2020-21 ANNUAL REPORT

JOURNEY

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

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2020-2021 Milestones

October 2020: Teachers of Promise announced.

Oct. 5-11, 2020: Anti-Bullying Awareness Week observed.

Oct. 13, 2020: Due to the pandemic, the Kansas State Board of Education voted to provide systems the option to suspend Kansas Education Systems Accreditation (KESA) activities through the fall of 2020.

Oct. 13, 2020: In response to teacher shortages created by the pandemic, the State Board declared a time of emergency to extend the number of days a substitute teacher may teach in any one position.

Oct. 13, 2020: Kansas School Wellness Policy Model Guidelines updated.

Nov. 10, 2020: Deputy Commissioner Dale Dennis named one of two Kansans of the Year.

Nov. 10, 2020: Kansas Teaching and Leading Project website launched - www.kansasteachingandleadingproject.org

Nov. 16-20, 2020: In observance of American Education Week, the State Board issued a proclamation honoring the commitment and sacrifice of all school personnel during the pandemic.

Dec. 4, 2020: Sheridan Elementary School, Geary County Unified School District 475, and Chetopa Elementary School, Chetopa-St. Paul USD 505, named National ESEA (Elementary and Secondary Education Act) Distinguished Schools.

2020-2021 Milestones Cont.

Dec. 8, 2020: KSDE releases Kansas Dyslexia Handbook to address struggling readers.

Dec. 8, 2020: 2020 Blue Ribbon Schools announced:
- Bostic Traditional Magnet Elementary School, Wichita USD 259
- Bradley Elementary School, Ft. Leavenworth USD 207
- Piper Elementary School, Piper-Kansas City, USD 203
- Prairie Creek Elementary School, Spring Hill USD 230
- St. Thomas Aquinas Catholic School, Wichita
- Timmerman Elementary School, Emporia USD 253

Jan. 7, 2021: 2021 Horizon Award Winners announced.

Jan. 12, 2021: Jim Porter, Fredonia, elected chair of the Kansas State Board of Education. Newly elected board members Melanie Haas, Overland Park, and Betty Arnold, Wichita, sworn in.

Feb. 10, 2021: "Navigating Next," pandemic guidance for schools, released.

Feb. 18, 2021: Commissioner Dr. Randy Watson announces ESSER/EANS Task Force to oversee disbursement and district plans for federal funds.

Feb. 23, 2021: Gov. Laura Kelly signs proclamation declaring February Career and Technical Education (CTE) month.

Feb. 24, 2021: U.S. Senate Youth delegates announced: Sean-Patrick James Hurst, Yates Center High School, and Seth Christopher Jarvis, Burlington High School.

Mar. 27-28, 2021: 2022 Kansas Teacher of the Year finalists announced.

April 1, 2021: Autism Awareness Month observed.

April 13, 2021: Career and Technical Education Scholars announced.

April 13, 2021: 2020 Star Recognition Awards announced.

May 6, 2021: 2021 state finalists named for Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST).

May 11, 2021: Stockton Grade School named 2021 State School of Character.

May 13, 2021: 2021 Presidential Scholars announced: Khushi Kohli, Olathe North High School, Olathe Unified School District 233; Charles Horner, Shawnee Mission South High School, Shawnee Mission USD 512; and Aishani Saxena, Blue Valley West High School, Blue Valley USD 229.

June 8, 2021: Computer science approved to count as a core math/science credit.

June 8, 2021: Commissioner convenes Graduation Requirements Task Force to examine whether changes are needed.

June 8, 2021: Emergency declaration extended in order to extend the number of days a substitute teacher may teach in any one position.

July 1, 2021: KSDE launches Sunflower Summer, a summer enrichment program for Kansas students.

July 13, 2021: Twelve schools join the Apollo III Kansans Can School Redesign Project cohort.

July 14, 2021: KSDE announces $15 million statewide early literacy initiative.

July 26, 2021: KSDE kicks off 50-city Kansans Can Success Tour.

Aug. 17, 2021: KSDE Child Nutrition and Wellness team announces 2021 recipients of Kansans Can Best Practices Awards.

Sept. 21, 2021: 2020 Blue Ribbon Schools announced:
- Grandview Elementary School, El Dorado USD 490
- Ellsworth Elementary School, Ellsworth USD 327
- Roosevelt Elementary School, Hays USD 489
- Mahaffie Elementary School, Olathe USD 233
- Sabetha Elementary School, Prairie Hills USD 113

Sept. 25, 2021: Susanne Stevenson, a fourth-grade teacher at Beeson Elementary School, Dodge City USD 443, named 2022 Kansas Teacher of the Year.

From the Commissioner

Eighteen months ago, we could never have anticipated the twists and turns we would experience because of the pandemic. Or, for that matter, that we would still be in the middle of a pandemic today.

These are extraordinary circumstances – uncharted waters. I've experienced a lot in my 40 years of education, but nothing compares to challenges such as these. From March-May 2020, we were busy learning how to maneuver through the pandemic. By the time the second half of 2020 came around, I think we all sensed that this wasn't going to go away any time soon, so we had to switch our thinking from simply surviving to how we were going to keep our students in school and address learning loss and the loss of social-emotional growth.

Our vision – Kansas leads the world in the success of each student – and the outcomes and measures that surround it have helped us succeed. While we've struggled, we are seeing great things happening in Kansas education.

The Kansans Can School Redesign Project has been crucial in teaching school districts to think outside of the box and how to quickly pivot when things change course – a much-needed skill right now.

Graduation rates in Kansas are at their highest, and we've experienced significant gains among English language learners, students who receive reduced or free lunch and students with disabilities.

We've experienced an increase in postsecondary effectiveness rates, which means more students are pursuing or completing postsecondary education two years after graduation.

We are headed in the right direction, and while we still have hurdles ahead of us, Kansans Can and will continue to do what is best for our students.

We are teaching our children an important lesson right now – how to overcome adversity and succeed, no matter what challenges come our way.

Sincerely,

Dr. Randy Watson
Kansas Commissioner of Education

> We are teaching our children an important lesson right now – how to overcome adversity and succeed, no matter what challenges come our way.
>
> *- Kansas Commissioner of Education Dr. Randy Watson*

Kansas Commissioner of Education Dr. Randy Watson posed for a photograph with students and staff members at Topeka High School in August 2021.

Kansas Commissioner Dr. Randy Wastson brings his message to community members in Salina on the first stop on a 50-district tour designed to celebrate education in Kansas and collect community input to help craft the future direction of education.

Kansans Can Success Tour celebrates progress

Nearly six years ago, Kansas Commissioner of Education Dr. Randy Watson and Deputy Commissioner Dr. Brad Neuenswander embarked on a tour of the state that took them to more than 20 communities.

During these community conversations, the duo wanted to gain a better understanding of what the citizens of Kansas wanted from their education system and the role they wanted Kansas education to play in supporting that envisioned future.

More than 2,000 parents, educators, legislators, school board members, business representatives and community members provided feedback.

Using that feedback, the Kansas State Board of Education created a new vision for education – Kansas leads the world in the success of each student.

During the months of July, August and September 2021, Watson and Neuenswander hit the road again – this time stopping at 50 locations throughout the state – to find out if what Kansans said in 2015 still rang true in 2021. Is the

state headed in the right direction or do we need to pivot?

The 2021 Kansans Can Success Tour kicked off on Monday, July 26, with Salina being the first stop. Other tour stops on the first day included Concordia and Beloit.

The tour ended Thursday, Sept. 9, with stops in Eureka, Marion and Tecumseh.

More than 4,000 participants shared their input on the current direction of Kansas education. Most along the way agreed with 2015 participants – that while academic skills are important, nonacademic skills, such as conscientiousness, perseverance and the ability to collaborate and communicate – are just as important.

Participants also shared suggestions on what schools need to help accomplish a change in the state's education system. Suggestions ranged from equity training and more resources to less emphasis on testing and more collaboration between districts and local businesses.

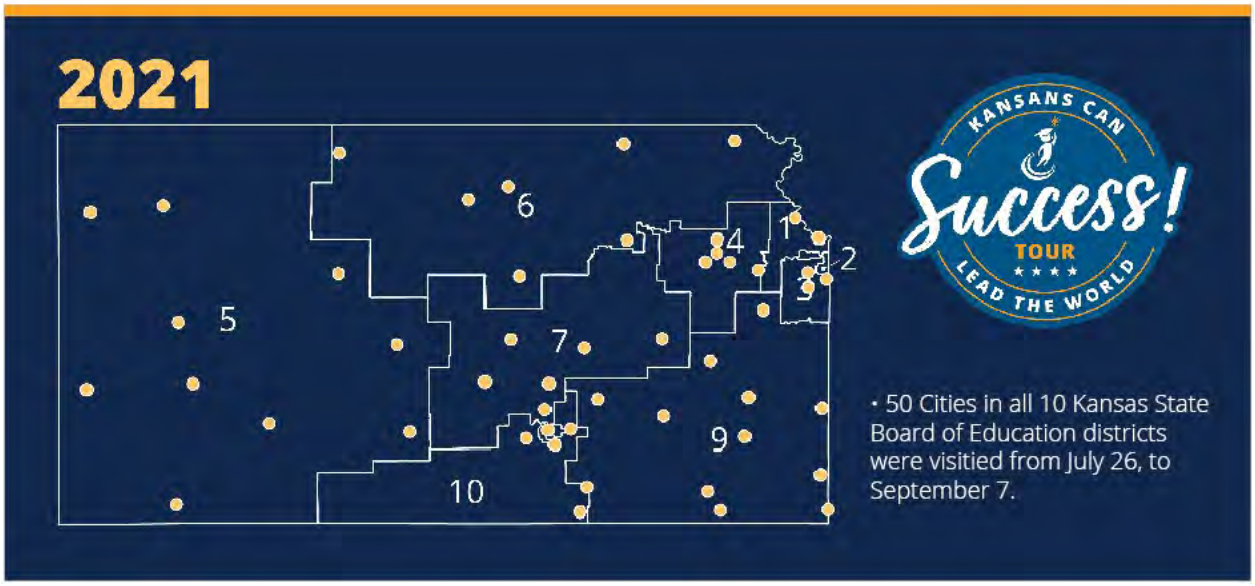
Watson and Neuenswander also shared stories of success during the 2021 tour, including an increase in high school graduation rates. The graduation rate in 2015 was 85.7%. By 2020, it had grown to 88.3%, which is an increase of 2.6%. Kansas experienced a 6.5% increase in the number of English language learners graduating from high school during that same time frame. There also was an increase of 3.7% among students who receive reduced or free lunch and 3.1% in students with disabilities.

Another success story is an increase of 4% in four years of the postsecondary effectiveness – from 44% to 48%. That means more students are completing or continuing to pursue postsecondary education two years after graduating high school.

While paper and pencil were used to collect responses from the 2015 tour, interactive software was used to collect responses during the 2021 tour. The responses will be tabulated and analyzed, and that information will be shared with the Kansas State Board of Education and other interested parties.

"The input we received from Kansas during the community conversations in 2015 shaped the vision for Kansas' education system," Commissioner Watson said. "It was valuable information and critical to education in our state. That's why it is so important that we do these regular check-ins. The 2021 tour validates the work we did in 2015. It shows we're headed in the right direction."

Community members have a discussion around the question of what makes a successful high school graduate in 2021 during the first stop on the Kansans Can Success Tour at Lakewood Middle School, Salina USD 305.



Braxton Moral, who in 2019 graduated from Harvard University at the same time he graduated from Ulysses High School, traveled to some of the of the Kansans Can Success Tour stops with Kansas Commissioner of Education Dr. Randy Watson and Deputy Commissioner Dr. Brad Neuenswander. Moral shared his story and discussed the education he received in Kansas. The 19-year-old is now attending Washburn University School of Law in Topeka.

Community members, staff and students packed the room on Sept. 7 at Kansas City, Kansas, USD 500, for the Kansans Can Success Tour.

> "The 2021 tour validates the work we did in 2015. It shows we're headed in the right direction.
>
> *- Kansas Commissioner of Education Dr. Randy Watson*

Nicole Johnson, center, a principal at Meadows Elementary School, Topeka USD 501, discussed with others the skills students need to be successful during a Sept. 8 Kansans Can Success Tour stop at the Bishop Professional Center in Topeka. Topeka USD 501 was the 46th tour stop.

Kansas Commissioner of Education Dr. Randy Watson and members of the Kansas State Board of Education awarded Wichita Catholic Diocese the Commissioner's Award with Highest Distinction on April 28, 2021.

Kansans Can Star Recognition

Three Kansas public school districts and one private system received the highest honor possible through the Kansans Can Star Recognition Program in 2020.

The program recognizes districts and systems across the state for excelling in outcomes established around the vision for education in Kansas, which is Kansas leads the world in the success of each student.

The vision was established by the Kansas State Board of Education and the Kansas State Department of Education (KSDE) in 2015. Along with the vision, outcomes were established to serve as a roadmap to help Kansas reach that vision.

The Kansans Can Star Recognition Program and Commissioner's Award Program recognize district success in those outcome areas, categorized as either quantitative or qualitative measures.

The program started during the 2019-2020 school year with recognition of quantitative measures, which include academically prepared for postsecondary, high school graduation and postsecondary success. Awards for these areas are automatically calculated by KSDE, so districts don't have to apply.

For 2020, districts were able to apply for recognition in the area of qualitative measures – social-emotional growth, kindergarten readiness, Individual Plan of Study (IPS) and civic engagement.

Districts can receive gold, silver, bronze or copper stars in both the quantitative and qualitative measures.

Districts also can receive special recognition – the Commissioner's Award - for outperforming their predicted postsecondary effectiveness rate. A district's predicted postsecondary effectiveness rate factors in the degree to which identified risk factors known to depress academic success, such as poverty, chronic absenteeism and student mobility, are present in a district's student population.

Districts that outperform their predictive rate by .4-.99 standard deviation receive the Commissioner's Award. Districts that outperform their predictive rate by 1-1.99 standard deviation receive the Commissioner's Award with Honors. Finally, districts receive the Commissioner's Award with Highest Distinction for outperforming their predictive rate by 2 or more standard deviations. Dighton Unified School District 482, Fairfield USD 310, Frontenac USD 249 and the Wichita Catholic Diocese received the Commissioner's Award with Highest Distinction in 2020.

There were 54 districts that achieved the Commissioner's Award and 39 that received the Commissioner's Award with Honors.

2020 Commissioner's Award with Highest Distinction

Systems that outperform their predictive rate by 2 or more standard deviations receive the Commissioner's Award with Highest Distinction.

Four systems received the Commissioner's Award with Highest Distinction in 2020.

Dighton Unified School District 482

Fairfield USD 310

Frontenac USD 249

Wichita Catholic Diocese

Kindergarten Readiness: Perry-Lecompton USD 343

Five years ago, Perry-Lecompton Unified School District 343 was looking at ways to address a declining enrollment and effectively utilize open classroom space created by that declining enrollment, said J.B. Elliott, superintendent.

While doing research, the district discovered a key component to growing a larger community is access to affordable child care. At the time, the school district and community only had two Kansas Department of Health and Environment (KDHE) licensed home-based child care programs – and both were full, Elliott said.

"Although there were many challenges to establish a district-operated KDHE licensed child care center, we felt this was a need and something that would benefit our community and provide a positive impact for students entering kindergarten," he said. "The child care program has been well received by a community that was very underserved with child care options."

Today, the district has 785 students, which includes a year-round child care program that serves children from 18 months of age. While district enrollment hasn't increased substantially, there has been a steady increase. The district has about 20 more students now than it did five years ago.

Students can enter the district's early childhood program at 18 months and continue in the building until the completion of their kindergarten year. This allows children and their families to develop a familiarity with the school and begin the process of forging strong bonds with school staff members and other families.

The district's concentration on kindergarten readiness, one of the outcomes established by the Kansas State Board of Education to help Kansas reach its vision of leading the world in the success of each student, has led it to receive honors in the Kansas State Department of Education's 2020 Kansans Can Star Recognition Program. Perry-Lecompton received a bronze

award in the kindergarten readiness award area. The district is comprised of four schools:

- Perry Elementary School: 18 months through kindergarten.
- Lecompton Elementary School: First- through fourth-grade students.
- Perry-Lecompton Middle School: Fifth- through eighth-grade students.
- Perry-Lecompton High School: Ninth- through 12th-grade students.
- The district's Early Childhood Center has the capacity to serve 60 children ages 18 months to school age.

"Our child care programs provide weekly lesson plans geared to support early childhood learning," Elliott said. "Our pre-K and child care programs collaborate to provide consistency in academic and social-emotional development. This partnership has enhanced the building's focus on kindergarten readiness. Engaging with families and their young children has increased the focus on learning and eased the transition for children entering kindergarten."

While the district always has focused on preparing young children for kindergarten, with the creation of Kansas Education Systems Accreditation (KESA), Perry-Lecompton conducted a thorough evaluation of its practices and made some adjustments.

"We have seen significant gains," Elliott said. "The addition of the 3-year-old pre-K program and the district child care center have provided an additional foundation to prepare our children for kindergarten."

Perry-Lecompton believes that strong support of an early childhood program strengthens all of the schools within the district, he said.

The district uses data from screeners, such as the Ages and Stages Questionnaires®, to guide instruction of its students. In addition to delivering curriculum through its pre-K and kindergarten programs, the district partners with area child care providers, educators and professionals.

"These partnerships support the idea that it is critical for our students to come prepared for kindergarten in all domains," Elliott said. "Prepared to learn. Prepared to share. Prepared to socialize. Prepared to collaborate. Prepared to work through frustrations and challenges."

For the fall of 2021, 23 of the estimated 42 kindergarten students were served by the district's preschool program. These children are comfortable and relaxed in the school setting as they move into their kindergarten year, Elliott said.

"The foundation for kindergarten readiness has been built through participation in our early childhood programs," he said.

During the 2019-2020 school year, the initial participation rate in the Ages and Stages Questionnaires® (ASQ-3® and ASQ: SE-2®) was 25%, said Mark Lamb, principal of Perry and Lecompton elementary schools. Staff members then asked parents to complete paper copies, and the rate rose to 60%. Forty-two percent of students were meeting age-appropriate developmental milestones.

> "The addition of the 3-year-old pre-K program and the district child care center have provided an additional foundation to prepare our children for kindergarten.
>
> - J.B. Elliott, superintendent
> Perry-Lecompton USD 343

In the 2020-2021 school year, the participation rate for those same questionnaires grew to 95%. Sixty-six percent of students were meeting age-appropriate developmental milestones.

"This is largely due to our early childhood educators, our community connections and parent communication," Lamb said.

While the saying goes, "You can never have too much of a good thing," there are a few obstacles the district is facing as it continues to grow, such as space constraints, Elliott said.

"We have seen our programs consistently grow over the past three years," he said. "Should our growth curve continue, we will need more classrooms for child care and pre-K. We now have two housing developments planned within our district, which will certainly add to the problem of finding space for a popular program."

But the district is proud to partner with the surrounding community to continue to support great opportunities for families and economic growth for the area.

"Possibly the biggest factor in our success with kindergarten readiness is the working relationship between our parents and board of education with staff," Elliott said. "They are very supportive of our staff. Building such relationships has been key in our goal of having all children prepared for kindergarten success."

Civic Engagement: Winfield USD 465

Students at Winfield Unified School District 465 begin learning the importance of civic engagement at an early age – even before kindergarten.

At Whittier Elementary School, there are student-run assemblies where student leaders share what they are doing in the community and the successes they have had. There are Buddy Classes where younger students are paired with older ones, and each grade level does at least two community projects each year.

Examples include going to retirement homes to give residents holiday placemats or present short programs; visiting downtown business owners to thank them; delivering Meals on Wheels each week; and raising money with proceeds going toward Christmas gifts for children in the community, said Nathan Reed, superintendent of Winfield USD 465.

"Connections are being made between the community and the students, which have continued past the school day," Reed said. "For instance, one of the classes connected with a local nursing home and became pen pals with some of the residents. These letters are continuing to be sent, and my guess is that when the restrictions of COVID pass, some of these relationships will further develop."

Students who are involved in civic engagement activities have had an increase in attendance and take part in more activities, Reed said.

"At the building level, we see changes in how kids treat each other," he said. "Once they have the experience of working on civic engagement projects, it gives them a sense of community and how important it is to look out for other people."

Winfield USD 465 serves 2,181 students and has seven schools within the district. Whittier Elementary School received the Civic Advocacy Network (CAN) award in 2019, and Winfield High School received a CAN award in 2020. Winfield Middle School received a 2020 Promising Practice Award through the program.

The Civic Advocacy Network (CAN) was established by the Kansas State Department of Education (KSDE) in order to recognize schools that actively involve students in civic engagement opportunities and to help collect exemplary civic engagement practices to share with schools across the state. The ultimate goal of CAN is to promote civic engagement as part of all pre-K-12 students' experiences.

Winfield USD 465 also received a bronze award in the area of civic engagement in the Kansans Can Star Recognition Program.

Families have joined in and supported their children in civic engagement activities, Reed said. For instance, one school had a food drive competition between classes, and parents took part to help. Community members are getting involved - helping the district organize and build an outdoor classroom.

"We are hearing we need more (civic engagement) – in a positive way," Reed said. "COVID created a need for us to want to get back in the practice. We have heard nothing but positive comments from

the community. Once they realize the schools are helping out in the community, it inspires patrons to volunteer and give back to the schools."

Individual Plan of Study: Piper USD 203

Having a solid Individual Plan of Study (IPS) in place for each student at Piper Unified School District 203 has helped students choose courses that align to their interests and has increased participation in the district's Career and Technical Education (CTE) pathway.

"From the first year of implementation of Individual Plans of Study to our current year, the growth in student, staff and family participation has increased immensely," said Polly Vader, coordinator of real-world learning at Piper High School. "This participation and investment in the work-based continuum and IPS have helped to cultivate a passion in the district and community to grow student opportunities in real-world learning."

The Kansas State Board of Education has mandated that all students from middle grades through graduation are required to have an IPS in place that contains essential IPS minimum components, such as:

- Career-interest inventory, strength finder or ability profiler that is completed, including an analysis of the results.
- Courses the student enrolls in are aligned to student's interests.
- Secondary courses aligned to student interests are planned through high school.
- Exportable electronic portfolio, which allows a postsecondary plan, should be readily available for documentation or exportable data records from the IPS vendor.

Piper USD 203 was recognized with a gold award in the 2020 Kansans Can Star Recognition Program in the area of IPS.

"An Individual Plan of Study is a living, breathing document that students create to guide them in their decision-making and their plans for the future," said Dr. Jessica Dain, superintendent of Piper USD 203. "Individual Plans of Study are an opportunity for us to guide students to be strategic, focused and thoughtful from a young age to explore an inventory of interests when stakes are not as high as they will be after high

Polly Vader, coordinator of real-world learning at Piper High School, outlined the district's work toward implementing Individual Plans of Study (IPS) to the Kansas State Board of Education.

school graduation. The Individual Plans of Study allow students to discover their interests and strengths, and then leverage those strengths to identify possible career paths. We want to prepare students to go into careers in which they love and will be highly successful. Individual Plans of Study help make that happen."

Students in sixth through 12th grades at Piper attend an advisory course each day. On specific days of the month, students solely focus on IPS work. A district implementation guide provides specific career exploration activities for students to complete in each quarter of each grade level.

Throughout these lessons, there also are career preparedness activities that are completed and uploaded to a final electronic portfolio. The final portfolio is a district graduation requirement. As a final step, seniors defend their career preparedness work to district staff members and community members in a senior project presentation.

Piper began working on IPS in the 2016-2017 school year with full implementation beginning in the fall of 2017. Since then, the district has made adjustments to its implementation guide, its systems and vehicles to achieve personalized, real-world learning experience for its students, Vader

said.

The district serves about 2,300 students and has one kindergarten through second-grade building, one third- through fifth-grade building, one middle school that serves sixth- through eighth-grade students and one high school.

While the IPS work and plan start at the seventh-grade level, career awareness in the district begins at the pre-K level, Vader said. Students move into career exploration in their elementary and middle school years and begin participating in career preparedness in middle school.

"We are committed to personalized learning for all students to achieve future-ready success," she said. "The work-based learning guidance, Individual Plans of Study and real-world learning initiatives are essential pieces to student preparation for future-ready success. Family and community engagement is an integral part of this process, and Individual Plans of Study have helped to anchor families, staff and students in our future-ready goals."

The district has partnered with the Ewing Marion Kauffman Foundation to set new goals of increasing market-value asset attainment for all students. These opportunities are student internships, entrepreneurial experiences, client-connected projects, industry-recognized credentials and college credit opportunities.

"The increased awareness and involvement from adoption to current-day practices has increased immensely and been positive for all stakeholders," Vader said.

While an IPS is a blueprint for a student's future, it isn't set in stone, Superintendent Dain said.

"The documents evolve, and in some cases, change, as students grow," she said. "The conversations around the Individual Plans of Study also give students an opportunity to hear about their options and cruise careers and educational areas of study. Individual Plans of Study help identify critical life decisions and make them more manageable. Our goal is for students to be happy and successful once they leave our schools. We cannot prepare kids for their future, if they do not have a plan."

> "The Individual Plans of Study allow students to discover their interests and strengths, and then leverage those strengths to identify possible career paths. We want to prepare students to go into careers in which they love and will be highly successful. Individual Plans of Study help make that happen.
>
> *- Dr. Jessica Dain, superintendent at Piper USD 203*

Scan the QR code to see a full list of 2020 Kansans Can Star Recognition Program recipients.

Kansas Commissioner of Education Dr. Randy Watson, center, along with Deputy Commissioner Dr. Brad Neuenswander, far left, and members of the Kansas State Board of Education, on Wednesday, July 14, announced $15 million to address early literacy.

Summary of Vision outcomes

There is no question that the COVID-19 pandemic created learning loss for students across the United States.

What remains to be seen, however, is to what extent Kansas students were impacted. As education professionals continue to review local and state assessment data, the Kansas State Department of Education (KSDE) and the Kansas State Board of Education are taking proactive steps to implement new initiatives and strategies that address learning loss early, while continuing to make progress in the outcome areas tied to the state's vision for education – Kansas leads the world in the success of each student.

Academically prepared for postsecondary

In July 2021, Kansas Commissioner of Education Dr. Randy Watson and Kansas State Board of Education members announced $15 million in funding to address early literacy.

The $15 million will be spread out over a three-year initiative. The initiative will train educators

in the science of reading through the Language Essentials for Teachers of Reading and Spelling (LETRS©) program.

LETRS© helps educators identify, problem-solve and provide intervention for reading deficits before students suffer from reading failure.

Educators will receive training through a variety of models – one-on-one specialized training; training using the train-the-trainer method; and training utilizing staff members from service centers across the state. Professors at higher education teacher preparation programs also will receive training to better prepare future educators in the science of reading.

KSDE and Illuminate Education also entered into a three-year contract that allows Kansas districts to have access to FastBridge at half of the usual cost. FastBridge offers universal screening, skills analysis and progress monitoring tools for academics and social-emotional growth. Teachers are receiving additional training on how to interpret the results of the screener and how to select proper supports for students.

Individual Plan of Study (IPS)

A critical component of the State Board's vision for education is helping students explore careers so they are prepared for a successful life after high school. Now, beginning in middle school, schools work with parents and students to develop an Individual Plan of Study (IPS) for each child.

The process of developing this plan includes talking with students about what they are passionate about and then having them take coursework that aligns to this passion.

Kansas in January 2020 began conducting a work-based learning (WBL) regional pilot that will serve as a model to scale high-quality WBL across Kansas and develop a statewide system alignment.

WBL allows students to participate in real-life work experiences while still in high school, better preparing them for the workforce and helping them determine what educational path is best.

WBL can include internships, apprenticeships, job shadowing or even volunteering.

Phase one of the WBL project began with six school districts taking part in five workforce regions across Kansas.

The pilot brings together representatives from education, business/industry and economic development to coordinate WBL learning experiences.

In the fall of 2020, 13 additional school districts joined the network.

Social-emotional growth

Kansas has been a pioneer in social-emotional learning, having been the first state to adopt social, emotional, character development standards in 2012. Kansas educators understand that social, emotional and character competencies create the foundation for learning and success to occur.

KSDE is currently involved in a case study with a focus on how Kansas has integrated social-emotional learning and postsecondary success.

The partnership is between KSDE; Dr. Scott Solberg, a professor in the Department of

Counseling and Applied Human Development at the Boston University College of Education and Human Development; the Coalition for Career Development; and the Center for Social and Emotional Learning (CASEL).

The study will delve deeper into how the Individual Plan of Study (IPS), social-emotional learning, work-based learning and career development work together to help students become successful after high school.

The report is expected to be finalized toward the end of 2021.

Kindergarten readiness

After gathering input from more than 6,100 Kansans in 2019, Kansas is now implementing the "All In For Kansas Kids" strategic plan for early childhood. KSDE partners with the Kansas Children's Cabinet and Trust Fund, the Kansas Department for Children and Families and the Kansas Department of Health and Environment on this project.

Major accomplishments include:

- Improvements to the 1-800-CHILDREN resource directory and parent helpline, which was especially helpful as families navigated the pandemic.
- A new expanded statewide infrastructure of online access to the Ages & Stages Questionnaires® that allow more Kansas families to access this tool to support children's development birth through kindergarten entry.
- Awarding nearly $2.1 million in grants to 59 early childhood care and education organizations and programs to address needs and gaps through locally driven ideas and approaches.

Civic engagement

Being civically engaged is one of the characteristics the State Board of Education identified as defining a successful high school graduate. Teaching students how to become civically engaged helps them to become informed, thoughtful and engaged citizens.
In the spring of each year, KSDE invites schools to apply for the Civic Advocacy Network (CAN) Award. The purpose of the award is to recognize schools that actively involve students in civic engagement opportunities. The ultimate goal is to promote civic engagement as part of all pre-K-12 students' experiences.

Successful applicants are recognized with either a Promising Practice Award or a CAN Award.

Nine schools were recognized as CAN award winners in 2020, and three schools received 2020 Promising Practice Awards. The program began in 2017, with the first awards ceremony taking place Sept. 17, 2018. Since then, a total of 34 schools have been recognized for their outstanding work in civic engagement.

High school graduation

In order to lead the world, Kansas has set a goal of achieving a 95% high school graduation rate.

From 2015 to 2020, the state has experienced a 2.6% overall increase in its graduation rate, from 85.7% to 88.3%. During the same timeframe, Kansas increased graduation rates for English language learners by 6.5%; students who receive free or reduced lunches (3.6%); and students with disabilities (3.1%).

Postsecondary success

High school graduation is a major milestone in a student's life. But education doesn't stop there. Today, more than 70% of Kansas jobs require some additional form of education after high school, whether that is a four-year degree, two-year degree or certification program. Students often can earn college credit or a certificate while they're still in high school.

An important measure for Kansas education is what's referred to as a postsecondary effectiveness rate. This measures the percent of students who are pursuing or have earned a postsecondary degree/certification two years after high school graduation. In the past four years, Kansas has increased its postsecondary effectiveness rate by 4%. While still not at the level Kansas workforce requires, this is a significant gain that affirms that Kansas education is moving in the right direction.

An Atchison County Community High School (ACCHS) 2021 graduate prepared to receive her diploma in May 2021.

Impact of COVID-19 pandemic felt in homes, classrooms around state

Masks. Plexiglass dividers. Remote learning. Social distancing. Temperature screenings. Things that many thought they'd never encounter in schools are now an everyday reality.

The COVID-19 pandemic has impacted everyone in some way. Families have experienced illness and quarantine, the loss of loved ones, the loss of employment and child care and so much more – all of which ultimately created unique challenges for our schools, teachers and students.

Impact on Educators and school personnel

Educators had to learn how to pivot quickly. One day they were in the classroom, and the next, they were teaching at home behind a computer.

If a teacher is exposed to COVID-19 or tests positive for the virus, it means time out of the classroom and the increased need for substitute teachers, when the pool is already stretched thin. To address this shortage, the Kansas State Board of Education in October 2020 voted to extend an emergency declaration, originally set to expire June 30, 2021, that removed the restrictions on the number of days a substitute could teach in any one assignment. The emergency declaration was extended through June 30, 2022.

It wasn't just educators who felt the impact. Food service workers, bus drivers and janitorial staff members also experienced quarantines and illness – the number of available workers dwindled.

It tested the limits of many – some choosing to quit their profession. However, many educators used the time as a learning experience for themselves and became out-of-the-box thinkers. They took students on virtual field trips, tryouts for musicals moved online and so much more.

Students and families

Students and families also had to learn to adapt to change quickly. Students started and ended the 2020-2021 school year in a variety of learning environments. While most returned to in-person learning at some point during the year, some families chose for their students to stay in a remote learning environment.

There were seniors who didn't get to graduate in a traditional ceremony, while others were able to attend with provisions in place, such as a limited number of attendees.

Hey, Kansas Students.

With very few exceptions, first- and second-grade students have yet to experience a school day without social distancing and other mitigation efforts, and families are still reeling from the economic impact of the pandemic.

Providing for the social-emotional and physical needs of students superseded everything. Without addressing these critical needs, students weren't in a place where they could learn.

Schools implemented initiatives and programs to help make sure those needs were met during the pandemic. Districts used federal funds they received through the Elementary and Secondary School Emergency Relief (ESSER) fund to host summer learning opportunities so students could spend time engaging with their peers and relearning some of the social skills they may have lost.

Kansans Can School Redesign Project and Kansas Education Systems Accreditation (KESA)

The Kansas State Department of Education and the Kansas State Board of Education worked hard to alleviate burdens and challenges that districts and educators were facing during this time.

For example, the COVID-19 pandemic also impacted the accreditation process for school districts. To help alleviate this, the State Board in October 2020 authorized systems/districts to voluntarily pause their accreditation process through June 30, 2021.

Students and families also had to learn to adapt to change quickly. Students started and ended the 2020-2021 school year in a variety of learning environments.

> Only by ensuring all students are emotionally, socially and mentally well for school are we able to achieve optimal learning.
>
> **Shanna Bigler**
> Education Program Consultant, Special Education and Title Services

The Kansas Education Systems Accreditation (KESA) process accredits at the system/district level to create systemic change within and among schools across a district.

Systems can be accredited, conditionally accredited or not accredited. Each system selects which year in the five-year process it would like to start.

If a district/system chose to pause its KESA process, it was still expected to maintain its compliance with regulations, maintain a continuous improvement process and provide information to KSDE concerning how it was addressing social-emotional needs and measuring academic performance during the 2020-2021 school year.

KSDE sent out a survey to systems to see if they wanted to pause KESA. Sixty-eight percent of the private and public systems, or 229 systems, chose to pause KESA activities.

The State Board directed KSDE staff members to have systems that voluntarily paused to have a preliminary and final report on academic and social-emotional progress.

The survey asked open-ended questions about short-term and long-term goals, as well as lessons learned.

Short-term goals included offering summer learning opportunities; tutoring and/or after-school supports; enhancing or expanding tiered systems of supports; hiring staff members; and prioritization of data.

Long-term goals included hiring staff members to support needs; creating a more efficient schedule; examining and implementing new curriculum; focusing on teacher preparation; adopting and utilizing data tools; and the continuation of short-term strategies (such as after-school programs and tutoring).

Lessons learned included:

- Addressing social-emotional needs and mental health of students is critical in supporting academic outcomes.
- Integrating technology to better serve students and importance of reliable internet access.
- Prioritizing communication.
- Learning environment matters.

The Kansans Can School Redesign Project, which launched in 2018, also was beneficial in helping districts navigate the pandemic. This project redesigns elementary and secondary schools around outcomes established by the State Board and also what Kansans said they want their schools to look like in the future.

There are six cohorts – Mercury 7, Gemini I, Gemini II, Apollo I, Apollo II and Apollo III. To date, there are nearly 200 schools, representing 71 districts, participating in redesign.

Districts that took part in the redesign rocess reported feeling significantly more prepared to navigate challenges created by the pandemic. Even in the middle of a pandemic, schools still chose to join the Kansans Can School Redesign Project so their students would have opportunities for personalized learning, real-world activities and more.

KESA, the vision and redesign all worked together to allow systems to navigate the pandemic quickly and efficiently.

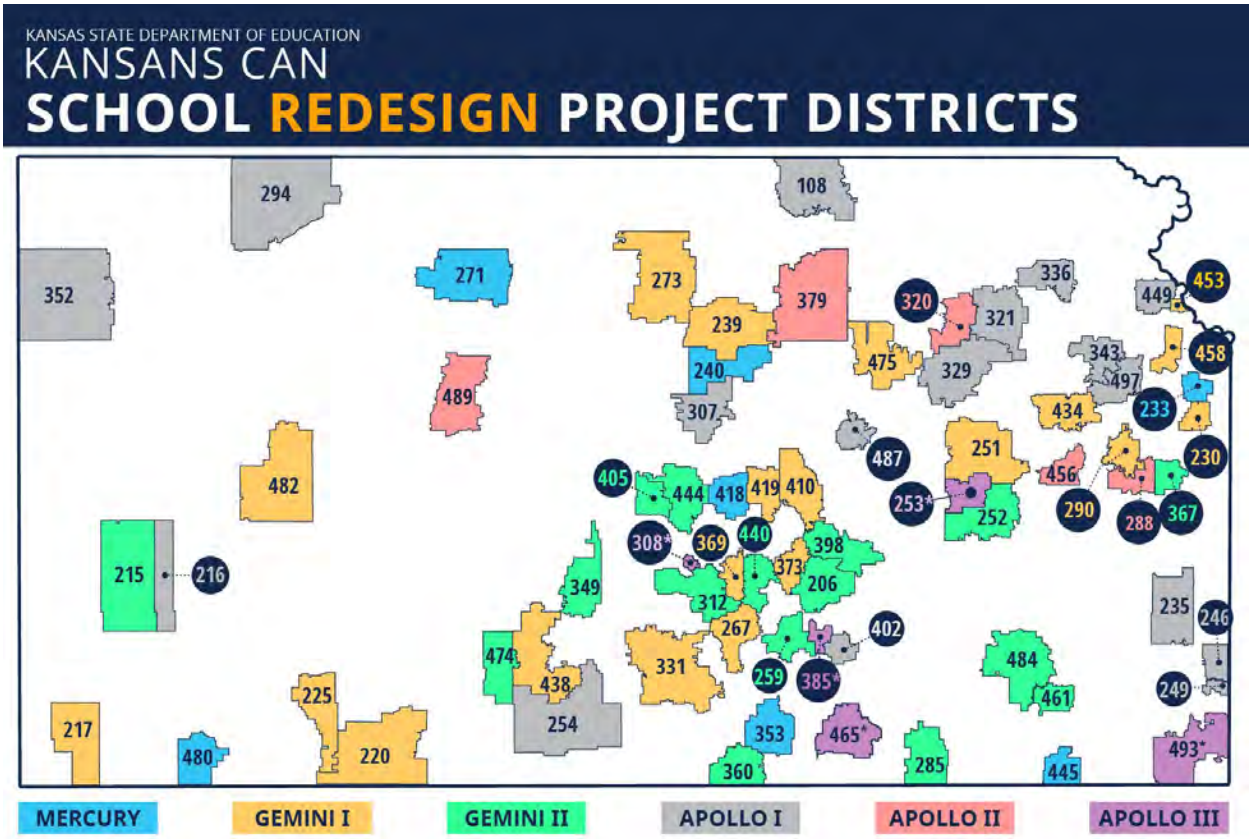
KSDE also created guidance documents throughout 2020 and 2021 to help districts continue to educate students. In February 2021, "Navigating Next" was developed to help schools successfully complete the 2020-2021 school year while simultaneously preparing for the 2021-2022 school year. It also helped districts determine options for the use of federal Elementary and Secondary School Emergency Relief (ESSER) I and II funds, and included an education action plan. The plan highlighted six areas of focus: fiscal and operational management; community and engagement with families; assessing student learning; academic delivery and support; social-emotional learning delivery and support; and learning environment considerations.

What is Next?

As we, along with the rest of the nation, move forward into what we hope to soon be a post-pandemic era, our schools are laser focused on addressing students' social-emotional and academic needs created by this extraordinary event.

Regardless of how much longer the COVID-19 pandemic lasts, we must ensure our students are prepared for postsecondary success. This can't wait.

We are taking the right steps – from a $15 million initiative to address early literacy to analyzing local and state assessment data to identify the extent of learning loss from the pandemic. Kansas schools are doing everything to address these losses, too. Together, we are working hard to make sure students remain on track for success.



'Navigating Change' guidance evolves into 'Navigating Next'

Throughout the COVID-19 pandemic, the vision for education in our state hasn't waned.

We – educators, board members, parents, business leaders and community members – are continually striving to reach our moonshot of Kansas leading the world in the success of each student.

As soon as the announcement was made in March 2020 that school buildings were closing, Kansas Commissioner of Education Dr. Randy Watson, Kansas State Board of Education members and countless others began working on a plan to ensure learning would continue through the remainder of the school year.

It started with Commissioner Watson convening a Continuous Learning Task Force to develop a plan for transitioning nearly 500,000 students to a remote learning environment; something that had never before been done. The task force had to consider such things as how to assist students who didn't have access to online tools; how to best provide for the needs of at-risk students; and how to continue providing meals for students who needed them.

Within a few days, the 25-member task force had answers – and a resounding message: School buildings may be closed across the state, but learning can happen anytime and anywhere. The Continuous Learning Task Force Guidance included more than 75 pages on a variety of topics ranging from a five-day professional learning plan to curriculum content guidelines across grade levels.

This document helped districts and educators pivot quickly to remote learning while lessening the amount of disruptions to students' lives.

Over the course of the next few months, nearly 1,000 Kansas education and health professionals came together to develop "Navigating Change: Kansas' Guide to Learning and School Safety Operations" to prepare for the upcoming school year. The comprehensive document, accepted by the State Board of Education in July 2020, addressed four main areas: competencies, standards; assessment; implementation; and operations. The document outlined three primary learning environment options for schools to consider – in-person, hybrid and remote.

In August 2020, State Board of Education members approved adding a tool that districts could use to help determine when to implement different learning environments in response to COVID-19 activity in their areas. The Kansas School Gating Criteria was created with input from educators and medical professionals.

The guidance was broken into four levels – green, yellow, orange and red – with red indicating the need to implement the most restrictive learning environment.

The levels were: green (on-site); yellow (pre-K-5, on-site/hybrid, and sixth through 12th grade, hybrid); orange (pre-K-5, on-site/hybrid, and sixth through 12th grade, remote only); and red (remote only).

Throughout the 2020-2021 school year, several districts across Kansas had to switch up learning environments because of the pandemic. By

Navigating Next Highlight Areas

Fiscal and Operational Management

Vaccinating staff members and planning to spend funds strategically to support local plans.

Communication and Engagement with Families

Partnerships between schools and families are essential to student success.

Assessing Student Learning

Conduct a learning needs analysis.

Academic Delivery and Support

Prepare the Class of 2021 for graduation and postsecondary success; design extended summer learning activities.

Social-Emotional Delivery and Support

Address the social-emotional needs of students and staff members.

Learning Environment Considerations

Plan master schedule for 2021-2022 school year analysis.

February 2021, a new guidance document was developed to help support schools successfully complete the 2020-2021 school year while simultaneously preparing for the 2021-2022 school year.

"Navigating Next" also helped districts determine options for the use of federal Elementary and Secondary School Emergency Relief (ESSER) I and II funds.

The document built on recommendations offered in the two prior guidance documents and included an education action plan highlighting six areas:

- Fiscal and operational management, which includes vaccinating staff members and planning to spend funds strategically.
- Community and engagement with families. Schools need to account for every student enrolled and reconnect with students who have disengaged from instruction or left the district.
- Assessing student learning by conducting a learning needs analysis.
- Academic delivery and support, which included preparing the class of 2021 for graduation and postsecondary success and designing extending summer learning opportunities.
- Social-emotional learning delivery and support. Schools should address the social-emotional needs of students and staff members by creating and providing academic enrichment and supervised activities that go beyond the traditional school year and daily schedule.
- Learning environment considerations. The extent of learning loss and social-emotional issues Kansas students have experienced as a result of the pandemic will be felt for years to come. Districts need to have innovate practices and environments in place to address this.

The collaboration, expertise and hard work of many individuals enabled Kansas schools and educators to effectively navigate and address COVID-19 challenges. As we continue to move toward our moonshot of leading the world in the success of each student, schools must take what they've learned during this difficult time and use it to develop innovative plans to create an even stronger and brighter future for the generations to come.

Students from Clay County Unified School District 379 used their imagination while they shopped for groceries in June 2021 at the Kansas Children's Discovery Center in Topeka. The district used about $160,000 in Elementary and Secondary School Emergency Relief (ESSER) funds to offer a six-week, full-day summer learning opportunity to 74% of its K-5 students for free.

Educational opportunities stretch into summer months

With the support and dedication of educators, parents and community members across the state – and an infusion of federal funds – quality learning offered in a variety of ways has continued throughout the COVID-19 pandemic.

The Coronavirus Aid, Relief and Economic Security (CARES) Act was signed into law in March 2020 and included $13.2 billion for the Elementary and Secondary School Emergency Relief (ESSER) funds.

Under the ESSER fund, state educational agencies, like the Kansas State Department of Education (KSDE), awarded subgrants to school systems to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools, educators, students and families, such as learning loss and social-emotional issues.

In December 2020, the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) was signed into law, providing an additional $54.3 billion in ESSER II funds.

The American Rescue Plan, signed into law March 11, 2021, included an unprecedented $1.9 trillion package of assistance measures.

Kansas has received roughly a

total of $1.3 billion since March 2020, with the first allotment of $85 million in ESSER I funds. Districts have until Sept. 20, 2022, to spend the ESSER I funds.

Another $370 million was infused into districts in December 2020 through ESSER II, and districts have until Sept. 30, 2023 to use those dollars.

Kansas Commissioner of Education Dr. Randy Watson in February 2021 created a task force to offer guidance and oversight of school districts' plans for expenditure of the federal funds. The task force is comprised of 19 people, including superintendents legislators, teachers, local school board members, business managers and private school personnel.

The task force members provide oversight and approval of school district plans for expenditure of the ESSER and Emergency Assistance for Nonpublic Schools (EANS) funds. It will be in place until summer 2023. Once the task force has approved a school district's plan, it goes to the Kansas State Board of Education for final approval.

As of September 2021, the Kansas State Department of Education (KSDE) had allocated $276 million in ESSER II funds and the State Board of education had approved the plans of 225 school districts.

In March 2021, Kansas received an additional $830 million through ESSER III. KSDE hadn't started processing ESSER III applications as of September 2021. Districts will have until Sept. 30, 2023, to use ESSER III funds.

ESSER funds have to be used for COVID-related allowable uses as defined at the federal level. Some of the allowable uses include coordination of COVID-19 response; training on minimizing the spread of COVID-19; educational technology; addressing remote student needs; providing mental health services and supports; addressing learning loss; and continuity of operations.

Kansas school districts to date mainly have used funding to address learning loss by adding extra staff members, purchasing educational technology, offering tutoring and addressing mental health.

Sunflower Summer

A program funded by federal COVID-19 money helped 43,120 Kansas students stay engaged in learning throughout summer 2021 and allowed families to spend time together visiting some of Kansas' greatest attractions for free.

The Sunflower Summer Program offered summer enrichment activities for students and their families to explore 71 attractions across Kansas from July 1-Aug. 15. Students could choose from museums, state parks, historic landmarks and even organized overnight campouts, without incurring any ticket fees.

Adults were invited to visit sunflowersummer.org to download the Sunflower Summer mobile app to their phone or tablet device. The app was available for both iPhone and Android users. Once a

> The Sunflower Summer program has been a home run for our state, and that's thanks to our partners who've pulled out all the stops to make these experiences so meaningful for our students and their guardians.
>
> *- Kansas Commissioner of Education Dr. Randy Watson*

Twenty-two families were able to enjoy a variety of activities, including hiking, at the Sunflower Summer Campout at Tuttle Creek State Park in Manhattan in July 2021.

location was selected, tickets could be claimed within the app.

Each Kansas student (pre-K through 12th-grade) and up to two adults were able to access a one-time ticket voucher to each of the participating attractions. A total of 71,228 children and adults – representing families residing in all 105 counties in Kansas - participated in the program.

Families across Kansas posted about their Sunflower Summer adventures on social media throughout the duration of the program.

One mother on Twitter posted a photograph of her daughter dressed as an astronaut and thanked the Cosmosphere in Hutchinson for helping inspire her daughter in her dreams of becoming a scientist and president of the United States.

Twenty-two families were able to fish, kayak, canoe, camp, learn about animals, hike and enjoy elk burgers through the Sunflower Summer Campout at Tuttle Creek State Park in Manhattan. Some families said the getaway served as their summer vacation.

"This was a great event," said Linda Lanterman, state parks director for the Kansas Department of Wildlife and Parks, which organized the event. "Everyone had a good time. All of the families were so grateful and really enjoyed the event."

Kansas Commissioner of Education Dr. Randy Watson added: "The Sunflower Summer program has been a homerun for our state, and that's thanks to our partners who've pulled out all the stops to make these experiences so meaningful for our students and their guardians."

Clay County USD 379 Summer Enrichment

Excitement and laughter filled the Kansas Children's Discovery Center in Topeka in June 2021 as students from Clay County Unified School District 379 used their imaginations to make and sell lemonade, build skyscrapers with blocks, shop for groceries and change the tires on a bright red car.

"These kids are learning without knowing they are learning," said Brett Nelson, superintendent of Clay County.

They weren't just learning math, engineering and science though. They were learning so much more, including social-emotional skills, relationship-building skills, leadership skills and how a positive attitude can shift a bad day into a good day.

When the COVID-19 pandemic closed school buildings at the end of the 2019-2020 school year, Clay County students were impacted, Nelson said.

"The effects were clear when we started back," he said. "A priority for me was to try to make up for that learning and social-emotional loss. Our data was very, very clear that there was a significant amount of learning loss. It was also very, very evident that COVID-19 had a significant impact on the social-emotional wellness of our kids."

With about $160,000 in Elementary and Secondary School Emergency Relief (ESSER) funds, Clay County was able to offer a six-week, full-day summer learning opportunity to 74% of its K-5 students for free.

The district serves about 1,300 students. There is one school in Wakefield that serves kindergarten through 12th-grade students, and there are four buildings in Clay Center – Clay Center Community High School; Clay Center Community Middle School; Garfield Elementary School; and Lincoln Elementary School. Summer of Learning is offered at three locations – Lincoln and Garfield elementary schools in Clay Center and at Wakefield K-12 in Wakefield.

"It's the best use of the money," Nelson said. "We can keep the kids with us this summer and try to make up for learning loss. There is no better way to spend the ESSER funds we have. The buzz about it in our community and our town is so cool. I hope it has a significant impact on student learning and social-emotional readiness to come back in the fall."

Nelson and his team of teachers began planning for the Summer of Learning in March 2021. He asked his leadership team to help out with ideas to try to get as many students as possible involved. But, Nelson said, their thoughts kept going back to the traditional summer school mindset.

"We had to think outside of our traditional mindset," he said. "What if we made a summer program that is so attractive, families and students can't say no? We had to remove as many barriers as possible."

That included offering transportation to and from the program, along with breakfast, lunch and snack, and extended hours – from 7:45 a.m. to 5:30 p.m.

"We put together a rock star team," Nelson said. "The team that did this knocked it out of the park. We hope word spreads like wildfire. We are planning to offer something similar or even better for next summer – maybe even into the summer of 24. Our goal for next summer is 100% (participation)."

Jennifer Pfizenmaier, who has been a teacher for 15 years in Clay County, has been helping out with the summer program and attended the first week – June 7-10 – where more than 190 students visited the Discovery Center in Topeka, spent time outdoors at parks and even rode an Orphan Train in Concordia.

"That was a huge, crazy time," she said with a laugh. "It was the best time getting to go on all of the field trips, watching the older kids lead the younger kids and the connections they were making. There was a lot of relationship building. They are using those soft skills we didn't get to use last year. Personalities have flourished."

Students agreed. Being able to go places they have never been was a highlight for many students. They also have enjoyed learning about the library, touring the zoo, eating pizza for lunch and finding out what happens when five Mentos mints are placed in a pop bottle.

The program ended July 22. Each of the six weeks had a theme, including Water Week; Art, Construction and Design; Red, White and Blue; Exploration; and Olympic Week. Students start the day off with breakfast and morning gathering time. Next, they have learning time and recess. There also were hands-on learning, community time and lunch. Afternoon options included swimming, trips to the library, crafts, games and other learning activities.

Edith Sorenson has taught at the district for 13 years and is the program director for Project Lead (an after-school program). Project Lead has offered a summer school program in previous years. However, Sorenson said, the budget was very small and only 50 students were able to attend.

"As an educator, as a parent, as a human being, it is great to be able to provide for kids whenever you can, whether or not there is a pandemic," she said.

But the 2020-2021 school year was difficult with masks and plexiglass between teachers and students.

So, seeing "kids being kids" the first week of the Summer of Learning program was special, she said.

"Friendships are being formed," Sorenson said. "The kids are so happy. Parents and teachers were a little apprehensive (about the summer program), but I can't say enough about how far a positive attitude can take a program or a tool – or even a day. We had that willingness to pull together. You can't put a dollar amount on it, and you can't buy it."

2021 ACADEMIC AND COGNITIVE PREPARATION

Student performance was 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.

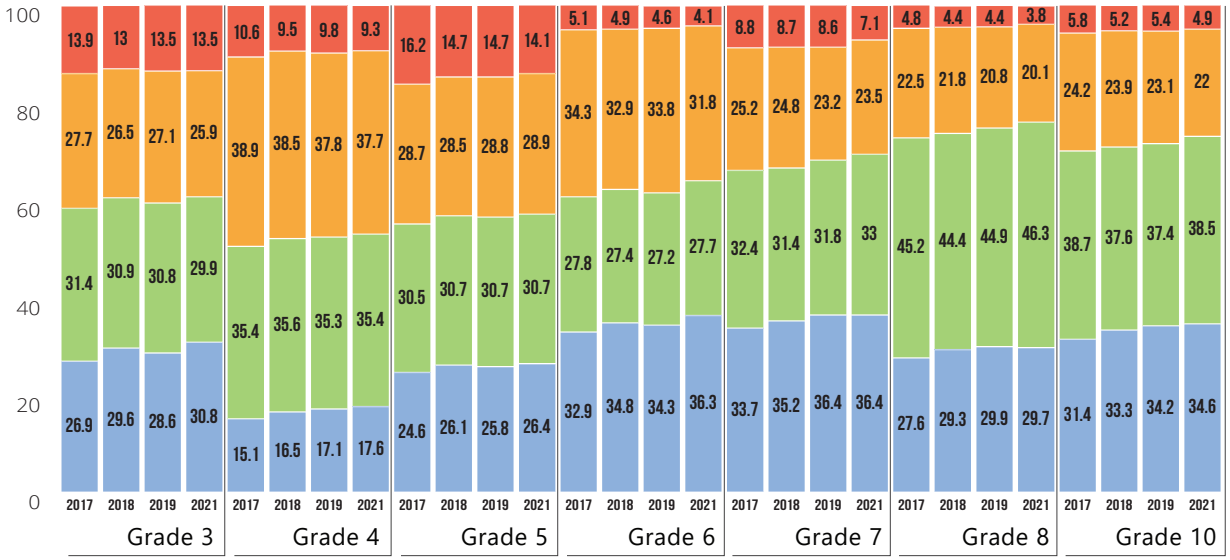
Level 2:
A student at Level 2 shows a basic ability to understand and use the skills and knowledge needed for postsecondary readiness.

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



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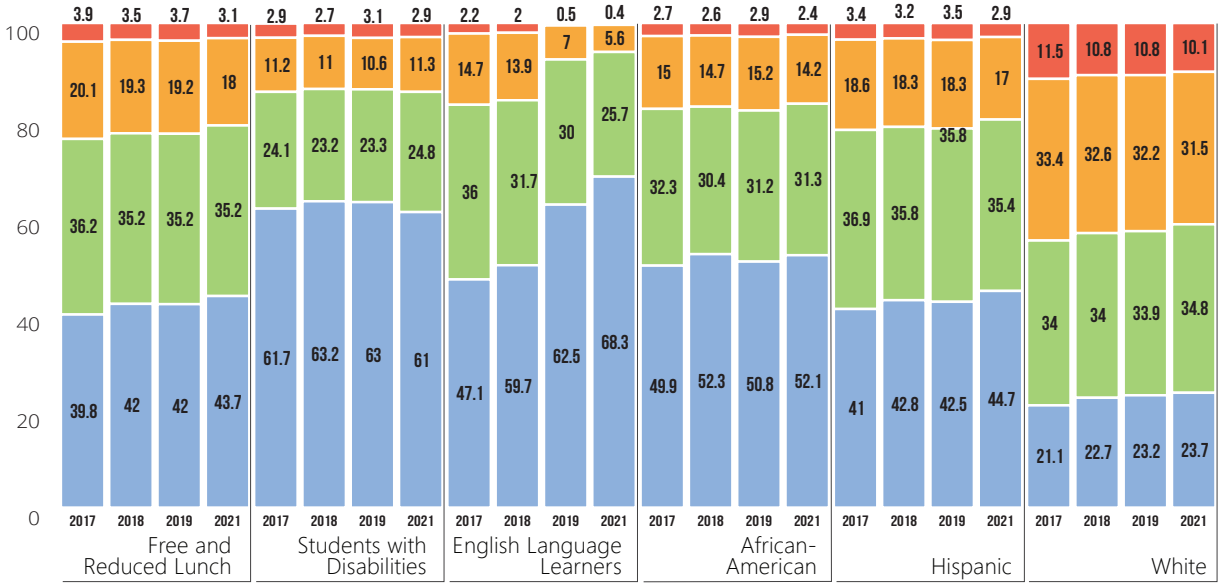
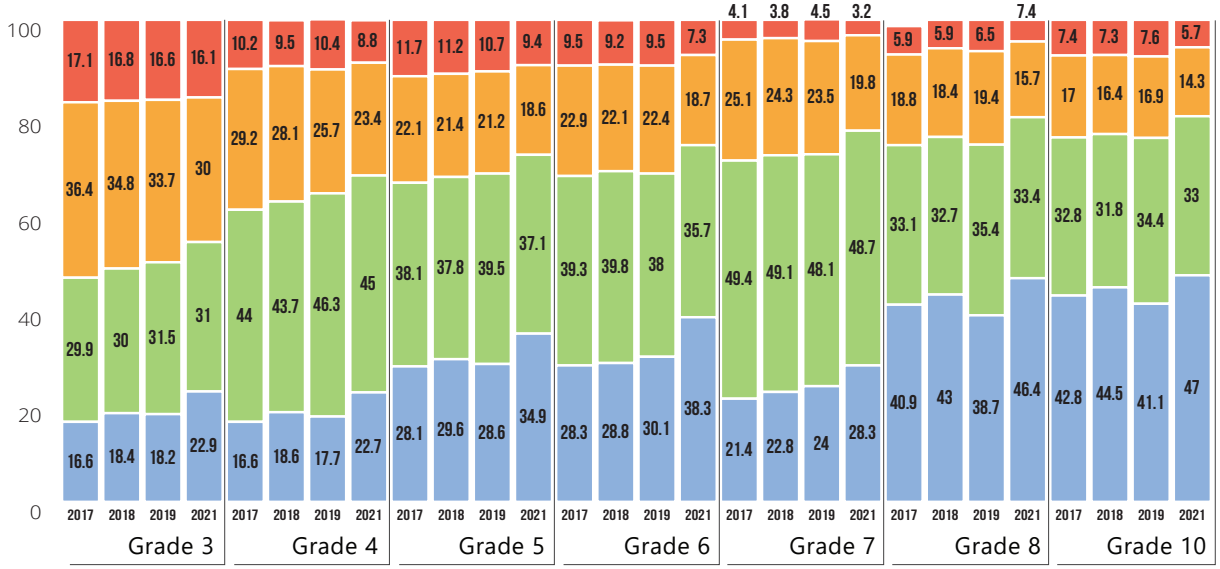


Kansas Assessment Performance Levels

Level 1	Level 2	Level 3	Level 4	At or Above Academic Expectations for postsecondary readiness.

MATHEMATICS

BY GRADE



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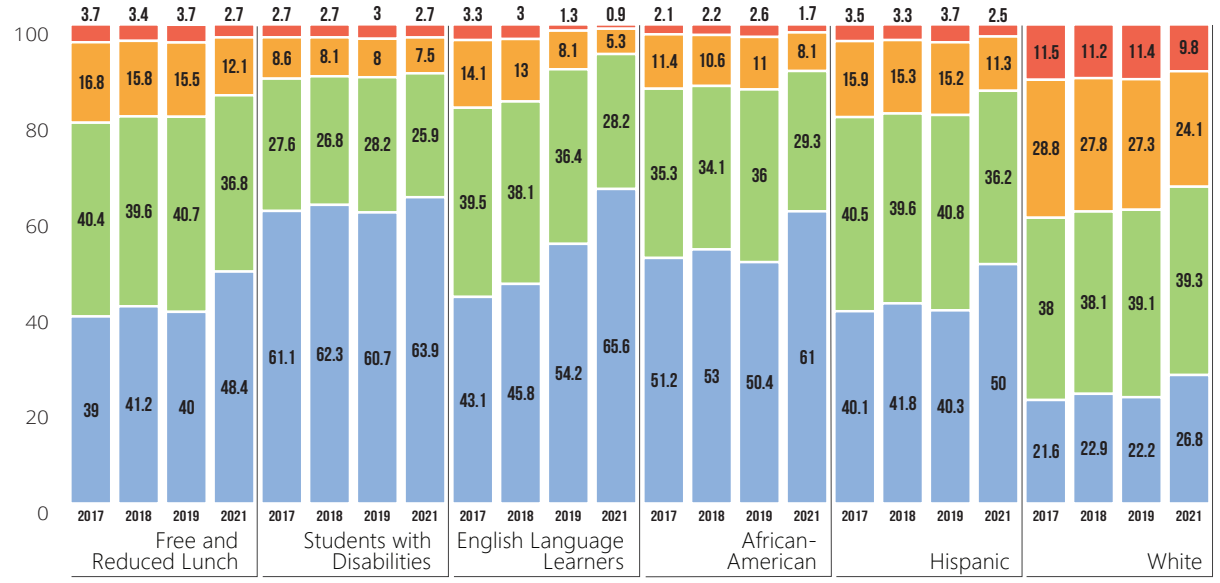

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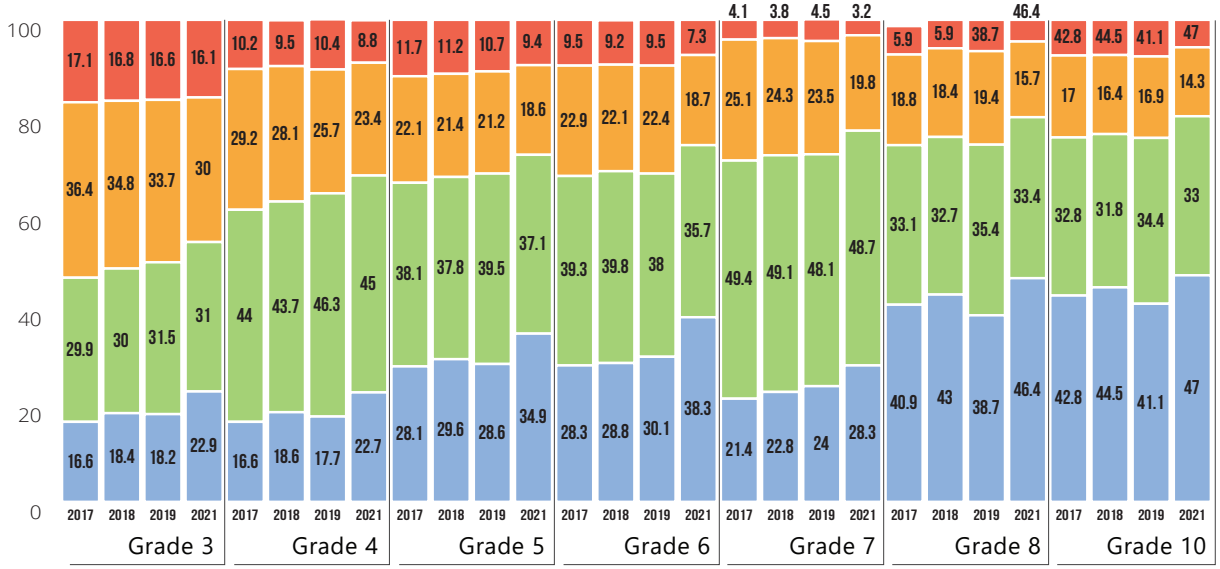

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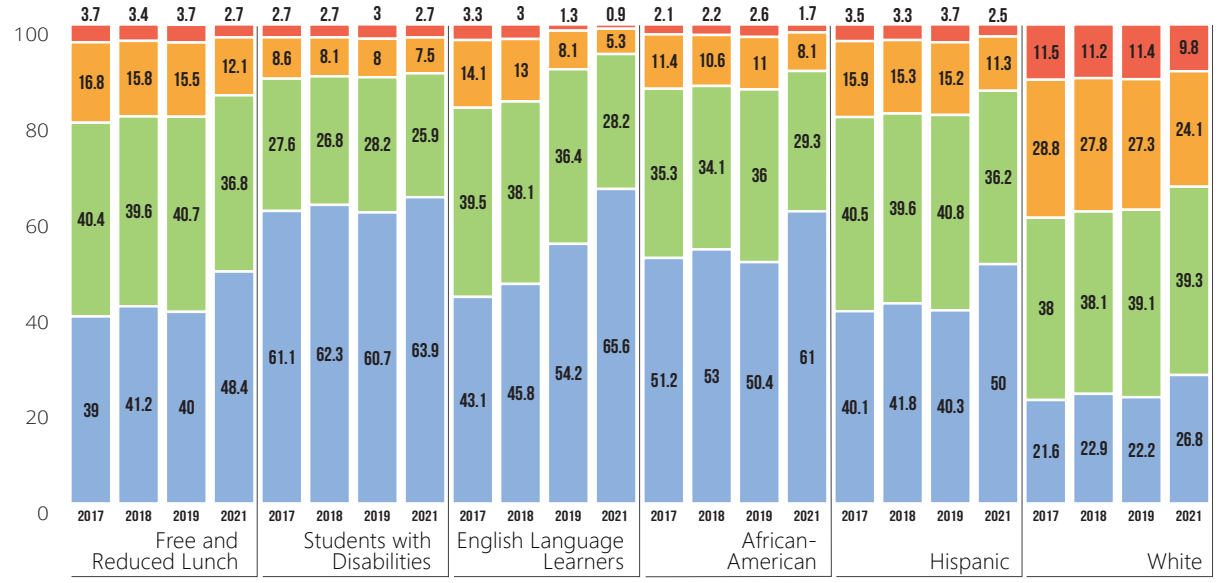


EDUCATION SUMMARY

Public School Characteristics

Number enrolled* 476,435

Number of Title 1 Schools 640

* *Headcount enrollment*

School District Characteristics

Number of school districts. 286

Number of schools 1,299

Teachers

Average age 42.9

Average years of experience. 14

Number of FTE teachers* 36,085*

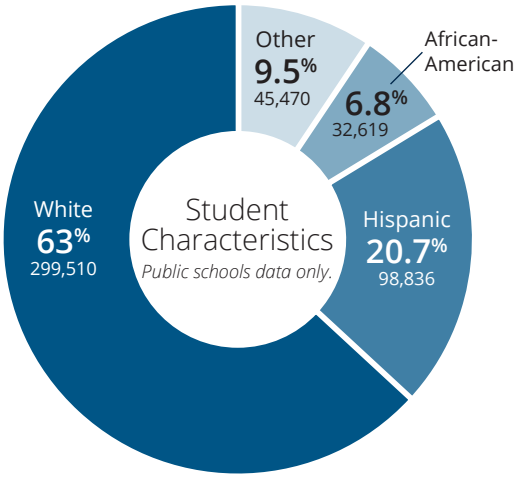
Average teacher salary** $60,111**

Teacher/pupil ratio 13.2

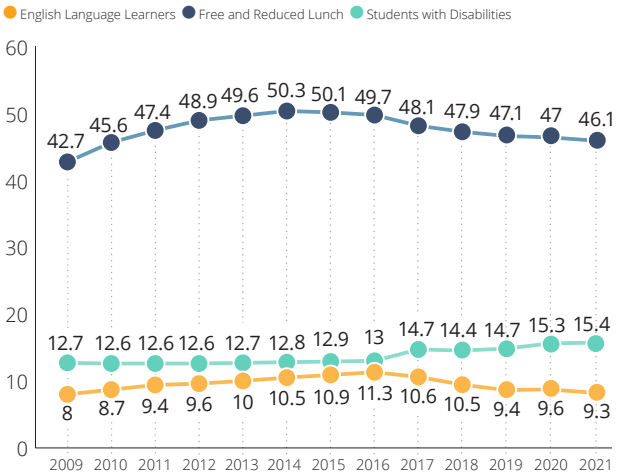
* *Includes special education teachers.*

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

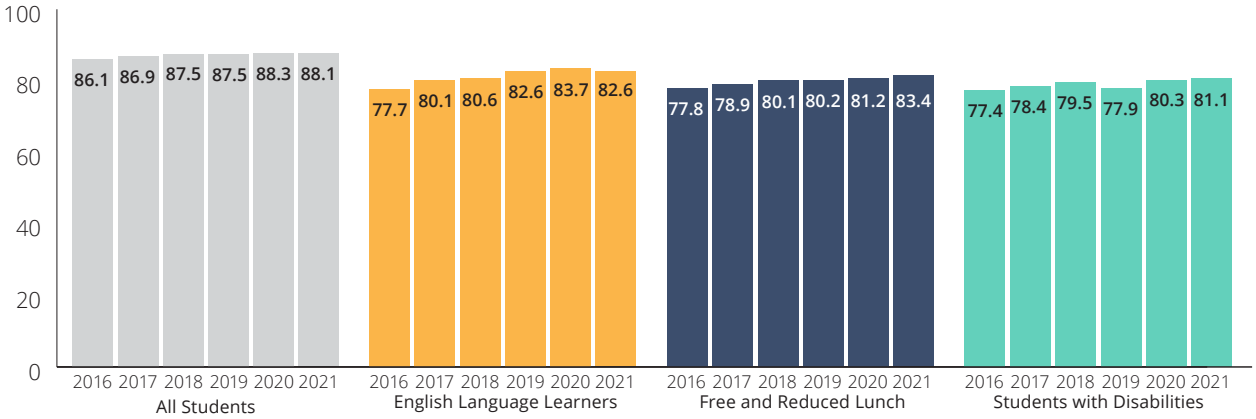
Student Characteristics



Student Population Subgroups

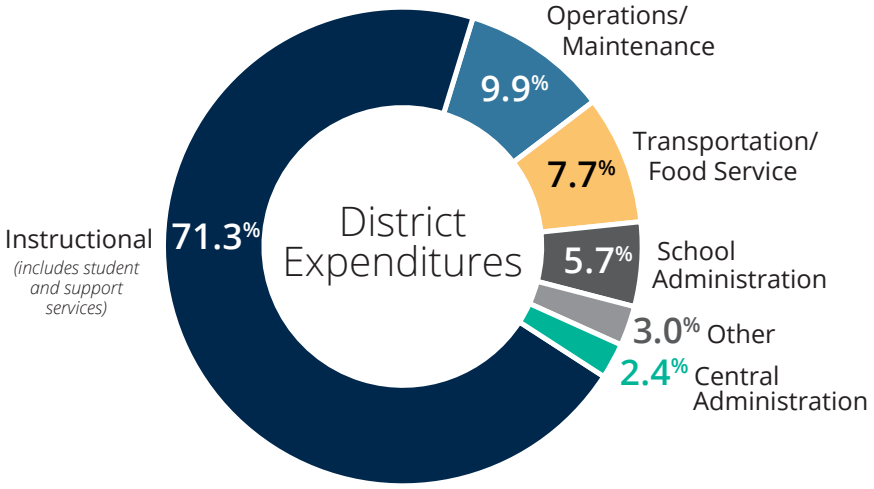


Graduation Subgroups



DISTRICT FISCAL SUMMARY

Expenditures

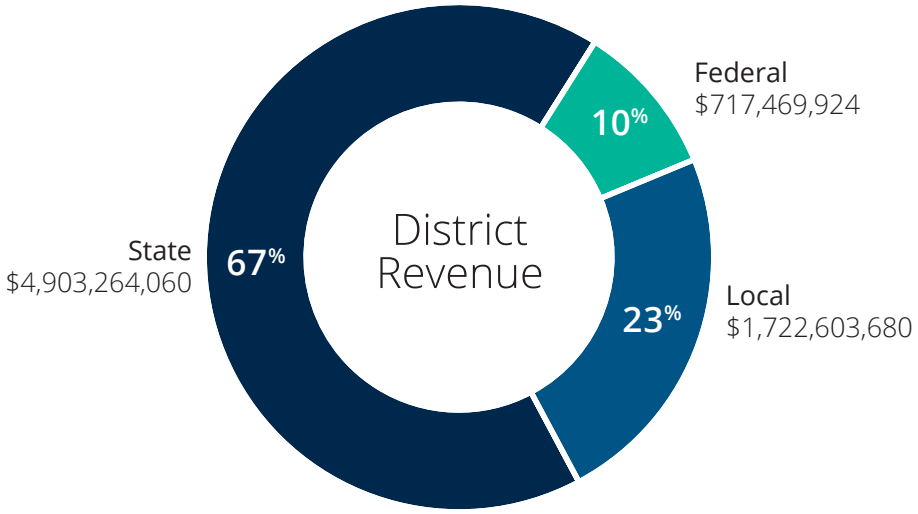


Current operating expenditures	$6,200,915,821
Current operating expenditures per pupil*	$13,406
Total nonoperating expenditures**	$1,139,402,943
Total expenditures	$7,340,318,764
Total expenditures per pupil	$15,869

* *Based on FTE of 462,543.2*

** *Bond, interest, capital outlay*

Revenue



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 measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

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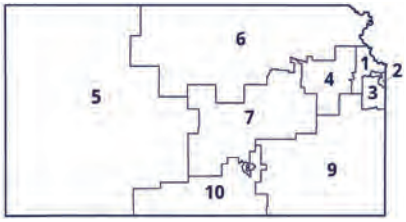

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Kansans CAN
Kansas leads the world in the success of each student.

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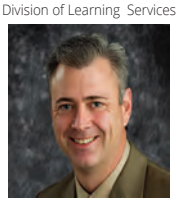
DEPUTY COMMISSIONER
Division of Fiscal and Administrative Services

Dr. S. Craig Neuenswander

DEPUTY COMMISSIONER
Division of Learning Services



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April 27, 2021

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