional growth efforts as the data supports that these strategies are having an impact. This system may consider applying for the SE Growth STAR Award given their CTC, SAEBRS, and Office Referral data.

Finally, the use of a consistent resource for PK and Fastbridge as their screener to be rapid in their response to data has proven to be effective in preparing students in the PK programs for Kindergarten. It is recommended they continue their efforts in PK to continue this impact.

With regards to the Individual Plans of Study, it will be important for the system to connect their efforts with the IPS to any improvements or changes in the Post-Secondary Success ratings. There should be some connection between these two board outcomes.

## Definition of a Successful High School Graduate

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### **Provide an overall summary of the progress to date, utilizing the evidence provided by the system.**

From the report in the State Board Outcomes sections on Post-Secondary Preparation, Graduation, and Individual Plans of Study, the system has recognized the need to focus on student success in the secondary setting as a means to be best prepared for life after high school. Their efforts to target the large amount of failing grades and subsequently loss of credits towards graduation (reducing their graduation rate) has made an initial impact in the fall semester of 2021. The OVT has made recommendations that the middle school and high school look with more depth at their policies and procedures around letter grades to determine a systemic reason why this data point continues to be a concerning one. As well the OVT highly recommends looking at the post-secondary success data on the Data Central to determine if their students are attaining success after graduating.

## Stakeholder Involvement

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**A response is not required of the system in regard to this topic in Year 4. They do, however, have the option of responding. Use the space here to summarize any significant information shared by the system or observed during the on-site visit. If no response, please indicate N/A in the box.**

As stated in the Foundational structures section, Lansing has used three different stakeholder surveys to measure the engagement of staff (IMIS) in the MTSS process, families (FES) in the overall school improvement process, and students (KCTC) in improving the culture and climate of their schools. Each of these measures have shown improvement in comparison to 2018. The OVT recommends for Year 5 that the system plan for the Site Council to visit with the OVT so that the OVT has a chance to hear the family perspective directly.

## **Fidelity of Implementation**

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**Describe any deviation from the expected timelines with respect to submitting their System Yearly Update report and presenting reports to their local board.**

While Lansing has not deviated from their original KESA goals, their fidelity of implementing their core curriculum and professional development goals has been inconsistent. Going into Year 5, their laser focus needs to be on professional development activities that improve fidelity to the core, such as implementing impact cycles with PLCs using their Fastbridge and walk-through data to identify areas of low fidelity, apply a consistent practice to improve fidelity, and show quick wins that can gain momentum.

## **Strengths and Concerns**

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**Summarize strengths, concerns, and recommendations for the system.**

Lansing's System Report coupled with their data reports they provided the OVT indicated they have growth in terms of strengths in Kindergarten Readiness, Social Emotional Growth, and Stakeholder Engagement. The improvements in these areas could be reviewed to determine what can be leveraged as a system to address the concerns with fidelity to core instruction and curricular resources that is evident in their Fastbridge and State Assessment data in multiple grade levels. Further recommendations on these areas of strength and concern are explained below.

For Goal 1 Relevance, Given this goal is related to the adoption of a core curriculum and instructional practices, which occurred in 2017, 2018, and 2019 for ELA and Math, the decline from 2016 (ESSA baseline) to 2021 as cohorts and as grade levels compared to themselves is concerning regarding fidelity to the core instruction. The bounce back from 2019 to 2021 state assessment data in some grade levels is somewhat encouraging. The OVT recommends that in Year 5, Lansing spend a heavy focus on fidelity to evidence-based practices and the teaching of their core curricula resources the way they were intended.

Moving into year 5, given that teachers are reporting better fidelity to the core through the IMIS but the student level data has taken a decline in most grade levels, the OVT would recommend for Lansing to use their walkthrough tool more regularly and more effectively in addition to regular reviews of the Fastbridge data and the IMIS data. The baseline walk-through data indicated that effective instructional practices were being

used about 30% of the time, but engagement was at about 84%. Since this tool was used inconsistently and the data were varied, an increase in regularity of use may yield better instructional practices results. Specifically, the OVT would recommend that the use of effective practices increase next year, for example in the explicit instruction process I Do, We Do, You Do, Direct instruction and Modeling (I Do) should be around 40%, Guided Practice (We Do) should be around 40%, and independent work (You Do) should be about 20%. The baseline this year had 33% I do, 31% We Do, and 49% You do. This would improve fidelity to core practices as well as further engagement. The OVT would also recommend use of the walk-through tool more frequently. As the FastBridge data indicates that improving instructional practices could help improve the data, the district should target how often the walk-throughs will be happening with a goal of setting expectations for quarterly walkthroughs and data analysis.

Furthermore, for Goal 2 Rigor, the OVT would recommend that Lansing work to implement a systematic practice for peer-to-peer observations. Peer-to-peer observations should be built into the school day and be required in each building. Data shows that a large majority of staff were not taking the opportunity to observe others and engage in meaningful, instructional leadership focused conversations around the peer-to-peer observations. Student level data, be that Fastbridge, grades, or attendance, should be directly impacted by these observations. A final recommendation would be to ensure that Greenbush and district provided PD is strategic and aligned to Walkthrough, IMIS and PD survey results.

In reference to the IMIS, the OVT recommends the system continues using the IMIS, the FES, and the KCTC to inform their momentum and sustainability with MTSS and Stakeholder Engagement. These measures are capturing stakeholder input and can inform whether the day-to-day practices are being noticed by stakeholders.

The OVT has made recommendations that the middle school and high school look with more depth at their policies and procedures around letter grades to determine a systemic reason why this data point continues to be a concerning one. As well, the OVT highly recommends looking at the post-secondary success data on the Data Central to determine if their students are attaining success after graduating.

The high school is analyzing subgroup data to determine if that is from where the large number of Fs has emerged. The OVT recommended that the middle school and high school look at both their subgroups that may have impacted some of these grades and graduation data and at any policies they may have put in place that impacted the steep increase in Fs in 2018, 19, and 20. This large number of Fs is likely not able to only be attributed to students in foster care or an increase in students using free and reduced lunch given that there were so few foster care students in the high school (less than 10 according to the Data Central website) with that designation and their free and reduced lunch population has not taken a stark increase in 2018, 2019, 2020, and 2021. It is likely something else that is also impacting these data; so an emphasis on looking at the system as a whole is warranted. As well, if the 2x10 and Connections List along with Breakfast Club and Lion Academy, which are system-based strategies, are having an impact, there is probably something more systemic that is being impacted than just a subgroup.

As a result of the aforementioned social emotional strategies, it is also recommended that the buildings continue to scale up their social emotional growth efforts as the data supports that these strategies are having an impact. This system may consider applying for the SE Growth STAR Award given their CTC, SAEBRS, and Office Referral data.

Finally, the use of a consistent resource for PK and having Fastbridge as their screener to be rapid in their response to data has proven to be effective in preparing students in the PK programs for Kindergarten based on the Fastbridge data. Fastbridge PK current data is looking strong and fall and winter Kindergarten data in 2021 looked quite strong as well indicating that students are ready for Kindergarten. It is recommended they continue their efforts in PK to continue this impact.

With regards to the Individual Plans of Study, it will be important for the system to connect their efforts with the IPS to any improvements or changes in the Post-Secondary Success ratings. There should be some connection between these two board outcomes. The OVT recommends for Year 5 that the system plan for the Site Council to visit with the OVT so that the OVT has a chance to hear the family perspective directly. As well, a focus group with representatives of the school staff would be helpful as well.

An overall theme from this OVT report as Lansing moves into year 5 is to place laser focus on the following steps:

Measuring fidelity to core instruction through walk-throughs, peer-to-peer observations, and impact cycles.

Setting a quarterly goal for the number of walk-throughs completed as well as the number of follow up meetings with staff members to discuss the walk-through data and set individual goals.

Having District Leadership, Building Leadership, and PLC meetings 3-4 times a year devoted to analyzing the Fastbridge, Grades, Behavior, and Attendance data to inform each quarter's goals and practices, set impact cycles around this data, and adjust any policies or procedures that may be adversely affecting student growth and success. .

Scaling up their social emotional learning efforts around the Connections List, 2x10, and Schoolwide Positive Behavior Interventions and Supports efforts as these efforts have yielded positive results in this school year.

Continuing to engage their stakeholders (staff, students, and families) in a meaningful way around data, instruction, and communication.