

Effectiveness

& EFFICIENCY

School Reviews

Full Report

Prepared for the
Board of Education
Bluestem
Unified School District #205
June 2011



Center for Innovative School Leadership

Emporia State University • Fort Hays State University • Pittsburg State University

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Executive Summary

Bluestem USD #205

EXECUTIVE SUMMARY

The function of the Center for Innovative School Leadership (CISL) is to conduct school efficiency reviews for school districts on a voluntary basis to help them realize greater efficiency and effectiveness. CISL was created through Kansas Senate Bill No. 304 in the 2004 legislative session as a cooperative endeavor between EmporiaStateUniversity, FortHaysStateUniversity, and PittsburgStateUniversity.

The review process used by CISL is modeled after successful programs conducted in Arizona, Texas, and Virginia. The goal of CISL is to identify best practices, cost savings, and potential efficiency and effectiveness strategies for school districts in the areas of leadership, teaching and learning, facilities management, and human resources. CISL will identify good practices to be shared with other school districts and provide insight for school districts to realize greater efficiency in overall school operations.

The studies are not a review of classroom instruction or teaching strategies. The information provided by CISL can, however, assist with student achievement to help the district reach the ultimate goal: producing an environment for students to learn at higher levels.

Highlights found through the review process are provided here, including:

- **an overview of Bluestem School District #205**
- **a comparison of Bluestem to peer and region schools**
- **highlights from reports written by team members who interviewed school district personnel**
- **Effectiveness and Efficiency School Review survey results**

A full report will be issued following the presentation of the executive summary. All reports are public documents.

BLUESTEM SCHOOL DISTRICT #205

The Bluestem School District is one of several school districts volunteering to participate in the school efficiency review process. We thank them for their willingness to be involved with this project.

The review of Bluestem's School District was initiated in November 2010 and concluded in May 2011. This report will identify best practices of the Bluestem School District and provide suggestions on ways to further improve the district's operation efficiencies.

School district profile information:

- The Bluestem School District is located in Butler County in South Central Kansas. Bluestem is one of the nine school districts located in the county.
- The 2009 U.S. Census data reports Butler County had an estimated population of 64,084. In 2000, the census reported an estimated 59,486 resided in the county. This is a 7.7% increase in the county's population.
- The racial makeup of the school district is over 87% Caucasian; this figure has been relatively steady over the years. This compares to an 87% average in the region schools, a 93% average among peer schools, and a statewide average of 69%.
- The school district consists of 348 square miles compared to the state average of 280 square miles per school district.
- Bluestem School District currently employs 77 employees, including 49 certified teaching and administrative staff.
- The 2010-11 proposed general fund and supplemental general fund is \$5,874,579.
- In 2009-10 the average teacher's salary was \$51,541. This compares to an average of \$48,925 in region schools, \$47,535 among peer schools, and a statewide average of \$48,671.
- In 2009-10 the average administrator's salary was \$75,346. This compares to an average of \$76,206 in region schools, \$70,198 among peer schools, and a statewide average of \$83,911.
- In 2009-10, the 20-year salary trend for teachers was ranked 63rd in the state. The region average was 136th, and the peer average was 179th.
- In 2009-10 the pupil-teacher ratio was 12.2:1. This compares to an average of 13.7:1 in region schools, 11.9:1 among peer schools, and a statewide average of 13.1:1.

COMPARISONS TO PEER AND REGION SCHOOLS

CISL has established peer and region schools to support comparability of selected criteria. There were four peer schools selected and 47 region schools to which Bluestem was compared. The peer schools were selected based on similar size, similar socio-economical status, and performance based on state test results. The region schools were selected based on school districts that are in contiguous counties which include Chase, Cowley, Elk, Greenwood, Harvey, Marion, Sedgwick, and Sumner counties. Comparisons between Bluestem and these peer schools, Hoisington, Moundridge, Oakley, and Wakeeney are explored in further detail in the complete report; the full report also includes all school survey results and the full findings by the Bluestem review team.

HIGHLIGHTS FROM REPORTS

Team members were selected to evaluate the school district in the areas of leadership, teaching and learning, facilities management, and human resources. Each team member submitted reports with findings, commendations, recommendations / opportunities for improvement, and impacts. An extended report will be submitted in the future with the full findings. Included here are highlights from the commendations, recommendations / opportunities for improvement, and projected impacts.

COMMENDATIONS:

Facilities Management

Energy Management

1. There appears to be proactivity in the maintenance of the HVAC systems and facilities in general.

Food Service

1. The food service department receives limited funding.

Organization and Management

1. A 4-day school week has been implemented to reduce expenditures while still meeting academic needs.

Safety and Security

1. The district's insurance company's loss control staff conducted a security assessment in 2010.

Human Resources

Evaluation and Supervision

1. The classified staff like the online training opportunities and feel they are worthwhile.

Organization and Management

1. Administrators have good communication utilizing technology – example, BOE minutes on the district website, email updates, auto-dialer for parents.

Recruitment, Hiring and Retention

1. The committee hiring process seems to be working well.

Salary, Wages and Benefits

1. Teacher salaries are very competitive and attractive.

Leadership**Administrative Team**

1. The superintendent gives the principals local control at their buildings, which include the management of their budget and the educational leadership.
2. Good written communication with parents in the district through their website and newsletters.

Board of Education

1. Good discussion at the board meeting between the superintendent and board members as well as the audience.

Teaching & Learning**Curriculum, Instruction, and Assessment**

1. The move to the 4-day week has allowed the staff to study the curriculum and make decisions on what is relevant to the students and needs to be included in the intended curriculum. It has made delivery of content more efficient.

Staff Development

1. The district has 10 days of staff development for the year, six (6) of which occur on Fridays when school is not in session. Some of the days are devoted to district level priorities. The remainder of the days is dedicated to activities supporting the building school improvement plans and needs.
2. The plans for moving some of the staff development activities to a moodle server next year is intriguing and has the potential to provide some good training opportunities for the staff.

Technology

1. The district has recognized the need to provide technologies to the classrooms as tools to help improve teaching and learning. Currently, all the classrooms are to have a LCD projector and document Cameras (ELMOs).

OPPORTUNITIES FOR IMPROVEMENT / RECOMMENDATIONS:

Facilities Management

Custodial and Maintenance Services

1. It is recommended the district regularly provide continued staff training and evaluations to staff.

Impact: This would increase the efficiency of staff and continued cross training would enable staff to be proactive in maintenance of the facilities.

2. It is recommended the district consider the installation of hand dryers in restroom and wash areas.

Impact: This would provide a savings on towel products in the amount of \$1,000-\$2,000 per year.

Food Service

1. It is recommended the district continue to work with the Purchasing Coop to buy in volume.

Impact: This would result in yearly savings of up to an additional 5% or \$5,000.

Transportation

1. It is recommended the district consider contacting surrounding districts to share mechanical duties. A common industry guideline is approximately 25-30 vehicles per mechanic.

Impact: This would result in up to a 50 % savings or approximately \$15,000 in the mechanics' compensation expenses while maintaining adequate services for the district's own fleet.

Human Resources

Organization and Management

1. It is recommended the district communicate better to publicize meetings and the results of those meetings. This communication should include methods other than technology for those individuals who do not access technology. Examples might be to post fliers in the post office and café, notifications in the monthly newsletter, and perhaps district officials meeting with the community at the café and senior citizens center. Perhaps students could become involved in distributing fliers and/or creating posters to advertise important meetings and/or communicate noteworthy information.

Impact: This would begin to build trust between the district, administration, and community. This is imperative for the health of the district and community. If the community feels like the district is very upfront with all communication, they would no longer question and complain about purchases.

Personnel Policies and Procedure

1. It is recommended the district update job descriptions on an annual basis and be given to each employee at least once a year so they can be reviewed by the employee. A recommendation would be to tie the evaluation to the job description.

Impact: This would allow optimum production from the employee and an accurate way of assessing their work. Job descriptions are very important as they dictate what is expected of each employee. It is imperative these job descriptions are up-to-date and the employee is knowledgeable about these expectations.

Recruitment, Hiring, and Retention

1. It is recommended the district require exit interviews for all employees who leave the district.

Impact: This would let the district and BOE understand the concerns of employees. These concerns can be analyzed to determine if changes should be made in order to increase staff morale and/or retain competent employees. If exit interviews are conducted in a professional manner they would become a wealth of information for administrators and the district.

Salary, Wages and Benefits

1. It is recommended the district assign a committee of employees affected by the retirement benefit in order to determine if this is an expenditure that could be eliminated.

Impact: The retirement benefit is certainly a positive perk. However, eliminating this policy would result in money that might be able to be put into salaries. Before the policy is changed it would be important to find out what the feelings of the affected employees are – would they rather keep the plan or have more money for salaries now? Obviously not everyone would agree, but having a decision made by committee and listening to the opinions of those affected might go a long way in having a decision that is supported by the masses.

Leadership

Administrative Team

1. It is recommended the superintendent meet with teaching staff on a regular basis, possibly once a quarter, to discuss his ideas about the future of the district, budgetary and other issues/challenges the district is facing.

Impact: This would build a stronger relationship with the faculty and strengthen the school district's program. Building collaborative processes would improve the quality of the educational programming which would lead to improved student performance.

Board of Education

1. It is recommended the district develop a 2-3 year strategic plan that includes capital improvement as well as educational and curricular strategies. This plan should be developed with all stakeholders—including but not limited to parents and patrons, students, and staff (both classified and non-classified).

- Impact:** This would serve as an excellent communication tool to use with the community and staff on the future direction of the district. If you gain input from all stakeholders, the enthusiasm and support for the district would increase. Builds trust and credibility with your community.
2. It is recommended the district improve communication with teachers and students. This includes an invitation to students and their teachers to make a presentation about some aspect of their program to each board meeting.
Impact: This would increase contact with teachers and students, provide a formal opportunity for teachers to connect with the board of education, demonstrate to the teachers that the board members show an interest in their work, and create a stronger sense of cohesion between the board members and the teachers. Fifteen minutes of the board's agenda could go a long way to create a trustworthy relationship between the district teachers, superintendent, and the board members. Strengthening this relationship is particularly helpful during a time of great change.

Parent/Patron Organizations

1. It is recommended the district have parents brainstorm ways in which the district and community can increase their interaction.
Impact: This would increase support and good will between the district and the community.

Teaching & Learning

Curriculum, Instruction, and Assessment

1. It is recommended the district use a systemic process to analyze district assessment data. Whatever process chosen can then be extended to use for all staff for data analysis work during curriculum alignment work.
Impact: This would support understanding of data analysis and increased usage of data driven decision making by staff. It would also provide a common language to be used during expected collaboration efforts between buildings.
2. It is recommended the building principals, especially at the combined middle school/high school, increase the number of classroom walk-through formative evaluations followed up with written feedback on observed classroom observations.
Impact: This would validate for the principals that the intended curriculum is actually be taught. Teachers usually appreciate the feedback given by administrators on instructional delivery and its impact on student learning. Hattie (1992) concluded "the most powerful single modification that enhances achievement is feedback." Feedback would occur after those walk-through visits only as the principals make concerted efforts to regularly visit the classrooms and design a tool that would provide effective feedback to the teachers.

Staff Development

1. It is recommended the district continue its commitment to support quality staff development activities and maintain the ten days on the district calendar for professional development. Continued support and reliance on the PDC to help define needed staff development activities is further recommended.

Impact: This would improve teacher learning and that translates into improved student learning. The PDC has a good reputation in the district and has provided good leadership in shaping staff development plans.

Technology

1. It is recommended the district incorporate integration activities in the classrooms into the job description of the new technology director.

Impact: This would assist teachers on a regular basis instead of just during an in-service activity. Use of technology is not an event, but needs to be a regular part of instruction. The district appears to have a solid base of technology equipment. There will always be “wires and pliers” issues that need to be addressed and much of that can be done remotely. The area where huge gains can be realized is in the integration of technology into the instructional delivery. Teachers usually know how to make the technology work, but need much more assistance making the technology relevant in the learning process for the students.

2. It is recommended the district finish updating the list of technology equipment. The finished product needs to be in electronic format making it more efficient from which to pull needed information.

Impact: This would make decisions regarding replacement of equipment and subsequent cost more accurate. When looking at developing a regular schedule for replacing computers, data on age and model of the computers is absolutely necessary. Removal of machines from service is recommended for those machines clearly out dated so as to not add additional strain in support to the system.

HIGHLIGHTS FROM THE EFFECTIVENESS AND EFFICIENCY SCHOOL REVIEW SURVEY RESULTS

ADMINISTRATORS AND BOARD OF EDUCATION MEMBERS SURVEY RESULTS

Of the 11 member of the Bluestem School District, 8 completed the survey. Of the 52 statements administrators and board of education members were asked to respond to, the items below were the ones receiving the strongest responses.

Commendations from Administrators and Board of Education Members:

- All of the administrators and board of education members responding said the superintendent is a respected and effective instructional leader.
- Almost 90% of the administrators and board of education members responding felt district salaries are competitive with similar positions in the job market.
- Over 85% of the administrators and board of education members responding said students feel safe and secure at school.
- All of the administrators and board of education members responding thought schools are clean.

Opportunities for Improvement / Recommendations from Administrators and Board of Education Members:

- Half of the administrators and board of education members responding thought the district does not have effective special programs for advanced placement.
- Half of the administrators and board of education members responding said the district does not have effective special programs for students at risk of dropping out of school.
- Over 60% of the administrators and board of education members responding felt teachers are not rewarded for superior performance.
- Nearly 40% of the administrators and board of education members responding thought drugs and alcohol are a problem in this district.

CLASSIFIED STAFF SURVEY RESULTS

Of the 28 possible classified staff in the Bluestem School District, 23 completed the survey. Of the 45 statements classified staff members were asked to respond to, the items below were the ones receiving the strongest responses.

Commendations from Classified Staff:

- Over 80% of the classified staff responding said the board of education members have a good knowledge of the educational needs of students.
- Over 80% of the classified staff responding thought the superintendent is a respected and effective instructional leader.

- 78% of the classified staff responding said central office personnel support the education process.
- 95% of the classified staff responding felt building administrators in our school care about students' needs.

Opportunities for Improvement / Recommendations from Classified Staff:

- Over 25% of the classified staff responding thought the morale of the central office is not good.
- Nearly 40% of the classified staff responding said the district does not have effective special programs for students at risk of dropping out of school.
- Over 25% of the classified staff responding said the district does not reward the competence and experience of classified staff.
- Nearly 30% of the classified staff responding thought drugs and alcohol are a problem in the district.

PARENTS' SURVEY RESULTS

Of all the parents/patrons in the Bluestem School District, 31 completed the survey. Extrapolating highlights from the survey responses for this low of a number would more than likely lead to misidentification of concerns of this group and are therefore not included.

STUDENTS' SURVEY RESULTS

Of the 225 possible students in the Bluestem School District, 55 completed the survey. Of the 34 statements students were asked to respond to, the items below were the ones receiving the strongest responses.

Commendations from Students:

- 80% of the students responding felt principals and/or assistant principals in our school care about students' needs.
- 75% of the students responding said the district provides a high quality education.
- Over 80% of the students responding said they feel safe and secure at school.
- 83% of the students responding thought cafeteria staff is helpful and friendly.

Opportunities for Improvement / Recommendations from Students:

- Nearly half of the students responding thought the district does not have effective special programs for advanced placement.
- 33% of the students responding felt the district does not have effective counseling programs for students.
- 30% of the students responding thought schools do not regularly communicate with parents.
- 40% of the students responding said drugs and alcohol are a problem in this district.

TEACHERS' SURVEY RESULTS

Of all the teachers in the Bluestem School District, 46 completed the survey. Of the 44 statements teachers were asked to respond to, the items below were the ones receiving the strongest responses.

Commendations from Teachers:

- Over 90% of the teachers responding thought building administrators are effective as the instructional leaders of their schools.
- 94% of the teachers responding said teachers are given an opportunity to suggest programs and materials that they believe are most effective.
- Nearly 65% of the teachers responding thought benefits, other than health insurance, are adequate in the district.
- 94% of the teachers responding felt students feel safe and secure at school.

Opportunities for Improvement / Recommendations from Teachers:

- Over 25% of the teachers responding felt the district does not have effective special programs for advanced placement.
- Over 50% of the teachers responding thought the district does not have effective special programs for students at risk of dropping out of school.
- 60% of the teachers responding felt teachers are not rewarded for superior performance and experience.
- Over 60% of the teachers responding said drugs and alcohol are a problem in this district.



Bluestem USD #205

FACILITIES MANAGEMENT

Findings

Custodial and Maintenance Services

- The maintenance director manages the custodial staff.
- Work orders are submitted and prioritized via email to the maintenance director and superintendent.
- Custodial staff received training through the custodial supply vendor.
- Purchasing of custodial supplies is coordinated through the maintenance director to ensure supplies purchased are uniform and inventories are controlled.
- Job descriptions and duties have been developed for custodial staff.

Energy Management

- A new HVAC system has recently been installed at the high school and middle school.
- HVAC controls have been installed and activated in all buildings.
- The high school received a new roof and roof maintenance was performed on the middle school and the district office.
- The district entered into an energy performance contract in 2007 which included the retrofitting of lighting.

Food Service

- There is a central preparation kitchen at the elementary school and ala Carte prepared at the high school and middle school kitchens.
- The middle school students are being moved to the high school, which will eliminate the middle school kitchen.
- Food products are purchased through the South Central purchasing Coop.
- There are approximately 10 part time staff members including the food service director.
- There appears to be adequate freezer and dry storage accommodations.
- The district is on a 4-day week.

Organization and Management

- There is a maintenance and custodial director.

- The district has a food service director and a transportation supervisor.
- Each position above reports directly to the superintendent.

Safety and Security

- Security cameras were installed for surveillance.
- There is a school resource officer at the high school.
- Visitors are asked to report to the office when entering a building.

Transportation

- The district has 10 regular routes.
- The district operates their transportation system.
- The district has been reducing the size of the fleet over the past few years.
- Routes have been reduced from 14 to the current 10 regular routes.
- Monthly safety meetings are conducted.
- The district has a 30 hour mechanic.

COMMENDATIONS:**Custodial and Maintenance Services**

1. Sanitizer dispensers have been installed throughout the schools.
2. The district has made significant improvements in implementing preventive maintenance on equipment such as changing HVAC filters on a regular basis.
3. Staff are cross trained to perform multiple duties

Energy Management

1. The administration (superintendent), maintenance director and the assistant high school have given restricted access to the HVAC electronic controls.
2. Temperature set points and schedules have been established and implemented as recommended by ConEdison.
3. Proactive maintenance is provided to the HVAC systems and facilities in general.

Food Service

1. The food service director is actively involved in the daily preparations and serving.

2. The elementary was well organized and clean.
3. The food service department receives limited funding.

Organization and Management

1. A 4-day school week has been implemented to reduce expenditures while still meeting academic needs.

Safety and Security

1. A security assessment was conducted in 2010 by the insurance company's loss control staff.

Transportation

1. The number of routes and size of the fleet have been actively reduced.

OPPORTUNITY FOR IMPROVEMENTS / RECOMMENDATIONS:

Custodial and Maintenance Services

1. It is recommended the district regularly provide staff training and evaluations to staff.
Impact: This would increase the efficiency of staff and continued cross training would enable staff to be proactive in maintenance of the facilities.
2. It is recommended the district consider the installation of hand dryers in restroom and wash areas.
Impact: This would provide savings on towel products in the amount of \$1,000-\$2,000 per year.

Energy Management

1. It is recommended the district continue to develop a district wide energy conservation policy.
Impact: Additional reductions in energy use and cost over the long term would be realized.

Food Service

1. It is recommended the district continue to work with the Purchasing Coop to buy in volume.
Impact: This would result in yearly savings of up to an additional 5% or \$5,000.

Safety and Security

1. It is recommended the district continue to try and implement recommendations from the security assessment as budgets permit.
Impact: This would address safety and security concerns and provide safer environments for students. This would also alleviate parental concerns and provide awareness of the importance of safety and security among staff and patrons.

Transportation

1. It is recommended the district consider contacting surrounding districts to share mechanical duties. A common industry guideline is approximately 25-30 vehicles per mechanic.

Impact: This would result in up to a 50 % savings or approximately \$15,000 in the mechanics' compensation expenses while maintaining adequate services for the district's own fleet.

2. It is recommended the district continue to review routes for elimination or consolidation.

Impact: This would result in a savings of approximately \$10,000 to \$15,000 per route.

3. It is recommended the district continue reduction of the transportation fleet.

Impact: This would reduce continued maintenance costs on seldom used vehicles and buses.

HUMAN RESOURCES

Findings

Evaluation and Supervision

- Teachers, administrators, and classified staff are all evaluated annually, or as mandated by state statutes.

Organization and Management

- The administrative appears to have regular meetings.
- There have been numerous changes over the past few years as a result of a decrease in students. Among the most noted changes are the 4-day week, moving the 7/8 grades to the high school and decreasing staff, as well as replacing existing coaches and other positions.
- Communication is a concern among many groups. Communication via technology – the web page and email – is good but does not reach all parties.
- The majority of people feel the four (4) day week seems to be working well.
- At the secondary building level feedback is encouraged via a suggestion box and being allowed to text questions/suggestions.

Personnel Policies and Procedures

- Manuals, including Board of Education policy, are updated annually. Job descriptions are updated as positions change. Manuals seem to be very comprehensive and user friendly.
- Classified staff liked the online training opportunities – blood borne pathogens and safety, for example.
- It appears everyone is knowledgeable about the rules on things such as overtime.
- Administrators have access to administrative guidelines dealing with protocol.
- The classified and athletic handbooks are very comprehensive.
- There is no licensed handbook.
- A very good exit form is only administered if the exiting employee asks to complete it.

Recruitment, Hiring, and Retention

- A mentoring program in place for teachers.
- Classified staff feels they are adequately trained when they begin working for the district.

- Training is not given to substitute teachers.
- Interviews are conducted by a committee and staff feels favorable toward this method of hiring.
- There is a comprehensive hiring plan and openings are listed on the district website as well as KSDE. Vacancies are listed for one month.

Salary, Wages, and Benefits

- This is the second year that licensed and classified staff has not had a pay increase.
- Each staff member is given \$340 toward health insurance if they purchase it through the district.
- Recently the \$340 has been paid for 12 months even for those staff who are nine month employees.

COMMENDATIONS:**Evaluation and Supervision**

1. There is an organized, systematic system for evaluating licensed and classified staff.
2. The classified staff like the online training opportunities and feel they are worthwhile.

Organization and Management

1. There are no excess administrators or directors. All administrators are doing their share to assure the smooth running of the district.
2. Administrators meet regularly.
3. Administrators have good communication utilizing technology – example, Board of Education minutes on the district website, email updates, auto-dialer for parents.

Personnel Policies and Procedures

1. There are job descriptions for all employees.
2. Everyone appears to understand policies on overtime.
3. The handbooks are well written and comprehensive.

Recruitment, Hiring, and Retention

1. The committee hiring process seems to be working well.
2. The hiring process seems to be equitable, legal, and adequate for acquiring qualified staff.

Salary, Wages, and Benefits

1. Teacher salaries are very competitive and attractive.
2. The \$340 paid toward health insurance is a positive benefit.
3. The retirement benefit is a positive perquisite and allows staff to be more financially able to retire.

OPPORTUNITY FOR IMPROVEMENTS / RECOMMENDATIONS:**Evaluation and Supervision**

1. It is recommended administrators use the evaluation process as a vehicle for improvement. Once conducted, they should then be given to the employee and discussed with them.
Impact: This would result in increased employee performance and a sense of fairness among current staff. The ultimate goal should be for improvement and the employee should be aware of their deficits and provided with feedback for improving.

Organization and Management

1. It is recommended the district communicate better to publicize meetings and the results of those meetings. This communication should include methods other than technology for those individuals who do not access technology. Examples might be to post fliers in the post office and café, notifications in the monthly newsletter, and perhaps district officials meeting with the community at the café and senior citizens center. Perhaps students could become involved in distributing fliers and/or creating posters to advertise important meetings and/or communicate noteworthy information.
Impact: This would begin to build trust between the district, administration, and community. This is imperative for the health of the district and community. If the community feels like the district is very upfront with all communication, they would no longer question and complain about purchases.
2. It is recommended the district take measures to increase staff morale. Administrators need time to conduct team building activities at in-services and within their buildings. As is recommended with the community, administrators should be outwardly communicative, preferably face-to-face, with staff in order for them to see changes being made in the district.
Impact: This would encourage the staff to be more supportive regarding purchases the district makes and not be confused regarding salary freezes. Staff would be more effective with students if they feel they are part of a team.
3. It is recommended the district take measures to ensure programs are sustained upon the superintendent's retirement. Making sure policies address the changes and guidelines are well established will help this to occur. All these should be in written and adopted form.
Impact: This would guarantee those necessary and important changes that have been made would continue, even with a change in the superintendence and Board of Education members.

4. It is recommended the district implement a long-term strategic plan.
Impact: This would make changes more accepted by the staff, parents, students, and community if they feel these changes are made with guided thought, planning, and a sense of direction.

Personnel Policies and Procedures

1. It is recommended the district develop an administrative manual whereby all administrative guidelines and procedures can be kept and accessed by administrators.
Impact: This would ensure rules and regulations are followed. Having this information in one place, organized in a useable way, would help all future administrators when coming to the district. The superintendent has stated he will not be in the district many more years; therefore, it would be important for all administrative guidelines to be in written form.
2. It is recommended the district update job descriptions on an annual basis and be given to each employee at least once a year so they can be reviewed by the employee. A recommendation would be to tie the evaluation to the job description.
Impact: This would allow optimum production from the employee and an accurate way of assessing their work. Job descriptions are very important as they dictate what is expected of each employee. It is imperative these job descriptions are up-to-date and the employee is knowledgeable about these expectations.
3. It is recommended the district establish compliant job descriptions. Some are missing some relevant information, such as “exempt” status, working conditions, and a place for the employee to sign that they have received and understand the job description.
Impact: This would help keep the district out of litigation should a disgruntled employee seek retribution.

Recruitment, Hiring, and Retention

1. It is recommended the district require exit interviews for all employees who leave the district.
Impact: This would let the district and board of education understand the concerns of employees. These concerns can be analyzed to determine if changes should be made in order to increase staff morale and/or retain competent employees. If exit interviews are conducted in a professional manner they would become a wealth of information for administrators and the district.
2. It is recommended the district provide annual training for all substitute teachers.
Impact: This would help substitutes be more effective in the classroom, therefore eliminating wasted instructional time and discipline issues.
3. It is recommended the district review effective ways to retain, reward, and value competent staff. Establishing a culture that appreciates a job well done would be the first step toward valuing staff. Administrators should write notes of appreciation, recognize accomplishments of staff, encourage staff feedback and suggestions, and take every opportunity to let them

know they are valued. There are numerous books that offer ideas for rewarding staff that don't involve money.

Impact: This would inspire employees to perform more effectively. This would result in increased student performance and the retention of the most qualified employees in your district. Currently the economic conditions may help retain qualified staff as there are few job opportunities elsewhere. This may not always be the case so taking steps now to retain those quality staff members would pay off in the future.

Salary, Wages, and Benefits

1. It is recommended the district give teachers their step on the salary schedule and classified staff given a very modest increase.

Impact: This would keep staff positive and not have them questioning all expenditures for the district when they are not given compensation for years of service. If a step is not given for the next school year, it will be the third consecutive year that teachers have been frozen on their current step. And if a step is given to teachers it would be important to give a very modest increase to classified who took the brunt of recent reductions by having a decrease in number of hours they are allowed to work.

2. It is recommended the district provide information to employees regarding 403B plans, health savings plans, etc.

Impact: This would be helpful to provide financial expertise to employees in order for them to optimize their current financial status.

3. It is recommended the district assign a committee of employees affected by the retirement benefit in order to determine if this is an expenditure that could be eliminated.

Impact: The retirement benefit is certainly a positive perquisite. However, eliminating this policy would result in money that might be able to be put into salaries. Before the policy is changed it would be important to find out what the feelings of the affected employees are – would they rather keep the plan or have more money for salaries now? Obviously not everyone would agree, but having a decision made by committee and listening to the opinions of those affected might go a long way in having a decision that is supported by the masses.

LEADERSHIP

Findings

Administrative Team

- Building administrators manage their building budgets.
- Building administrators stated the superintendent allows them to be the educational leader of their buildings.
- Principals and superintendent meet weekly. The agenda is developed by the superintendent with input from the principals.
- Administrators hold regularly scheduled Site Council meetings.
- Building administrators do not directly supervise custodial and food service staff. They do feel they have opportunities to provide input into the management of these areas when it impacts their buildings.
- The building administrators do not meet with other department heads within the district.
- Administrative staff expressed interest in improving the evaluation process for the teachers.
- Superintendent personally delivers paychecks to the staff.
- Concerns were expressed by staff and administration that a gap exists between the educators and the superintendent.
- Teachers stated the superintendent does not seek out their opinions on major curricular decisions that impact their work with the students.
- Teachers feel as if new programs are “just dropped on us” without any input.
- Building administrators work closely with the District Steering Committee.
- Information discussed and decisions made by the District Steering Committee are not well communicated to the rest of the teaching staff in the district.
- Teaching staff stated they did not have any input on the new handbook presented to them on the first day of school.
- Teaching staff feel the new principal has been successful in building a faculty team at the high school.

- High School teaching staff indicated the new high school administration is responsive and helpful in dealing with student disciplinary issues.
- The administrative changes have been difficult for the middle school teaching staff.
- The High School/Middle School principal does not currently hold regular faculty meetings. He plans to start those in the fall.
- The Site Council agenda and meeting is staff directed.
- The sense from many staff was the ideas in this district were driven from the top-down.
- Several staff stated that during the past year the district has been in a “crisis management” mode due to the changes in staff, budget issues, and combining the middle and high school.
- High school staff was hopeful that the next year would be less crisis management and more of a collaborative process between administration and the teaching staff.
- Concern was expressed by administrators and teachers about the rising poverty rate in the district. A question asked was what the impact of the four (4) day week was having on those children in poverty. Was it affecting them in an adverse manner?

Board of Education

- Board members stated they were pleased with the work that Randy has accomplished in updating board policies.
- Board members expressed strong confidence in the superintendent. They feel he has made needed changes to the workforce within the district.
- The board believes the superintendent has changed the culture from one of “staff centered” to “student centered”.
- Board minutes are easily accessible on the district website.
- Good communication with the superintendent via email, phone, or face to face.
- Board chair meets with superintendent on a weekly basis.
- Board packets are received the Wednesday or Thursday before the Monday board meeting.
- Principal updates are included in the superintendent’s weekly update to the board.
- Infrequent formal communication with the teachers, they rely on the principal’s to be the conduit between the board and the teachers.

- Board members feel it is important the teachers go through the administrative channels.
- Student presentations are made at board meetings one time per quarter.
- Board members rely on the educators to bring their ideas to them then they “fine tune” the concepts.
- The board does not have a long range comprehensive strategic plan.
- Consent agenda are used at the board meeting.
- Principals, Athletics Director, and the school nurse attend each board meeting and present a formal report.
- During the board meeting, the board chair asked for patron input from the audience two different times.
- Lengthy dialogue took place at the board meeting, among board members and the superintendent on two different topics.

District Philosophy and Communication

- The district is creating a system that will address the needs of the 21st century learner.

Legal Services

- Retain a local attorney for some issues but contract with KASB for all other legal services.

Parent/Patron Organizations

- Elementary site council and PTO meetings are regular and usually well attended.
- Middle and high school site council has not been well attended in the past. This year’s focus was to regain parent trust and interest in the site council. Progress has been made in attendance since the first meeting in the fall.
- The parents stated the district administration rushed in to the decisions of combining the middle and high schools as well as the four(4) day school week. They wished there had been more dialogue with the community prior to implementation of these major decisions.
- Parents attending the meeting are concerned about the lack of parent involvement in the district.
- The parents felt the communication from the elementary school was more consistent than either the middle or high school.
- Parents felt the district needed to communicate more with the community at large. They thought more interaction would be helpful such as a homecoming parade in the town.

- No formal communication exists with the board of education members. Only contact is if they see board members at school functions or if they attend a board meeting.
- Parents suggested more cross school activities such as the football team eating lunch with the elementary students.

COMMENDATIONS:

Administrative Team

1. The superintendent gives the principals local control at their buildings, which include the management of their budget and the educational leadership.
2. Good written communication with parents in the district through their website and newsletters.

Board of Education

1. Good discussion at the board meeting between the superintendent and board members as well as the audience.
2. Superintendent prepares the board members with background information about an issue that they will be discussing.
3. The board appears to take their time understanding a situation before making the final decision.
4. Time allotted on the board agenda for public comment.

Legal Services

1. The district takes advantage of the legal services of KASB.

Parent/Patron Organizations

1. Good participation at elementary school conferences and elementary school site council.

OPPORTUNITY FOR IMPROVEMENT / RECOMMENDATIONS:

Administrative Team

1. It is recommended the superintendent meet with teaching staff on a regular basis, possibly once a quarter, to discuss his ideas about the future of the district, budgetary and other issues/challenges the district is facing. The time should also be used to listen to teachers about their ideas as well as what concerns them the most about their district and buildings. An important piece of this scenario is that the superintendent must demonstrate to the faculty how he has incorporated some of their ideas and suggestions. This is an essential piece of building a trustworthy process between administration and the teaching staff.

Impact: This would build a stronger relationship with the faculty and strengthen the school district's program. Building collaborative processes would improve the quality of the educational programming which will lead to improved student performance.

2. It is recommended the District Steering Committee's recommendations and changes, which affect individuals work, be presented to the faculty on an ongoing basis. This information could be shared by sending the committee minutes electronically to teachers as well as discuss them during faculty meetings.

Impact: This would make individuals more likely to comply with those changes if they have been included in the process. An increase in compliance would result in a more efficient and effective program.

3. It is recommended the superintendent and principals (with input from teaching staff) develop a written comprehensive 2-3 year strategic vision and plan for the district to be included in the district wide strategic plan.

Impact: This would an effective tool in creating forward and cohesive movement with staff. Implementation of new ideas and programs would be more successful if those implementing the change have been involved in the development stages.

4. It is recommended the district explore the impact of the four (4) day week on those students living in poverty. Some concern was voiced about those students going three (3) days without regular food. Does the three day interval impact those students in poverty more than those from the middle class? Are their performance differences?

Impact: This would insure a more stable environment for those children living in poverty.

Board of Education

1. It is recommended the district develop a 2-3 year strategic plan that includes capital improvement as well as educational and curricular strategies. This plan should be developed with all stakeholders—including but not limited to parents and patrons, students, and staff (both classified and non-classified).

Impact: This would serve as an excellent communication tool to use with the community and staff on the future direction of the district. If you gain input from all stakeholders, the enthusiasm and support for the district will increase. Builds trust and credibility with your community.

2. It is recommended the district improve communication with teachers and students. This includes an invitation to students and their teachers to make a presentation about some aspect of their program to each board meeting.

Impact: This would increase contact with teachers and students, Provide a formal opportunity for teachers to connect with the board of education, demonstrate to the teachers that the board members show an interest in their work, and create a stronger sense of cohesion between the board members and the teachers. Fifteen minutes of the board's agenda could go a long way to create a trustworthy relationship between the

district teachers, superintendent, and the board members. Strengthening this relationship is particularly helpful during a time of great change.

Parent/Patron Organizations

1. It is recommended the district encourage parents and patrons currently serving on the Site Councils take responsibility for the recruitment of other parents to become more engaged in the school district. Close to the end of the year, an item on the site council meeting agenda should be recruitment of new parents. Each parent should commit to making contact with at least 3-5 other parents and invite them to join the parent organizations.

Impact: This would increase the ability of the district to have access to other community resources. During these tight budgetary times, parents are an asset that must be developed by each district.

2. It is recommended the district have parents brainstorm ways in which the district and community can increase their interaction. The small group of parents that met with the CISL team generated several great ideas. Once again, this can be accomplished at the Site Council meetings.

Impact: This would increase support and good will between the district and the community.

TEACHING AND LEARNING

Findings

Curriculum, Instruction, and Assessment

- Building Standard of Excellence status for 2009-2010 was awarded to the buildings in the following subjects: Elementary School in math (4th & 5th grades) and science (4th grade) and to Middle School in reading (7th & 8th grades).
- Building Standard of Excellence status has been awarded the Elementary School in the content areas and to individual grade levels going back to the 2002-2003 testing year. They have met the requirements of NCLB for AYP each year.
- The Middle School has also received Building Standard of Excellence in past years in the content areas tested. They have met AYP and NCLB requirements each year.
- The High School has only received Building Standard of Excellence twice with the last being in reading during the 2008-2009 school year. Administration commented that very often a difference of one student determined whether the school would have made Building Standard of Excellence or not.
- Low graduation rates placed the High School in the “on watch” status after the 2009-2010 assessment results were finalized. Math scores were not at a level to meet the AYP benchmark as well.
- The percentage of students showing proficiency in math and reading showed considerable decline from 2008 to 2010. Math proficiency district-wide dropped from 88.8% to 80.6%. Reading proficiency dropped from 91.5% to 86.7%. The percentage of students achieving proficiency in the four (4) peer schools surveyed also showed declines, but not as significant as the decline in USD #205 during that three-year period.
- Curriculum guides do exist and were developed during 2003. They are indexed in a standard format that formally allowed for use on a standards-based grade card. With the adoption of a new student information system (Power School), the use of standards-based grade cards was discontinued. Learning outcomes have been identified for students in grades K-8 for all the content areas.
- The curriculum guides have not been formally reviewed in the interim and are rarely used by classroom teachers in instructional planning. Teachers are very aware of the tested indicators on the state standards and focus instruction on those tested indicators. It appears that little time has been spent recently to examine the curriculum and identify potential gaps in learning as the students’ progress from grade to grade.
- With the recent adoption of the Common Core Standards by the state of Kansas, review of the common core standards for language arts and mathematics has begun across the district.

The steering committee is leading the district in reviewing and comparing the new direction the common core standards will take in driving instruction in the district.

- With the adoption of the four (4) day week by the district for 2010-2011, it was necessary for the teachers to review their curricular objectives and determine what learning was essential for the students and what could be abandoned. It was also necessary to determine the pacing of that learning as the time element was much different than in previous years. Pacing guides were not in evidence when reviewing the curriculum documents, but there was definite indication that pacing discussions had occurred within grade levels and departments.
- Teachers at the elementary school do collaborate in grade level meetings to identify common curriculum targets and pacing. Scheduling does not allow sufficient time to collaborate on vertical planning issues.
- Administrators do walk-through classroom evaluations although it is not as frequent as they would like. This was especially true at the high school level as the administration has spent a great deal of time this year putting other educational pieces in place. The district does not have a formal process to verify that the intended curriculum is actually taught to the students. The walk-through process does assist the administration in holding the staff accountable for teaching the curriculum. Feedback to the staff after a classroom visit is usually provided whether it be electronic or in paper form.
- A line item amount for textbooks was set for \$0 in the 2010-2011 proposed budget, but \$80,500 was budgeted in the general supplemental fund for instructional supplies need for teaching. Expenditures over the past two budget years have shown increasing amounts of expense. The teachers stated that if they truly need materials for their classroom, they ask the administration for support.
- In the past, a curriculum adoption process was in place. Budget constraints have severely restricted the continuation of that process. Curriculum materials are purchased as needed and after the staff show how student learning will benefit. Needs are presented first to building principals and then carried up the chain of command to the superintendent. The superintendent commented that he tries to keep budgetary authority for teaching resources as one of the last things to be cut because of the direct impact on student learning.
- Curriculum presentations occur infrequently at board of education meetings. Students and staff present perhaps once per quarter to spotlight programs displaying outstanding student achievement.
- Communication between the elementary school and the parents is perceived by both groups as being strong. Communication between the parents and the high school is not perceived as being adequate. Power School provides parents and students with real time access to student academic progress and attendance. School Reach is used to contact parents district-wide if the need arises. Lack of a local newspaper is viewed as a weakness, but communication through the district website does have appeal to those parents with access to internet services.

- The High School offers vocational programs as part of its curricular offerings. Vocational programs receive VEII funding from the state and also receive Carl Perkins funding as a member of a consortium. The vocational programs are a vital part of the curricular offerings of the school and do entice some students from neighboring districts to enroll at the High School.
- Articulation agreements for vocational programs are in place with Butler Community College, Hutchinson Community College, and Ft. Scott Community College. Vocational programs are undergoing the changes necessary to move to the Career Pathways being endorsed by KSDE.
- Students have access to concurrent dual credit classes from Butler Community College offered to the students during the regular school day. The offerings are somewhat limited (3 courses) and consist of Composition I and II as well as College Algebra.
- Some concern was expressed on the surveys by stakeholders about the lack of advanced placement classes at the High School. Interactive distance learning labs (IDL) are present and could be used to provide advanced placement classes if there was any interest. To date, students have not requested AP courses. The high school does send CAD to Cedar Vale students via the IDL modality.
- The enrollment for classes at the High School is as follows for the 2010-2011 school year:
 - English 9: 16,10,17 English 10: 21,16,9 English 11: 18,9 English 12: 10
Speech: 20 Core English: 10,3,11 Mass Media: 6,7 Honors English 11: 5
College Prep English: 26 Debate/Forensics: 14
 - Algebra I: 13,8,11,13 Algebra II: 23,16 Geometry: 7,19,14 Applied Math: 4
Trig/PreCalc: 13 Trans. Algebra: 16
 - Biology: 14,16,8 Chemistry: 19,15 Physics: 11 Adv. Biology: 7 Zoology: 14
ABC Science: 7 Earth/Space Sci: 22,16,15
 - American History: 16,18,8 Government/Consumer Economics: 14,14,23
World History: 25 Sociology: 15 Psychology: 14
 - Spanish I: 9,10,11 Spanish II: 6,14 Spanish III/IV 0
 - Art I: 5,21,7 Art II: 10 Art III: 5 Studio Art: 14
 - Desktop Publishing: 8 Multimedia: 10,16 Webpage: 9 Digital Art: 13,11
 - Consumer Ed/Nutrition: 2 Career/Interior Design: 2 Family Studies/Human Services: 10 Growth & Development: 15
 - Accounting: 5 Professional Office: 12,17 Finance/Investing: 8
Entrepreneurship: 21 Work Production: 5
 - Cabinetmaking: 18,15 Drafting: 23 Res. Carpentry: 4,10,7,11
Welding: 13 Small Engines: 18, 11 CAD: 3 Intro Industrial Tech: 24
 - PE: 9,16 Life Fitness: 20 Strength Training: 17,14,25 Health: 10,16
 - Band: 34 Jazz Band: 19 Chambers: 9 Madrigals: 11 MS Band: 41 MS-Vocal Music: 31
 - Principles English: 3,2,3,2,3 Principles Math: 5,1, Directed Studies: 3,1,2,0,3,7

- The Middle School delivers instruction to students in 7th and 8th grades. The 7th and 8th grades are departmentalized with class sizes as follows:
 - 7th Lang Arts: 17,19 8th Lang Arts: 16,17,12
 - 7th Math: 18,19 Pre-Algebra: 19,17,13,5
 - 7th Social Studies: 18,19 8th Social Studies: 20,17,12
 - 7th Science: 19,18 8th Science: 13,19,17
 - 7th Computers: 19,18 8th Computers: 12,12,7,5
 - 7th PE: 18,19 8th PR: 18,12,19

- Staffing for the core classes at the middle school appear to be quite appropriate and would not support further reductions. The number of elective courses is somewhat lacking with only PE, music, computers, and intro to industrial tech as offerings. Several teachers are shared with the high school.

- Enrollments at the Elementary School for the 2010-2011 year were as follows:
 - Early Childhood – 1 section
 - Kdg. – 29 3 sections of K-1 combined
 - 1st – 30
 - 3rd – 35 2 sections
 - 4th – 32 2 sections
 - 5th – 38 2 sections
 - 6th – 37 2 sections

- A counselor is housed in the elementary school and serves as the district testing coordinator in addition to her counseling duties. The responsibility for uploads to the KIDS collections have been delegated to the secretaries at the building level. There is also a counselor at the High School.

- A decision was made to review district assessments to determine their effectiveness. As a result, standardized testing (MAP) was discontinued several years ago as being too time consuming and not effective in providing worthwhile student information. Currently, only Explore, PLAN, and ACT assessments are given at grades 8-12. This is the first year for Explore to be given to middle school students. The PLAN is given to all 10th grade students.

- State assessments have been taken via the Kansas Computerized Assessment (KCA) software. Very little difficulty has been experienced with use of the available technology during the KCA testing.

- There is no district-wide analysis of test results and the individual buildings are left to decide how they analyze their own data after the results are compiled each spring. The data analysis appears to be done differently at each building and with very little communication between the buildings about trends, especially district-wide trends. Analysis of trends over time, especially the past three (3) years of the recent KCA testing cycle, has not been utilized in instructional decision-making to any great extent.

- Evaluation of certified staff follows the requirements set forth by the state. Three (3) formal visits are required for the observation stage of the process. There is a post-observation conference to discuss what was observed. Then the teacher and administrator discuss the final evaluation. The evaluation instrument is not viewed by administration as being effective and the district is studying other possible alternatives for an evaluation instrument for the certified staff members.
- For 2008-2009, 58.10% of the operating budget was used for instruction. This is lower than all of the peer schools (range of 59.79-69.55%). The districts' expenditures for instruction are above the regional average (62.31%) and the state average (61.23%). Budget support for instruction has been given less priority than general administration and school administration when compared to the percentages of the other peer schools. When combining the two categories together, the district budgets 14.48% for administration. This is greater than all other peer schools (range of 9.71-10.24%), regional average (10.19%), and state average (8.45%).
- The mill levy in 2008-2009 was 58.94. This was the highest mill levy of all the peer districts (range 40.51-58.82). The mill levy was higher than the regional average of 54.37 and higher than the state average of 50.89. The valuation was the lowest valuation of the peer districts with an amount of \$28,532,000.
- Staff members see gaps in the curriculum as a long term result of not reviewing the curriculum guides on a regular basis. As staffing has changed over the years, new staff is not as aware of the curriculum guides and their content as when those were developed in 2003. Time to work on vertical curriculum alignment has not sufficient during professional development days to address those groups as stated by staff members.
- Staff has been reduced at all levels from administration down to certified and classified staff. This has impacted instructional offerings and also to services for the students. Administrative staff was reduced by two (2) positions from the 2008-2009 year to the present 2010-2011 school term. During the same time period, certified teaching positions were reduced by 7.5 FTE. The classified staff saw a reduction of 9.1 FTE as well.
- A big change in 2011-2012 has already been set in motion with the Board of Education approval of moving the 7th & 8th grades into the high school and converting part of the existing middle building into the district offices. Part of the middle school building will still be used for overflow classes, and the gym will still be used for school and community athletic purposes.
- The elementary school rated their caring teaching staff as one of the strengths of the building. This opinion was validated by comments from the parents at the parent meeting. Communication within the elementary building was seen as a strong point.

- Teachers in all the buildings felt that teaching in a smaller district allowed them to know the students and their parents on a rather personal level. This produced advantages that allowed the teachers insights into the kids as they made adjustments to meet their needs.

Special Populations

- Special services staff are hired through a cooperative agreement with the Butler County Special Education Cooperative. Teachers and administration stated they were pleased with the services provided by the cooperative. Members of the teaching staff feel there is a good working relationship between the classroom teachers and the special education staff.
- The special education cooperative does a good job of providing appropriate services for identified students. Five certified teachers, including an instructor for the gifted, are employed by the district as are approximately 20 para-educators. School psychologists, speech clinicians, and other specialists are provided by the cooperative.
- Identification of students for special education services starts with the recommendation from the classroom teachers. Student Intervention Team (SIT) Plans are put into effect to see if interventions in a regular education can be afforded to students. If those interventions do not succeed, formal testing to determine eligibility for special education is completed. Teachers and administrators felt the SIT process was well defined and very workable.
- The white racial category and socio-economic category are currently the sub-groups identified in the district and for the elementary and middle schools. The white racial category is the only subgroup currently at the high school. The district has already attended the “on watch” meetings established by KSDE.
- The following programs are in place to help at-risk students:
 - Elementary School: The elementary school receives Title I funding as teachers work with students in a targeted assistance program for both reading and math to provide interventions with struggling students. Summer school was dropped several years ago due to budgetary constraints. Administration has looked into the school wide title program as another approach to delivering services and better utilizing available resources. The large amount of paperwork involved in this process has diminished the interest in the possibility.
 - Middle School: A seminar period was added at the end of the school day to assist at-risk students. Summer school has been discontinued. It remains to be seen how moving the middle school in with the high school will impact the assistance provided to students who are not scoring “meets standard” on state assessments.
 - High School: Students are enrolled in a seminar period at the end of the day to allow teachers to provide needed assistance to struggling students. Remedial classes in both math and reading are required for students not meeting standards on state assessments.

Credit recovery is available to high school students using Odysseyware software application.

Staff Development

- The Professional Development Committee (PDC) has teacher and administrative representatives from each building and provides input for district decisions concerning staff development activities. The PDC committee meets on a monthly basis and is concerned a great strength for the district. The teachers run the PDC and actively survey members and help set professional growth activities as a result of teacher input. \$37,608 is budgeted for staff development activities during 2010-2011.
- All schools have a current School Improvement Plan with a Results Based Staff Development Plan included. The present plans have been in effect since 2003 and appear to have been updated on a regular basis.
- There is formal mentoring program that is organized under the format established by KSDE. Mentors are paid an annual stipend to work with new teachers to the district. However, the state support for the mentorship program is very likely to be discontinued next year.
- The district is already planning to shift to a different format for orienting new hires that will make use of a moodle site for the district. Materials will be placed on the moodle server and the teachers will take advantage of the additional 45 hours of contract time to participate in those activities specified for the new teachers.
- Teachers and administration at all the buildings are aware of MTSS. The administrators have a much deeper knowledge than the teachers. There is no plan to begin moving toward a formal MTSS structure, but both the elementary and high school principals believe they are already employing many of the principles of MTSS in supporting the needs of the students already. Tier I and Tier II supports can be identified in the present structures at the schools.
- Ten days of staff development are provided for the staff. Four of the days are provided prior to the start of school in the fall. The other six days are taken on Fridays when school is not in session. Some of the days are dedicated for building directed activities and some are for district level focus.
- \$328,000 has been budgeted for vocational programs for the 2010-2011 school year. Carl Perkins funds have also been used by the district for allowable vocational purchases. Community support for the vocational program at the high school is highly evident and the program does attract students from other nearby districts. A unique partnership has just been established as the small engines course has been restructured so that students can begin working toward Harley Davidson certification.
- Grant writing is a part of the district's efforts to secure additional financing. Various teachers have written and received grants from area sources. The district does have the Bluestem Association for Students Education (B.A.S.E.) foundation and teachers have been

successful in accessing funds for classroom instructional equipment from this educational foundation.

Support Services

- There is no training or orientation provided for the substitutes. Building principals would be responsible for providing any instructions about duties and responsibilities for the substitute teachers.
- The surveys of staff and community suggest that extracurricular activities are important in the development of the students but are not overly emphasized to where the academics are impacted negatively. The community is somewhat frustrated by the lack of success in many of the athletic programs. The high school principal is well aware of the community feeling and is attempting to hire quality teaching/coaching staff for the upcoming school year.
- Athletic handbooks have been revised and included language to accommodate for the combining of the 7th-8th grades into the high school. Procedures and policies are very well addressed and seem to be very inclusive for all activities.
- The new athletic director has taken steps to make the purchase of athletic supplies and uniforms more efficient. Expenditures have been reduced when compared to previous years and are allowing the purchase of supplies for next year (11-12) out of the current year's budget.
- The district has a full-time nurse. It appears she communicates a great deal with the members of the community and is a good source of health related information. She makes regular reports to the BOE of activities related to the health of the students.
- The district has the services of a school resource officer (SRO) to assist with enforcement of district rules on the campus. The SRO also serves to foster a relationship between the community and the school.
- School Improvement Teams (SIT) actively meets to help assist students with the academic needs. Current teachers as well as teachers from the previous year meet in a collaborative setting to develop a workable plan to help the student succeed.

Technology

- The technology department is currently in the state of flux as the director has resigned. Interviews are being conducted with the full intention of hiring a replacement as soon as possible. The district is still able to contact the former tech director for suggestions on ways to fix certain tech related problems.
- There is a set process for submitting technology problems that involves submitting those issues through a "help desk" system. This also allows for a system to track what machines have malfunctioned and what solutions were applied to fix reported problems.

- The preferred system for computers is MAC. There are iBooks, eMac's, and some gateway CPU's. It was difficult to determine the number of computers in the district from the inventory sheet as it was handwritten. Some of the older machines in the district go back to a manufacture date of 2004 and 2006. The superintendent felt the ratio of students to computers was approximately 2:1. Faculty members have laptops for their instructional use. Both desktop labs and some laptop carts are available for student use. All student computers stay at school and are not allowed to go home for use with projects or assignments.
- Discussion with the superintendent indicated that there was a plan in place to replace laptops on a four (4) year rotational basis. The funding of the replacement laptops would be done through a lease agreement. 72 computers were purchased by the district in 2008 through a lease purchase agreement. The possibility of implementing a 1-to-1 initiative for all students K-12 is being considered. This would potentially provide an i-pad for all the students as the applications now available for education are increasing at a fast pace. Teachers will continue to be furnished laptops for school use.
- A list of district owned technology equipment was completed by the technology coordinator during the 2009-2010 school-year. The list includes the model number, date of manufacture (for some models), district asset tag number, and the location of each piece of equipment. This information is being converted to an electronic system that will link the IP address of the machine to location and use.
- Additional technology tools for classroom instructional use at each building include LCD projectors and digital document cameras (ELMO) in each classroom. There are several smartboards in the district as a result of some grants that were received. Ani-pod lab exists in the elementary school. Teaching staff would like more access to interactive whiteboards. The district is investigating ways to use the less expensive Wii-system rather than the interactive smartboard or electronic tablets.
- The district technology plan was approved in July of 2010 providing a framework for the district until 2013. A technology committee exists in the district and has a cross section of members from the school and community. The committee had input in the development of the technology plan.
- The new tech plan identifies the technology curriculum and the learning expectations for students grades K-12. It also provides a blueprint of the staff development needed to train the staff in more efficient use of technology in the teaching and learning process.
- According to the superintendent, a specific technology budget is not identified. He finds the appropriate budget authority to fund the needed purchases.
- Software for instructional usage includes Accelerated Reader, Accelerated Math, S.T.A.R., Google apps, Discovery Education, Odysseyware, and Fast Forward Reading. A recent professional day at the elementary had the staff reviewing Study Island, Education City and IXL software packages.

- School Reach is utilized to make any needed emergency calls to parents such as school closings due to weather related conditions.

COMMENDATIONS:

Curriculum, Instruction, and Assessment

1. The elementary and middle schools are being recognized for their efforts as evidenced by the Building Standard of Excellence Awards received over the past several years.
2. The district has made tough personnel decisions during the past two (2) years in trimming staff without severely limiting the curricular offerings at the schools. Hopefully, the benefits of the staff changes will be visible yet this spring as the students take the Kansas Assessments.
3. The vocational program at the high school is strong and attracts students from neighboring districts. Efforts are nearing finalization to move the coursework into the proper pathways.
4. The move to the four (4) day week has allowed the staff to study the curriculum and make decisions on what is relevant to the students and needs to be included in the intended curriculum. It has made delivery of content more efficient.

Special Populations

1. The special education cooperative provides well received services to help students in the district. The district feels very comfortable with the teaching staff and the para-educators working that population of special needs students.
2. The Title I program is serving the students at the elementary school well as it provides staff members who work on improving the math and reading skills of the students.
3. The Student Improvement Team process works well in providing interventions for struggling students.

Staff Development

1. The district has 10 days of staff development for the year, six (6) of which occur on Fridays when school is not in session. Some of the days are devoted to district level priorities. The remainder of the days is dedicated to activities supporting the building school improvement plans and needs.
2. The Professional Development Committee is recognized for its leadership in identifying professional development needs for the district. It operates with the teachers as the leaders just as the model was devised by KSDE.

3. The School Improvement Plans and Results Based Staff Development Plans have been revised and updated each year. These should have been helpful when completing the Integrated Improvement Plan for the “on-watch” status requirements.
4. The plans for moving some of the staff development activities to a moodle server next year is intriguing and has the potential to provide some good training opportunities for the staff.

Support Services

1. The community is supportive of the extra-curricular activities at the schools while not of the opinion that activities are given priority over academics.
2. The district compensates the coaches and sponsors of extra-curricular activities better than many other schools in the region.
3. The community shows a pride in the buildings of the district and likes to see them well maintained. Members of food service and transportation are viewed by the public as doing a good job of maintaining the facilities. The public feels they have access to the buildings for use.
4. The athletic handbook is very concise and has done a great job of blending the middle school and high school athletic/activity roles into a singular document.

Technology

1. The district has recognized the need to provide technologies to the classrooms as tools to help improve teaching and learning. Currently, all the classrooms are to have a LCD projector and document Cameras (ELMOs).
2. The district technology plan is complete and provides a guide for improved technology over the next three years. The plan identifies the expectations for students in gaining skills in use of technology.
3. Accurate records of district owned technology equipment are maintained by the technology director. This information will make decisions for replacement of equipment much easier.
4. There is a plan in place to replace laptops every four (4) years.

OPPORTUNITY FOR IMPROVEMENTS / RECOMMENDATIONS:

Curriculum, Instruction, and Assessment

1. It is recommended the district reaffirm their curriculum review efforts and subsequent implementation of the common core standards. The steering committee would make a good instrument to coordinate this effort as they have already begun work on reviewing the common core standards. There is already six (6) days of staff development on Fridays that could be utilized for the ongoing work that will need to be done with this project.

Impact: This would intensify the collaborative discussions about curriculum and lead to further understanding of curriculum indicators at grade levels above and below that taught by a specific classroom teacher. The staff members have indicated that potential gaps in the curriculum do presently exist and this would identify said gaps and lead to a better alignment of the curriculum. A quality, viable curriculum is the key to student success.

2. It is recommended the district continue the initial work in identifying curriculum that is essential and develop pacing guides to support the continued delivery of that curriculum in a timely manner. The implementation of the four (4) day school week has necessitated efforts to eliminate non-essential instructional units.

Impact: This would help maintain the focus of the staff on what is deemed important for the students. Instructional time is a very valuable commodity. The four (4) day week further emphasizes the need for instructors to be efficient as well as effective in the delivery of curriculum.

3. It is recommended the district use a systemic process to analyze assessment data. Whatever process chosen can then be extended to use for all staff for data analysis work during curriculum alignment work.

Impact: This would support understanding of data analysis and increased usage of data driven decision making by staff. It would also provide a common language to be used during expected collaboration efforts between buildings.

4. It is recommended the district undergo the development of longitudinal data over at least a three (3) year period for analysis of student demographics and achievement. There are a limited number of subgroups right now, but it is reasonable to think that a special education subgroup might be possible in the near future as the number of special education students has increased over the years to the 17% level.

Impact: This would identify potential gaps in curriculum and make adjustments to correct those deficiencies needed to support continued student learning. As the challenges of NCLB continue to increase, a better understanding of potential student sub-groups, especially the special education population, and their achievement status would benefit the district. The capabilities of data management within Power School make this a relatively inexpensive undertaking.

5. It is recommended the building principals, especially at the combined middle school/high school, increase the number of classroom walk-through formative evaluations followed up with written feedback on observed classroom observations.

Impact: This would validate for the principals that the intended curriculum is actually being taught. Teachers usually appreciate the feedback given by administrators on instructional delivery and its impact on student learning. Hattie (1992) concluded “the most powerful single modification that enhances achievement is feedback.” Feedback would occur after those walk-through visits only as the principals make concerted efforts to regularly visit the classrooms and design a tool that would provide effective feedback to the teachers.

6. It is recommended the district investigate increasing the collegiality between the staffs at all the buildings and allow time for collaborative curriculum efforts in an on-going basis. With the nearness of the buildings and the large number of staff development days, these collaborative efforts would take only minimal planning.
Impact: For more effective teaching and learning, this would allow the sharing of a wealth of information critical for student success. The district already has 10 days negotiated for staff development of which up to six (6) days could be used for curriculum alignment efforts and data review. As accountability under NCLB increases and the benchmarks for attaining AYP become more challenging, stakeholders at all levels would need collaboration time to share ideas and strategies for school improvement.
7. It is recommended the district vigorously review the impact of the major changes undertaken the past two (2) years on student learning. Changing the length of the school day, decreasing the week from five days to four, restructuring the high school to include the middle school, and the making numerous personnel changes are major events. It is important to get the benefits desired and not just save money.
Impact: This would make sure student learning is still happening and has not suffered. Tweaks in the system may need to be implemented to assure student learning is improving at the rate the district desires.
8. It is recommended the board of education insist on having more regular presentations on curriculum and instruction items. It is reasonable to have a 10-15 minute presentation by instructional staff each month during the school year. Administrators can still carry on the presentations about assessment results as needed.
Impact: This would show the community that improved student learning is the mission of the district. It is easy for BOE's to get hung up on policy and budget items, but they also need to assume leadership in putting student learning at the forefront of the district.
9. It is recommended the district leadership increase communication efforts about the direction of instruction and subsequent student learning. The administration has a number of good ideas regarding improving student learning. However, written plans and communication of how those ideas will be implemented are not getting down to teaching staff who will be directly involved in the implementation.
Impact: This would continue success to seen for the district. When stakeholders are aware of the intended outcomes of changes, they tend to help find solutions to make the changes successful. One cannot communicate too much nor too often.
10. It is recommended the district have serious discussion involving administration and staff about the decrease in the percentage of students meeting proficiency in math and reading over the past three (3) years. Adjustments have been made, especially at the high school, to address the issue and evidence needs to be obtained to support the opinion that the changes are helping resolve the decline in scores.
Impact: This would give efforts in analyzing which students are not making sufficient progress and why. Comments from various teachers referenced the concern that gaps existed in the curriculum. The questions to be addressed are whether these gaps are

found throughout the entire system and, if so, how can those gaps be corrected. Improvements for this year from the preliminary results are well and good, but will the improvement continue over time? Due diligence must be given to curriculum alignment and it needs to be ongoing.

Special Populations

1. It is recommended the district continue to foster good relations between the special education staff hired by the cooperative and the regular education staff. It is recommended the district provide opportunities and time for special education and regular education staff to collaborate on instructional best practices as described in the IEP.

Impact: This would help improve achievement of students with high needs. A good working relationship already exists between the regular education staff and the special education staff. The staff and students would benefit from the dialogue about instructional best practice for special education students, especially as the district has found itself identified as one in the “on watch” category.

2. It is recommended the district continue to support intervention systems at all levels.

Impact: This would assure they are providing the assistance intended and are impacting achievement in a positive manner. The need for early intervention in meeting the challenges of the No Child Left Behind legislation requires that schools work with all students and provide the instruction necessary for all to provide a quality education. Efficient use of the Title and at-risk funds would be important in providing effective interventions for the students with high needs. Additional interventions may be needed as results are reviewed and potential sub-groups are identified during data analysis.

Staff Development

1. It is recommended the district continue its commitment to support quality staff development activities and maintain the ten days on the district calendar for professional development. Continued support and reliance on the Professional Development Committee to help define needed staff development activities is further recommended.

Impact: This would improve teacher learning and that translates into improved student learning. The Professional Development Committee has a good reputation in the district and has provided good leadership in shaping staff development plans.

2. It is recommended the district increase the availability of technology integration trainings for staff on how to more effectively use new smart technology and other applications in classroom instructional use.

Impact: This would increase their skills in integrating technology with instruction resulting in increased student learning. Offering short, timely training sessions by an integrationist would demonstrate the commitment of the district to have teachers integrate technology into their instructional delivery. This in turn would result in increased student learning.

3. It is recommended the district provide staff development on achieving shared vision and team building.

Impact: This would provide the communication needed about the vision and direction the district is heading. The board and administration seem to be aware of the vision; the teaching staff is splintered on that vision. Team building would be needed to build the trust between all the stakeholders. Time for the professional development activity is present.

Support Services

1. It is recommended the district provide sufficient training to the new substitutes and para-professionals to operate in the assigned classrooms.

Impact: This would clarify the roles and responsibilities of the substitute and the expectations of the district and building. Training would assist substitute in dealing with some of the challenges of the at-risk population. Costs could be minimal if the training could be developed and placed on the moodle server. Some of the activities planned for the orientation of new teachers could also be applied to substitutes. The benefit would be an increased pool of quality substitutes and the ensuing effectiveness of the substitutes in the classroom.

2. It is recommended the district continue to investigate various support systems for students falling within the MTSS framework.

Impact: This would provide other support systems that can be supplied by teachers and para-professionals, to meet the 100% benchmark requirements set by the NCLB. Although there is little support for adopting the MTSS model, all buildings still need to provide quality interventions to help students succeed. Relying solely on SIT interventions or even special education services still allows for students to possibly fall between the cracks. If a building were to go on the “on improvement” list because of not making AYP, adopting MTSS strategies would be required.

Technology

1. It is recommended the district incorporate integration activities in the classrooms into the job description of the new technology director.

Impact: This would assist teachers on a regular basis instead of just during an in-service activity. Use of technology is not an event, but needs to be a regular part of instruction. The district appears to have a solid base of technology equipment. There will always be “wires and pliers” issues that need to be addressed and much of that can be done remotely. The area where huge gains can be realized is in the integration of technology into the instructional delivery. Teachers usually know how to make the technology work, but need much more assistance making the technology relevant in the learning process for the students.

2. It is recommended the district develop a long-range plan for replacing technology. It is further recommended the district communicate this replacement schedule with stakeholders. A lease/purchase agreement is already in place and remains a viable option for funding.

Impact: This would increase the efficiency of purchases and allow for budgeting over a period of years. Replacement of laptops on a four(4) year schedule seems reasonable especially since the machines are not allowed to be taken home by the students. Desktops could probably extend through a 5-6 year cycle before replacement.

3. It is recommended the district consider purchase of additional smart technology for instructional delivery. Investigation into ways to use inexpensive resources (Wii-system) to do the same delivery as interwrite boards has begun. It is further recommended research be conducted to assure the Wii option would provide the necessary interaction to lead to quality student learning. It might be more desirable to spend a little more and get recognized interwrite “tablets” or “slates” with quality software for interaction.

Impact: This would enhance the integration of technology into the curriculum and support continued student academic success. The teachers are excited by the educational possibilities that exist with the smart technologies. It was estimated the Wii option would be approximately \$100.00 or less. Interwrite “slates” would cost approximately \$300.00. The brand name interwrite tablets is more expensive but might be worth the cost when looking at the amount of software available for instruction with that option.

4. It is recommended the district finish updating the list of technology equipment. The finished product needs to be in electronic format making it more efficient from which to pull needed information.

Impact: This would make decisions regarding replacement of equipment and subsequent cost more accurate. When looking at developing a regular schedule for replacing computers, data on age and model of the computers is absolutely necessary. Removal of machines from service is recommended for those machines clearly out dated so as to not add additional strain in support to the system.

The logo features a stylized sun or target symbol composed of three concentric circles in shades of gold and yellow. A dark grey arrow points from the center of the circles towards the right, overlapping the text.

Survey Results

Bluestem USD #205

Bluestem Board of Education Member and Administration Survey Results

1. Gender (optional)		
Male	5	62%
Female	3	38%

2. Ethnicity (optional)		
African American	0	0%
Caucasian	8	100%
Asian	0	0%
Hispanic	0	0%
Other	0	0%

3. How long have you been employed by the district?		
Less than 1 year	1	12%
1-5 years	5	62%
6-10 years	1	12%
11-15 years	0	0%
16-20 years	0	0%
20+years	1	12%
Total	8	100%

4. How long have you been employed in your current position?		
Less than 1 year	2	25%
1-5 years	3	38%
6-10 years	1	12%
11-15 years	1	12%
16-20 years	1	12%
20+years	0	0%
Total	8	100%

5. Survey Questions					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Knowledge
Bluestem USD 205 Board of Education members listen to the opinions and desires of others.	2 25%	6 75%	0 0%	0 0%	0 0%
Bluestem USD 205 Board of Education members has good knowledge of the educational needs of students.	2 25%	4 50%	2 25%	0 0%	0 0%
The superintendent is a respected and effective instructional leader.	4 50%	4 50%	0 0%	0 0%	0 0%
The superintendent is a respected and effective community leader.	3 38%	4 50%	1 12%	0 0%	0 0%
Central office personnel support the education process.	4 50%	4 50%	0 0%	0 0%	0 0%
The morale of central office staff is good.	2 25%	1 12%	3 38%	1 12%	1 12%
Administrators are given an opportunity to suggest programs and materials that they believe are most effective.	6 75%	1 12%	0 0%	0 0%	1 12%
Teachers in our schools care about students' needs.	3 38%	5 62%	0 0%	0 0%	0 0%

Bluestem Board of Education Member and Administration Survey Results (cont'd)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Knowledge
District facilities are open for community use.	7 88%	1 12%	0 0%	0 0%	0 0%
The district has effective educational programs for reading.	1 12%	7 88%	0 0%	0 0%	0 0%
The district has effective educational programs for writing.	0 0%	4 50%	4 50%	0 0%	0 0%
The district has effective educational programs for mathematics.	0 0%	7 88%	1 12%	0 0%	0 0%
The district has effective educational programs for science.	0 0%	5 62%	3 38%	0 0%	0 0%
The district has effective educational programs for vocational (career and technology) education.	3 38%	4 50%	1 12%	0 0%	0 0%
The district has effective special programs for advanced placement.	0 0%	3 38%	4 50%	0 0%	1 12%
The district has effective special programs for dual-credit/college equivalency courses.	0 0%	7 88%	1 12%	0 0%	0 0%
The district has effective special programs for students at risk of dropping out of school	0 0%	4 50%	3 38%	1 12%	0 0%
The district has effective counseling programs for students.	3 38%	4 50%	1 12%	0 0%	0 0%
Teachers are knowledgeable in the subject areas they teach.	2 25%	6 75%	0 0%	0 0%	0 0%
Schools have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	1 12%	7 88%	0 0%	0 0%	0 0%
All district schools have equal access to educational material such as computer, television monitors, science labs and art classes.	2 25%	3 38%	3 38%	0 0%	0 0%
Students have regular access to computer equipment and software in the classroom.	3 38%	4 50%	1 12%	0 0%	0 0%
The district meets student needs for classes in computer fundamentals.	4 50%	3 38%	1 12%	0 0%	0 0%
Teachers know how to use computers in the classroom.	0 0%	4 50%	3 38%	0 0%	1 12%
Too much emphasis is placed on extracurricular programs.	0 0%	1 12%	6 75%	1 12%	0 0%
Classrooms are seldom left unattended.	1 12%	5 62%	0 0%	0 0%	2 25%
Students are receiving a quality education.	1 12%	6 75%	0 0%	0 0%	1 12%
Schools regularly communicate with parents.	1 12%	5 62%	2 25%	0 0%	0 0%
Parents are immediately notified if a child is absent from school.	1 12%	3 38%	4 50%	0 0%	0 0%

Bluestem Board of Education Member and Administration Survey Results (cont'd)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Knowledge
District salaries are competitive with similar positions in the job market.	4 50%	3 38%	1 12%	0 0%	0 0%
The district has a good and timely program for orienting new employees	0 0%	4 50%	2 25%	0 0%	2 25%
The district has an effective employee recruitment program.	1 12%	4 50%	2 25%	0 0%	1 12%
Staff development opportunities are provided by the district for school administrators.	1 12%	6 75%	0 0%	0 0%	1 12%
The district operates effective staff development programs for all staff.	1 12%	5 62%	1 12%	0 0%	1 12%
District employees receive annual personnel evaluations.	1 12%	6 75%	0 0%	0 0%	1 12%
Employees who perform below the standard of expectation are counseled appropriately and timely.	1 12%	3 38%	3 38%	0 0%	1 12%
The district's health insurance package meets my needs.	0 0%	2 25%	3 38%	0 0%	3 38%
Benefits, other than health insurance, are adequate in our district.	1 12%	3 38%	2 25%	0 0%	2 25%
Teachers are rewarded for superior performance.	0 0%	1 12%	5 62%	0 0%	2 25%
The district awards the competence and experience of administrators.	1 12%	1 12%	3 38%	0 0%	3 38%
Students feel safe and secure at school.	2 25%	5 62%	0 0%	0 0%	1 12%
School disturbances are infrequent.	2 25%	5 62%	0 0%	0 0%	1 12%
Drugs and alcohol are not a problem in this district.	2 25%	1 12%	3 38%	0 0%	2 25%
Vandalism is not a problem in this district.	1 12%	6 75%	0 0%	0 0%	1 12%
Schools are clean.	5 62%	3 38%	0 0%	0 0%	0 0%
Repairs are made in a timely manner.	3 38%	4 50%	0 0%	0 0%	1 12%
Cafeteria staff is helpful and friendly.	1 12%	6 75%	0 0%	0 0%	1 12%
Cafeteria facilities are sanitary and neat.	2 25%	4 50%	0 0%	0 0%	2 25%
The bus driver maintains discipline on the bus.	0 0%	5 62%	0 0%	1 12%	2 25%

Bluestem Board of Education Member and Administration Survey Results (cont'd)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Knowledge
Buses are clean.	2 25%	3 38%	0 0%	0 0%	3 38%
Buses arrive and depart on time.	2 25%	5 62%	0 0%	0 0%	1 12%

Bluestem Classified Staff Survey Results

1. Gender (optional)		
Male	5	18%
Female	23	82%

2. Ethnicity (optional)		
African American	0	0%
Caucasian	14	52%
Asian	0	0%
Hispanic	13	48%
Other	0	0%

3. How long have you been employed by the district?		
Less than 1 year	9	32%
1-5 years	12	43%
6-10 years	3	11%
11-15 years	1	4%
16-20 years	1	4%
20+ years	2	7%

4. How long have you been employed in your present position?		
Less than 1 year	13	46%
1-5 years	11	29%
6-10 years	2	7%
11-15 years	0	0%
16-20 years	0	0%
20+ years	2	7%

5. Survey Questions					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Knowledge
Bluestem USD 205 Board of Education members listen to the opinions and desires of others.	1 4%	15 54%	8 29%	4 14%	0 0%
Bluestem USD 205 Board of Education members have a good knowledge of the educational needs of students.	5 18%	13 46%	5 18%	4 14%	1 4%
The superintendent is a respected and effective instructional leader.	1 4%	13 46%	8 29%	4 14%	2 7%
The superintendent is a respected and effective community leader.	1 4%	11 42%	7 27%	3 12%	4 15%
Central office personnel support the education process.	4 15%	17 63%	2 7%	3 11%	1 4%
The morale of central office staff is good.	4 14%	16 57%	3 11%	3 11%	2 7%
Building administrators in our school care about students' needs.	4 14%	16 57%	6 21%	2 7%	0 0%
Building administrators are effective as the instructional leaders of their schools.	2 7%	16 57%	7 25%	3 11%	0 0%

Bluestem Classified Staff Survey Results (cont'd)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Knowledge
Teachers in our schools care about students' needs.	8 29%	15 54%	4 14%	1 4%	0 0%
Classified staff members are given opportunities to make suggestions that they believe will improve the school district.	2 7%	11 39%	10 36%	4 14%	1 4%
The district has effective educational programs for reading.	6 22%	16 59%	2 7%	2 7%	1 4%
The district has effective educational programs for writing.	4 15%	16 62%	4 15%	1 4%	1 4%
The district has effective educational programs for mathematics.	4 14%	18 64%	3 11%	2 7%	1 4%
The district has effective educational programs for science.	3 11%	20 71%	3 11%	1 4%	1 4%
The district has effective educational programs for vocational (career and technology) education.	2 7%	14 50%	6 21%	2 7%	4 14%
The district has effective special programs for advanced placement.	1 4%	16 57%	5 18%	3 11%	3 11%
The district has effective special programs for dual-credit/college equivalency courses.	2 7%	9 32%	7 25%	0 0%	10 36%
The district has effective special programs for students at risk of dropping out of school.	0 0%	5 18%	13 46%	4 14%	6 21%
The district has effective counseling programs for students.	2 7%	8 29%	12 43%	4 14%	2 7%
Teachers are knowledgeable in the subject areas they teach.	7 25%	17 61%	1 4%	2 7%	1 4%
Schools have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	5 19%	16 59%	3 11%	2 7%	1 4%
All district schools have equal access to educational material such as computer, television monitors, science labs and art classes.	8 29%	12 43%	3 11%	3 11%	2 7%
Students have regular access to computer equipment and software in the classroom.	10 36%	16 57%	0 0%	2 7%	0 0%
The district meets student needs for classes in computer fundamentals.	4 14%	18 64%	1 4%	3 11%	2 7%
Teachers know how to use computers in the classroom.	9 32%	15 54%	0 0%	3 11%	1 4%
Too much emphasis is placed on extracurricular programs.	2 7%	8 29%	14 50%	2 7%	2 7%
Classrooms are seldom left unattended.	4 14%	11 39%	9 32%	4 14%	0 0%
The district has high quality teachers.	4 14%	17 61%	5 18%	0 0%	2 7%

Bluestem Classified Staff Survey Results (cont'd)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Knowledge
Students are receiving a quality education.	6 21%	15 54%	5 18%	0 0%	2 7%
District salaries are competitive with similar positions in the job market.	1 4%	5 18%	12 43%	7 25%	3 11%
The district has a good and timely program for orienting new employees.	0 0%	13 46%	8 29%	5 18%	2 7%
The district has an effective employee recruitment program.	0 0%	9 32%	11 39%	3 11%	5 18%
Staff development opportunities are provided by the district for classified employees.	0 0%	11 39%	7 25%	4 14%	6 21%
District employees receive annual personnel evaluations.	2 7%	11 41%	8 30%	3 11%	3 11%
The district rewards the competence and experience of classified staff.	0 0%	6 21%	11 39%	7 25%	4 14%
Employees who perform below the standard of expectation are counseled appropriately and timely.	1 4%	6 21%	12 43%	5 18%	4 14%
The district's health insurance package meets my needs.	1 4%	11 39%	4 14%	5 18%	7 25%
Benefits, other than health insurance, are adequate in our district.	1 4%	11 39%	9 32%	3 11%	4 14%
Students feel safe and secure at school.	7 25%	17 61%	1 4%	3 11%	0 0%
School disturbances are infrequent.	5 18%	16 57%	3 11%	3 11%	1 4%
Drugs and alcohol are not a problem in this district.	4 14%	12 43%	7 25%	3 11%	2 7%
Vandalism is not a problem in this district.	6 21%	15 54%	3 11%	2 7%	2 7%
Schools are clean.	6 21%	15 54%	2 7%	5 18%	0 0%
Repairs are made in a timely manner.	4 14%	15 54%	5 18%	4 14%	0 0%

Bluestem Parent/Patron Survey Results

1. Gender (optional)		
Male	5	16%
Female	26	84%

2. Ethnicity (optional)		
African American	0	0%
Caucasian	27	93%
Asian	0	0%
Hispanic	0	0%
Other	2	7%

3. How long have you lived in this school district?		
Less than 1 year	0	0%
1-5 years	4	12%
6-10 years	2	6%
11 years or more	26	81%

4. Are you the parent/guardian of a child enrolled in the district?		
Yes	18	56%
No	14	44%

5. Survey Questions					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Knowledge
Bluestem USD 205 Board of Education allows sufficient time for public input at meetings.	1 3%	13 39%	9 27%	6 18%	4 12%
Bluestem USD 205 Board of Education members listen to the opinions and desires of others.	2 6%	8 24%	13 39%	8 24%	2 6%
The superintendent is a respected and effective instructional leader.	1 3%	5 16%	10 31%	11 34%	5 16%
The superintendent is a respected and effective community leader.	1 3%	3 9%	13 39%	12 36%	4 12%
Building administrators are effective as instructional leaders of their schools.	6 18%	20 61%	4 12%	0 0%	3 9%
Building administrators in our school care about students' needs.	9 27%	18 55%	4 12%	0 0%	2 6%
Teachers in our schools care about students' needs.	9 27%	18 55%	3 9%	0 0%	3 9%
District facilities are open for community use.	6 18%	19 58%	1 3%	1 3%	6 18%
The district has effective educational programs for reading.	4 12%	23 72%	0 0%	1 3%	4 12%
The district has effective educational programs for writing.	3 9%	23 72%	2 6%	1 3%	3 9%
The district has effective educational programs for mathematics.	3 9%	21 64%	4 12%	3 9%	2 6%
The district has effective educational programs for science.	3 9%	17 52%	6 18%	3 9%	4 12%
The district has effective educational programs for vocational (career and technology) education.	4 12%	14 42%	6 18%	2 6%	7 21%

Bluestem Parent/Patron Survey Results (cont'd)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Knowledge
The district has effective special programs for advanced placement.	3 9%	5 16%	12 38%	4 12%	8 25%
The district has effective special programs for dual-credit/college equivalency courses.	3 9%	10 31%	6 19%	1 3%	12 38%
The district has effective special programs for students at risk of dropping out of school.	1 3%	7 21%	13 39%	3 9%	9 27%
The district has effective counseling programs for students.	2 6%	17 52%	7 21%	2 6%	5 15%
Teachers are knowledgeable in the subject areas they teach.	5 15%	21 64%	2 6%	1 3%	4 12%
All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	4 12%	19 58%	5 15%	1 3%	4 12%
Students have regular access to computer equipment and software in the classroom.	5 15%	18 55%	5 15%	1 3%	4 12%
The district meets student needs for classes in computer fundamentals.	6 19%	19 59%	2 6%	1 3%	4 12%
Too much emphasis is placed on extracurricular programs.	9 27%	7 21%	12 36%	3 9%	2 6%
The district has high quality teachers.	7 21%	19 58%	4 12%	1 3%	2 6%
Students are receiving a quality education.	6 18%	14 42%	8 24%	2 6%	3 9%
Schools regularly communicate with parents.	2 6%	14 44%	12 38%	2 6%	2 6%
Parents are immediately notified if a child is absent from school.	2 6%	11 33%	4 12%	3 9%	13 39%
Students feel safe and secure at school.	5 15%	19 58%	5 15%	2 6%	2 6%
School disturbances are infrequent.	2 6%	18 56%	5 16%	2 6%	5 16%
Drugs and alcohol are not a problem in this district.	2 6%	6 18%	14 42%	9 27%	2 6%
Vandalism is not a problem in this district.	1 3%	13 41%	10 31%	3 9%	5 16%
Students have access, when needed, to a school nurse.	7 21%	25 76%	1 3%	0 0%	0 0%
Schools are clean.	11 34%	20 62%	1 3%	0 0%	0 0%
Cafeteria staff is helpful and friendly.	10 30%	19 58%	1 3%	1 3%	2 6%
Cafeteria facilities are sanitary and neat.	10 31%	21 66%	1 3%	0 0%	0 0%

Bluestem Parent/Patron Survey Results (cont'd)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Knowledge
The bus driver maintains discipline on the bus.	6 18%	16 48%	3 9%	1 3%	7 21%
Buses are clean.	7 21%	20 61%	1 3%	1 3%	4 12%
Buses arrive and depart on time.	8 24%	18 55%	1 3%	2 6%	4 12%

Bluestem Student Survey Results

1. Gender (optional)		
Male	30	56%
Female	25	46%

2. Ethnicity (optional)		
African American	2	4%
Caucasian	41	79%
Asian	1	2%
Hispanic	6	12%
Other	6	12%

3. What is your current grade level?		
Freshman	6	12%
Sophomore	4	8%
Junior	13	25%
Senior	31	61%

4. How long have you been a student in this school district?		
1st year student	7	13%
1-5 years	12	22%
6-10 years	17	31%
11-13 years	21	39%

5. Survey Questions					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Knowledge
Principals and/or assistant principals are effective as the instructional leaders of their schools.	14 26%	24 44%	10 19%	4 7%	2 4%
Principals and/or assistant principals in our school care about students' needs.	14 26%	29 54%	7 13%	2 4%	2 4%
Teachers in our schools care about students' needs.	11 20%	28 52%	9 17%	5 9%	1 2%
The district has effective educational programs for reading.	4 8%	33 62%	11 21%	5 9%	0 0%
The district has effective educational programs for writing.	9 17%	32 59%	7 13%	5 9%	1 2%
The district has effective educational programs for mathematics.	12 22%	29 54%	8 15%	5 9%	0 0%
The district has effective educational programs for science.	10 19%	33 61%	6 11%	5 9%	0 0%
The district has effective educational programs for vocational (career and technology) education.	14 26%	27 50%	8 15%	3 6%	2 4%
The district has effective special programs for alternative education.	6 11%	26 48%	11 20%	6 11%	5 9%
The district has effective special programs for advanced placement.	4 7%	19 35%	19 35%	7 13%	5 9%
The district has effective special programs for dual-credit/college equivalency courses.	12 22%	29 54%	6 11%	3 6%	4 7%
The district has effective counseling programs for students.	13 24%	22 41%	13 24%	5 9%	1 2%

Bluestem Student Survey Results (cont'd)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Knowledge
Teachers are knowledgeable in the subject areas they teach.	11 20%	33 61%	5 9%	4 7%	1 2%
All district schools have equal access to educational material such as computer, television monitors, science labs and art classes.	17 32%	25 47%	7 13%	3 6%	1 2%
Students have regular access to computer equipment and software in the classroom.	15 28%	29 55%	6 11%	2 4%	1 2%
The district offers enough classes in computer fundamentals.	16 30%	30 56%	4 7%	4 7%	0 0%
Teachers know how to use computers in the classroom.	12 23%	32 60%	7 13%	2 4%	0 0%
Too much emphasis is placed on extracurricular programs.	9 17%	18 33%	13 24%	11 20%	3 6%
Classrooms are seldom left unattended.	8 15%	35 65%	9 17%	2 4%	0 0%
The district has high quality teachers.	10 19%	30 57%	8 15%	4 8%	1 2%
The district provides a high quality education.	6 11%	34 64%	6 11%	6 11%	1 2%
Schools regularly communicate with parents.	4 8%	32 60%	10 19%	6 11%	1 2%
I feel safe and secure at school	17 32%	26 49%	6 11%	4 8%	0 0%
School disturbances are infrequent.	8 15%	33 62%	5 9%	4 8%	3 6%
Drugs and alcohol are not a problem in this district.	12 23%	20 38%	13 25%	8 15%	0 0%
Vandalism is not a problem in this district.	13 25%	24 45%	11 21%	5 9%	0 0%
Schools are clean.	11 21%	29 55%	10 19%	3 6%	0 0%
Cafeteria staff is helpful and friendly.	25 47%	19 36%	5 9%	4 8%	0 0%
Cafeteria facilities are sanitary and neat.	17 31%	31 57%	3 6%	2 4%	1 2%
The bus driver maintains discipline on the bus.	10 19%	23 43%	6 11%	5 9%	10 19%
Buses are clean.	7 13%	24 45%	8 15%	4 8%	10 19%
Buses arrive and depart on time.	7 13%	24 45%	7 13%	4 8%	11 21%

Bluestem Teacher Survey Results

1. Gender (optional)		
Male	15	33%
Female	31	67%

2. Ethnicity (optional)		
African American	0	0%
Caucasian	43	96%
Asian	0	0%
Hispanic	0	0%
Other	2	4%

3. How long have you been employed by the district?		
Less than 1 year	4	8%
1-5 years	13	25%
6-10 years	14	27%
11-15 years	5	10%
16-20 years	6	12%
20+ years	9	18%

4. How long have you been employed in your present position?		
Less than 1 year	4	8%
1-5 years	16	31%
6-10 years	12	24%
11-15 years	5	10%
16-20 years	7	14%
20+ years	7	14%

5. Survey Questions					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Knowledge
Bluestem USD 205 Board of Education members listen to the opinions and desires of others.	3 6%	32 63%	8 16%	5 10%	3 6%
Bluestem USD 205 Board of Education members have a good knowledge of the educational needs of students.	5 10%	31 61%	6 12%	6 12%	3 6%
The superintendent is a respected and effective instructional leader.	10 20%	31 61%	4 8%	5 10%	1 2%
The superintendent is a respected and effective community leader.	5 10%	31 61%	6 12%	5 10%	4 8%
Central office personnel support the education process.	8 16%	36 71%	5 10%	1 2%	1 2%
The morale of central office staff is good.	6 12%	29 58%	9 18%	0 0%	6 12%
Building administrators in our school care about students' needs.	36 71%	13 25%	1 2%	1 2%	0 0%
Building administrators are effective as the instructional leaders of their schools.	30 59%	17 33%	3 6%	1 2%	0 0%
Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	27 53%	21 41%	3 6%	0 0%	0 0%
The district has effective educational programs for reading.	21 41%	25 49%	3 6%	0 0%	2 4%

Bluestem Teacher Survey Results (cont'd)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Knowledge
The district has effective educational programs for writing.	10 20%	30 59%	9 18%	0 0%	2 4%
The district has effective educational programs for mathematics.	17 33%	26 51%	6 12%	0 0%	2 4%
The district has effective educational programs for science.	13 26%	30 60%	3 6%	0 0%	4 8%
The district has effective educational programs for vocational (career and technology) education.	21 41%	24 47%	1 2%	1 2%	4 8%
The district has effective special programs for advanced placement.	7 14%	20 40%	10 20%	3 6%	10 20%
The district has effective special programs for dual-credit/college equivalency courses.	13 25%	22 43%	5 10%	1 2%	10 20%
The district has effective special programs for students at risk of dropping out of school.	1 2%	16 32%	25 50%	1 2%	7 14%
The district has effective counseling programs for students.	12 24%	27 54%	8 16%	2 4%	1 2%
Schools have the materials and supplies necessary for instruction in basic skills programs such as writing and mathematics.	15 29%	32 63%	2 4%	0 0%	2 4%
All district schools have equal access to educational material such as computer, television monitors, science labs and art classes.	16 32%	25 50%	7 14%	2 4%	0 0%
Students have regular access to computer equipment and software in the classroom.	18 35%	25 49%	7 14%	1 2%	0 0%
The district meets student needs for classes in computer fundamentals.	16 31%	25 49%	7 14%	1 2%	2 4%
Too much emphasis is placed on extracurricular programs.	4 8%	10 20%	25 50%	9 18%	2 4%
Classrooms are seldom left unattended.	32 63%	14 27%	4 8%	0 0%	1 2%
Students are receiving a quality education.	30 59%	20 39%	1 2%	0 0%	0 0%
Schools regularly communicate with parents.	17 33%	31 61%	2 4%	0 0%	1 2%
District salaries are competitive with similar positions in the job market.	6 12%	22 43%	15 29%	6 12%	2 4%
The district has a good and timely program for orienting new employees.	5 10%	35 69%	8 16%	2 4%	1 2%
The district has an effective employee recruitment program.	3 6%	26 51%	10 20%	3 6%	9 18%

Bluestem Teacher Survey Results (cont'd)

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Knowledge
The district operates an effective staff development program for all teachers.	5 10%	37 73%	7 14%	2 4%	0 0%
District employees receive annual personnel evaluations.	14 27%	32 63%	3 6%	1 2%	1 2%
Employees who perform below the standard of expectation are counseled appropriately and timely.	2 4%	23 45%	8 16%	2 4%	16 31%
The district's health insurance package meets my needs.	5 10%	18 35%	11 22%	6 12%	11 22%
Benefits, other than health insurance, are adequate in our district.	1 2%	31 62%	10 20%	3 6%	5 10%
Teachers are rewarded for superior performance and experience.	1 2%	12 24%	22 44%	8 16%	7 14%
Students feel safe and secure at school.	20 40%	27 54%	2 4%	1 2%	0 0%
School disturbances are infrequent.	14 27%	29 57%	7 14%	1 2%	0 0%
Drugs and alcohol are not a problem in this district.	2 4%	14 27%	30 59%	1 2%	4 8%
Vandalism is not a problem in this district.	5 10%	27 53%	13 25%	2 4%	4 8%
Schools are clean.	10 20%	36 71%	5 10%	0 0%	0 0%
Repairs are made in a timely manner.	11 22%	36 71%	2 4%	0 0%	2 4%
Cafeteria staff is helpful and friendly.	21 42%	28 56%	1 2%	0 0%	0 0%
Cafeteria facilities are sanitary and neat.	25 49%	26 51%	0 0%	0 0%	0 0%



School Profile Information

Bluestem USD #205

2009-2010 STUDENT DEMOGRAPHIC CHARACTERISTICS*

Bluestem, Peer Group, Region, State

DISTRICT		ENROLLMENT	% ETHNICITY				% ECO	% DIS
			CA	AF	HI	O		
Bluestem		550	87.45	≤	5.27	5.82	38.55	17.09
Peer Districts	Wakeeney	426	91.94	≤	≤	≤	30.28	21.01
	Oakley	471	94.69	≤	≤	≤	43.10	19.53
	Moundridge	433	93.04	≤	≤	≤	30.02	15.25
	Hoisington	660	90.76	≤	≤	5.00	44.70	18.68
Region Average		2,540	86.72	≤	≤	≤	41.51	16.88
State Median		550	68.91	7.52	15.82	7.75	45.70	13.56

LEGEND	
CA	Caucasian
AF	African American
HI	Hispanic
O	Other
≤	Less than or equal to 5%
% ECO	Percentage of students eligible for free and reduced lunches
% DIS	Percentage of students eligible for special education services

* Source: www.ksde.org

ENROLLMENT TRENDS*

Bluestem, Peer Group, Region, State

DISTRICT		2000-2001	2010-2011	% GAINED/LOST
Bluestem		776	545	-29.8
Peer Districts	Wakeeney	511	392	-23.3
	Oakley	480	463	-3.5
	Moundridge	450	424	-5.8
	Hoisington	733	687	-6.3
Region Average		2,429	2,551	+5.0
State Totals		469,821	472,866	+6.5

* **Source:** www.ksde.org

2009-2010 DISTRICT STUDENT-TEACHER RATIOS*

Bluestem, Peer Group, Region, State

DISTRICT		F.T.E ENROLLMENT	K-12 TEACHERS	STUDENTS PER ONE TEACHER
Bluestem		535.5	44	12.2
Peer Districts	Wakeeney	411.2	36.6	11.2
	Oakley	413.8	36.1	11.5
	Moundridge	418	34.3	12.1
	Hoisington	672.5	49.2	12.7
Region Average		2,482.9	153.6	13.7
State Totals		453,202.5	30,584.8	13.1

* **Source:** www.ksde.org

READING/MATH PROFICIENCY TRENDS*

Bluestem, Peer Group, Region, State

DISTRICT		2009-2010		2008-2009		2007-2008	
		% READING	% MATH	% READING	% MATH	% READING	% MATH
Bluestem		86.7	80.6	91.5	88.8	91.5	87.3
Peer Districts	Wakeeney	92.8	85.8	92.1	87.7	92.9	92.9
	Oakley	91.9	88.9	95.3	97.2	96.4	94.8
	Moundridge	93.2	89.9	95.9	85.8	93.5	88.3
	Hoisington	92.9	93.2	93.4	91	94.8	94.1
Region Average		90	85.6	89.6	85.9	88.3	84.6
State Average		86.3	83.6	85.8	83.2	84.3	82.0

* **Source:** www.ksde.org

AVERAGE TEACHER SALARY TRENDS*

(Including Fringe Benefits)

Bluestem, Peer Group, Region, State

DISTRICT		2009-2010	2009-2010 Rank	2008-2009	2008-2009 Rank	2007-2008	2007-2008 Rank
Bluestem		51,541	61	51,509	60	49,368	62
Peer Districts	Wakeeney	47,656	179	47,517	169	45,645	174
	Oakley	46,350	206	47,870	159	44,840	197
	Moundridge	49,988	107	41,169	274	49,313	66
	Hoisington	46,149	212	45,675	212	47,054	126
Region Average		48,925	136	48,811	132	47,050	139
State Median		48,671	NA	48,198	NA	46,512	NA

* **Source:** KASB Research Department

BASE TEACHER SALARY TRENDS*

(Including Fringe Benefits)

Bluestem, Peer Group, Region, State

DISTRICT		2009-2010	2009-2010 Rank	2008-2009	2008-2009 Rank	2007-2008	2007-2008 Rank
Bluestem		39,130	63	39,130	49	37,570	53
Peer Districts	Wakeeney	36,693	161	36,401	159	32,903	253
	Oakley	35,511	210	35,451	195	33,025	251
	Moundridge	32,483	285	35,504	193	33,419	238
	Hoisington	35,656	203	35,020	225	33,695	229
Region Average		37,179	145	36,812	139	35,788	135
State Median		36,920	NA	36,636	NA	35,210	NA

* **Source:** KASB Research Department

TWENTY YEAR SALARY TRENDS FOR TEACHERS*

(Including Fringe Benefits)

Bluestem, Peer Group, Region, State

DISTRICT		2009-2010	2009-2010 Rank	2008-2009	2008-2009 Rank	2007-2008	2007-2008 Rank
Bluestem		975,151	63	972,857	55	940,707	55
Peer Districts	Wakeeney	930,570	104	924,730	105	858,861	148
	Oakley	838,678	237	837,478	226	779,784	263
	Moundridge	894,226	159	898,460	140	865,174	141
	Hoisington	852,267	217	838,024	225	811,524	223
Regional Average		920,210	136	914,664	132	881,306	133
State Median		901,244	NA	895,130	NA	858,704	NA

* **Source:** KASB Research Department

2009-2010 ADMINISTRATIVE STAFF RATIOS PER 1000 STUDENT*

Bluestem, Peer Group, Region, State

DISTRICT		HEAD COUNT ENROLLMENT	ADMIN. STAFF	RATIO
Bluestem		550	5	9.1
Peer Districts	Wakeeney	426	3	7.0
	Oakley	471	3	6.4
	Moundridge	433	4	9.2
	Hoisington	660	5.5	8.3
Region Totals		2,540	13.3	5.2
State Totals		472,866	2,445	5.2

* **Source:** www.ksde.org

2009-2010 BUILDING CUSTODIAN SALARY DATA*

Bluestem, Peer Group, Region

DISTRICT		Starting Salary (Per Hour)	Average Salary (Per Hour)	Fringe Benefits
Bluestem		9.25	9.68	4,080
Peer Districts	Wakeeney	7.25	8.22	4,174
	Oakley	10.00	10.29	3,902
	Moundridge	7.70	10.23	**
	Hoisington	8.00	9.60	3,480
Region Average		8.88	10.79	3,845

* **Source:** KASB Department

** The KASB report did not contain the selected data for this school district.

*** Data was collected on 46 region school districts. Of these 46 districts, 29 reported fringe benefit amounts for their building custodians. These amounts ranged from \$12,620 to \$171. The region average was calculated using only the 29 school districts who reported fringe benefit amounts.

2009-2010 BUS DRIVER SALARY DATA*

Bluestem, Peer Group, Region

DISTRICT		Regular Route (Per Hour)	Average Salary (Annual)	Fringe Benefits
Bluestem		**	6,952	4,080
Peer Districts	Wakeeney	15.66	7,405	**
	Oakley	**	5,971	**
	Moundridge	12.68	**	600
	Hoisington	14.32	9,520	3,480
Region Average		12.41	9,821	3,125

* **Source:** KASB Department

** The KASB report did not contain the selected data for these school districts.

*** Data was collected on 46 region school districts. Of these 46 districts, 19 reported fringe benefit amounts for their bus drivers. These amounts ranged from \$9,300 to \$171. The region average was calculated using only the 19 school districts who reported fringe benefit amounts.

2009-2010 FOOD SERVICE EMPLOYEE SALARY DATA*

Bluestem, Peer Group, Region

DISTRICT		Starting Salary (Per Hour)	Average Salary (Per Hour)	Fringe Benefits
Bluestem		**	**	4,080
Peer Districts	Wakeeney	7.25	9.99	**
	Oakley	7.75	9.06	44
	Moundridge	7.85	10.15	**
	Hoisington	7.50	10.61	3,480
Region Average		8.88	10.97	3,458

* **Source:** KASB Department

** The KASB report did not contain the selected data for this school district.

*** Data was collected on 46 region school districts. Of these 46 districts, 27 reported fringe benefit amounts for their food service employees. These amounts ranged from \$10,628 to \$171. The region average was calculated using only the 27 school districts who reported fringe benefit amounts.

2009-2010 HIGH SCHOOL HEAD COACH SALARY DATA*

Bluestem, Peer Group, Region

DISTRICT		Football	Volleyball	Boy's Basketball	Girl's Basketball	Track	Cross Country	Cheer-leading
Bluestem		5,764	4,169	4,587	5,626	5,695	3,426	4,217
Peer Districts	Wakeeney	3,805	2,747	3,805	3,805	2,747	2,217	3,705
	Oakley	4,613	4,639	4,613	4,613	4,613	3,051	2,728
	Moundridge	3,819	3,000	4,910	4,910	2,864	0	818
	Hoisington	6,000	6,000	4,250	4,000	6,000	1,700	2,225
Region Average		4,431	3,910	4,433	4,373	3,816	3,226	3,104
Region Salary Range		7,310 to 2,100	6,011 to 2,100	7,140 to 2,500	7,310 to 2,500	5,610 to 1,500	4,600 to 1,103	5,355 to 800

* **Source:** KASB Department

** Information unavailable

2009-2010 HIGH SCHOOL ACTIVITY SPONSORSHIP SALARY DATA*

Bluestem, Peer Group, Region

DISTRICT		Forensics	Drama	Band	Vocal	Student Council	Yearbook	Academic Bowl
Bluestem		2,466	2,345	2,426	1,904	649	2,669	725
Peer Districts	Wakeeney	2,117	635	1,388	1,388	850	1,270	1,000
	Oakley	2,802	1,265	1,853	3,089	459	1,266	1,154
	Moundridge	2,728	**	2,728	1,637	818	1,364	1,364
	Hoisington	6,000	**	3,250	1,710	500	1,640	1,400
Region Average		2,152	2,376	3,271	2,546	1,366	1,885	1,735
Region Salary Range		4,500 to 344	6,679 to 63	5,130 to 1,496	4,601 to 636	3,074 to 300	3,556 to 607	3,865 to 697

* **Source:** KASB Department

** Information Unavailable

2008-2009 TRANSPORTATION REPORT*

Bluestem, Peer Group, Region, State

DISTRICT		COST PER PUPIL	DISTRICT SQUARE MILES
Bluestem		692.84	348.6
Peer Districts	Wakeeney	1,615.64	706.7
	Oakley	966.4	637
	Moundridge	826.19	156
	Hoisington	917.89	292
Region Average		679.62	189
State Total		558.49	279.9

* **Source:** www.ksde.org

2009-2010 MILL LEVY RATES AND VALUATION *

Bluestem, Peer Group, Region, State

DISTRICT		MILL TOTAL	VALUATION **
Bluestem		58.94	28,532,000
Peer Districts	Wakeeney	45.18	33,666,000
	Oakley	40.51	33,175,000
	Moundridge	56.85	39,329,000
	Hoisington	58.82	35,688,000
Region Average		54.37	123,746,000
State Median		50.89	32,326,000

* **Source:** www.ksde.org

** Valuation is rounded to the nearest \$1,000.

2008-2009 OPERATING EXPENDITURE PERCENTAGES*

Bluestem, Peer Group, Region, State

DISTRICT		Instruction	Pupil Support	Instructional Support	General Administration	School Administration	Operation/Maintenance	Transportation	Other Support	Food Services
Bluestem		58.10	3.45	4.68	7.04	7.44	9.39	5.42	0	4.48
Peer Districts	Wakeeney	64.83	1.89	2.12	5.16	5.08	10.32	4.45	1.54	4.61
	Oakley	69.55	2.19	.47	4.80	4.91	8.67	3.71	.18	5.52
	Moundridge	62.02	1.31	6.69	3.96	6.12	11.88	1.46	2.04	4.52
	Hoisington	59.79	1.91	3.81	4.20	5.86	15.10	2.83	.01	6.49
Region Average		62.31	3.31	3.26	4.18	6.01	10.34	4.09	1.33	4.98
State Average		61.23	4.60	4.55	2.65	5.8	9.91	3.99	2.55	4.63

* **Source:** www.ksde.org

Operating Expenditure definitions on the following page

Operating Expenditure Data Table Definitions

Instruction	Activities dealing directly with the interaction between teachers and students.
Pupil Support	Activities designed to assess and improve the well-being of students and to supplement the teaching process.
Instructional Support	Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students.
General Administration	Activities concerned with establishing and administering policy for operating the LEA. Include only board of education staff, board secretary/clerk staff, staff relations and negotiations staff, the superintendent's staff, assistant superintendents, area directors, and the superintendent.
School Administration	Activities concerned with overall administrative responsibility for a school. Include only the staff of the office of the principal (including vice principals and other assistant), full-time department chairpersons and the principal. This would also include secretarial, clerical and coordination of instructional activities staff.
Operation/Maintenance	Activities concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings, and equipment in effective working condition and state of repair. This includes such things as maintenance of buildings and grounds, repairing equipment, utilities, building insurance and security staff.
Transportation	Activities concerned with conveying students to and from school, as provided by state and federal law. This includes trips between home and school, and trips to and from school activities.
Other Support	All other support services not classified elsewhere.
Food Services	Activities concerned with providing food to students and staff in a school or LEA. This service area includes preparing and serving regular and incidental meals, lunches, or snacks in connection with school activities and food delivery.