

Year 4 OVT Report Draft

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

The system stated that all compliance areas are met. In comparison to year 1 they are now making progress towards being in compliance for SPP indicators 6A and 6B for early childhood.

Foundational Structures - The system provided an update on all foundational structures. For a Tiered System of Supports, they are in their 4th year of implementing a Multi-Tiered System of Supports. Their Integrated MTSS Implementation Scale (IMIS) fidelity of implementation measure data supports that sustainability is being reached for most of the buildings. Fastbridge data indicates that fidelity to core instruction and curriculum at the elementary and middle school grades may need some attention. Lansing USD 469 has indicated that they will be using a walk-through tool more efficiently to address this in year 5. **The OVT recommends they set a target for the number of walk-throughs per month in each building/classroom and for the number of post-meetings/coaching sessions using the walk-through data per quarter with an emphasis on particular instructional practices and strategies they wish to see an increase in.**

For Stakeholder Engagement, the system has used the IMIS (staff survey), the Family Engagement Survey (FES) and the Kansas Communities that Care Survey (KCTC, student survey) to analyze the level of engagement and investment their stakeholders have in improving their system. Their data from each of these measures indicates significant growth in engaging stakeholders. **The OVT recommends they continue using these measures to inform their momentum in this foundational structure.**

From the system's report, they indicated that they will continue to work on Diversity, Equity, and Inclusion as well as Communication/Basic Skills, Civic/Social Engagement, and Arts and Culture. In terms of Physical and Mental Health, the system has created a mental health team that has focused much time and effort through professional learning and community connections to the issue of mental health and trauma as well as to implementing and sustaining their social emotional learning efforts. Their KCTC data growth has indicated that these efforts are being noticed by students. Their IMIS data growth in the Behavior and Social Emotional Learning (BSEL) categories indicated that these efforts are being implemented regularly by staff. Further data in the SE Growth section supports this as well. Post-Secondary Career Preparation also has made improvements since year 1 with 5 additional CTE pathways being added and implemented since 2018.

Needs and Analysis Goals

Active Goals: Goal 1: Relevance (Curriculum goal); Goal 2: Rigor (Professional Learning goal)

- 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.
 - Fidelity and sustainability of continuous improvement initiatives for all staff.
 - Maintaining successful initiatives not specified in the current continuous improvement plan

Goal 1: Curriculum Adoption and Alignment: Lansing has selected Relevance as their first goal area. Specifically, their goal addressed writing a local curriculum and adopting a resource in all pre-K-12 areas.

Lansing, as a Year 4 district, has made changes in their goal towards fidelity through curriculum adoption and alignment pre-K-12. In Year 1, they did not have aligned, evidence-based curricula throughout the district in all areas, nor did they use an assessment that was aligned Pre-K-12. In Year 4, they have worked to create GVCs (Guaranteed and Viable Curricula) for Math and ELA at the elementary level and Social Studies at the secondary level (6-12). They will continue with this work next year with Math and ELA at the secondary level. They are now using FastBridge as their PreK-12 assessment. One way Lansing ensures fidelity to the GVC is by utilizing their Walkthrough tool that they have in place from Southwest Plains Educational Service Center. Administrators that conduct the walkthrough tools are then able to observe multiple instances of instructional practices happening within the classroom. They are also keeping these discussions at the forefront of their DLT, BLTs, and PLCs, however, the system indicated that they didn't have a target for use of their walk-through tool, so the results are varied. They are considering this their baseline year for use of the walk-through tool.

Pre-K is in the pilot year for FastBridge norming; K-12 is implementing FastBridge as their assessment tool. Over the entire district from Winter 2018 to Winter 2021 on the aMath, they saw a 1% growth in Tier 1, and on the aReading they saw a 6% decrease in Tier 1 with bright spots in Kindergarten and 6th grade for both Math and ELA and 3rd grade and 10th grade for Math. However, the decrease from winter 2018 to winter 2021 in each of the other grade levels is very concerning to the OVT, especially when looking at the state assessment scores over time. Lansing's state assessment data shows that the percentage of students scoring a 3 or 4 in ELA did not move or declined for each of their cohorts of students from 2016 to 2021 as well as for the special education subgroup. Furthermore, when you compare one grade level to itself (i.e. 4th grade in 2016 to 4th grade in 2021), Levels 3 & 4 decreased and unfortunately Level 1 increased for all grade levels except 6th 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.

Goal 2: Lansing has selected RIGOR as their second goal, with a focus on differentiated professional development. In addition, they have adopted the Kansas Professional Learning Standards with the goal to analyze and increase student achievement.

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.

Sustainability of the Improvement Process -

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 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.

SE Growth - 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.

K Readiness

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.

Post-Secondary Success

The post-Secondary Success Rate for Lansing has moved from _____ to _____ and the team attributes this change to _____

IPS

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.

Graduation

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.

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.

Commented [1]: Ask for them to provide a narrative on their Post-Secondary Success rate for years 1 - 4 (not this year) so we can answer this

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 HS Graduate- 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

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. As well, a focus group with representatives of the school staff would be helpful as well.

Fidelity of Implementation

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 - Summarize strengths, concerns, and recommendations for the system. - All of this information below is considered a recommendation from the OVT

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.