

OVT Chair Annual Summary Report

Organization: D0273

Rating in spring: 2023

OVT Chair: Chris Vignery

Year 4

Compliance

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

Foundational Structures

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.

USD 273 discussed Post-Secondary & Career Preparation, Stakeholder Engagement, and Physical & Mental Health, which each one of these areas will be discussed further in this document. Beloit has laid the framework to allow student success for each student. From year one to year four Beloit has increased its opportunities for students being able to have internships, more opportunities with North Central Kansas Technical College, and a process in place to follow students after they have graduated.

Stakeholder engagement has increased with Beloit's student-led conferences at junior/senior high. Attendance for conferences has gone from 41% up to 96%. During year one Beloit did not have great feedback from all stakeholders, since year one they have added several annual surveys to engage their stakeholders. I believe this has become a strength in the district for them and builds trust with everyone.

Another strength of the district is in the area of Physical and Mental Health. Beloit continues to be recognized as a National School of Character. Beloit's Transitional Learning Center has kept many students from dropping out of school, the purpose is to help those struggling students transition back into the regular classroom. Both buildings have implemented social/emotional curricula into their day. They are not shooting from the hip, but they have scheduled time built in to make sure this program is done with fidelity.

Needs Analysis and Goals

Goal ID	Active Goals
416	<p data-bbox="306 159 1019 296">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.</p> <p data-bbox="306 327 1049 888">Beloit chose relevance as one of its goals, more specifically providing support for at-risk students through the Transitional Learning Center. The data for this program is showing an increased number of students returning back to their home schools. Since there is a high staff turnover and lack of applications Beloit will make this facility a K-8 at-risk program instead of a K-12. If they can find staff, they will go back to being a K-12 center. At the junior/senior high building, they have added over 30 new courses to give students opportunities to personalize their course work for their interests. Students have been given a voice and the staff is listening. Beloit Elementary has added STEM courses for all students to be exposed to high wages, high demand, and high tech fields. They have added 3D design and printing, computer coding, drones, and robotics. The elementary school added PBL to 4th grade as a pilot class and has since added it to 3rd-6th grade.</p>
417	<p data-bbox="306 909 1019 1045">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.</p> <p data-bbox="306 1077 1049 1178">USD 273 focused on relationships to build goal two. The overall district goal was to implement a K-12 social-emotional support model and have IPS in grades 6-12.</p> <p data-bbox="306 1209 1049 1423">To increase the importance of Social-Emotional support the district implemented The Boys Town Education Model K-12. This model focuses on building relationships system-wide, with weekly lessons and skills, students learn how to interact with their peers and adults. Each building builds in time for character education to be taught.</p> <p data-bbox="306 1455 1049 1745">Building partnerships in the community with families and businesses are also part of the relationship goal for USD 273. Partnering with Trane has developed many STEM opportunities for the students. These opportunities have led to students gaining knowledge about the high-tech energy fields available. Other businesses in town are working with the school to allow internships for students. Students have service requirements where they volunteer in the community.</p> <p data-bbox="306 1776 976 1850">All of these things only lead to strong relationships in the buildings and in the community.</p>

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.

Beloit checks all the boxes here. They have scheduled the year with regular DLT meetings, and BLT meetings which work with several smaller committees, such as site councils, safety committee, facility committee, new staff orientation, and CTE advisory. The Professional Development for staff is always focused on their goals to ensure that staff is up to date in the process.

Fidelity and sustainability of continuous improvement initiatives for all staff.

This falls in line with their professional development. USD 273 has done a great job in this area, from year one to year four they have stuck with their goals, made adjustments when needed, and also added action steps when they saw a need. They appear to be allocating resources, adjusting policies, and utilizing personnel in a way that fits their school community and educational context. The recommendation of the OVT is for USD 273 to keep doing what they are doing.

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

Sustainability of the Improvement Process

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.

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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 Social-Emotional Growth. Provide examples, where available and appropriate.

Beloit Elementary conducts the Olweus Survey each year that measures students' perceptions of bullying. The data shows that very high levels of students report no-bullying occurring each year. Beloit Jr/Sr High School is a state and national school of character and Beloit Elementary School is a state school of character. These designations show that the progress they have made in social-emotional development in the district has been extremely positive. The 11 Principles of Character Education rubric is used as a road map for character education integration at all levels. The College & Career Competency framework is also utilized as a vital component of the secondary SECD program. For the next steps, the district team is preparing to apply for STAR Recognition in the SECD state board outcomes.

At Beloit Elementary (BES), they are striving for equity using their character education programs. All students are assigned a school TEAM and this team meets to work on character education together. BES has several strategies that promote character education in the school. These include character assemblies, Readers with Character Curriculum, Olweus Bully Prevention Program, Morning Meetings, and Positive Office Referrals. There is a dedicated time in the morning schedule where all classrooms engage in character education. A building-wide character curriculum, Readers with Character, was adopted to ensure implementation fidelity. Also, counseling lessons are scheduled to occur in each classroom twice a month using the Olweus Bully Prevention Curriculum.

All Junior-Senior High students are placed in a PRIDE Time, where the student/advisor ratio is 1 to 12. The student is able to build a strong relationship with their advisor where academics and character education are the focus. In addition, IPS allows the student to self-determine and individualize their plan for their future based on their specific academic and interpersonal strengths. Staff at the Junior and Senior High are able to implement social-emotional growth with fidelity by establishing weekly skills and character lessons that were prepared by the Character Committee. In addition, IPS are completed with bi-weekly activities that are specific to each grade level 7th-12th.

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.

In the past two years, they have achieved 100% of the exiting preschool students being at benchmark on the academic benchmarks. This was measured by the MyIGDI assessment. Kindergarten readiness data as it pertains to social/emotional data as measured by the DECA assessment show very high percentages of students are leaving preschool meeting the social/emotional benchmarks. The data shows that the Kindergarten readiness strategies being conducted at Beloit Elementary school are producing the desired results; therefore, there are no adjustments in programming that are going to be made in programming at this time.

The preschool staff participates in 6 preschool professional development days throughout the year through the partnership with the Mitchell County Partnership for Children (MCPC).

This training is focused on providing preschool teacher training on the selected kindergarten readiness strategies, including Conscious Discipline, PBIS, Pyramid Model for Supporting Young Children, dialogic reading, Haggerty phonological awareness, and creative curriculum. MCPC also provides school readiness specialists that work with each preschool teacher to provide coaching on the implementation of the above strategies.

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.

Students' Individual Plans of Study have led to career clusters becoming predominant, thus driving course offering decisions. The IPS process has led students to greater self-awareness and career exploration and knowledge. Students are able to job shadow based on their interest area, and juniors/seniors are able to intern in the community. This school year, 12 students were able to intern in their career cluster area. One student will graduate from BHS with a diploma and a certificate in PHAC from NCK Tech.

All seniors are required to take a Consumer & Personal Finance course. All 10th-12th graders have an Edmit account to be able to determine their lowest educational costs. All seniors complete the FAFSA as part of the IPS process. All students in grades 6-12 have an IPS and are all eligible for the same opportunities provided through the process.

A scope and sequence for the IPS process for each grade 6-12 were developed, with a specific focus on feedback from students, parents, staff, and community members. An IPS committee was formed and meets regularly. Advisors are trained thoroughly.

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.

District Graduation Rate

USD 273 School District was 7% above the state average for four-year cohort graduation indicators in 2020 and 6% above the state average in 2021.

State Assessment - District Math Data with State Comparison

When the math assessment data is averaged across all four years, the district has fewer students than the state average in the bottom two categories and more students than the state average in the upper two categories.

Bottom two categories - State 67.96%; District 59.43%

Upper two categories - State 31.67%; District 40.55%

Data in the last year has the same trend, with Beloit's district having fewer students than the state average in the bottom two categories and more students than the state average in the upper two categories.

State Assessment - District Reading Data with State Comparison

When the reading assessment data is averaged across all four years, Beloit's district has fewer students than the state average in the bottom two categories and more students than the state average in the upper two categories.

Bottom two categories - State 63.11%; District 58.87%

Upper two categories - State 36.45%; District 41.04%

Data in the last year has the same trend, with Beloit's district having fewer students than the state average in the bottom two categories and more students than the state average in the upper two categories.

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 Postsecondary Success state board outcome is closely linked to both Graduation and the Individual Plan of Study.

For example, in order to ensure postsecondary success, Beloit School District has designed a future-planning structure utilizing Xello and the IPS process.

Career Cruising/Xello

Beloit's 7-12 students had a Career Cruising account in year 1. Now in year 4, 7-12 students utilize Xello and Individual Plans of Study activities every two weeks to develop a focused career plan. All 7-12 students present their career plan data to parents at student-led conferences. Beloit's 6th grade students use Education Career Planner to explore likes, dislikes, personal skills and how those match broad careers.

Beloit High School had no regular internships/externships/work-study in year 1. Though COVID has temporarily slowed growth in this area, particularly with some of their medical facilities, data in years 2-4 shows a larger percentage of the student population is involved in a variety of internships/externships/work-study.

Beloit will continue to offer and expand offerings of concurrent credit and dual credit courses, as well as certifications through Cloud County Community College and North Central Kansas Technical College.

Year 1 data indicated a student disassociation with the high school after graduation. Data in years 2-4 indicates a graduate connection to the high school with regular follow-up from their high school PRIDE advisor in years 13 and 14 about what graduates are currently doing in post-secondary education or the workforce.

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

I think they are doing a fantastic job and I believe we just need to stay out of their way and let them proceed.

Definition of a Successful High School Graduate

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

Academic Preparation:

USD 273 has a solid core curriculum, coursework emphasizing student interest, continual analysis of current student trends to inform future course offerings, a strong foundation of academic preparation and opportunity to discover an individual passion. The goal is to find a balance between core and electives.

Cognitive Preparation:

Offering system-wide emphasis on personalized learning, the opportunity for increased student voice, individual students take responsibility for learning cognitive experiences more commonplace (e.g internships, entrepreneurship class, Student Leadership Team) and the goal is for students to problem-solve, make decisions, and consider options versus simply learning content.

Technical Skills:

Beloit Elementary School has focused on technical skill growth by adding PBL to all students' STEM classes through robotics, drones, 3D printers, and other technologies to create a variety of learning experiences. Beloit Jr. Sr. High School has continued to refine the CTE program by adding semester classes to the junior high and growing CTE programs at the high school and adding an additional agriculture education teacher, creating multiple classes and opportunities for students, including certificates and college hours earned, and added semester-long classes in agriculture and industrial arts to junior high rotation schedule. The outcome of all this are that the junior high students won national awards in wind energy and renewable energy sources, and the high school students won local, regional, state, and national awards for SAE (Supervised Ag Experience) projects created in class.

Employability:

Individual Plan of Study system-wide, grades 6-12 involves career exploration in the early grades, experience-based observations, and professional speakers in middle grades, an active, traditional IPS using Xello, student-led conferences, and internships in grades 7-12.

Civic Engagement:

USD 273 provides many opportunities for students to engage in service-learning. These include, but are not limited to, a district food drive, St. Jude Fundraiser, Service Learning Day, Isle of Lights, JAG-K Civic Engagement opportunities, and partnership with Hilltop retirement home for students to connect with residents.

Stakeholder Involvement

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.

USD 273 Meets regularly with the following stakeholders:

BLT & DLT

BLT = certified and classified staff

DLT = certified staff

regular meetings with member input

PTO & Site Councils

Parents, community representatives, teachers

regular meetings, school activities, surveys

Employee Council & BICC

Certified, Classified, and coop wide

regular meetings, surveys, committees

Community

CTE committees, civic groups, institutes of higher education

advisory meetings, round-table discussions

Family

Parents

Student-led conference surveys

Students

Student Advisory Team

Student Leadership Team

regular meetings, student-led assemblies

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.

NA

Strengths and Concerns

Summarize strengths, concerns, and recommendations for the system.

Their strength is in their District Leadership Team, it is evidence that each of them takes pride in their leadership role and wants what is best for all students. The staff appears to have bought into the vision laid out by the Board of Education. I have no recommendations for USD 273 other than continue with what you are doing and continue to monitor your progress and adjust where needed.