

2023-2024 ANNUAL REPORT

MOMENTUM



MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

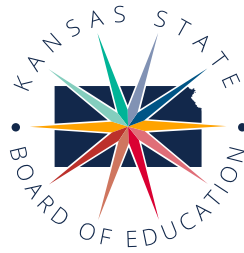
A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

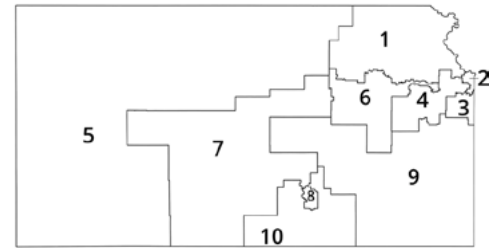
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



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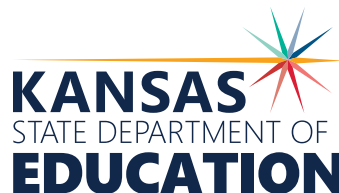


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EDUCATION



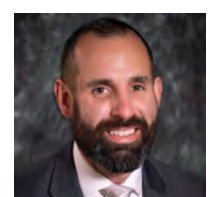
Dr. Randy Watson

DEPUTY COMMISSIONER
Division of Fiscal and Administrative Services



Dr. Frank Harwood

DEPUTY COMMISSIONER
Division of Learning Services



Dr. Ben Proctor

The Kansas State Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201

Kansas leads the world in the success of each student.

Jan. 25, 2024

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Commissioner's Message

Through the intensified efforts of the Kansas State Board of Education, Kansas educators and administrators, our schools continued to achieve positive momentum in key areas this past school year.

Lead measures such as chronic absenteeism, English language arts and mathematics assessment scores, postsecondary credits earned and AP course participation rates continued to trend in a positive direction; however, lag measures such as graduation and postsecondary success rates declined slightly.

It is important to focus on both lead and lag measures when gauging our progress. One measure shows us where we are headed and the other shows the impact of where we have been.

The good news is that our post-pandemic recovery continues to progress.

The State Board's \$15 million investment in early literacy three years ago and commitment of an additional \$10 million in 2024 to fund structured literacy training for Kansas teachers is netting positive results. This is the second consecutive year schools have achieved a slight reduction in the percent of students scoring in Level 1 on the English language arts state assessment and an increase in the percent scoring in Levels 3 and 4. We expect these results will continue to improve as more teachers transition to structured literacy.

As a result of targeted efforts, Kansas schools have successfully decreased chronic absenteeism by 2.1 percentage points in the last year alone. While this rate is still not at pre-pandemic levels, it is trending in the right direction.

Kansas is investing heavily in its support of classroom teachers by creating an intentional system of instructional coherence. That means all instruction-related actions, messaging and supports (i.e., via curriculum materials and professional learning) are clear and mutually reinforcing. Schools will focus on implementing four fundamentals that research has proven to produce the greatest results. You will see this reflected in Kansas' revised accreditation system launched this year.

Graduation and postsecondary success rates tell an interesting story.

Four years ago, as the pandemic pushed us into a crisis, our primary focus was to address the immediate needs of the graduating classes of 2020 and 2021. What we did not anticipate during that time, however, was the gradual loss of many freshmen and sophomore students.

Fast forward to 2024. We now see those losses reflected in the 2023 cohort graduation rates and, in turn, our postsecondary achievement rates. Further compounding this issue has been the post-pandemic, nationwide decline in the number of males attending college. Kansas schools are working diligently to reverse these trends through the development of individual plans of study, career and technical education offerings and career exploration opportunities.

Members of the Kansas State Board of Education and educators have worked nonstop these past four years to recoup learning loss created by the pandemic. Today, thanks to their efforts, we can feel a favorable shift in momentum that tells us Kansas education is well on the road to leading the world in the success of each student.

Sincerely,

Randy Watson, EdD
Kansas Commissioner of Education



KSDE Milestones

OCT. 1, 2023–SEPT. 30, 2024

2023 OCTOBER

- 6:** KSDE launched a multi-state initiative to create a standardized agreement and data sharing protocol with the Department of Defense (DoD) that would allow states to access accurate, secure, and standardized data on student military service.
- 10:** Kansas Commissioner of Education Dr. Randy Watson presented his annual report to the State Board. Kansas state assessment results for math are the highest since 2017, and overall, more students are scoring at proficient levels in math and English language arts than last year. Chronic absentee rates are declining but still not back to pre-pandemic levels.



- 10:** KSDE recognized 242 public school districts and eight private systems through the 2023 Kansans Can Star Recognition Program, the highest number since the program's inception in the 2019-2020 school year.
- 11:** KSDE's Child Nutrition and Wellness (CNW) team debuted a new inflatable Body Venture exhibit – an educational program that includes a walk-through tour of the human body.



Students and volunteers within the mouth of the Body Venture exhibition

- 25:** Federal COVID-19 Funding for Kansas Public and Private Schools Report 10: Expenditures as of June 30, 2023, published.
- 25-26:** KSDE Great Ideas in Education Conference held in Wichita. Nearly 600 education professionals attended.



NOVEMBER

- 15:** The State Board approved the Kansas Standards for Library and Information Literacy.



- 22:** Valley Heights Elementary School, Valley Heights USD 498 and Wheatland Elementary School, Valley Center USD 262, recognized as National ESEA Distinguished Schools.

DECEMBER

- 12:** The State Board approved the new Kansas Education Systems Accreditation (KESA) 2.0 framework. The two key changes to the model include the four fundamentals serving as a basis for accreditation determinations, in addition to student outcomes and compliance (existing) and moving to an annual accreditation process.



2024 JANUARY

- 9:** Dr. Frank Harwood was named Deputy Commissioner of Fiscal and Administrative Services. Harwood spent 30 years in public education most recently serving as the superintendent of De Soto USD 232.



Dr. Frank Harwood

- 9:** The State Board approved the Kansas Early Learning Standards. The standards guide early childhood providers and teachers on the developmental continuum of learning for children from birth through kindergarten.
- 9:** KSDE launched the Transition Table for School Districts, a new tool that allows selected educators to see how students within their district perform on the state assessment from year to year. The tool allows individuals to disaggregate data looking at specific groups, and even individual students to help facilitate a conversation around academic performance over time in a system.
- 12:** 2024 Horizon Award winners announced.

- 12:** KSDE was named a fiscal agent of \$8.4 million federal grant awarded to the state to create the Kansas Youth Transition Network. This statewide initiative will help students with disabilities make the transition from education to employment.
- 12:** U.S. Senate Youth delegates announced: Tucker Leck of Neodesha High School, Neodesha USD 461, and Madisen Finch of Leavenworth High School, Leavenworth USD 453.



FEBRUARY

- 8:** Alex Lahasky, Blue Valley West High School, Blue Valley USD 229; and Matthew Mayeske, Gardner Edgerton High School, Gardner Edgerton USD 231, received \$25,000 national Milken Educator Awards.



- 13:** The State Board adopted the following statement in articulation of its commitment to strong literacy practices in Kansas schools:

The Kansas State Board of Education requires all accredited schools in Kansas to use evidence-based methodology fully aligned with the Science of Reading, specifically Structured Literacy, to provide literacy instruction for students. The Kansas State Board of Education prohibits the use of practices and pedagogy identified in research to be counterproductive to reading acquisition. In addition, the State Board recommends literacy-specific universal screening measures and diagnostic, formative and summative assessments to be utilized by accredited schools and school districts.

- 13:** The State Board approved revisions to the Elementary Pre-K-K Teacher Preparation Standards increasing emphasis on literacy and ensuring the standards encompass the full scope of the Pre-K-K license.
- 14:** Federal COVID-19 Funding for Kansas Public and Private Schools Report 11: Expenditures as of September 30, 2023, published.

MARCH

- 5:** Commissioner Randy Watson celebrates Read Across America Day by reading to area students.



- 12:** The State Board conducted a public hearing on proposed amendments to Professional Practices Commission Regulations 91-22-1a et sec.
- 13:** The State Board approved proposed amendments to Professional Practices Commission Regulations 91-122-1a et sec.

APRIL

- 3:** Lindsay Croft, a 5th grade teacher at Central Elementary School in Olathe USD 233, has been named a mathematics finalist. Shirley Rose, who teaches K-6 STEM at Christa McAuliffe Academy in Wichita USD 259 and Jena Simms, a 3rd grade teacher at Wichita Collegiate School, are finalists in science were named finalists for the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)
- 6-7:** Fort Leavenworth USD 207, Derby USD 260 and Mulvane USD 263 recognized with Kansas Purple Star designation.
- 6-7:** 2025 Kansas Teacher of the Year regional finalists announced.
- 9:** Ninety-two Kansas high school students were named 2024 CTE Scholars.

- 23:** Federal COVID-19 Funding for Kansas Public and Private Schools Report 12: Expenditures as of December 31, 2023, published.

MAY

- 5:** There were 525 high school seniors, representing the top 1% academically, recognized during the 2024 Governor's Scholars event in Topeka.
- 10:** Ninety-seven Kansas schools were named recipients of the 2023 Challenge Awards.
- 15:** Following a public hearing held on May 14, the State Board approved amendments to Kansas Administrative Regulations that govern new minimum high school graduation requirements that will go into effect beginning with the class of 2028.
- 15:** The State Board approved the use of a new elementary literacy licensure exam for preservice teachers.

- 28:** 2024 U.S. Presidential Scholars announced: Anahi Sanchez, of Newton, a senior at Newton High School, Newton Unified School District 373; Ayaan Parikh, of Wichita, a senior at Wichita Collegiate School, in Wichita; and Paranjay Sharma, of Lenexa, a senior who attends The Barstow School, in Kansas City, Missouri.

JUNE

- 11:** The State Board approved a literacy licensure requirement for all elementary educators who teach in the general content areas of language arts, history, government and social studies, as well as special education teachers, school psychologists and elementary school administrators who provide services to elementary school students. This group will have until 2028 to become trained in the science of reading structured literacy or pass a test to demonstrate their mastery of structured literacy to renew their license.

JULY

- 9:** The State Board directed the creation of the Blue-Ribbon Task Force on Student Screen Time, charged with providing recommendations regarding the use of personal devices in school, screen time and mental health, and parental oversight of district-owned devices. The task force is comprised of thirty-six members with representatives including State Board members, superintendents, principals, teachers, students, parents, IT staff, local school board members, and legislators.

AUGUST

- 5:** Federal COVID-19 Funding for Kansas Public and Private Schools Report 13: Expenditures as of March 31, 2024, published.

- 13:** KSDE Child Nutrition and Wellness team announced the Kansans Can Best Practices 2023-24 awardees:

- Dina Hier, Wheatland USD 292 - Kansans Can Serve Local Foods
- Melissa Hurley, Fort Leavenworth USD 207 - Kansans Can Provide Outstanding Customer Service
- Melissa Patterson, Patterson Family Child Care Center, Topeka - Kansans Can Increase Access to Quality Child Care & Child Nutrition Programs
- Teresa Houston, Envision Child Development Center, Wichita - Kansans Can Impact Wellness & Kansans Can Serve Local Foods

SEPTEMBER

- 29:** 2024 Blue Ribbon Schools announced:
- Garfield Elementary, Augusta USD 402
 - Herrington Elementary, Herrington USD 487
 - Lincoln Elementary, Geary County USD 475
 - Sunflower Elementary, Paola USD 368
- 30:** Elizabeth Anstine, an business teacher at Leavenworth High School, Leavenworth USD 453, named 2025 Kansas Teacher of the Year.



Literacy Initiative

The shift to structured literacy has been in process at the Kansas State Department of Education since 2018 when the Kansas Legislature passed Sub for HB 2602, creating the Legislative Task Force on Dyslexia. Additionally, a drop in Kansas students' post-pandemic reading scores increased the urgency to take a different approach to how Kansas students are taught to read.

Using the evidence-based science of reading principles, structured literacy utilizes a more comprehensive approach to teach reading and is shown to help all students learn to read, including those with dyslexia.

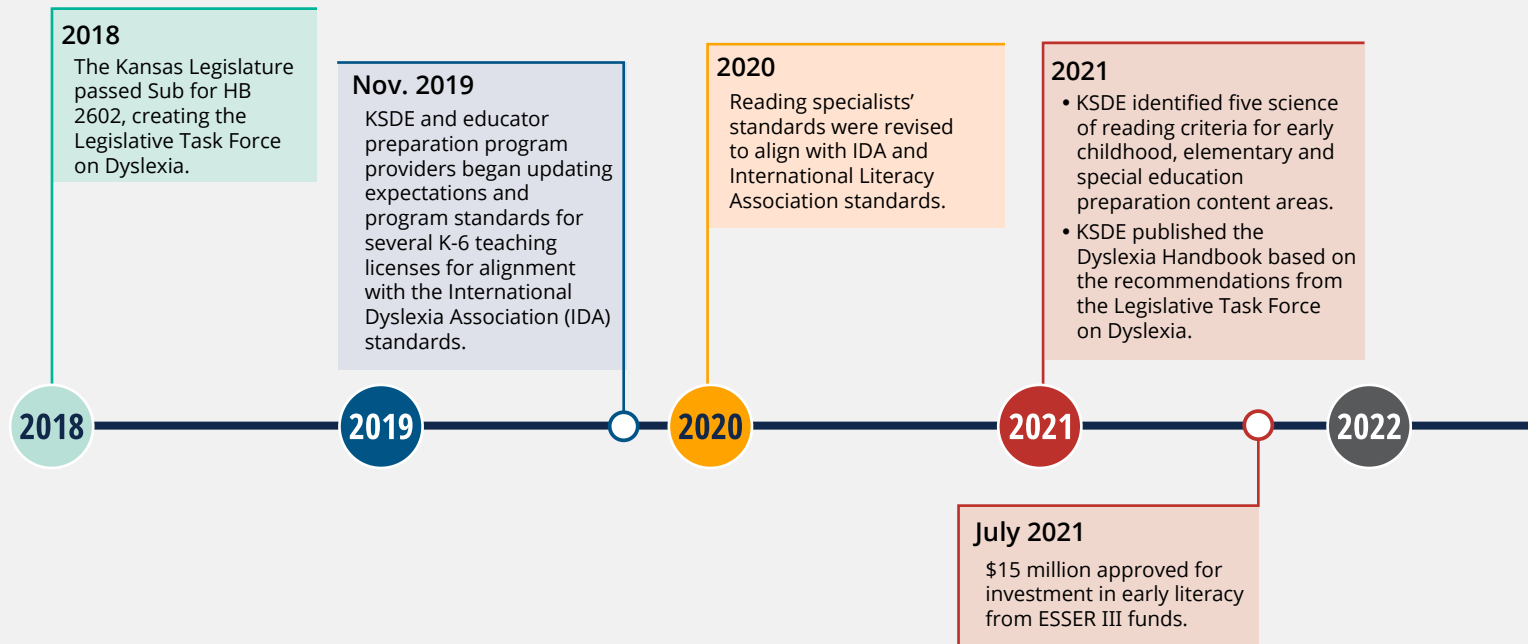
Literacy expert Dr. Tim Shanahan describes the science of reading as a growing body of research on how we read and learn to read. *"This evidence is drawn from various disciplines such as psychology, education, and neuroscience."*

KSDE is committed to structured literacy as it is one of the four fundamentals of the new school improvement model approved by the Kansas State Board of Education in July 2024. This model serves as the framework for Kansas' newly revised accreditation system.

In February 2024, members of the Kansas State Board of Education adopted the following position statement to solidify their commitment to structured literacy:

The Kansas State Board of Education requires all accredited schools in Kansas to use evidence-based methodology fully aligned with the Science of Reading, specifically Structured Literacy, to provide literacy instruction for students. The Kansas State Board of Education prohibits the use of practices and pedagogy identified in research to be counterproductive to reading acquisition. In addition, the State Board recommends literacy specific universal screening measures, and diagnostic, formative and summative assessments to be utilized by accredited schools and school districts.

TIMELINE FOR THE KANSAS EDUCATION FRAME



To further their commitment to structured literacy, board members in June 2024 voted to approve a structured literacy licensure renewal requirement for identified groups of Kansas educators by 2028.

Elementary school educators who currently teach in the general content areas of language arts, history, government and social studies will be required to complete either the test or training by July 1, 2028. Initial recommended training options will be LETRS®, Pathways to Proficient Reading and Keys to Literacy. The literacy licensure requirement will also be mandatory for special education teachers, school psychologists and elementary school administrators who provide services to elementary school students.

Instead of completing an approved training, a current teacher can opt to take a state-approved test that measures the educator's science of reading and structured literacy knowledge.

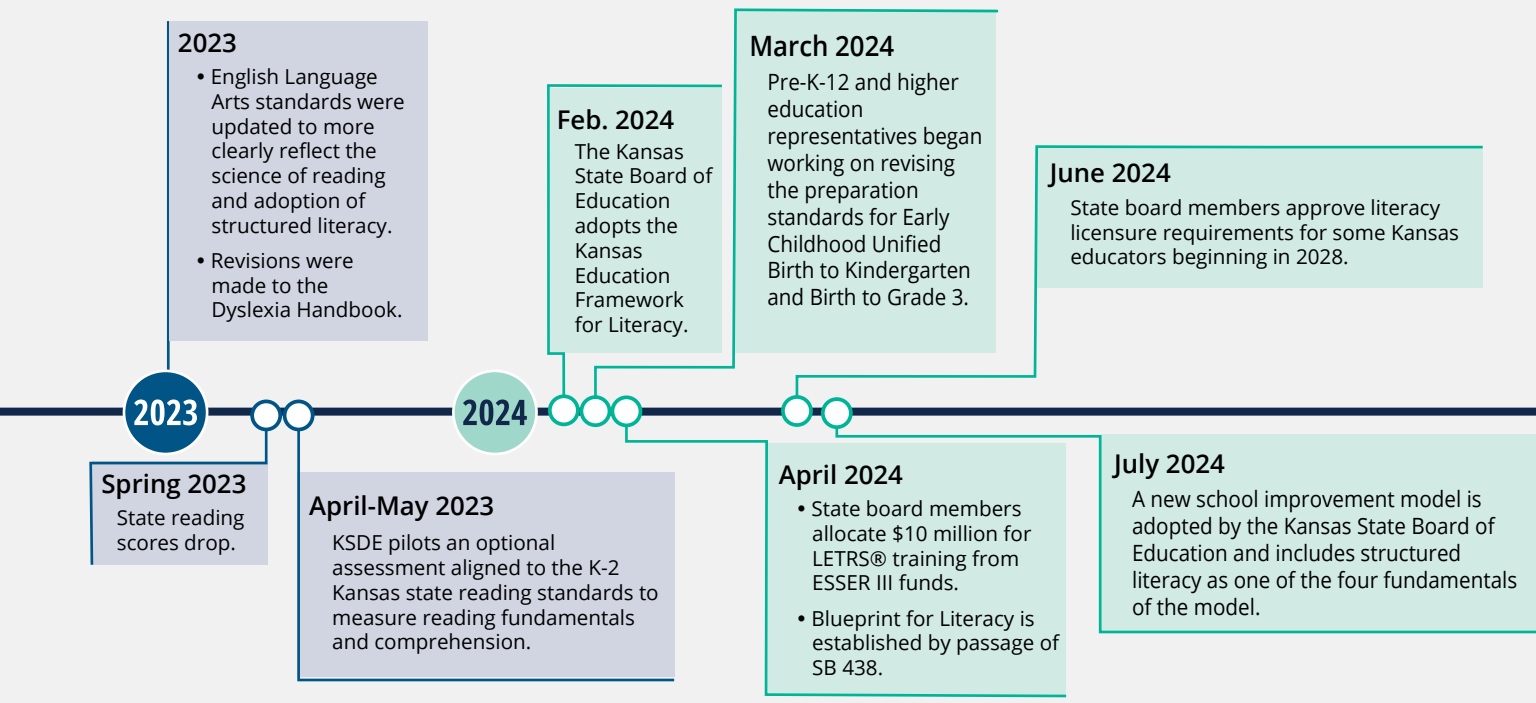
KSDE will use federal ESSER funds to pay for veteran educators to take the optional test once. Educators will be responsible for paying for any exam retakes.

A new elementary content test was approved in May 2024 by the state board and is currently being administered to individuals obtaining their initial teaching license. This assessment was selected based on its stronger focus on the science of reading.

KSDE also is partnering with the Kansas Board of Regents (KBOR) on the Blueprint for Literacy. A literacy advisory committee was formed as an outgrowth of SB 438, passed by the 2024 Kansas Legislature and signed into law by Gov. Laura Kelly. The blueprint is administered by the KBOR with a primary focus on the work of the state's colleges and universities to prepare students pursuing careers in education to use structured literacy as a model of instruction. It is complementary to KSDE's ongoing structured literacy and dyslexia initiatives that were put in place by the Kansas State Board of Education.

“As parents, we want the very best for our children and this bill ensures they get it,” Melanie Haas, chair of the Kansas State Board of Education, said in a statement after SB 438 was signed. *“By aligning the efforts of K-12 and higher education to train our educators in the science of reading, we intend to end the literacy divide for our students once and for all.”*

WORK FOR LITERACY





Overview

of Vision Outcomes

The Kansans Can outcomes continue to provide the underpinnings for how progress by Kansas schools is measured. These outcomes, approved by the Kansas State Board of Education, remain the foundation for how our state leads the world in the success of each student.

Schools continue to make steady progress in the areas of:

- Kindergarten readiness
- Social-emotional growth
- Civic engagement
- Individual plan of study (IPS)
- Academically prepared for postsecondary
- Graduation
- Postsecondary success

The 2023-24 academic year was marked by several notable events. The number of high school students enrolling in and passing college level and Advanced Placement (AP) courses, as well as earning career and technical education credits increased to some of the highest levels seen. Kansas completed an extensive revision of its Early Learning Standards and continued work to integrate the Kansans Can Competency Framework into curriculum standards.

We saw pockets of progress on state reading and math assessments and continued to reduce the state chronic absenteeism rate.

Pandemic recovery continues but there is still much work to do. The progress made and the work that remains is outlined in this annual report that covers the period of Oct. 1, 2023, to Sept. 30, 2024.



Kindergarten Readiness

The Kansas Early Learning Standards (KELS), first developed 10 years ago by a team of early education experts, went through an extensive revision during the 2023-24 school year.



12,390
copies of the
Kansas Early
Learning
Standards sent
across the state.

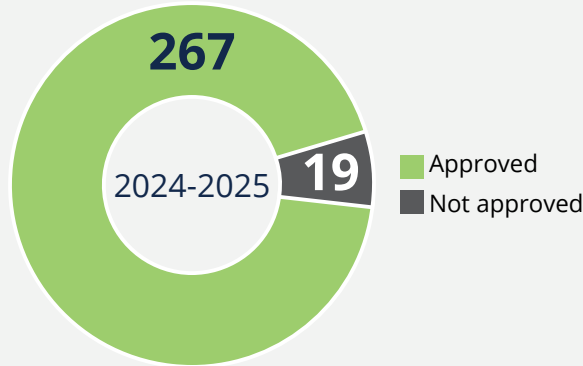
The Kansas Early Learning Standards (KELS) establish what young children birth through kindergarten should know and be able to do as a result of engagement with caring knowledgeable adults, evidence-based curriculum, and developmentally appropriate activities. Nearly 12,500 copies of the recently revised standards were distributed to early childhood providers and programs across the state to support quality early learning.

When these standards were developed in 2014, the early education professionals based their work on new and current knowledge and research. Specific focus was placed on ensuring standards were appropriate for each age and stage of development, easy and accessible to use, and incorporation of practices to ensure responsive and respectful early learning environments and support children from diverse backgrounds.

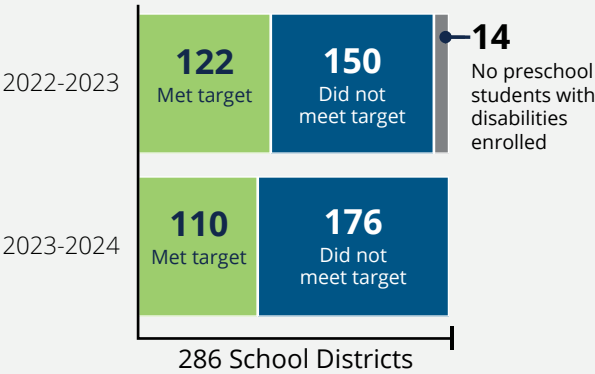
When work began to update the KELS, the Kansas State Department of Education gathered extensive feedback from early childhood partners. This included a public feedback form and a virtual feedback session in October 2023.

The Kansas State Board of Education and the Kansas Children’s Cabinet and Trust Fund approved these updated standards in February 2024. The 2024 *All in for Kansas Kids* strategic plan was presented to state board members in August 2024.

School Districts With Approved
Preschool-Aged At-Risk Programs



School Districts That Met Federal
Indicator 6 Targets



Overview of Vision Outcomes

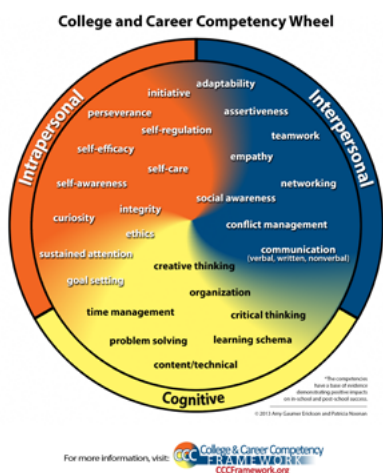
Social-Emotional Growth

Students succeed academically when they build strong social-emotional skills and their mental health needs are addressed properly. That is why the Kansas State Board of Education has remained committed to integrating social-emotional learning within the classroom.

Academics are important, but without strong nonacademic skills like teamwork, perseverance and critical thinking, students are likely to find it more difficult to achieve success in postsecondary education and the workforce.

Kansas schools continue to implement the Kansans Can Competency Framework designed to provide a structured, embedded process for creating a school-wide focus on intrapersonal and interpersonal competencies. Using implementation elements such as effective collaboration, interventions, and data-based decision making, students develop critical life skills like self-regulation, self-efficacy and conflict management.

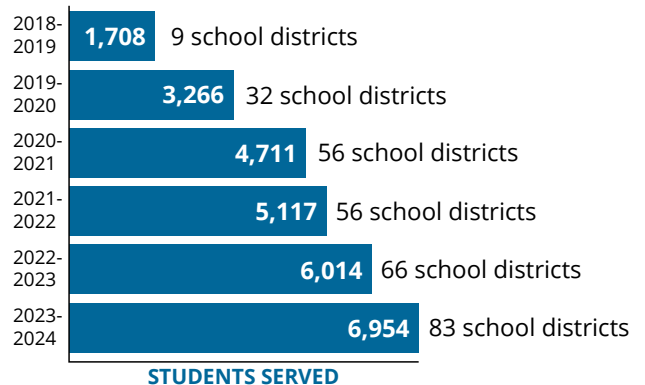
Kansas was the first state to adopt Social-Emotional and Character Development Standards in 2012. As such, the Kansas State Department of Education has participated in several multi-state policy writing opportunities including the Ann E. Casey Foundation and the recent Children's Behavioral Health Policy Convening.



The mental health needs of students has increased considerably over the past several years. Legislation passed in 2018 authorizing nine districts to enter into agreements with local community mental health centers. Over the past six years, this Mental Health Intervention Team (MHIT) initiative, administered by KSDE, has expanded to 90 districts and serves nearly 6,000 students annually.

The program brought additional mental health services into schools across the state, reducing the need for students to access services outside of the school building as often.

Students and districts served through the Mental Health Intervention Team (MHIT)



During the 2023-24 school year, 6,954 students were served through the MHIT, 586 of whom were foster children. After receiving services, 2,696 students reportedly improved their attendance, 3,467 improved their behavior, 2,910 improved academically and 3,501 improved their internalized behaviors. Only 23 students dropped of school.

The number of Kansas school counselors, psychologists and social workers increased from 2022-23 to 2023-24, reflecting the ongoing work to reduce the ratios of these professionals to students to recommended levels.

Civic Engagement

The Kansas State Board of Education identified civic engagement as one characteristic of a successful Kansas high school student; believing their future success begins with learning to be good citizens.

Civic engagement is defined as individuals sharing their skills and knowledge through actions intended to improve communities, states, nations, the world, and themselves.

The Kansas Volunteer Commission, housed within the Kansas State Department of Education, leads this important work through the agency's Civic Advocacy Network (CAN) program created in 2018.

The goal of the CAN program is to promote civic engagement as a part of all Pre-K-12 students' experiences by recognizing schools that actively involve students in civic engagement.

These awards are given to schools each year that provide the tools, resources and opportunities for Kansas students to increase and sustain their civic engagement. This year, the following 11 schools in five districts received the Civic Advocacy Network award:

- Spring Hill USD 230 - Prairie Creek Elementary School
- Spring Hill USD 230 - Timber Sage Elementary
- Spring Hill USD 230 - Dayton Creek Elementary
- Salina USD 305 - Lakewood Middle School
- Ellsworth USD 327 - Ellsworth Junior Senior High School
- Lyons USD 405 - Lyons High School
- Lyons USD 405 - Lyons Middle School
- Geary County USD 475 - Westwood Elementary School
- Geary County USD 475 - Washington Elementary School
- Geary County USD 475 - Eisenhower Elementary
- Geary County USD 475 - Seitz Elementary

In the spring of 2024, the Kansas Volunteer Commission co-hosted the Civic Engagement conference, *"Empowering Kansas through Civic Engagement,"* with the Emporia State University School of Humanities and Social Sciences.

More than 160 people attended the conference on the ESU campus. About 25 percent of the participants were Kansas students who shared what kind of connections and partnerships they've created in their communities.

The remaining were representatives from nonprofits, K-12, postsecondary education, and volunteer and mentoring organizations.

Dr. Juan Sepulveda, a Topeka native and distinguished professor at Trinity University in San Antonio, Texas, was the keynote speaker of the conference.



Overview of Vision Outcomes

Individual Plan of Study

The Kansas State Department of Education remains a strong, committed partner with the state's business community to expose students to and prepare them for careers in high-demand, high-wage jobs to keep the state's economy thriving and workforce strong. Kansas schools accomplish this through the continued implementation of one of the five "*Kansans Can*" outcomes - the individual plan of study (IPS) - approved by the Kansas State Board of Education in 2017.

The implementation of the IPS by Kansas schools has increased the number of Kansas high school students graduating who are equipped with more data, knowledge and hands-on experience to successfully pursue their postsecondary goals. The IPS process helps a student determine a potential future career by identifying their interests and strengths and aligning coursework to those interests. Students can "*try on*" their career interests while still in high school to help protect their postsecondary education investment.

During this past year, the State Board, based on recommendations of the Kansas Advisory Council for Career and Technical Education (KACCTE) approved an IPS scope and sequence for grades 8 through 12 as well as a scope and sequence for students in kindergarten through seventh grade. An IPS scope and sequence provides a guide for educators to help students engage in grade-level appropriate activities that fall into four domains:

- Individual discovery
- Career discovery
- Goal setting and academic planning
- Competency and skill development

The modernization of the National Career Cluster Framework will be released in the fall of 2024, after this publication has been printed. KSDE will work to review the updated and modernized framework to determine how the Kansas Cluster/Pathway model may need to be updated and modernized to continue improving the quality of CTE Pathways and increase the number of students enrolled in the CTE courses that best suit them and their postsecondary plans.

2023 Career and Technical Education (CTE) Student Participation

CTE Participants

Students who have earned one but less than two secondary level credits in a single CTE pathway.

55,302

CTE Concentrators

Students who have earned two or more secondary level credits in a single CTE pathway, with those credits within any combination of two levels AND has met at least 70% proficiency on the technical skills across those two credits through several technical skill measures.

30,935

Career and Technical Student Organizations (CTSO)

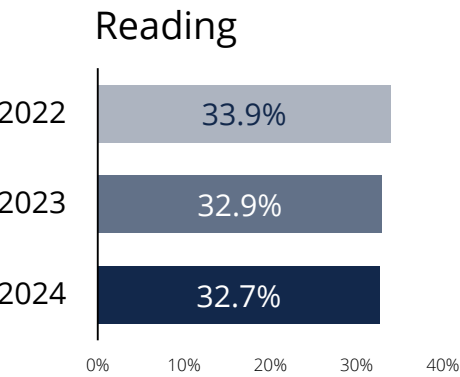
24,856

The number of approved CTE pathway applications continues to increase. In August 2024, the Kansas State Board of Education approved 3,575 pathways for the 2023-24 school year, marking a fourth straight year the number of pathways has gone up.

Academically Prepared for Postsecondary

Moving more Kansas students out of Level 1 on the English language arts (ELA) state assessments continued in the spring of 2024. This marked a second year in a row the goal has been achieved set by the Kansas State Board of Education to decrease the percentage of students scoring in Level 1 reading.

The overall average of students scoring in Level 1 on the 2024 ELA state assessment decreased to 32.7% from 32.9% in 2023.

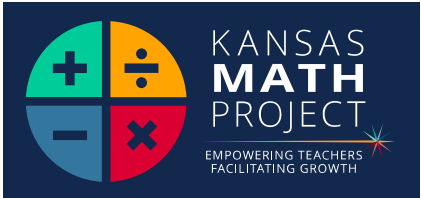
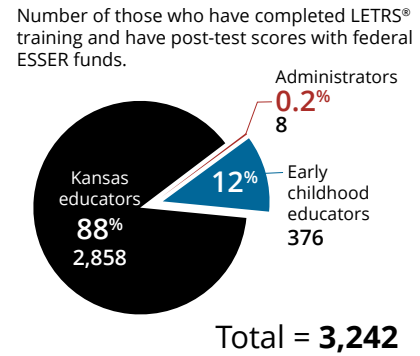
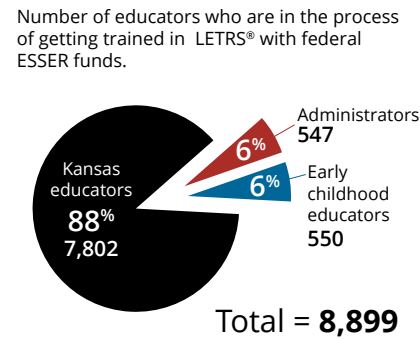


With the implementation of the new school improvement model at the beginning of the 2024-25 school year, structured literacy training ramping up and literacy licensure requirements going into effect in 2028, the Kansas State Board of Education remains committed to moving more Kansas students out of the Level 1 category on the state assessments, particularly in reading. The training initiatives, including Language Essentials for Teachers of Reading and Spelling, (LETRS®), are funded with \$25 million in federal ESSER dollars.

As of Oct. 2024, an estimated 3,242 Kansas educators (including early childhood and administrators) have completed LETRS® training and have received post-test scores. Another estimated 8,899 educators (including early childhood and administrators) are in the process of getting trained in LETRS®.



As of Oct. 1, 2024:



The Kansas Math Project (KMP), a collaboration of the Kansas State Department of Education and Kansas MTSS and Alignment, has been under development and refinement over the past three years and officially launched at the beginning of the 2024-25 school year.

Through a joint effort with Kansas educators, renowned researchers, and math specialists, the KMP is a robust professional learning program that supports Pre-K-12 teachers in strengthening their understanding of mathematics. The KMP also uses evidence-based practices for instruction that includes modules aligned to the Kansas Math Standards. The modules also follow a framework coherent with the new school improvement model that is the foundation of the second iteration of the Kansas Education System Accreditation, KESA 2.0.

As Kansas leads the world in the success of each student, the Kansas Math Project serves as an opportunity to improve mathematics outcomes and in turn increase postsecondary opportunities for Kansas students.

Overview of Vision Outcomes

Graduation

GRADUATION

The overall graduation rate for Kansas high school seniors rebounded in the 2023-24 school year to 89.5%, the highest percentage in state history.

In May 2024, the State Board approved amendments to the Kansas Administrative Regulations (K.A.R.) that govern several new minimum high school graduation requirements. These requirements will go into effect for the class of 2028, the 2024-25 freshmen.

A minimum of 21 credits will still be required to receive a diploma; however, the following constitutes how the 21 credits will be attained:

- Instead of four credits of English language arts (ELA), students need 3.5 credits of ELA and one-half credit of communication.
- A STEM elective must be part of the 21 credits.
- Instead of one physical education credit, students need a half credit of P.E. and a half credit of health.
- Instead of six electives, they need a half credit of financial literacy and 4.5 electives aligned with their individual plan of study (IPS).

The graduation requirements also include completion of at least two postsecondary assets as defined by the State Board.

In May 2024, board members approved the modification of an asset and the addition of another to the established list of postsecondary assets high school students can choose from to meet their graduation requirements. One asset includes students having an attendance rate of 95%, up from 90%. Another asset includes the student serving as an officer for a career and technical student organization, or CTSO.

A few other examples of postsecondary assets Kansas high school students can acquire to meet graduation requirements include achieving an ACT composite score of 21 or higher, attaining a WorkKeys level of silver or higher, participating in a youth apprenticeship and completing 40 or more community service hours.

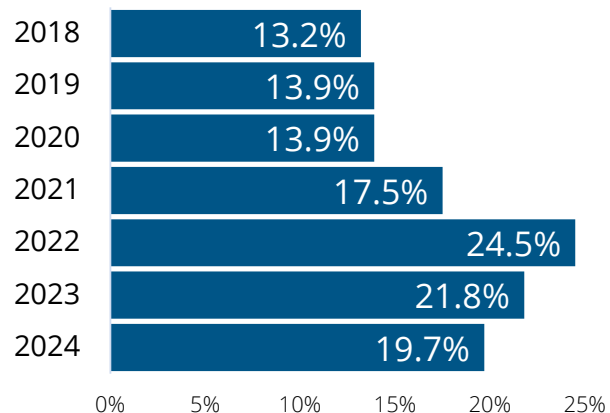
The State Board originally included filling out the Free Application for Federal Student Aid (FAFSA) as a graduation requirement. However, after receiving constituent feedback, the board ultimately decided in July 2024, against filling the FAFSA as a graduation requirement.

CHRONIC ABSENTEEISM

Chronic absenteeism is defined as a student not attending school 10% or more of the time for excused and unexcused absences. This can translate into third-graders unable to master reading, sixth graders failing subjects and ninth-graders dropping out of high school.

From a high of 24.5% in 2022, when the worst of the COVID-19 pandemic was beginning to subside, chronic absenteeism continued to decrease for Kansas students to 19.7% in 2024, a 2.1 percentage point drop from 21.8% in 2023.

Chronic Absenteeism



Postsecondary Success

The postsecondary effectiveness rate – the percentage of students who are pursuing or who have earned a postsecondary degree or certification two years after graduating from high school - remains a good indicator of how successful Kansas students are after they receive their diploma.

From 2018 to 2022, the five-year postsecondary effectiveness rate was 50%, a 1 percentage point drop from the 2017–2021 postsecondary effectiveness rate of 51%. This was not altogether unexpected considering the loss of freshmen students during the pandemic. Up to this point, Kansas schools had been making steady progress toward reaching this postsecondary rate.

Reports from Georgetown University's Center on Education and the Workforce and other sources reveal that approximately 73% of all jobs in Kansas will require some form of postsecondary training after high school by 2031. Kansas schools' focus on engaging students in career exploration as early as elementary school is moving this needle.

In middle school, the development of the student's individual plan of study (IPS) based on career interests helps students begin to "try on" careers through aligned course studies. A student's IPS is reviewed and adjusted regularly as the student starts to hone their career interests. In high school, students participate in job shadowing and internships to provide real-world experiences to further inform their postsecondary plans. When students graduate from high school, they know whether their career interest will require completing a certificate program or a two-year or four-year degree. For those entering the military, they have the skills and information needed to take that next step.

In a 2024 parent perception survey conducted in partnership with Manhattan-based HirePaths, a career exploration program developed for Kansas students, parents indicated they are appreciative of high school career and technical training programs that allow students to earn dual high school and college credit. Parents who reported they'd be "very happy" if their child pursued career and technical training in high school increased nine percentage points from 53.5% in 2019 to 62.5% in 2024.

Schools' efforts to educate students and their families about career opportunities and the education requirements associated with them are helping families make informed decisions about their students' postsecondary plans – saving them time and potentially eliminating unnecessary education expenses.



LifeFlight Eagle visited Blue Valley CAPS building in May. CAPS Medicine and Healthcare students and many other CAPS students visited with the crew to learn more about their work and the helicopter. @bvcaps.



School Improvement and LETRS
Kansas
Education



Initiatives

KESA School Improvement and Accreditation

The 2023-24 school year provided the time for Kansas school districts and systems to begin transitioning from a five-year to a one-year accreditation cycle to set the stage for KESA 2.0, the second iteration of the Kansas Education System Accreditation (KESA) process first implemented in 2017.

As of Oct. 2023, there were 29 school systems that were conditionally accredited, meaning they had areas identified that needed improvement. Under KESA 2.0, systems will be accredited annually and those found to have areas for improvement will be accredited with conditions so they can access the full range of resources and support provided by the Kansas State Department of Education.

The KESA 2.0 school improvement model, approved by the Kansas State Board of Education in July 2024, is based on four fundamentals:

1. Structured literacy
2. Standards aligned curriculum
3. Balanced assessments
4. High-quality instruction

The school improvement model creates a system of coherence so accreditation is achieved through high-leverage actions that allow school systems to focus on areas with the greatest impact on student success.

A key component of KESA 2.0 is the school system's action plan, which is created by a team of district and building level representatives with input from parents and the school community. School systems are held accountable for executing their plans, which will be reviewed and revised annually based on progress achieved and will serve as an integral part of the system's accreditation process.



Dr. Ben Proctor, Deputy Commissioner of the Division of Learning Services, explains elements of the KESA 2.0 school improvement model to members of the Kansas State Board of Education during their July meeting in Topeka.

The KESA 2.0 process is built on collaboration and support. Districts and school systems will have check-in meetings with KSDE regional representatives in preparation for School Improvement Days. Facilitated by trained professionals, these days give similiar school systems time to review and reflect on their own achievement data, collaborate and then establish a process to engage parents and the school community in developing their school improvement action plans.



Districts and school systems had and will continue to have several opportunities to learn more about KESA 2.0 school improvement process.

In-person information sessions were available at locations across the state during the summer and early fall of 2024. Monthly virtual meetings began in August and will continue throughout the 2024-25 school year for updates and question-and-answer sessions. KSDE staff members are available to answer questions, clarify information and provide support throughout the implementation of KESA 2.0.

Kansas School Improvement Model			
Fundamentals <i>(The foundation for school improvement in Kansas Schools)</i>	Structures <i>(Reinforce lead indicators and sustain fundamentals within the system)</i>	Lead Indicators <i>(Actions that support implementation of the Fundamentals)</i>	Measures of Progress <i>(How we know the action is being implemented effectively)</i>
Structured Literacy We provide literacy instruction aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy. Standards Alignment We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12. Balanced Assessment We assess students for risk and standards and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement. Quality Instruction We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials.	Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	● Short Term Target ● One Year Target ● DLT Responsibilities
	Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	● Short Term Target ● One Year Target ● DLT Responsibilities
	Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	● Short Term Target ● One Year Target ● DLT Responsibilities
	Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	● Short Term Target ● One Year Target ● DLT Responsibilities
	Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	● Short Term Target ● One Year Target ● DLT Responsibilities
	Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	● Short Term Target ● One Year Target ● DLT Responsibilities

Teacher

Recruitment and Retention

The Kansas State Department of Education's teacher licensure program continues to make progress toward growing the state's educator workforce, most notably with the Registered Teacher Apprenticeship Program, or RTAP.

The Registered Teacher Apprenticeship Program began in the fall of 2023, and is administered by KSDE. Its goal is to increase the number of classroom teachers to address the ongoing educator shortage. In Jan. of 2022, the U.S. Department of Labor designated teaching as a profession that can have registered apprentices, which, in turn, paved the way for the RTAP to be created.

The 2023-24 cohort of RTAP apprentices was 12, representing six districts, with that number jumping to 90, representing 42 districts (see map graphic), for the 2024-25 cohort. The first cohort included apprentices from Salina USD 305, Dodge City USD 443, Attica USD 511, Topeka USD 501, Auburn-Washburn USD 437, and Tonganoxie USD 464. The spike in the number of apprentices for the 2024-25 school year can be attributed to *"a lot of hands-on, boots on the ground contact"* by key staff in the teacher licensure program.

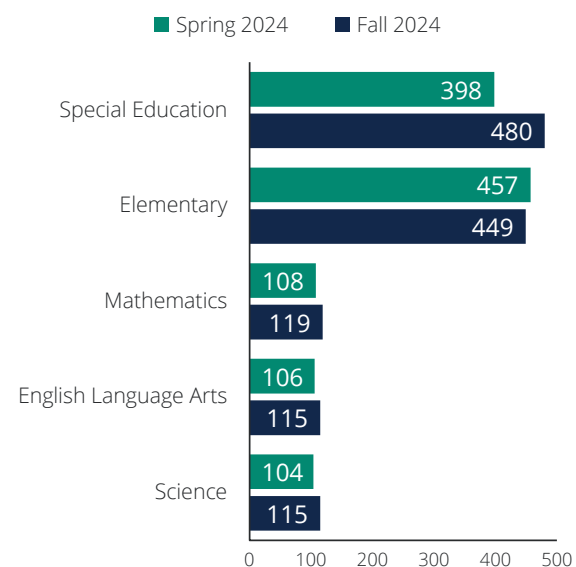
"They're changing themselves to later make an impact on kids," Kansas Education Commissioner Dr. Randy Watson said of the RTAP apprentices. *"It's a win for them, soon to be a win for the kids. We're glad to provide the funding for the program while they provide the sweat equity."*

The apprentices, who are selected by their districts, are compensated for on-the-job learning with a structured wage scale. After graduation and successfully completing the program, apprentices receive a Kansas teaching license and are placed in one of their district's classrooms.

The top categories of teachers with vacancies in Kansas are the following:

1. Special education
2. Elementary
3. English language arts
4. Mathematics
5. Science

Teacher Vacancy Assignments



Total of all reported vacancies:

- Filled: 240
- Not filled: 1,514

[illegible]

- Kansas State Department of Education |
- www.ksde.gov
- | 25

Kansans Can Star Recognition Program

For the past five years, the Kansas State Board of Education and the Kansas State Department of Education have highlighted districts with the Kansans Can Star Recognition Program.

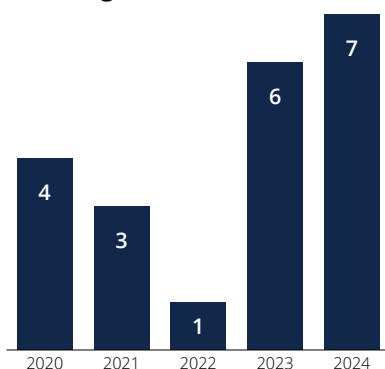
This program recognizes districts that have succeeded in the following areas:

- **Quantitative measures:** academically prepared for postsecondary opportunities, high school graduation and postsecondary success.
- **Qualitative measures:** social-emotional growth, kindergarten readiness, individual plan of study (IPS) and civic engagement.

KSDE automatically calculates quantitative measures for recognition based on data collected by the district. However, for recognition with qualitative measures, districts must apply to be recognized. Districts have the chance to receive gold, silver, bronze and copper awards based on their achievement levels in these categories.

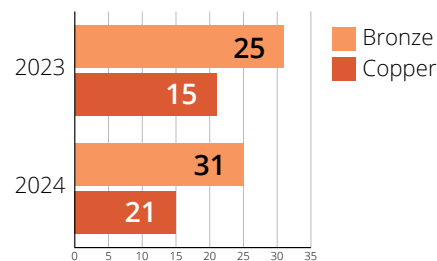
The Commissioner's Award recognizes districts that outperform their predicted postsecondary effective rate above a .40 standard deviation. In 2024, there were seven districts that received the Commissioner's Award with Highest Distinction, one more than what was awarded in 2023.

Commissioner's Award with Highest Distinction

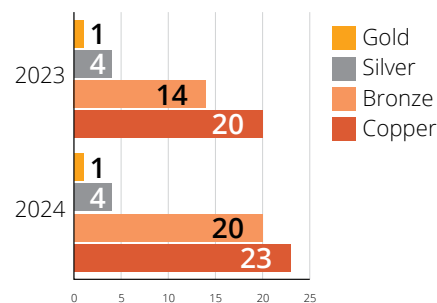


District recognition in quantitative measures is automatically calculated by KSDE based on collected district data. Districts must apply to be recognized in qualitative measures.

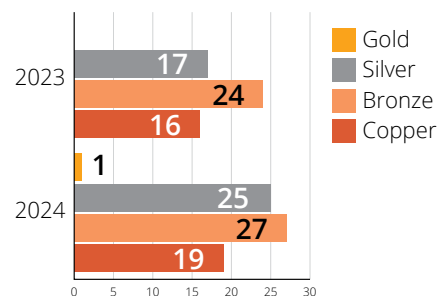
Kindergarten Readiness



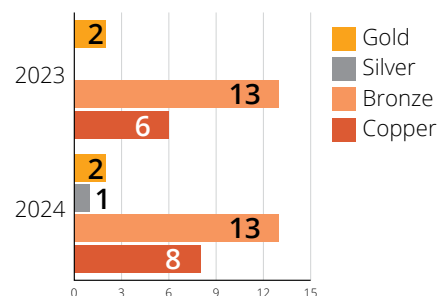
Individual Plan of Study



Social-Emotional Growth



Civic Engagement



KEDS

Kansas Executive Development for Superintendents

A goal of the Kansas State Board of Education is to support the development of district leadership, crucial to the student success. The longevity of superintendents, in particular, has become even more important as many are retiring at a more rapid pace than those who are coming into and staying in the job.

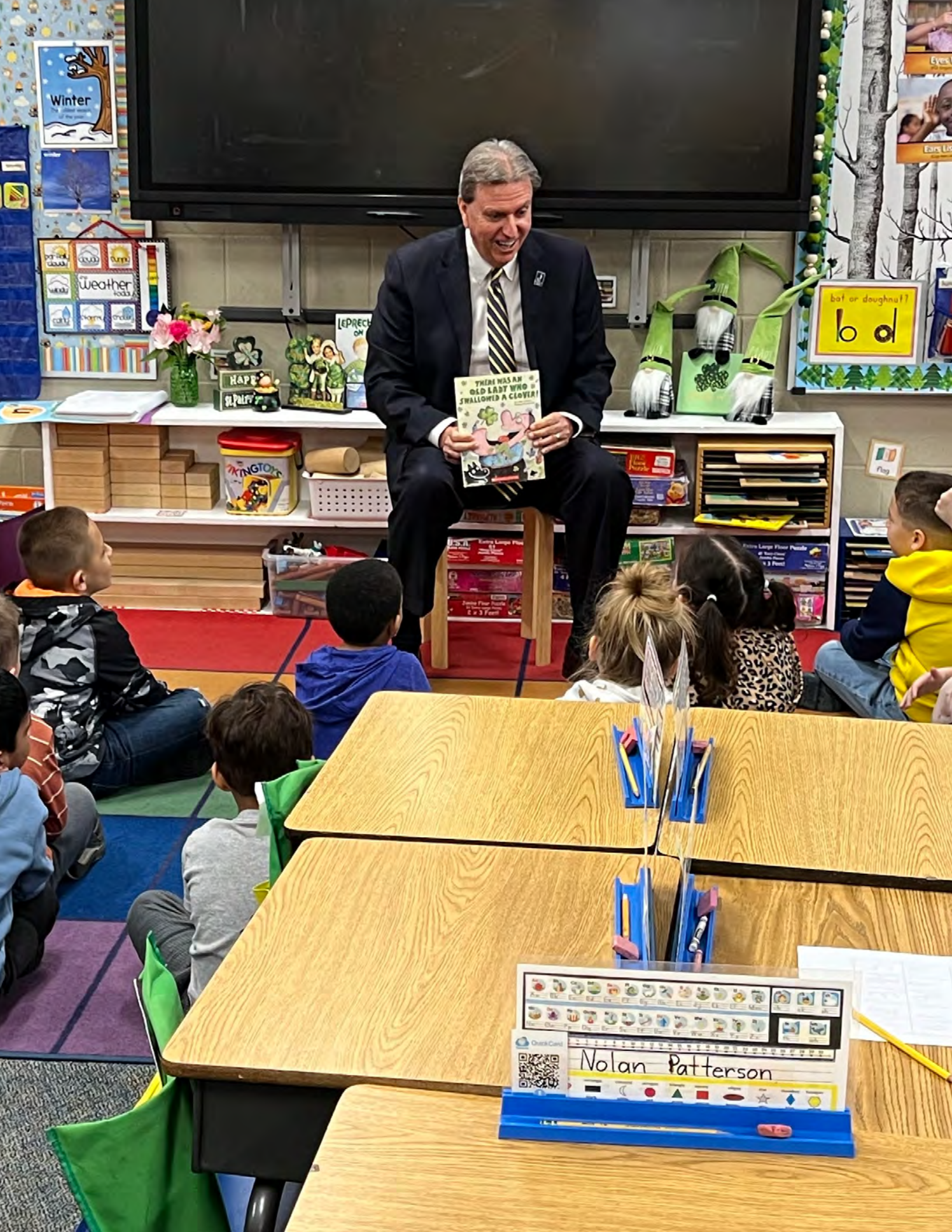
The Kansas State Board of Education supports the collaborative work of the Kansas State Department of Education, Kansas Association of School Boards and the United School Administrators of Kansas that has resulted in the creation of the Kansas Executive Development for Superintendents (KEDS) program, managed by USA-Kansas. Executive-level leaders from all three education organizations have worked to define the leadership competencies for this program in addition to the training content and support.

The KEDS program has two main tracks: Emerging Leadership Development for Superintendents and the Executive Leadership Academy.

The Emerging Leadership Development for Superintendents is a professional development program targeted at superintendents who have spent more than three years in their role. For the 2024-25 school year, a cohort of about 25 superintendents will be emerged in the visionary, change, inclusive, instructional, managerial and interpersonal executive leadership domains to grow their leadership capacity. Cohort members will meet in person four times a year and virtually every month. They will also receive monthly coaching on an individual basis.

The Executive Leadership Academy includes about 25 superintendents who have been in their roles for more than seven years, have multiple references across the program leadership team, and have demonstrated high levels of impact in the visionary, change, inclusive, instructional, managerial and interpersonal leadership domains. Cohort members learn about advanced leadership theory, explore innovative educational practices, and exchange ideas challenging the status quo of education. Just like the emerging leaders, these cohort members engage in full-day training sessions and receive individualized coaching sessions over the course of the program as well as training from educational experts in the field of leadership.

USA-Kansas also works with leaders who are aspiring superintendents in addition to superintendents in their first two years of service. These programs build on the established professional support that currently exists for superintendents and takes it to a new level of intensity and commitment. These leaders receive mentoring through the Kansas Educational Leadership Institute (KELI).



THERE WAS AN
OLD LADY WHO
SWALLOWED A CLOVER!

bat or doughnut?
b o

Check Card
Nolan Patterson

Assessment, Demographics and Summaries

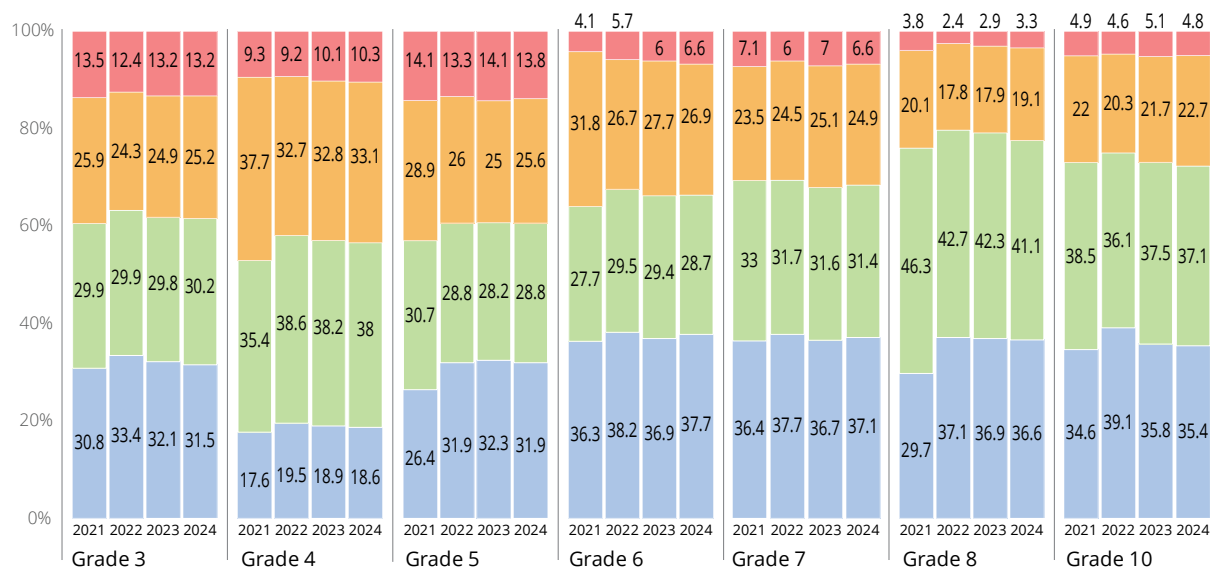
2024 Academic and Cognitive Preparation

The Kansas assessment student performances are scored using four levels:

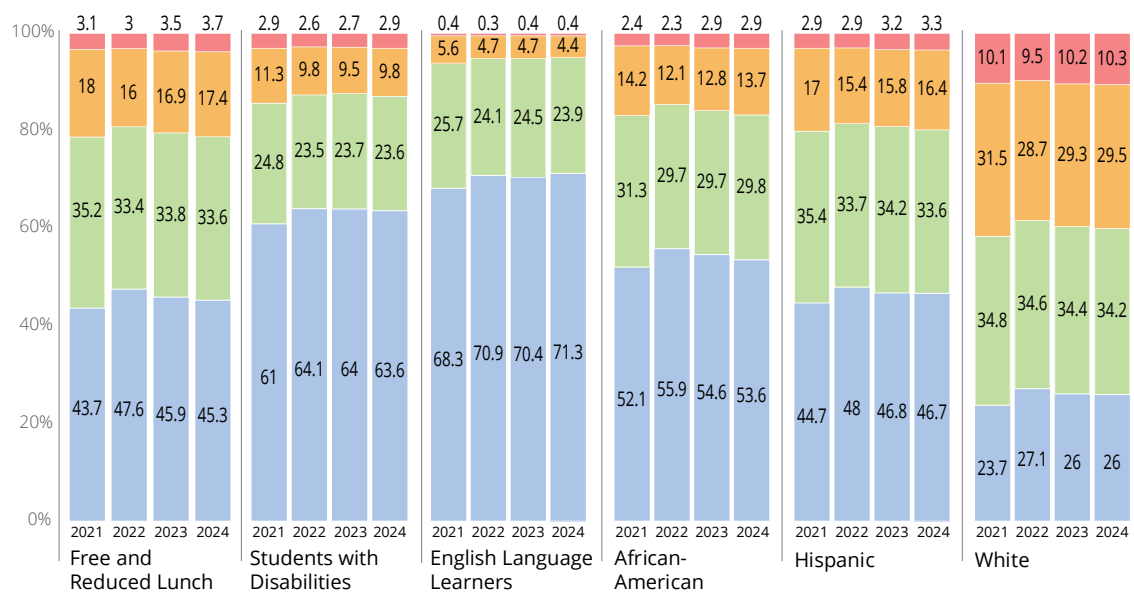
- Level 1:** A student at Level 1 shows a limited ability to understand and use the skills and knowledge needed for postsecondary readiness.
- Level 2:** A student at Level 2 shows a basic ability to understand and use the skills and knowledge needed for postsecondary readiness.
- Level 3:** A student at Level 3 shows an effective ability to understand and use the skills and knowledge needed for postsecondary readiness.
- Level 4:** A student at Level 4 shows an excellent ability to understand and use the skills and knowledge needed for postsecondary readiness.

ENGLISH LANGUAGE ARTS

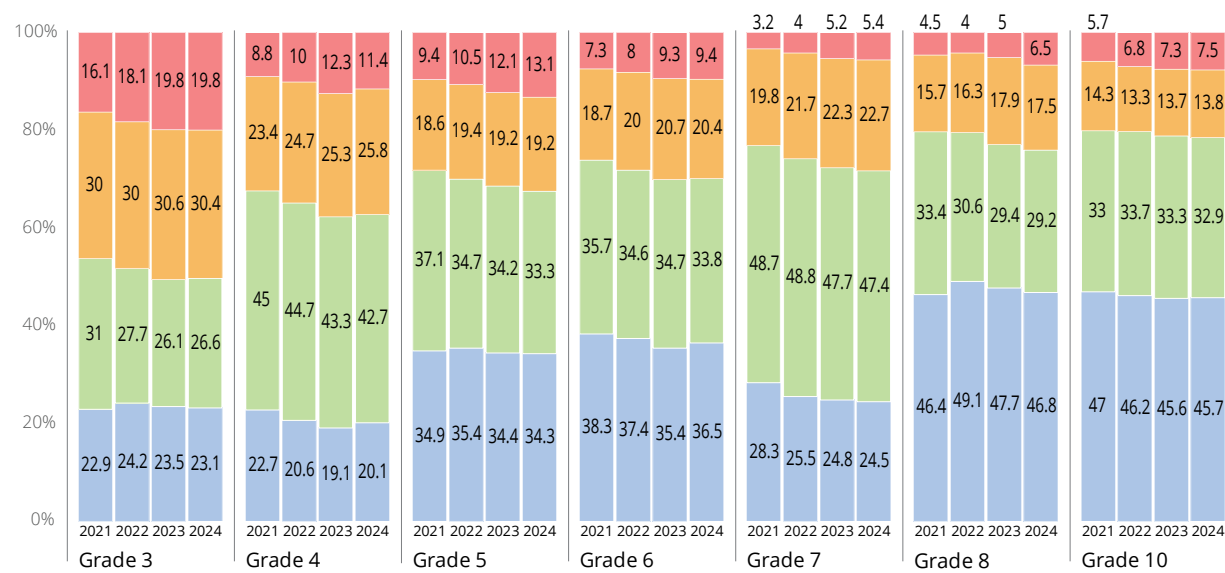
BY GRADE



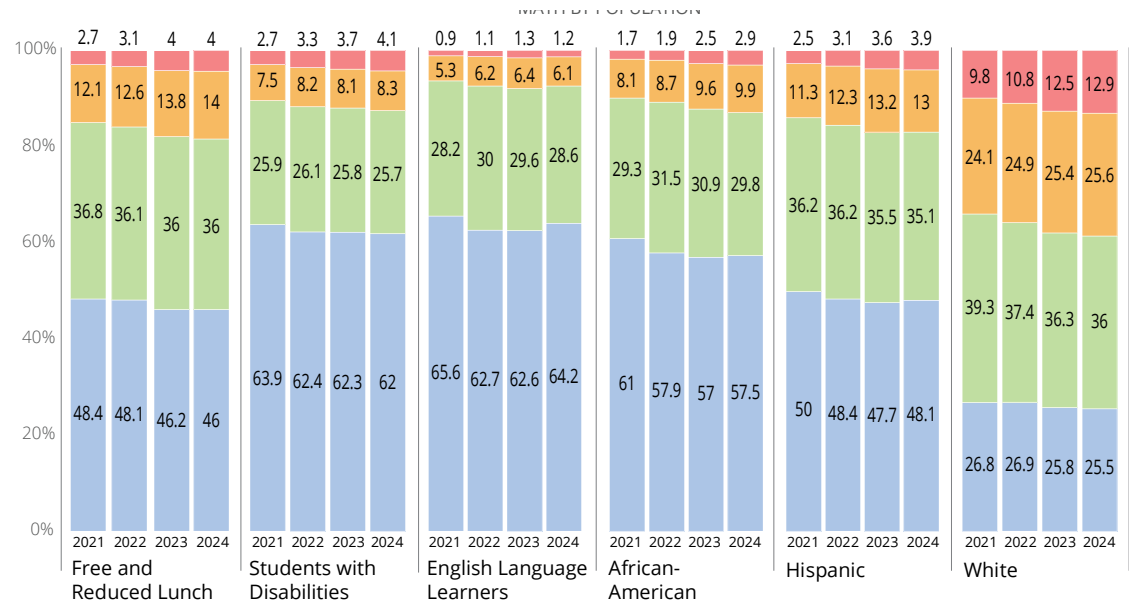
BY SUBGROUP



MATH
BY GRADE



BY SUBGROUP



Education Summary

Public School Characteristics



Number enrolled
(headcount enrollment)

478,909



Number of Title I
schools

656

School District Characteristics



Number of school districts

286



Number of schools

1,323

Teachers



Average
age

42.9



Average years of
experience

13



Number of full-time
equivalency (FTE) teachers*

35,591

* Includes special education teachers.

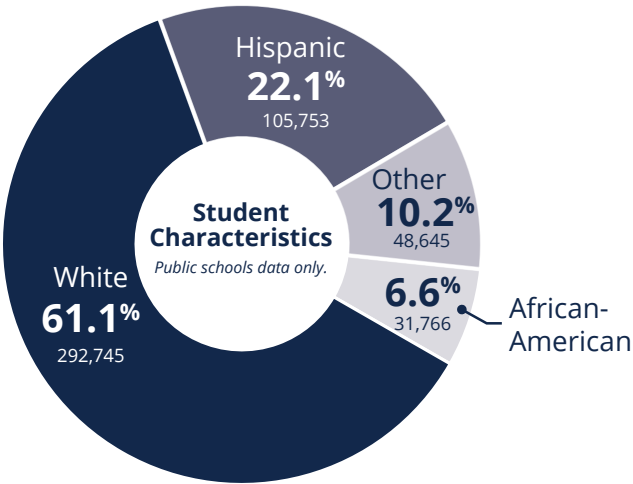


Average teacher
salary **

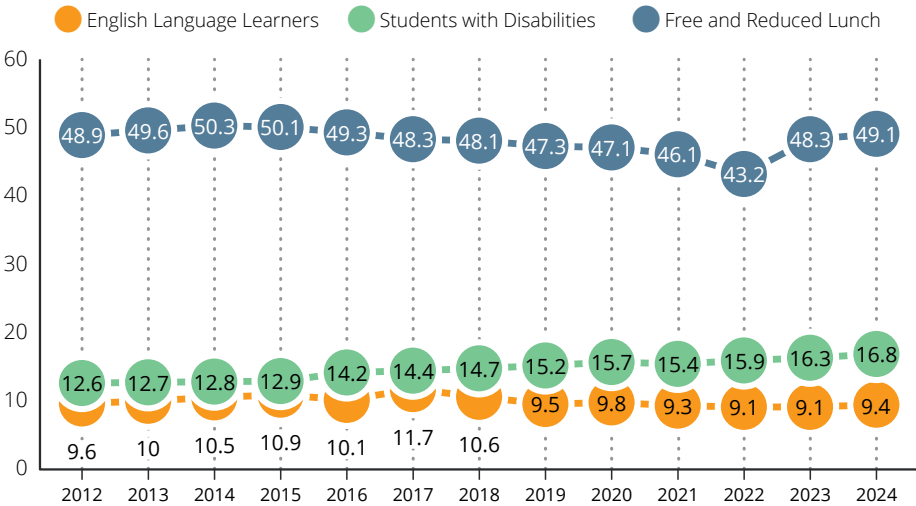
\$65,098

** Includes supplemental and summer school
salaries and fringe benefits.

Students

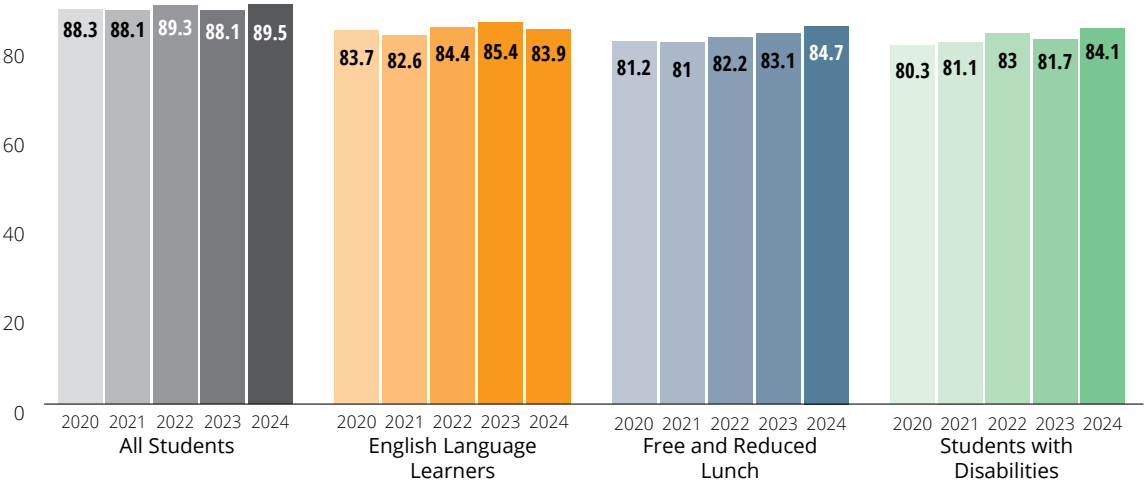


Student Population Subgroups



Graduation Subgroups†

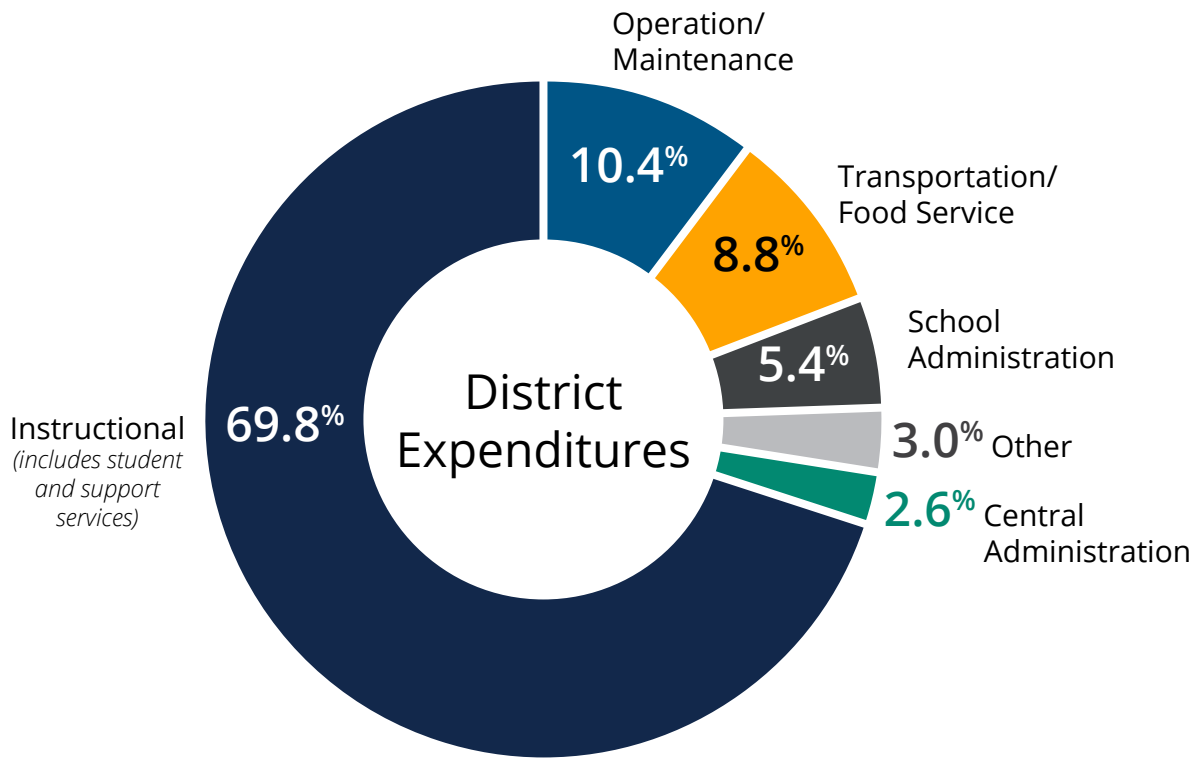
2020-2024



† All students in public and private schools in Kansas.

District Fiscal Summary

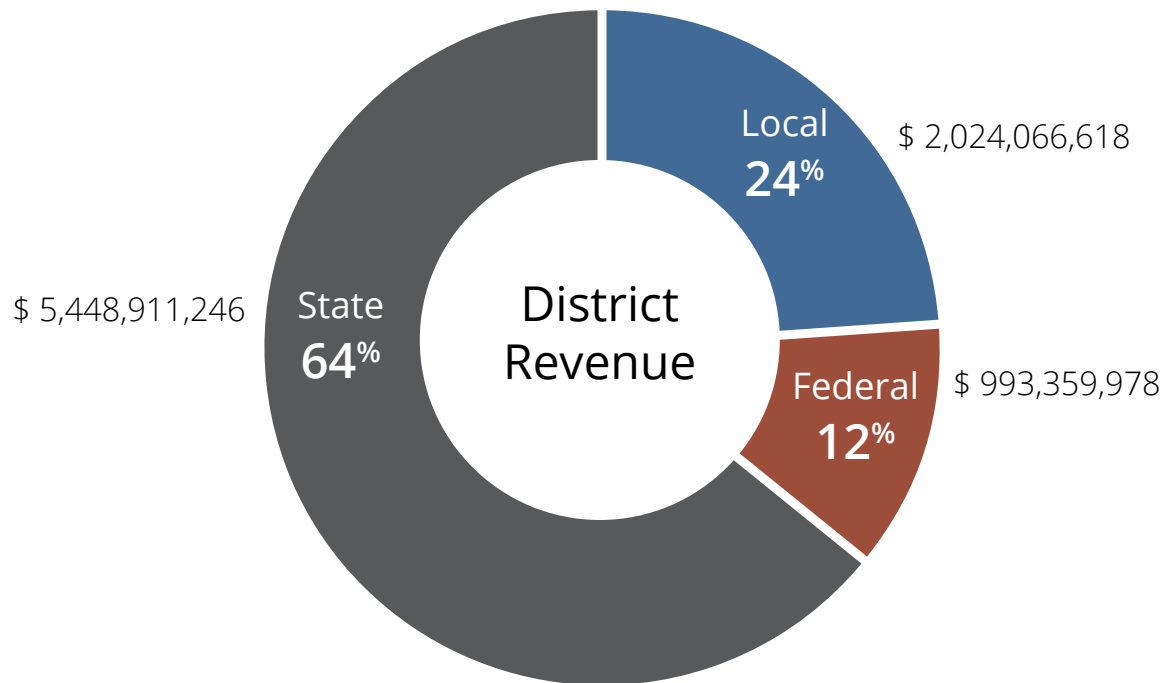
Expenditures



Current operating expenditures	\$	7,223,979,823
Current operating expenditures per pupil*	\$	15,640
Total nonoperating expenditures**	\$	1,239,937,446
Total expenditures	\$	8,463,917,269
Total expenditures per pupil	\$	18,324

* Based on FTE of 461,901.6

** Bond, interest, capital outlay

District Expenditures by Revenue Source

For more information, contact:

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