

TUSD 202 KESA Action Plan

February 2025

KESA 2.0 Update

- The KESA 2.0 model shall ensure that districts will be accredited based on:
 - **4 fundamentals (School Improvement) - NEW**
 - **5 State board outcomes**
 - **Student outcomes - NEW**
 - **Compliance**

State Board Outcomes

- Social-Emotional Learning
- Kindergarten Readiness
- Individual Plans of Study
- Graduation Rate
- Postsecondary Effective Rate

Student Outcomes

- Measures of Progress
- Academic Achievement
- Graduation Rate
- Postsecondary Effective Rate

Compliance

1. ACT & WorkKeys Participation
2. Anti-Bullying Policy, Child Abuse, Mandated Reporter and Jason Flatt Act
3. Assessments
4. Child and Nutrition Wellness
5. Dyslexia
6. Educator Mentoring Plan
7. Individual Plan of Study
8. KIDS Data Quality Certified
9. KIDS Reporting
10. Kindergarten Readiness Snapshot
11. Licensure
12. Professional Development Plan
13. Special Education
14. Title Services

School Improvement Model (KESA 2.0)

Fundamentals

Structured Literacy

We provide literacy instruction aligned to the science of reading and assure teachers and administrators are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment

We assess students for risk and standards and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials.

Structures

Resource Allocation

Educator Evaluation

Professional Learning

Professional Collaboration

Tiered System of Supports

Family, Community and Business Partnerships

Lead Indicators

Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.

Educator goal-setting, observation, and evaluation conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.

District professional development (PD) plan accounts for the alignment of classroom practice with state standards and the implementation of HQIM.

Collaboration system includes grade level and content area teachers teaming to align standards throughout the school system.

Data analysis includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.

Families receive student performance data that includes progress on state standards and progress towards Individual Plan of Study (IPS) goals.

Measures of Progress

- HQIM in Budget Line Items
- Structured Literacy Training Plan
- Standards Alignment Training Plan

- Educator Evaluation System Tools
- Classroom Observation Data
- Educator Perception Data

- HQIM Implementation in PD Plan
- Structured Literacy in PD Plan
- Educator Perception Data

- District Collaboration Protocol
- Horizontal and Vertical Standards Alignment Process
- HQIM Adoption Process

- Screening Data
- Standards Performance Data
- Chronic Absenteeism Data
- Instructional Time Schedules

- Parent-Teacher Conference Protocol and Participation
- IPS Scope and Sequence Plans



Timeline

Implementation	School Year	Compliance	School Improvement	Outcomes
Year 1	2024-2025	Report Evaluate	Evaluate • Action Plan	Report
Year 2	2025-2026	Report Evaluate	Evaluate • Action Plan • Implementation	Report
Year 3	2026-2027	Report Evaluate	Evaluate • Action Plan • Implementation	Report Evaluate*

*We will begin evaluating outcomes in 2026-27 school year.

Levels of Accreditation

Accredited

- System provides conclusive evidence of a process of continuous improvement and improvement in student performance.
- System is in good standing (in or working towards compliance)

Accredited with Conditions

- System does not provide conclusive evidence of a process of continuous improvement or improvement in student performance.
- System is not in good standing (not in compliance)

Not Accredited

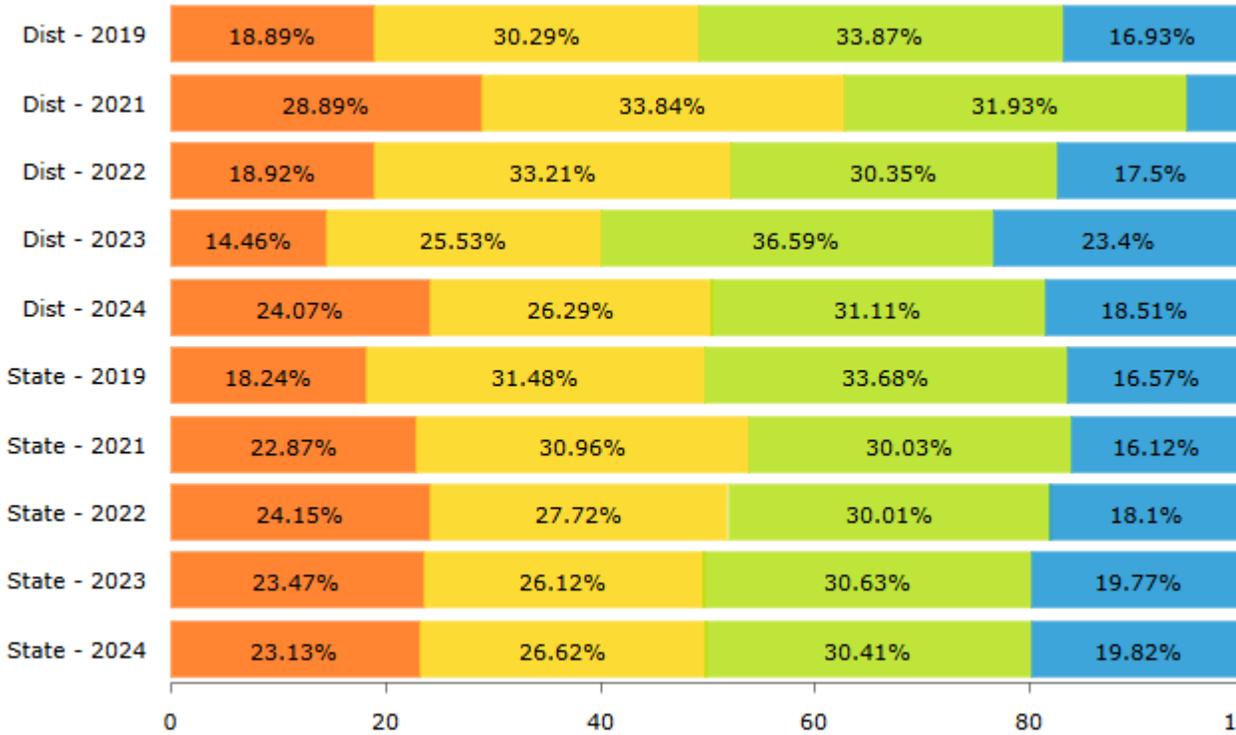
- System does not meet the conditions set forth by the State BOE in a timely manner.

District Academic Performance - MATH

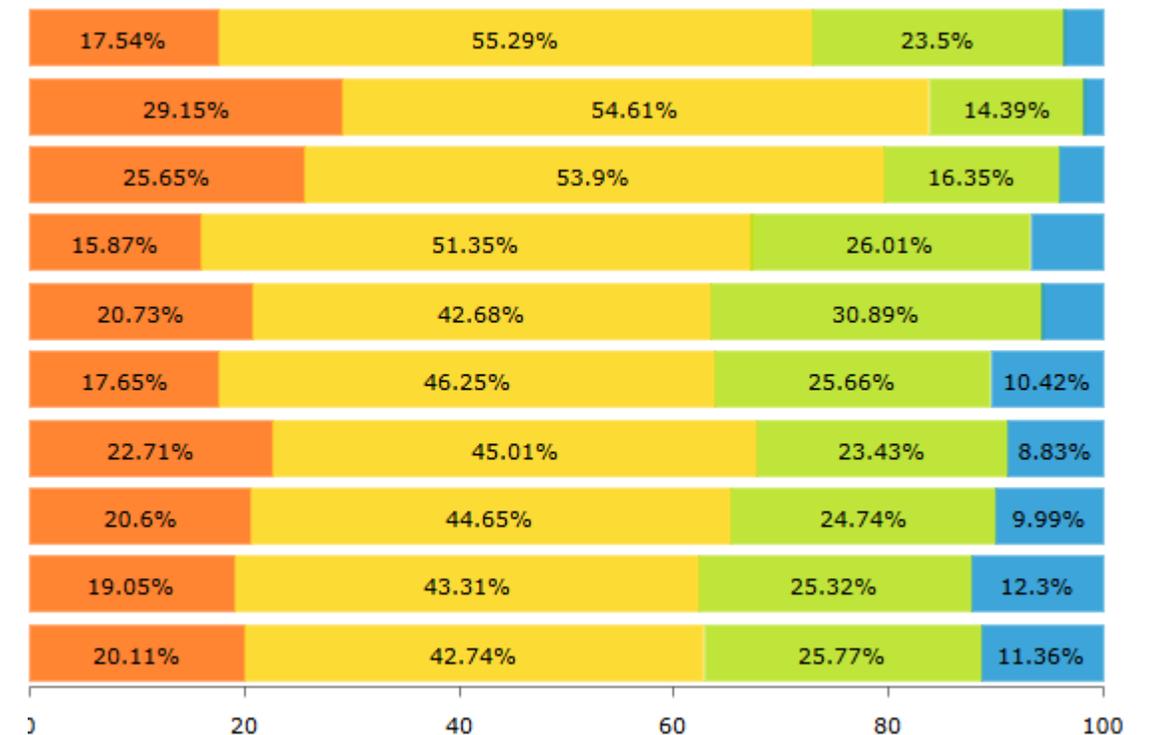


Academic Performance Math by Grade

GRADE 3



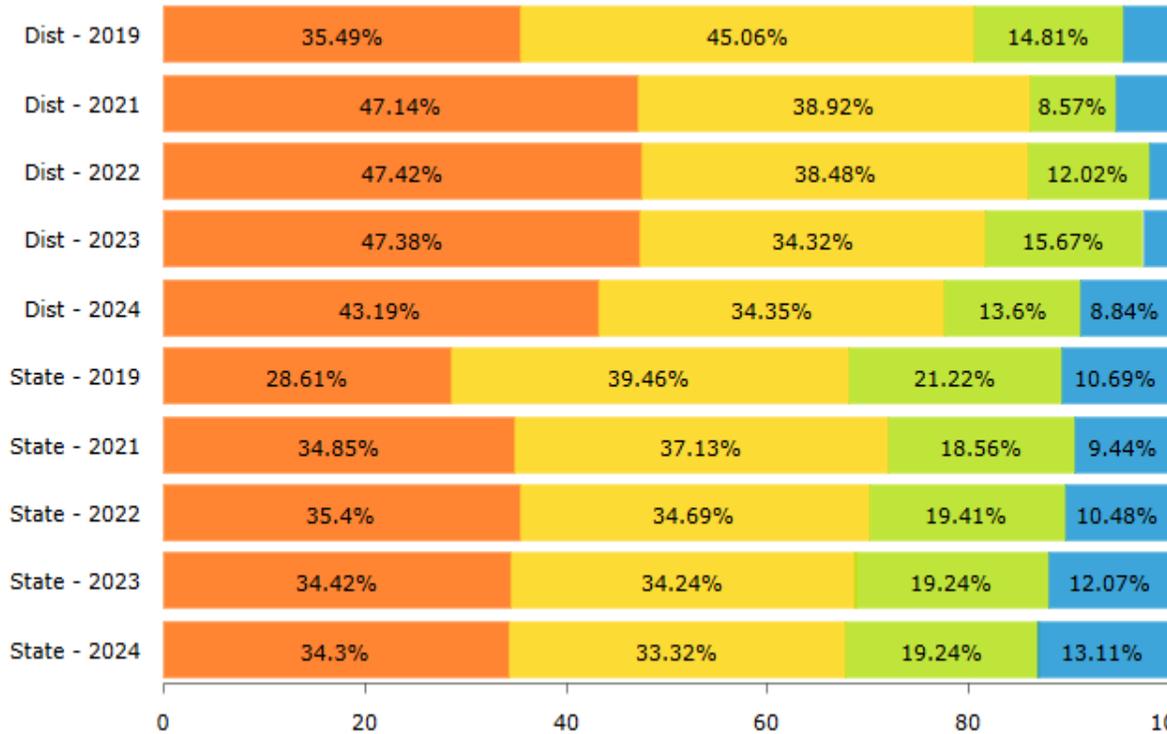
GRADE 4



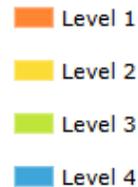
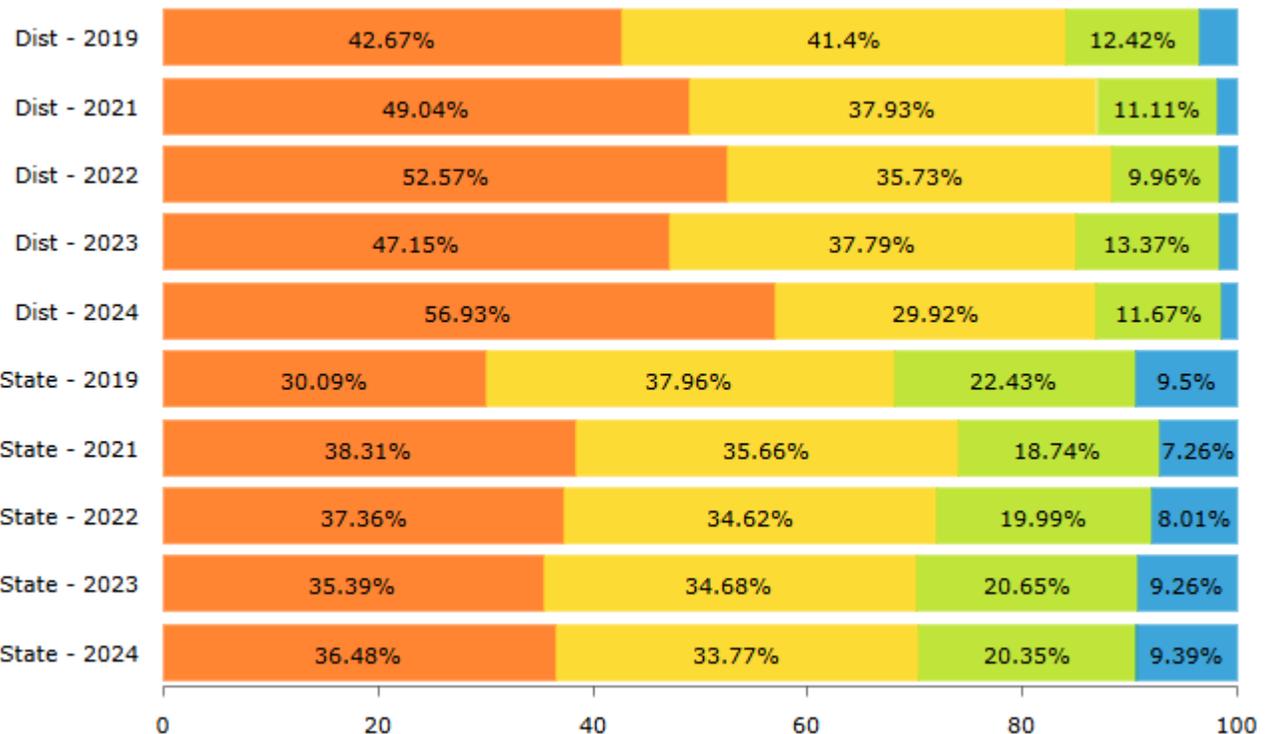
- Level 1
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- Level 4

Academic Performance Math by Grade

GRADE 5

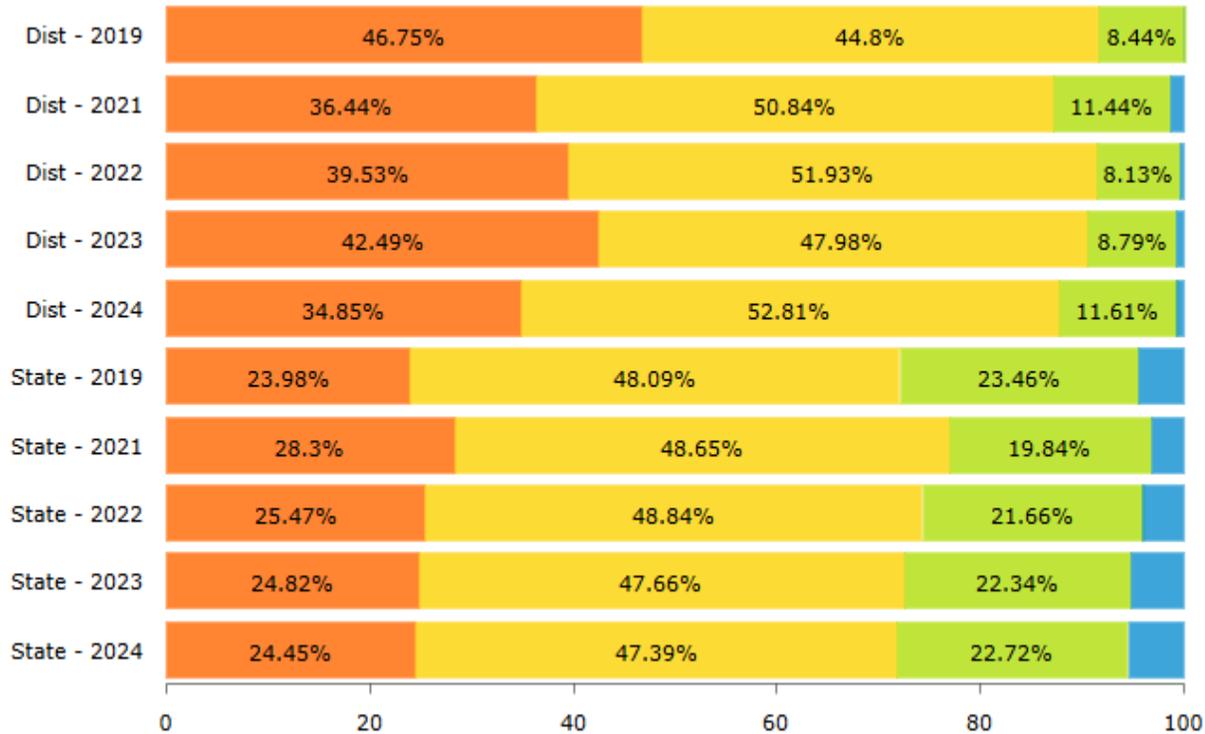


GRADE 6

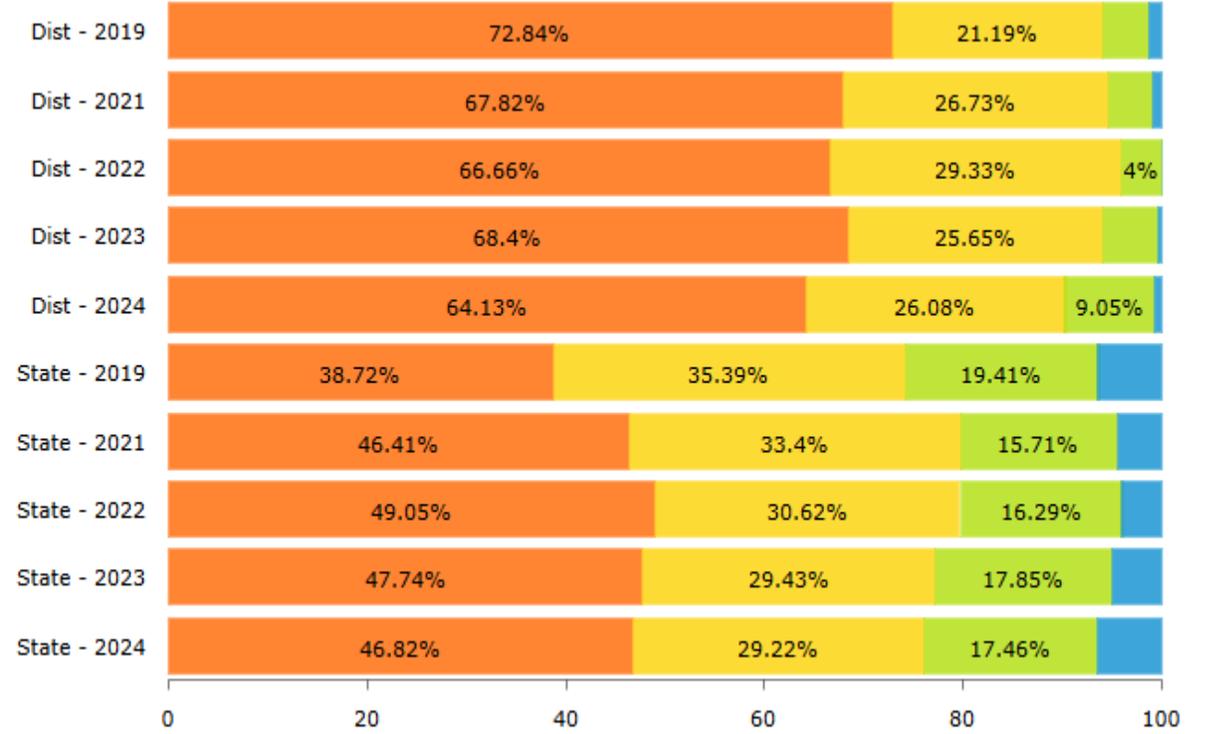


Academic Performance Math by Grade

GRADE 7

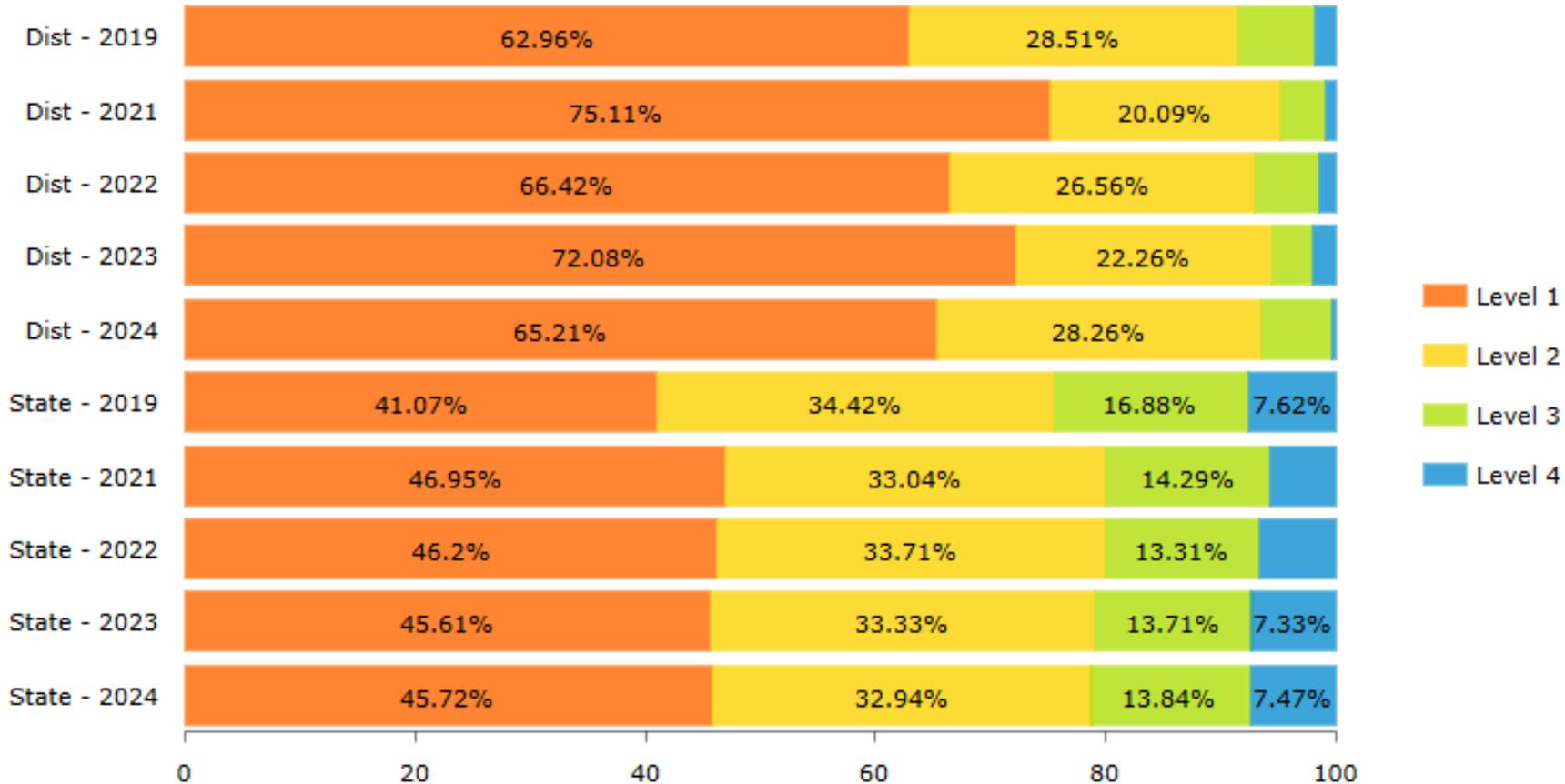


GRADE 8



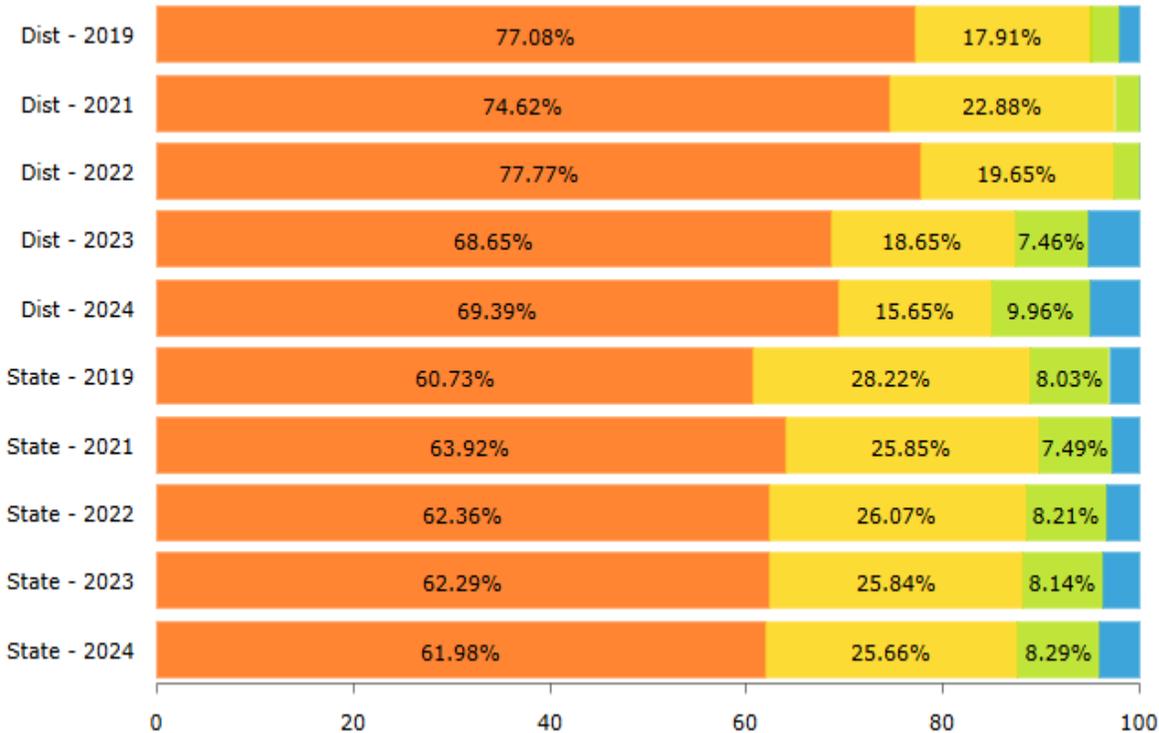
Academic Performance Math by Grade

GRADE 10

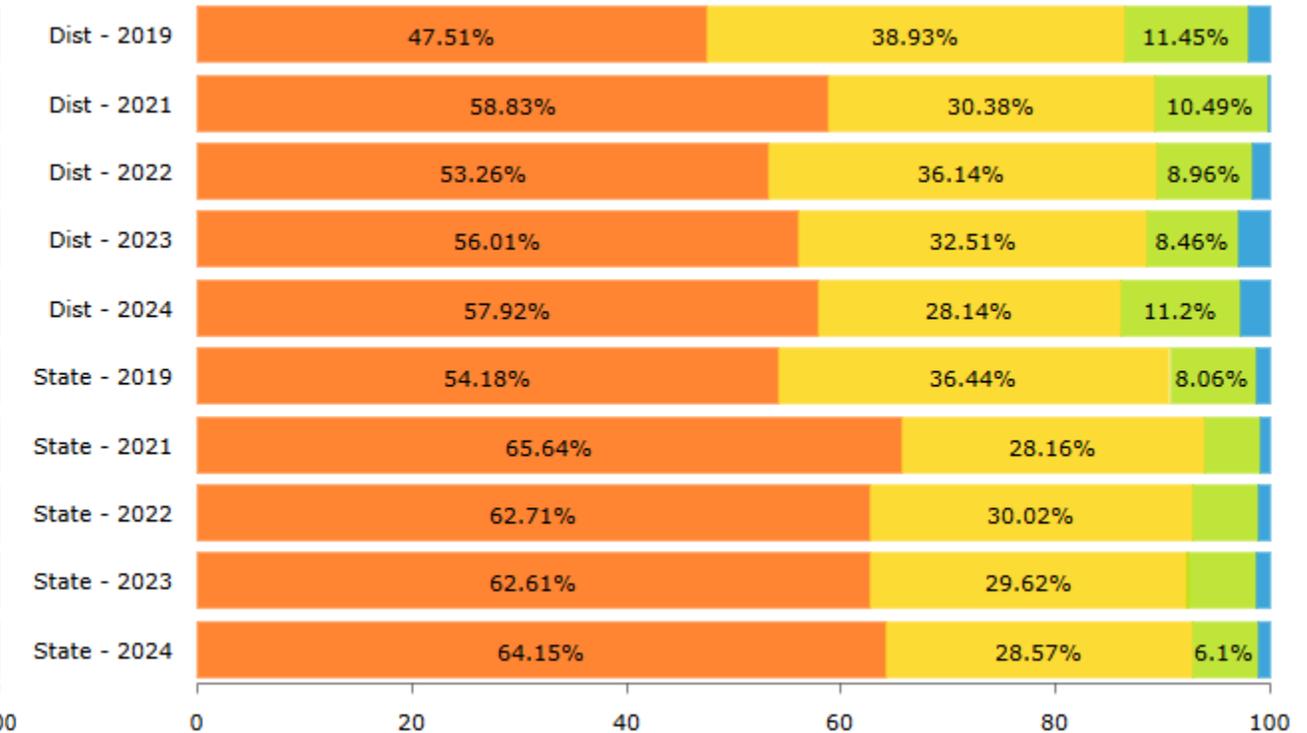


Academic Performance Math by Subgroup - ALL

Students with Disabilities



English Language Learners

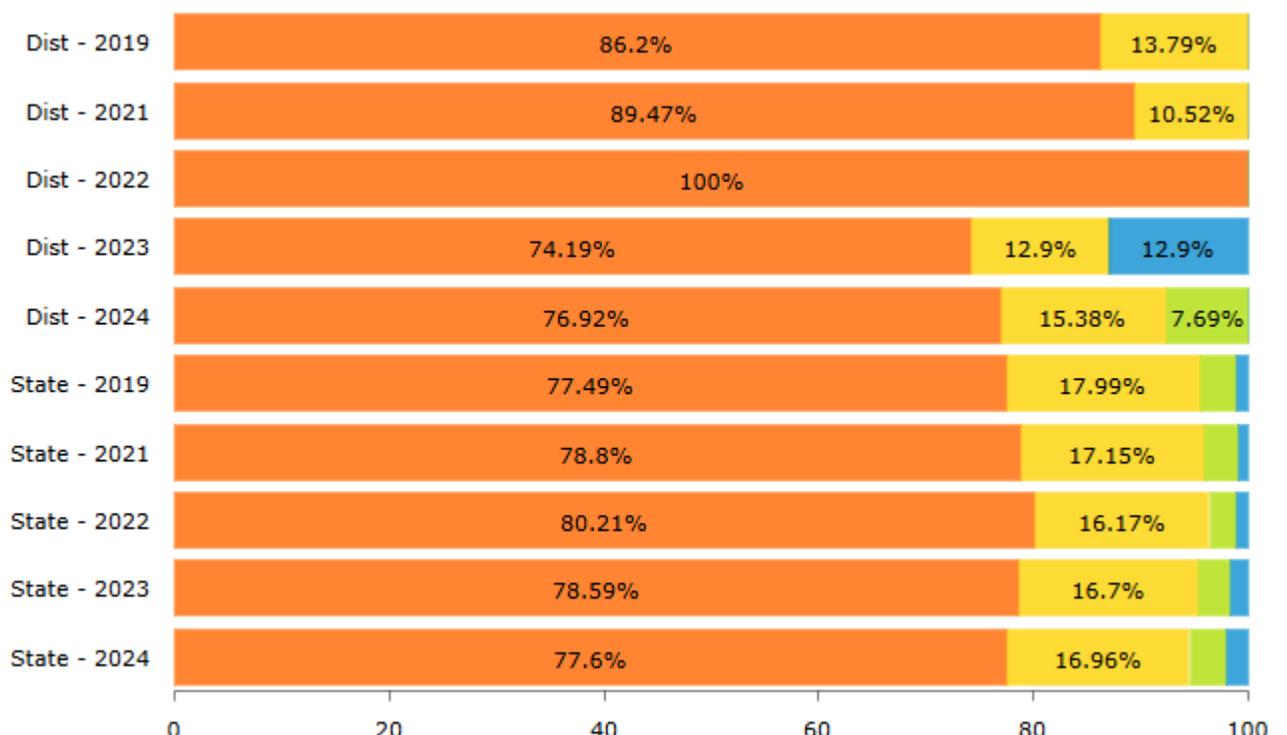


- Level 1
- Level 2
- Level 3
- Level 4

Academic Performance Math SPED

Students with Disabilities Grade 3

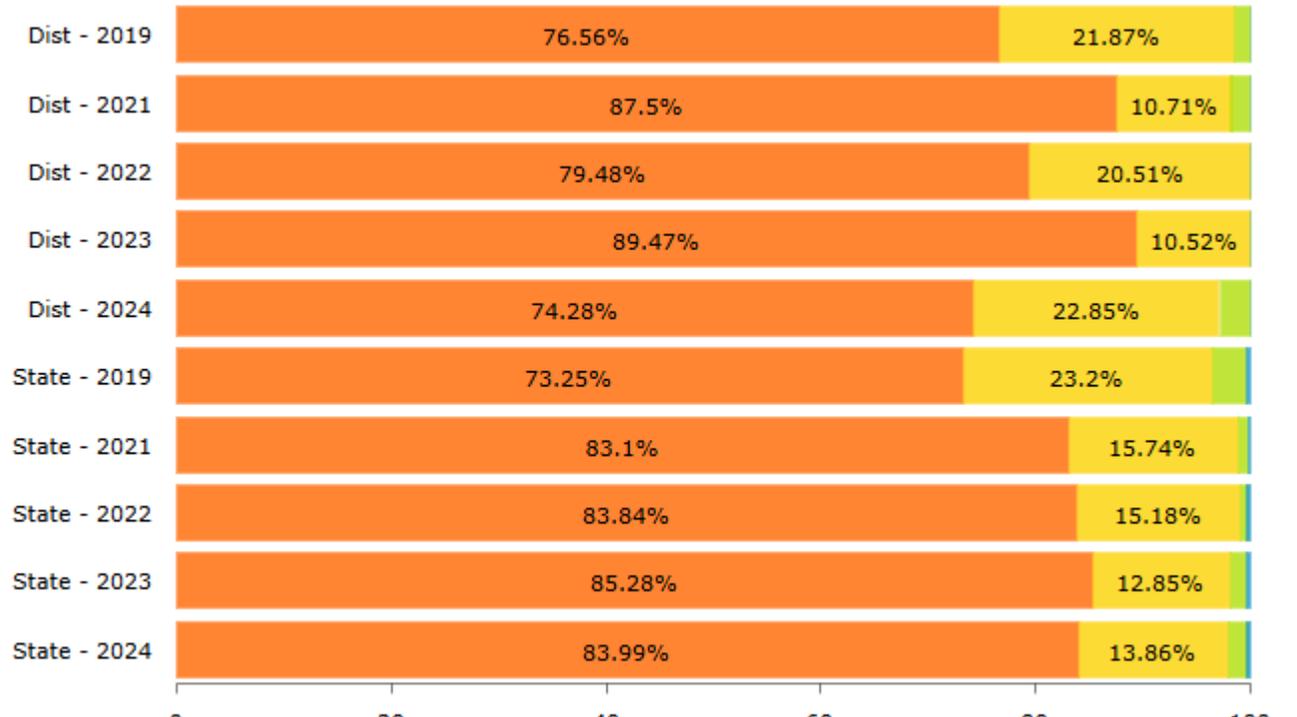
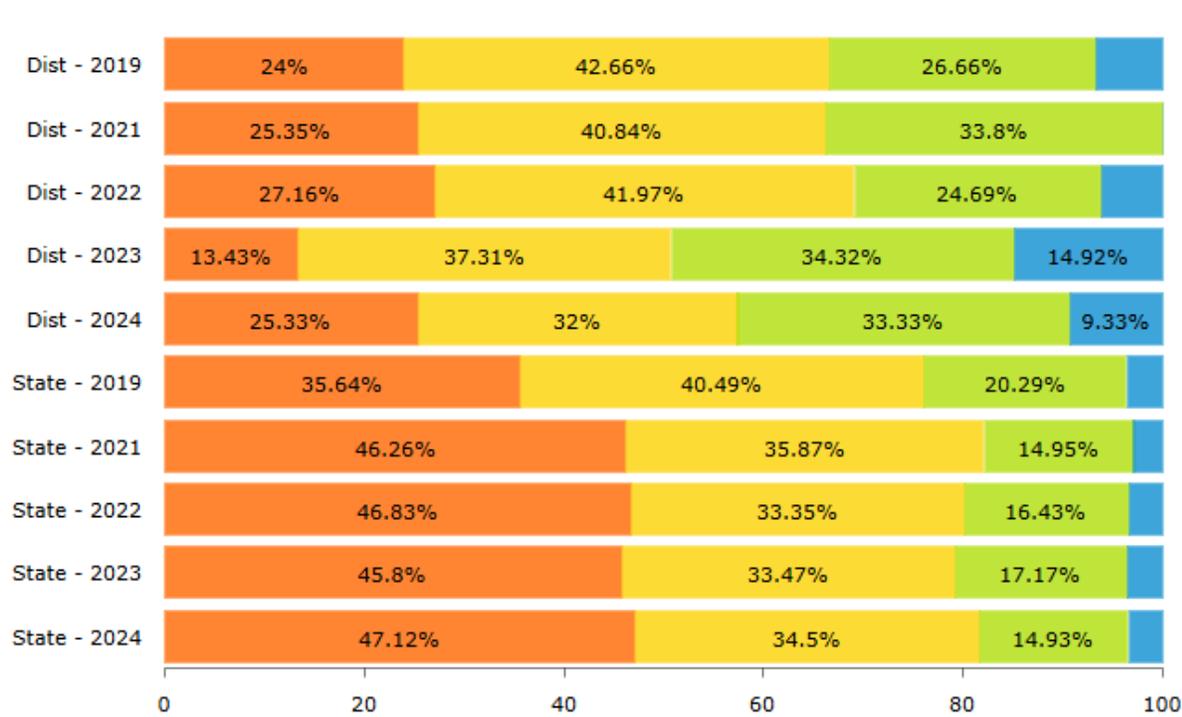
Students with Disabilities Grade HS



Academic Performance Math ELL

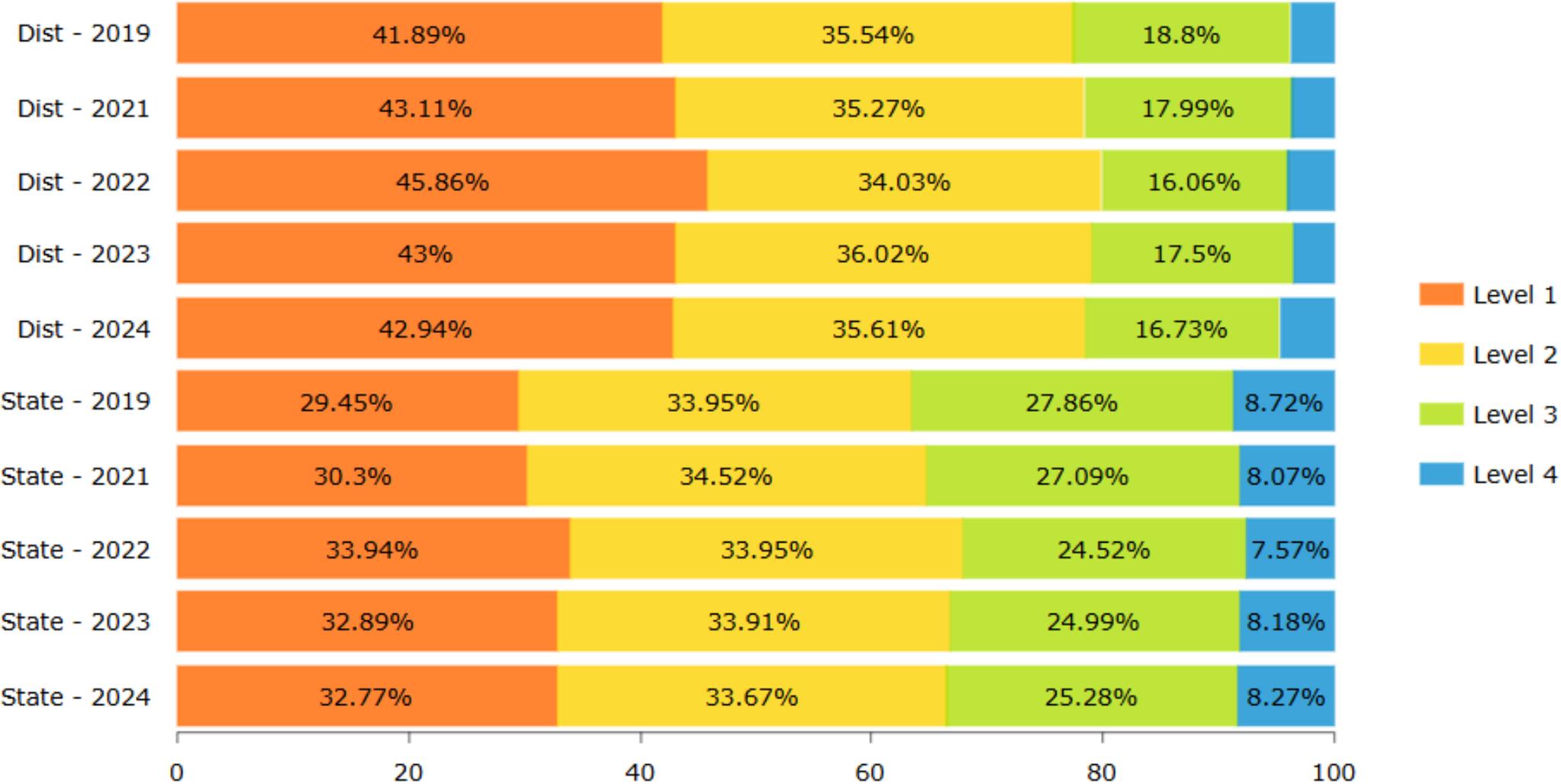
English Language Learners Grade 3

English Language Learners Grade HS



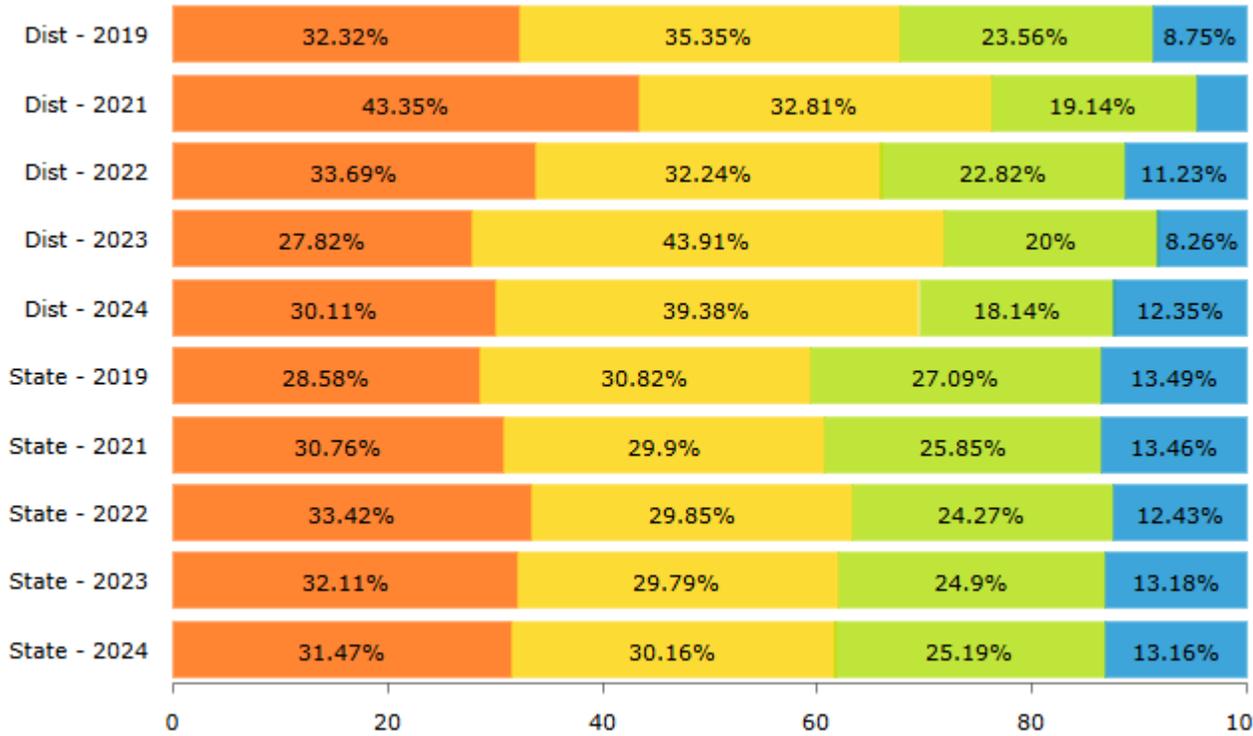
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District Academic Performance - ELA

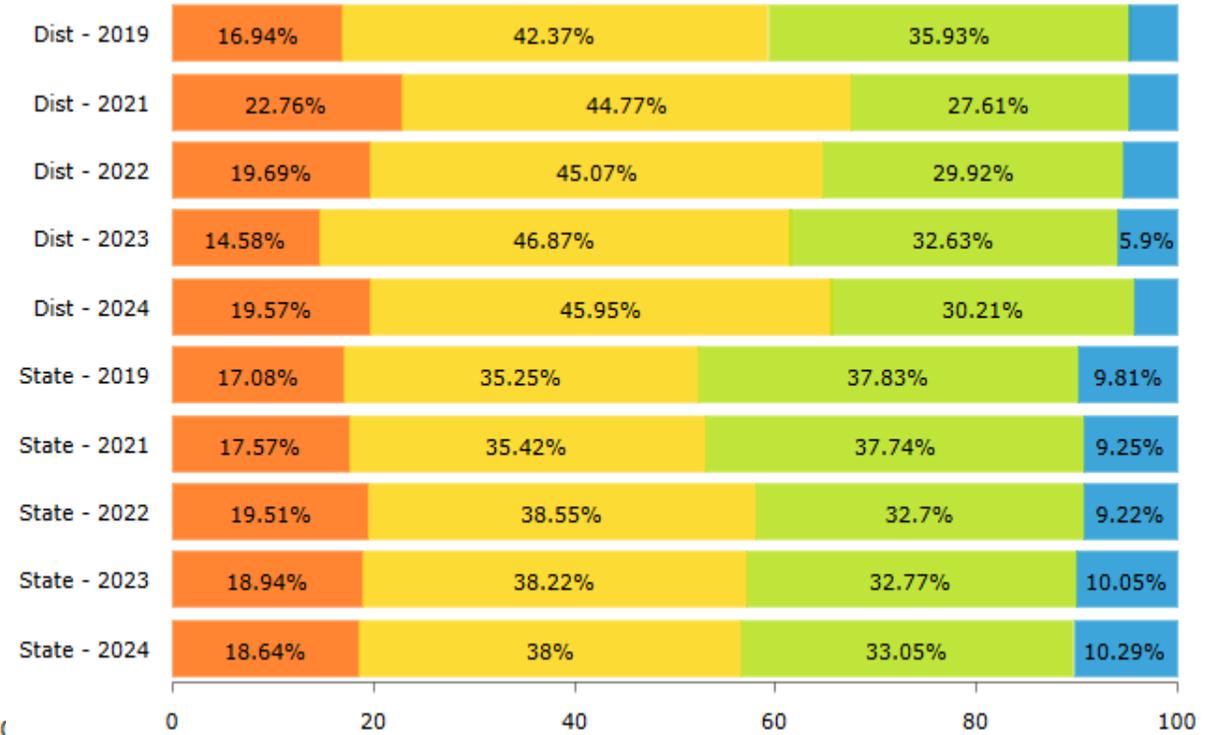


Academic Performance ELA by Grade

GRADE 3



GRADE 4

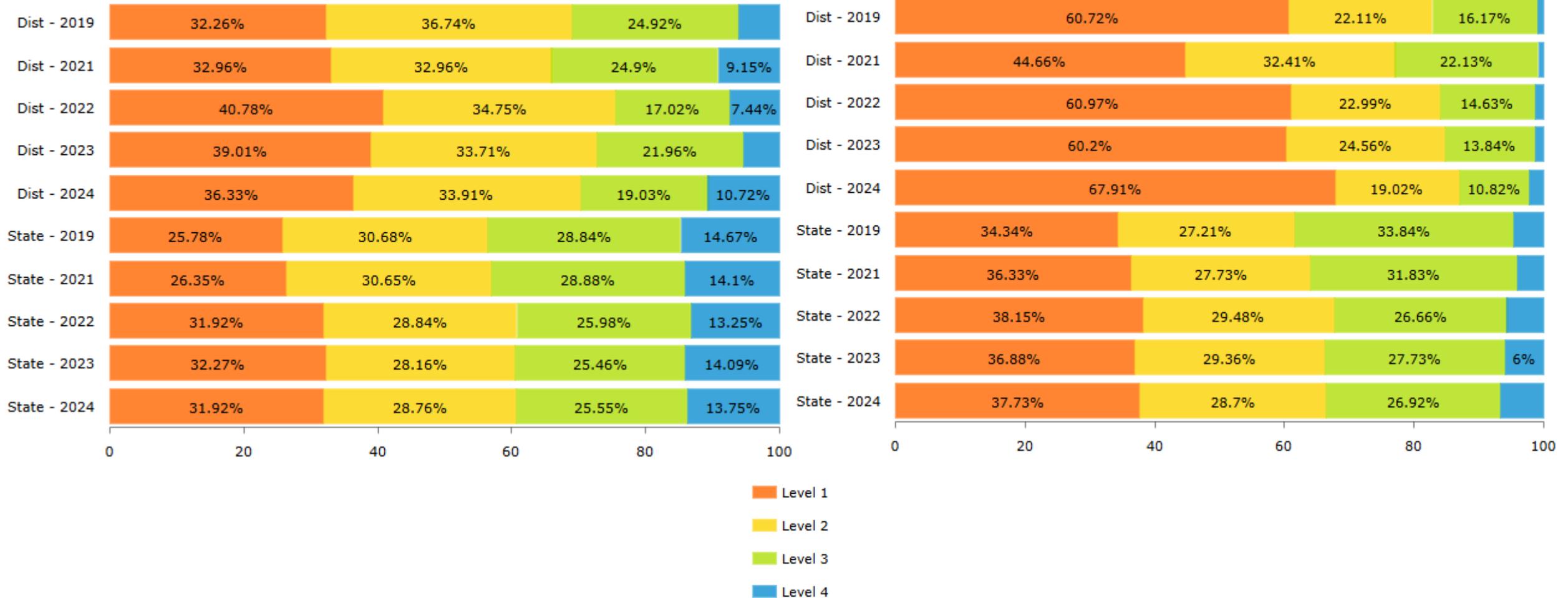


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- Level 3
- Level 4

Academic Performance ELA by Grade

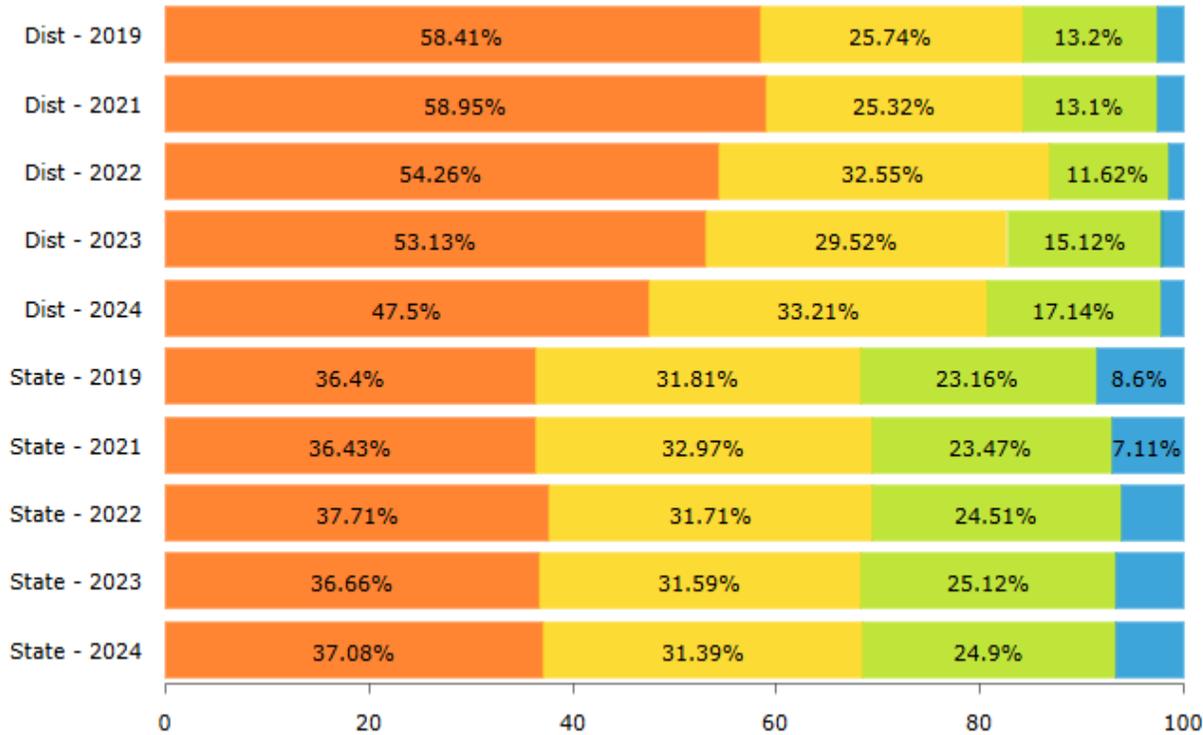
GRADE 5

GRADE 6

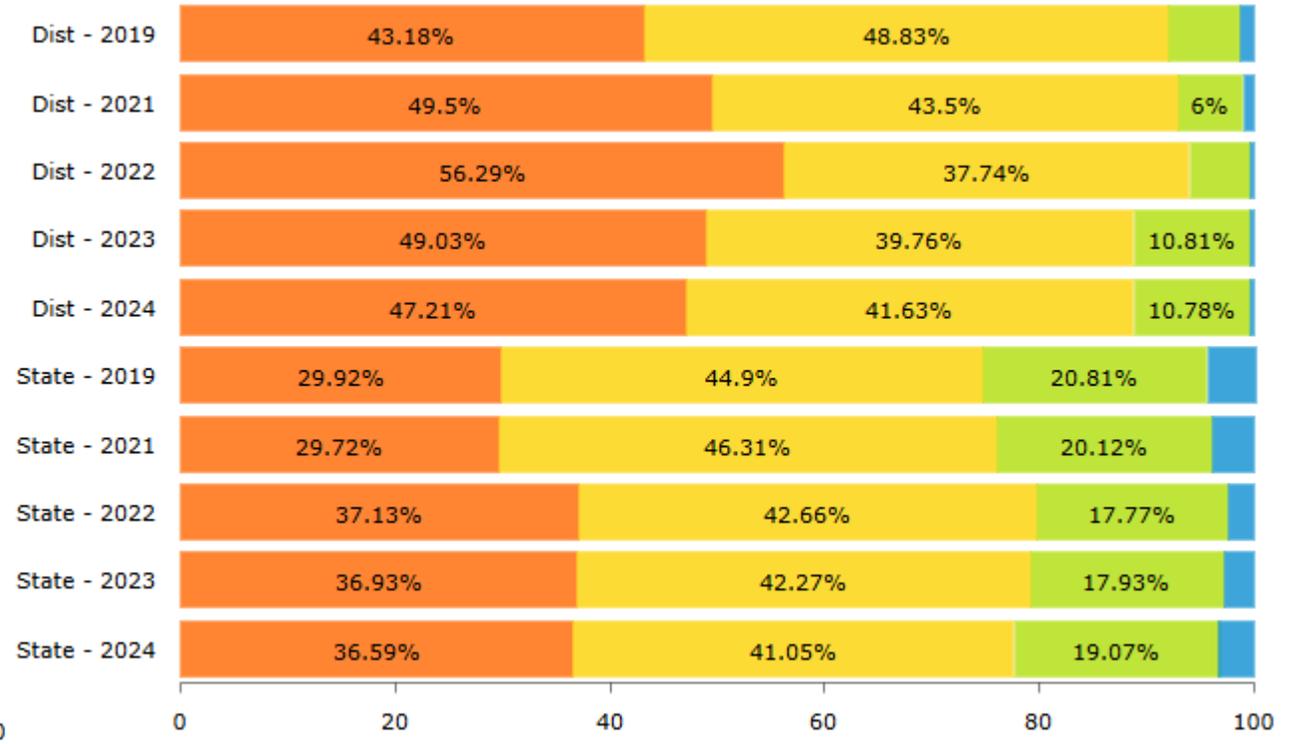


Academic Performance ELA by Grade

GRADE 7

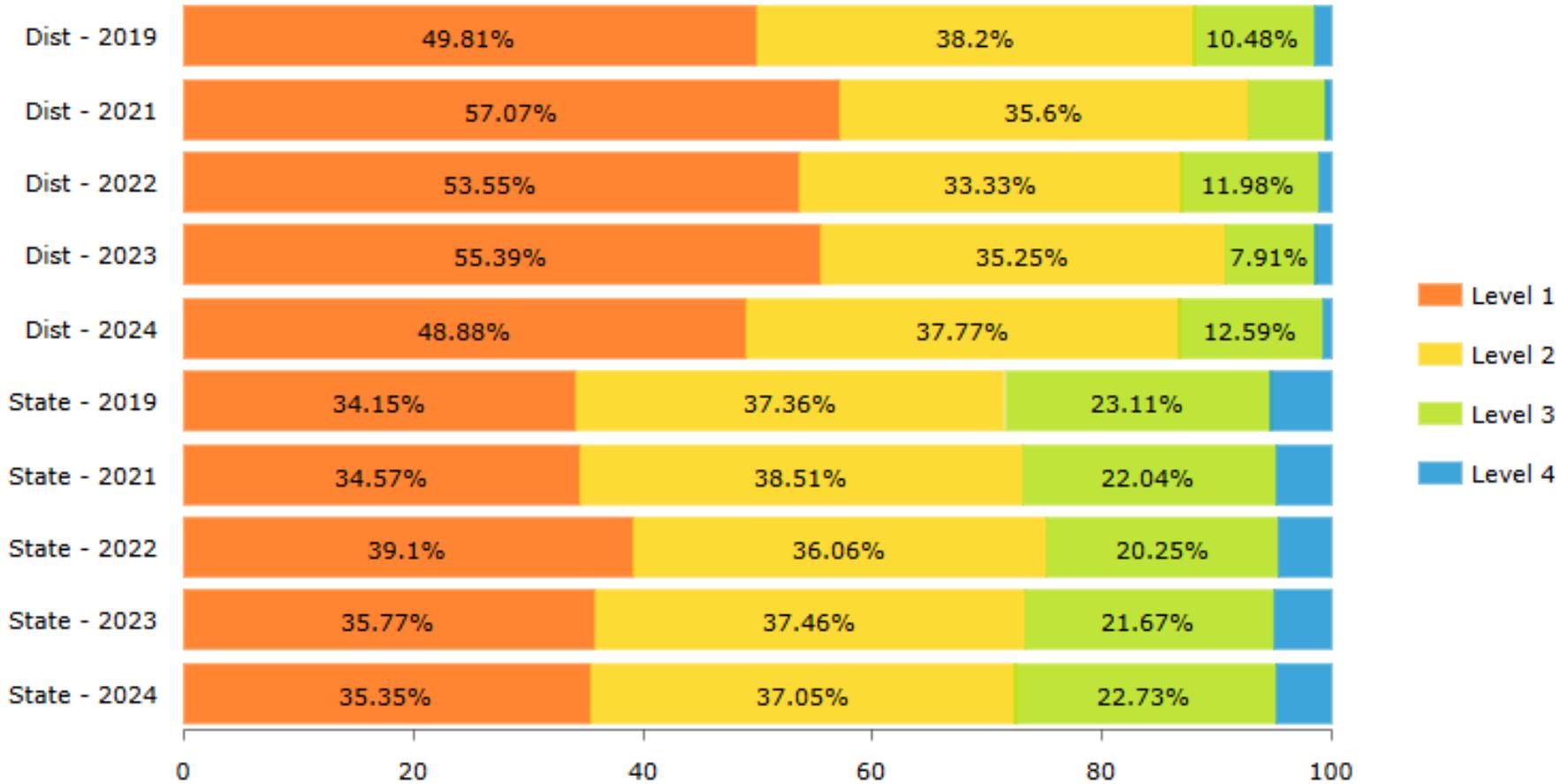


GRADE 8



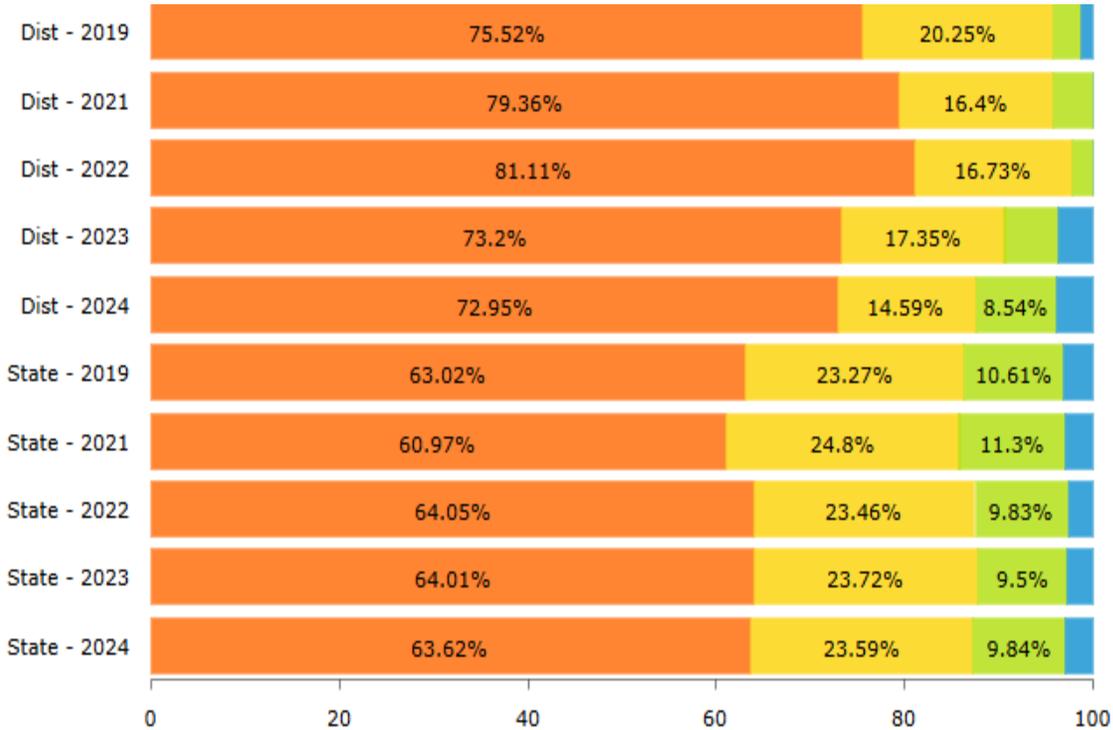
Academic Performance ELA by Grade

GRADE 10

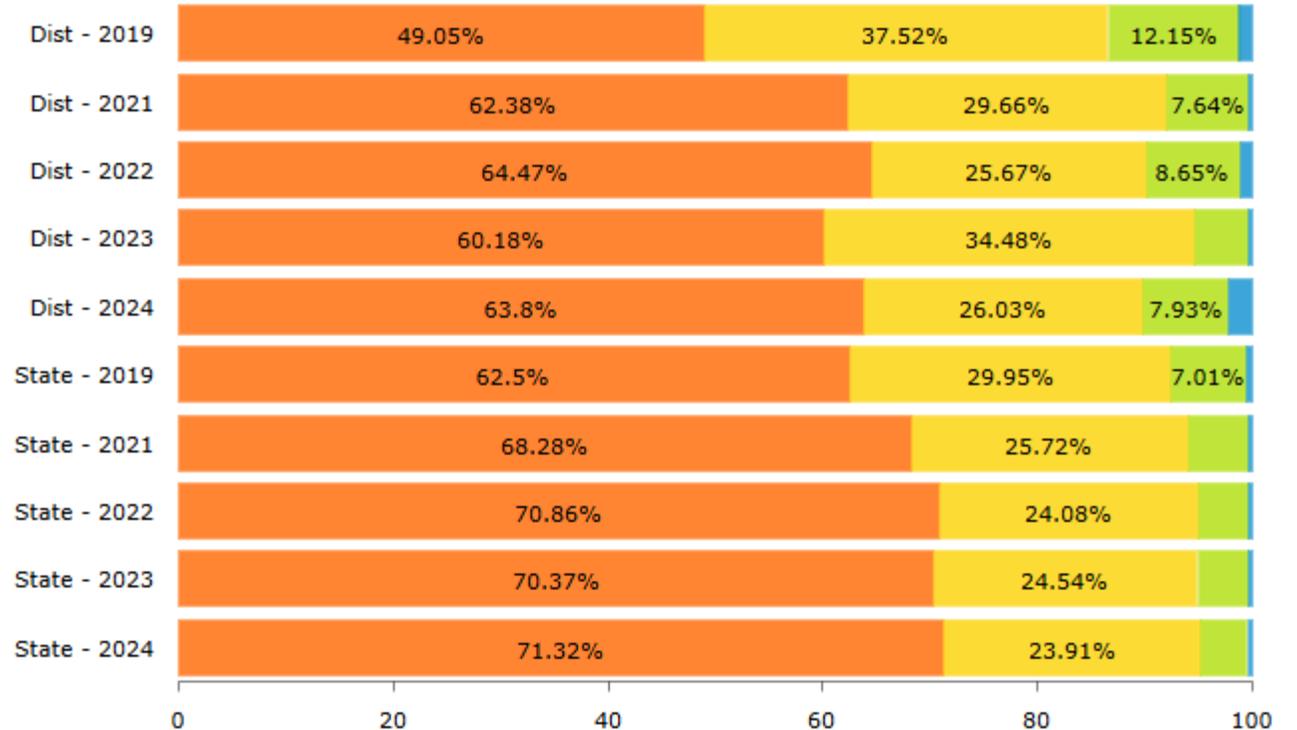


Academic Performance ELA by Subgroup - ALL

Students with Disabilities

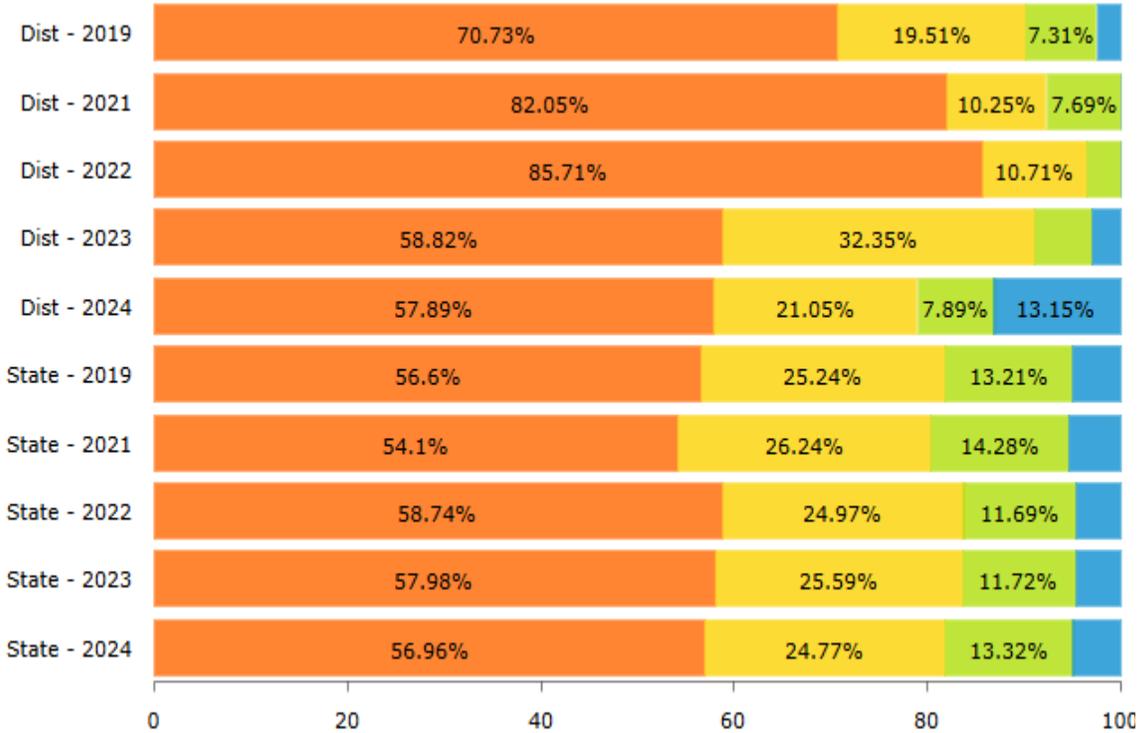


English Language Learners

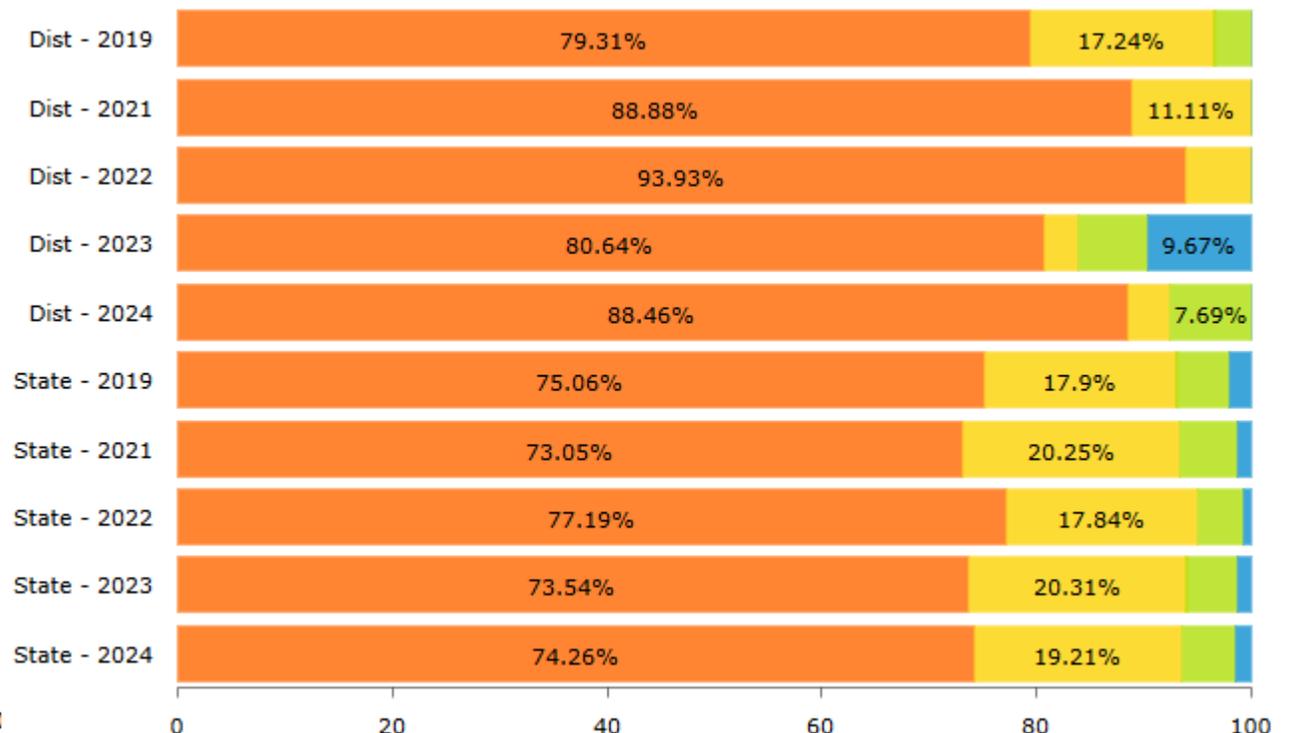


Academic Performance ELA SPED

Students with Disabilities Grade 3



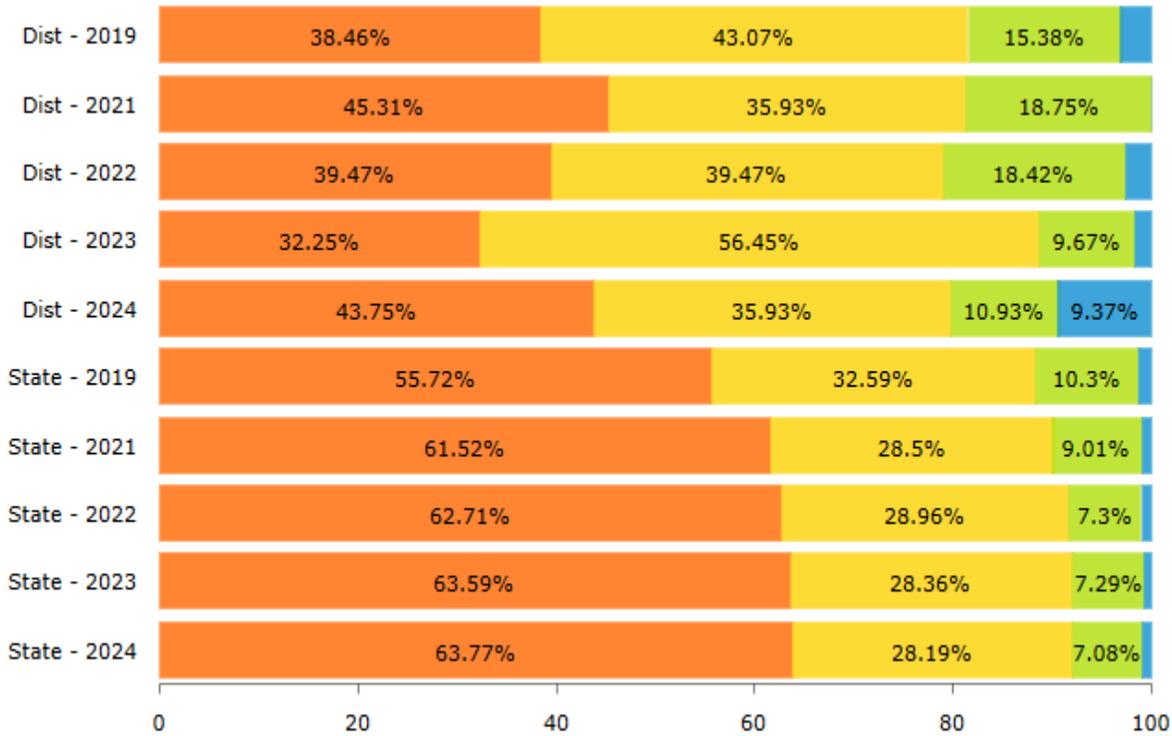
Students with Disabilities Grade HS



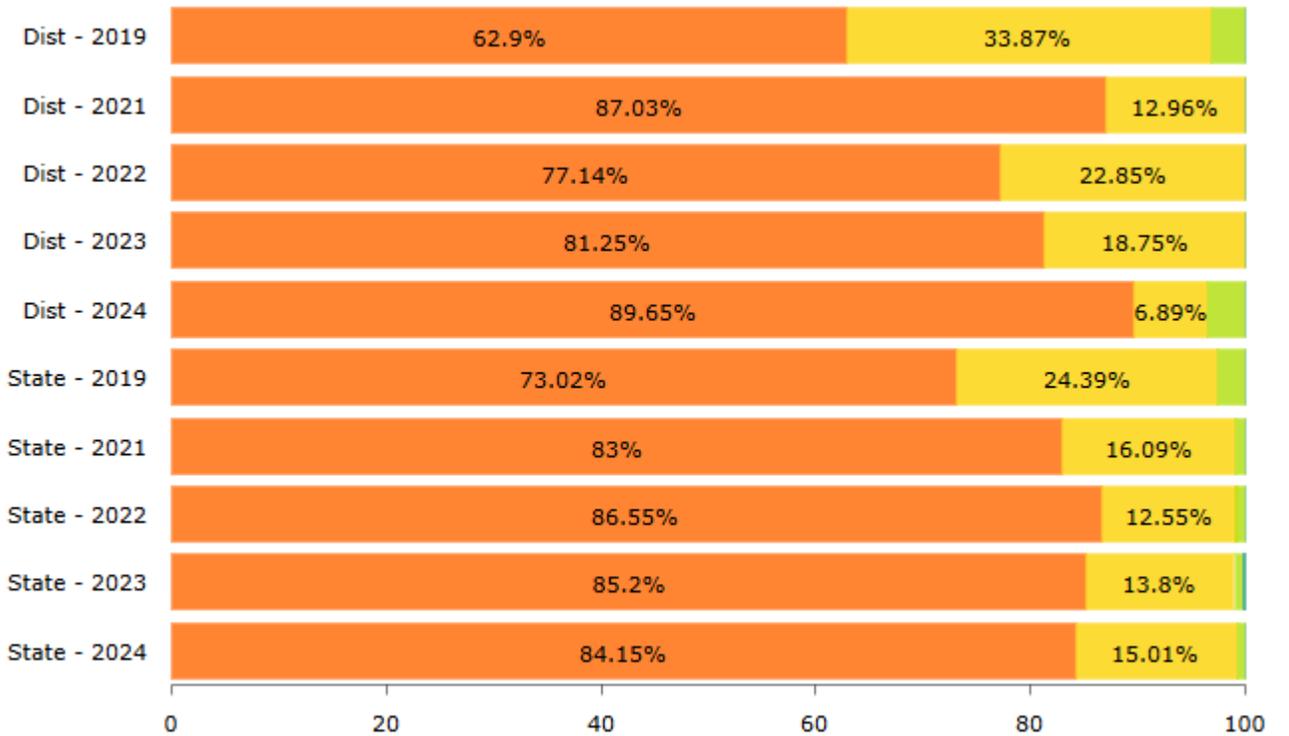
- Level 1
- Level 2
- Level 3
- Level 4

Academic Performance ELA ELL

English Language Learners Grade 3



English Language Learners Grade HS



Analysis and Conclusions

- Student performance begins to deviate from the state average in 5th grade in both ELA and Math.
- The disparity increases as you move up in grade in both subjects.
- The disparity is larger among certain subgroups (Sped & ELL) and begins at earlier grades.
- Sped and ELL students may not be accessing grade level material.
- Standards/Curricular expectations move to higher levels (application & analysis) beginning in grade 4 and increasing in number as you move up in grade.

KESA Action Plan 1

Fundamental: Structured Literacy

Structure: Professional Learning

Context for Implementing Structure/Lead Indicator: TUSD will train all elementary, special education, and ELL teachers and administrators required by the state certification guidelines in LETRS. TUSD will continue our current cohorts through KSDE. We will have four facilitators trained to provide LETRS training within the district. The district will give priority in enrollment to those requiring it for license renewal and primary teachers.

Measure(s) of Progress: All elementary, special education, and ELL teachers and administrators will be trained in LETRS.

6 Month Target (June 2025): In district facilitators will be trained in Volume 1 facilitation, 3 in LETRS for Elementary and 1 in LETRS for Early Childhood. KSDE Cohort 2 will have completed Volumes 1 and 2. KSDE Cohort 3 will have completed Volume 1. KSDE Cohort 4 will have completed half of Volume 1.

1 Year Target (February 2026): KSDE Cohort 3 will be completing Volume 2. KSDE Cohort 4 will have completed Volume 1. Two PK teachers will have completed the Early Childhood LETRS. Thirty elementary educators will have completed half of Volume 1 training with an in-district facilitator.

KESA Action Plan 2

Fundamental: Quality Instruction

Structure: Professional Learning

Context for Implementing Structure/Lead Indicator: TUSD adopted HQIM in math K-12 (Eureka Math Squared) in 2022-23 and in ELA 6-12 (SpringBoard) in 2023-24. The materials have rigorous instructional practices that support higher level thinking with student discourse, productive struggle, and inquiry-based instruction. In the pockets where teachers have been true to the materials and demonstrated fidelity to the HQIMs, we have seen growth. For example, 10th grade ELA saw a decrease of 6% at level 1 from 2023 to 2024. The lowest percent of students at level 1 in 5 years. Our third-grade students performed at or above the state average in mathematics in 2023 and 2024. Teachers at times make instructional decisions in planning and implementation that reduce the rigor. TUSD had the publishers train the admin and instructional coaches on purposeful planning and instructional support tools specific to the HQIMs. These individuals will facilitate purposeful planning and conduct learning walks to support educators with specific feedback to increase the quality of implementation.

Measure(s) of Progress: Increase the number of rigorous instructional strategies used by educators within the core curriculum.

6 Month Target (June 2025): Every teacher in grades 5-10 using Eureka Math Squared or SpringBoard resources will be observed and given feedback with the implementation tool quarterly. One TLT per month will focus on purposeful planning of EM2 or SpringBoard.

1 Year Target (February 2026): Every teacher in grades 5-10 using Eureka Math Squared or SpringBoard curriculum resources will be observed using the implementation tool monthly. One TLT per month will focus on purposeful planning of EM2 and SpringBoard.