

# PIPER USD 203

3130 N. 122nd St. | Kansas City, KS 66109

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## School Board Executive Summary

**Topic:** Accreditation Outside Visiting Team Update

**Date:** June 13, 2022

**Prepared by:** Jolene Jackson

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**Recommended Action:**

- Information Only
- Written Report
- Presentation/Discussion
- Discussion/Action by Board of Education

**Purpose:**

To provide the Board of Education with information about the On-site Visit Team Accreditation process and the highlights of our commendations and recommendations from our OVT Team.

**Background:**

Every year as part of the Kansas State Accreditation process, our District Leadership Team in cooperation with each Building Leadership Teams, show cases the work toward the Kansas State Board Outcomes of

- Social Emotional Growth
- Kindergarten Readiness
- Individual Plans of Study
- High School Graduation
- Post-Secondary Success

**Summary of Recommendations and Commendations from our OVT Team:**

The Piper School System has focused its efforts on rethinking the world of education so Piper students are #futureready. The shared vision is evident across the district. They appear to have a clear understanding of the community challenges and needs and how that is demonstrated in student learning. In addition, they have designed strategic interventions and systems to create an infrastructure to support and sustain their improvement and enrollment growth. Clear expectations are communicated within the school community, and feedback loops have been established.

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Dr. Jessica Dain, Superintendent of Schools**

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## Specific Strengths

- Portrait of a Graduate and Future Ready Learners: The competencies identified in the Piper Portrait of a Graduate are integrated in the District Strategic Plan, all District Building Plans, and Piper High School's Academy Leader Strategic Plan. This shared vision for #futureready learners is evident across the district. They are developing an Individualized Learner Profile for each student that is utilized in the individualized instructional design process to ensure post-secondary success for all students.
- They are aligning the Portrait of a Graduate competencies to the course outcomes of every course, PreK-12, and are designing real-world, performance-based assessments to ensure mastery of the Portrait of a Graduate competencies.
- Piper High School has embarked on a redesign project where high school students will select a learning Academy based on CTE Pathways. Each Academy will maintain an Academy Advisory Board to ensure graduates are future ready for their post-secondary pursuits. Portrait of a Graduate will guide the work of the advisory boards.
- Longitudinal Performance Level Reports for State Assessments indicates Piper School District has a larger percent of students performing at levels 3 and 4 than the state average in Math, ELA, and Science. In addition, Piper has fewer students performing at level 1 than the state average in Math, ELA, and Science. In 2021, graduation rate for 4 year cohort mirrored the state average, Piper 88.2%--State 88.1%. However, when reviewing the 5 year adjusted cohort, Piper School District graduated 92.9% of seniors, compared to a state average of 89.3% of seniors.
- Piper has implemented a Multi-tiered Systems of Support framework for literacy and math in all buildings. In addition, Piper has implemented the MTSS framework for social-emotional learning in all schools. Given their Grit results are below the national average on Panorama, they have implemented Individualized Student Goal Setting K-12. Because Multi-tiered Systems of Support is so important in Piper School District, the Director of Teaching and Learning and the Superintendent makes site visits to do fidelity checks on their MTSS program to ensure all elements are in place.
- Piper has developed a 5 Year Professional Development Plan that was first implemented in the 2021-22 school year and will scaffold through the 2025-26 school year. The plan was created with the 2021-22 Strategic Planning Committee. They have also started a PD Revolution where they offer and allow for afterschool Professional Development with Voice and Choice for teachers. Additionally, the Director of Teaching and Learning conducts a mid-year review of each Building Action Plan where Building Leadership Teams reflect on the progress they have made toward their Building Action Plans.

## Possible Recommendations for Improvement:

- Kindergarten Readiness—ASQ: Piper School District had 8% (15/151) of K students take the ASQ-3 and ASQ-SE. They have made plans to ensure 100% family participation in the future.
- PBIS—Grades 6-12: Piper School District has been implementing their Tier I SEL Curriculum and PBIS PreK-12 for the past 4 years. They implement C4L at PreK, Second Step K-8, and School Connect in 9th-12th grade. Piper reports PBIS struggled to sustain itself during the virtual learning in grades 6-12, and they are taking initiative to reinstate it.

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- Great work has been done in the area of Future Ready Learning. Reflect on potential ways to work with families in the future ready process.
- The current phase that we witnessed was early adopters. Carefully consider the next 3 year strategy on how to move beyond the early adopters to truly move ALL staff in the direction of #futureready. If ALL staff are not on board it will be difficult to get ALL students reached.
- The middle school redesign is very bold by going through a whole building change. Consider the staffing to make sure this full change can successfully be implemented. Whole building change is extremely hard and strong veteran teacher leaders need to drive this process. We did not hear from teaching staff during this tour and that was a concern that it may be more top down driven.