

# What Matters **Most**

## 2025-2026 Annual Report

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KANSAS STATE DEPARTMENT OF EDUCATION

*Kansas leads the world in the success of each student.*

Nov. 5, 2026

# Kansas State Board of Education

900 S.W. Jackson Street, Suite 600 | Topeka, Kansas 66612-1212 | (785) 296-3203 | www.ksde.gov/state-board

## Vision

Kansas leads the world in the success of each student.

### 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.

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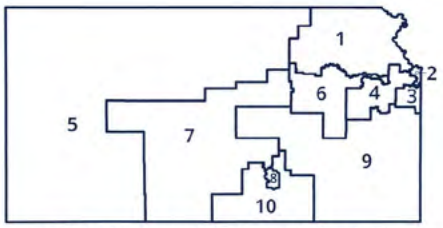


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Kansas divided into the ten State Board of Education districts.

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May 27, 2026

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# A Message From the Commissioner



Every day, Kansas students walk into classrooms expecting the adults in their schools to be ready for them.

They deserve teachers who are prepared, leaders who are focused and schools organized around helping them succeed. They deserve high-quality instruction every day.

That has always been our goal. Our work now is to make that experience consistent for every student, in every classroom, every day.

For the past several years, Kansas has been working to strengthen teaching and learning. We listened to educators, learned from schools making progress and examined the research. Through that work, we have continued to come back to a simple idea: Meaningful school improvement requires focus.

That thinking is at the heart of Kansas' Theory of Action: If we strengthen coherence across Kansas by focusing on a few high-leverage, fundamental actions, then students will develop more knowledge and skills, leading to greater opportunities and fewer limitations.

Kansas' School Improvement Model puts that theory into practice through a focus on fundamentals.

These are not more initiatives. They are the fundamental conditions we believe must work together to strengthen teaching and learning across Kansas.

We are early in this work. Much of our focus to date has been on building the foundation needed to support districts as they implement the fundamentals.

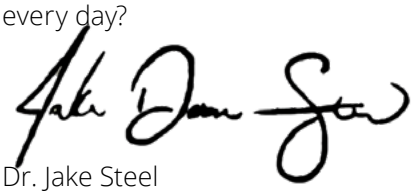
We also are strengthening the partnership between accountability and support. By better understanding what is working and where challenges exist, we can work alongside districts to provide the right support at the right time.

In the pages ahead, we will share where this work stands today, what we are learning and how we will measure progress over time.

The vision has not changed. Our understanding of how to achieve it continues to grow.

And as we move forward, I believe every decision should bring us back to one question:

Will this help more Kansas students experience high-quality instruction every day?



Dr. Jake Steel
Commissioner of Education

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Kansas Commissioner of Education Jake Steel addresses the 2026 competitors at the state championships for the National Civics Bee. Photo credit: Meg Britton-Mehlisch, KMUW

# MILESTONES

## Oct. 2025-Sept. 2026

### OCT. 2025

**3:** Three Kansas high school seniors are named 2025 U.S. Presidential Scholars:

- Leena Dudi, Blue Valley West High School, Blue Valley USD 229
- Sriram Srinivasa Kalki, Blue Valley North High School, Blue Valley USD 229
- Tucker Leck, Neodesha High School, Neodesha USD 461.




**14:** The 2024-25 annual report, Coherence, is presented to the Kansas State Board of Education. A key highlight of the report is teacher vacancies have dropped by more than 450 statewide, a 21% decrease from spring 2024 to fall 2025.

**20:** The 2025 Kansans Can Star Recognition program awards 245 districts/systems based on key quantitative and qualitative measures.

**23:** National Blue Ribbon Schools are named:

- McLean Science Technology Magnet, Wichita USD 259
- Jefferson West Elementary School, Jefferson West USD 340
- Sterling Grade School, Sterling USD 376

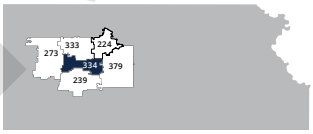
**27:** KSDE submits a waiver request to the U.S. Department of Education to align state and federal school accountability systems into a single, coherent model focused on student achievement and school improvement.

### NOV. 2025

**12:** State Board adopts method of reviewing, amending and deleting regulations to streamline and better align KSDE reporting and processes for districts.

### JAN. 2026

**7:** A total of 32 educators were named 2026 Kansas Horizon Award winners. This honor goes to first year teachers who are recognized by their districts for outstanding teaching skills early in their careers.




**13:** State Board votes to disorganize Southern Cloud USD 334 with the district's territory and real property transferring to:

- Clifton-Clyde USD 224
- North Ottawa County USD 239
- Beloit USD 273
- Concordia USD 333
- Clay County USD 379.

**20:** Education Commissioner Dr. Randy Watson and Cathy Hopkins, State Board chair, along with education advocates and elected officials participated in Literacy Day at the state capitol, highlighting the need for continued legislative investment in Kansas's literacy initiatives.

### APRIL 2026



**14:** Dr. Jake Steel is chosen by the State Board as the next Kansas education commissioner, succeeding Dr. Randy Watson who had served since 2015 as commissioner. Watson announced his retirement in September 2025.



**15:** Dr. Luanne Barron, superintendent of the Kansas School for the Deaf retires after 30 years in Deaf education.

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# Milestones: Oct. 2025-Sept. 2026

## MAY 2026

**12:** The State Board is presented with recommendations for districts regarding school-issued technology devices and technology used in the classroom.

**12:** State Board approves KSDE's reorganization plan to align more closely with school improvement initiatives, including the appointment of Dr. Zach Conrad as the deputy commissioner for the newly-created division of accountability and technology.

## JUNE 2026

**1:** Dr. Jake Steel's tenure as Kansas education commissioner officially began.

**8:** State Board begins formal discussions about how to address how district-owned technology devices and classroom technology are impacting students.

**9:** State Board members approved a Model Code of Ethics for Educators (MCEE), modified for Kansas educators, and based on the model developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC).

## JULY 2026



**1:** Dr. Zach Conrad officially began as KSDE deputy commissioner of accountability and technology.

**14:** State Board members approve the certification process districts and accredited private schools must follow to comply with House Bill 2299, the cell phone bill, passed during the 2026 legislative session.



**15:** Colin Burke, winner of the 2026 Kansas Civics Bee, an eighth-grade student at Salina South Middle School, presented his winning project to the State Board.




**27-29:** The 2026 Great Ideas in Education Conference is held at the Wichita Hyatt Regency with nearly 800 education professionals in attendance.

**31:** Kansas receives federal approval of the Innovative Assessment Demonstration Authority (IADA) to pilot a through-year assessment system during the 2026-27 school year with six districts:

- Kansas City, Kansas USD 500
- Olathe USD 233
- Geary County USD 475
- Dodge City USD 443
- Great Bend USD 428
- Humboldt USD 258.

## AUG. 2026

**11:** State Board members approve the life and employability skills assessment as an alternative metric for accreditation rather than graduation rates at the state's six special schools.

**11:** The Kansas science state assessment cut scores are approved by the State Board.

**12:** State Board begins process of crafting potential policies regarding district-issued, classroom-based technology.

## SEP. 2026




**19:** Brandy Lane is chosen as the 2027 Kansas Teacher of the Year.

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# Our Shared Purpose

The Kansas State Board of Education has established a clear vision for education in Kansas:

*Kansas leads the world in the success of each student.*

Achieving that vision requires the work of families, educators, school leaders, communities, policymakers, the State Board and the Kansas State Department of Education (KSDE). Each has a different role to play, but those efforts should be focused on helping students develop more knowledge and skills, leading to greater opportunities and fewer limitations.

Kansas' School Improvement Model provides a framework for that work. It creates a common focus around the areas Kansas believes matter most for strengthening teaching and learning while recognizing that systems will make decisions based on the needs of their students and communities.

The vision has not changed. What has become clearer is the need for greater focus and coherence in how Kansas works toward it.




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# From Vision to Action

## Kansas' vision is ambitious. Achieving it requires focus.

Schools and educators face no shortage of good ideas, new programs and competing priorities. But meaningful school improvement does not come from trying to do everything at once. It requires identifying what matters most and creating coherence around that work.

Coherence means the different parts of the education system reinforce rather than compete with one another. This reinforcement requires systems to identify, monitor and evaluate school improvement efforts to know what is being implemented, how it is working and whether it is improving outcomes for students.

- Instructional materials align with the Kansas Academic Standards.
- Professional learning builds educators' knowledge and skills.
- Assessment provides meaningful information about student learning.
- Leadership, resources and support reinforce the same instructional priorities. Everyone is pulling in the same direction.

With that goal in mind, Kansas has identified high-leverage fundamentals around which to organize its school improvement work. The fundamentals focus on practices and decisions adults can directly influence and that research and experience tell us matter for student learning. By strengthening these practices, Kansas is working to improve what students experience in classrooms and, ultimately, student outcomes.

### High-Quality Instruction

Creating meaningful learning experiences that challenge students, respond to their needs and help them develop deeper knowledge and skills.

### Balanced Assessment System

Using different types of assessment for different purposes to better understand what students know, where they need support and whether they are making progress.

### Structured Literacy

Building educators' knowledge of evidence-based reading instruction so more students develop strong literacy skills.

### Standards-Aligned Curriculum

Ensuring what students are taught aligns with what Kansas expects them to know and be able to do.

## These are not four separate initiatives.

They are **fundamental parts** of a coherent system of teaching and learning. Each strengthens the others, and together they help create the conditions for high-quality instruction.

The fundamentals give Kansas a common focus while allowing districts to determine how best to meet the needs of their students and communities.

They also give KSDE a clearer responsibility to align our work, resources and support around what matters most for students and educators.

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# Building the Foundation

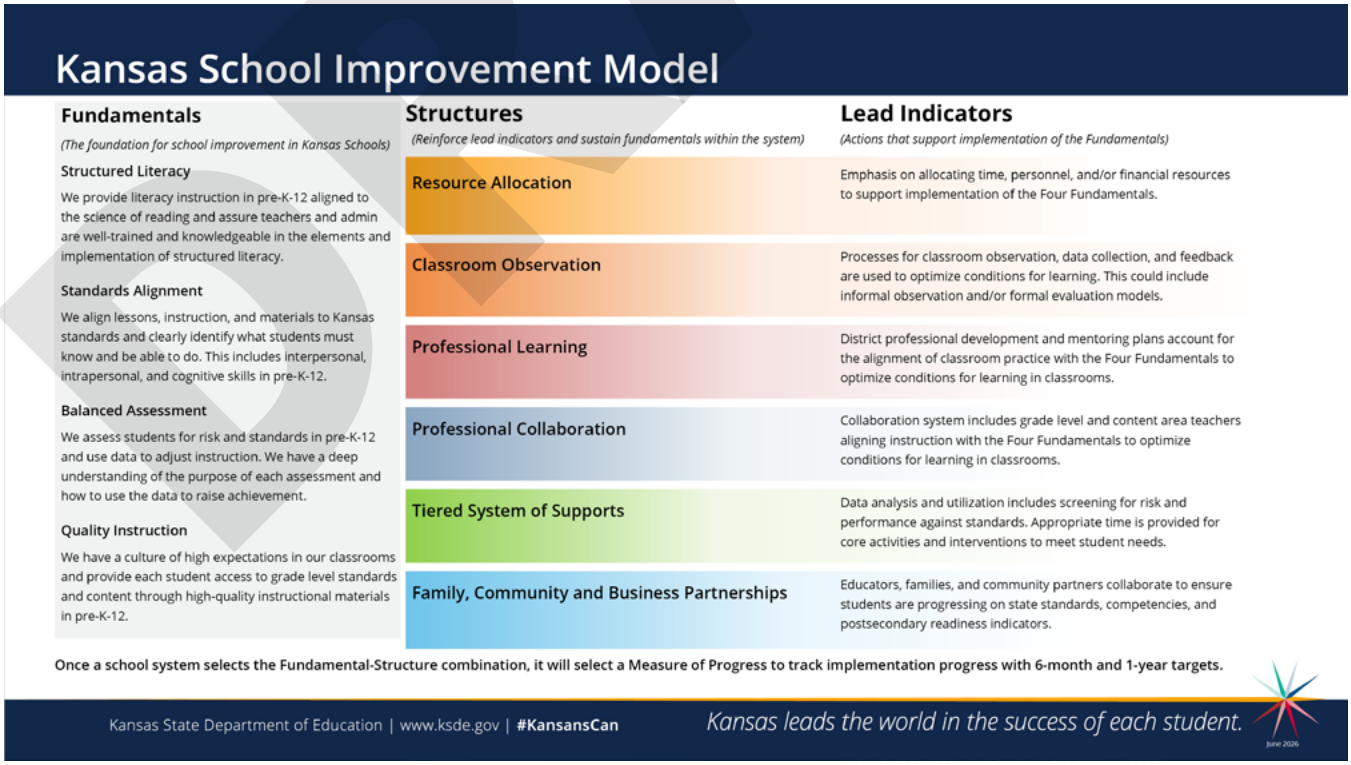
Kansas is still early in implementing its **School Improvement Model**. Much of the work to date has focused on building the knowledge, resources and structures needed to create greater coherence around strengthening teaching and learning over time. By bringing district teams together to build plans, collaborate with one another and commit to a shared approach, we can create greater coherence and collective ownership around school improvement.

That foundation is beginning to take shape. Educators and administrators are being prepared to provide structured literacy instruction, and districts have new resources to help them make informed decisions about high-quality instructional materials aligned with the Kansas Academic Standards. Kansas also is building an assessment system designed to provide better information about student learning.

At the same time, KSDE is aligning its own work, so districts receive more coordinated and targeted support.

Together, these efforts are intended to create greater coherence and responsiveness around what matters most, not to make every district or classroom look the same. Districts will continue to make decisions based on the needs of their students and communities, supported by the expertise of their educators.

This is foundational work. Its impact will take time to show up in statewide student outcomes. At this stage, Kansas can measure whether the foundation is taking shape while continuing to develop the measures that will help us understand its impact over time.




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# **Building the Foundation:** Strengthening the Educator Workforce

High-quality instruction depends on having skilled educators in Kansas classrooms. Kansas continues to invest in strengthening educators' knowledge and practice while also working to address the workforce challenges facing schools.

One of the state's most significant investments in educator development is preparing teachers to provide structured literacy instruction. Structured literacy is grounded in the science of how students learn to read and write. Its explicit, systematic approach benefits all students and is particularly important for students with dyslexia and other reading difficulties.

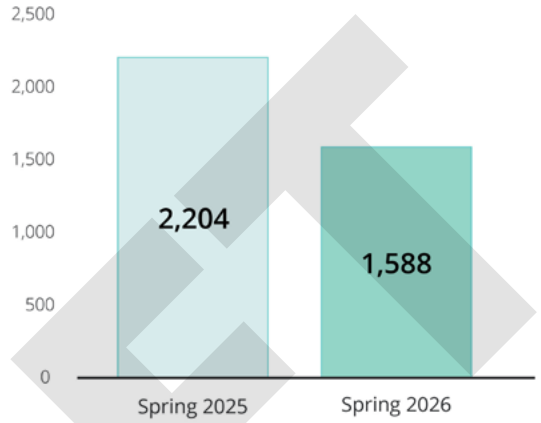
The Kansas State Board of Education now requires educators serving in specified elementary positions to demonstrate knowledge of the science of reading to renew their professional license beginning July 1, 2028. Educators who meet the requirement receive the Seal of Literacy on their State Board-issued license.

One pathway to earning the Seal of Literacy is Language Essentials for Teachers of Reading and Spelling (LETRS®) training. Through LETRS®, educators deepen their understanding of the science of reading and learn how to apply that knowledge in the classroom.

Kansas also is seeing progress in reducing educator vacancies. Reported licensed educator vacancies declined from 2,204 in spring 2025 to 1,588 in spring 2026, a decrease of 28% in one year. Vacancies fell 21% from spring 2025 to fall 2025 and declined another 9% by spring 2026.

Together, these efforts reflect progress toward ensuring Kansas schools have the skilled educators they need to provide every student with high-quality instruction.

**Total Reported Educator Vacancies**




## Progress To Date

- Educator vacancies declined by 28% from spring 2025 to spring 2026.
- 18,602 educators enrolled in LETRS® training.
- 12,217 educators completed LETRS® training.
- 14,851 Seals of Literacy added to licenses.
- 320 certified LETRS® facilitators employed in Kansas school systems and state service centers help sustain the initiative as members of KSDE's Kansas Literacy Leadership Cadre.

## What We'll Watch

These numbers tell us about the reach of the work. The next question is whether professional learning is translating into changes in instructional practice.

Over time, Kansas will examine implementation of structured literacy in classrooms and its relationship to student learning, including whether more students are developing the reading skills they need to succeed across all areas of learning.

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# **Building the Foundation:** Supporting Better Decisions About Instructional Materials

### What students are asked to learn matters. So do the materials educators use to teach it.

KSDE has developed resources to help districts evaluate and select high-quality instructional materials aligned with the Kansas Academic Standards.

The goal is not to select materials for districts or require every school to use the same curriculum. It is to give local leaders clear, research-informed guidance they can use when making decisions about the materials placed in the hands of teachers and students.

When instructional materials align with state standards and professional learning supports their effective use, the different parts of the instructional system begin reinforcing one another.




## Progress to Date

- Developed a Statewide Vision for Quality Instruction, along with specific visions for math, science, K-2 ELA, 3-12 ELA, early childhood, and social studies.
- Developed a statewide Kansas Instructional Materials Data Visualization tool to track high-quality instructional materials used by Kansas districts in math, ELA, and science, with district instructional resource data updated annually.
- Developed general and content-specific Instructional Materials Selection Guidance for math, ELA, and science to support thoughtful, transparent, and locally driven selection of high-quality instructional materials.
- Developed Instructional Materials Implementation Guidance to help districts and schools prioritize key actions for the successful implementation of new instructional materials across grade levels and content areas.
- Delivered 265 professional learning opportunities focused on Quality Instruction, reaching 4,516 educators and district leaders statewide.
- Developed classroom Observation Coaching tools for math and science and differentiated ELA tools for K–2 and grades 3–12 focused on foundational skills and knowledge, along with general guidance for using the tools effectively.

## What We'll Watch

The number of resources developed or trainings provided tells us what KSDE has made available to districts. The next step is understanding how those resources are being used.

Over time, Kansas will examine whether more students have access to high-quality, standards-aligned instructional materials and whether educators have the knowledge and support needed to use those materials effectively.

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# **Building the Foundation:** Building a More Balanced Approach to Assessment

## Assessment should provide timely and useful information about student learning.

Kansas is working to strengthen a balanced assessment system in which different assessments serve different purposes and give educators, school leaders and families a more complete picture of student learning. KSDE is working to ensure that assessments required by the state or federal government are instructionally useful, support the learning process and provide actionable next steps for teachers and students. Assessments should be part of learning, rather than requiring schools to stop learning in order to test. A coherent assessment system should also provide educators with the information they need without over testing students.

A significant step forward in this work came in 2026, when the U.S. Department of Education approved Kansas to participate in the Innovative Assessment Demonstration Authority, or IADA. Kansas is one of only seven states to have received this federal authority.

The approval allows KSDE to pilot the Kansas Through-Year Curriculum-Directed Assessment with six school districts beginning in the 2026-2027 school year. Approximately 65,000 students will participate during the first year of implementation.

The assessment is designed to better connect assessment with what students are learning throughout the year while continuing to meet state and federal accountability requirements. Rather than relying solely on an end-of-year assessment to provide information about student performance, participating students will complete shorter, curriculum-aligned assessments throughout the school year.

Results are designed to give educators timely, detailed information they can use to identify learning gaps, adjust instruction and provide support while students are still learning the material.

The goal is an assessment system that provides educators with useful information while students are still learning, meets accountability requirements and reduces the need for multiple disconnected assessments.

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## Building the Foundation: Building a More Balanced Approach to Assessment

### Progress to Date

- Received federal approval to participate in IADA.
- Began implementation of the Kansas Through-Year Curriculum-Directed Assessment with six school districts:
  - Kansas City, Kansas USD 500
  - Olathe USD 233
  - Geary County USD 475
  - Dodge City USD 443
  - Great Bend USD 428
  - Humboldt USD 258.
- Approximately 65,000 students will participate in the first year.
- Designed quarterly, curriculum-aligned assessments that provide standard-, item- and distractor-level results to educators.
- Built the assessment around the Kansas Academic Standards and the instructional sequence students are experiencing in their classrooms.
- Established a phased approach that allows Kansas to add participating districts as the assessment demonstrates technical quality, comparability, accessibility and effectiveness.
- Began Cohort 2 with an additional 22 school districts that will bring participation to about 147,000 students.

### What We'll Watch

Over the five-year pilot, Kansas will evaluate whether the through-year assessment provides educators with timely, useful information to guide instruction while also meeting state and federal accountability requirements. Kansas also will evaluate the assessment's technical quality, comparability, accessibility and effectiveness, and look at whether the approach reduces redundant testing and provides educators with information they can use to adjust instruction during the school year.

Ultimately, the goal is a balanced assessment system that provides the right information at the right time to help drive high-quality instruction.

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# **Building the Foundation:** Creating Greater Coherence Within KSDE

## KSDE also has reorganized its own work to better support the School Improvement Model.

In 2026, the agency created the Division of Accountability and Technology, bringing together research and evaluation, assessment, state and federal reporting, and information technology. These teams are responsible for helping KSDE use data to identify where districts and schools are doing well and where additional support may be needed.

The Division of Learning Services is focused on providing the resources, professional learning and targeted support districts need to address those needs and strengthen teaching and learning.

Bringing these functions into better alignment is intended to create a stronger connection between accountability and support. Data can help identify a need, but identifying a need is not enough. Districts also need access to the right support to address it.

KSDE is still building the processes that will connect this work across the agency. The goal is a more coordinated approach in which data helps identify needs and guides the support KSDE provides to districts.

## Progress to Date

- Created the Division of Accountability and Technology to better connect research, assessment, reporting and technology.
- Aligned implementation and support functions within the Division of Learning Services.
- Began inventorying/aligning/coordinating existing district support services around the School Improvement Model.

## What We'll Watch

The success of this reorganization will not be measured by the structure itself.

It will be measured by whether KSDE becomes more effective at identifying needs, coordinating support and helping districts strengthen teaching and learning.

The work underway is beginning to put the pieces of the School Improvement Model in place.

The next step is to make sure Kansas uses what it learns to provide districts with the support they need. That requires a stronger connection between accountability and support.

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Brandy Lane
KTOY
FINALIST

# Connecting Accountability and Support

Kansas is strengthening the connection between accountability and support as part of its School Improvement Model. Data from multiple sources helps KSDE and school districts understand student and school performance, identify areas of strength and determine where additional attention or support may be needed.

That information also helps KSDE better match resources and support to district needs. Some districts may need access to statewide tools and professional learning, while others may benefit from more targeted or intensive assistance.

## Accreditation and School Improvement

Kansas' accreditation system, KESA 2.0, is an important part of this process. Accreditation provides a consistent way to examine school improvement, compliance and student outcomes and use that information to understand where school systems are making progress and where additional attention may be needed.

KESA 2.0 was approved by the State Board in 2024. During the 2024-25 and 2025-26 school years, accreditation decisions were based on two areas: school improvement and compliance. By the end of 2026-27, student outcomes will become part of accreditation decisions, allowing time for school improvement efforts to be implemented before their impact on student outcomes is considered.

School improvement looks at how systems are implementing an action plan focused on one of the fundamentals. Compliance examines whether systems are meeting state and federal requirements. Student outcomes will add another important piece by looking at whether students are making progress.

Together, these areas provide a more complete picture of how a school system is doing. Accreditation is not only about determining a status. Through each system's action plan and other information gathered through the accreditation process, KSDE can better understand where systems are making progress, where challenges remain and where additional support may be needed.

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# **Connecting Accountability and Support:** Accountability Advisory Committee

As Kansas places greater emphasis on student outcomes within its accountability and accreditation systems, KSDE is establishing an Accountability Advisory Committee to provide perspective and recommendations to the State Board.

The committee will bring together State Board members, legislators, superintendents, educators, parents and other education partners to review and provide input on accountability identification models, accreditation standards and quantitative outcome measures. Its work will help inform continued discussion about how Kansas measures school and student outcomes.

The committee will serve in an advisory role. Decisions about accountability and accreditation will remain with the State Board. KSDE expects the committee to begin meeting in fall 2026, with its discussions and recommendations shared publicly.

## Matching Support to Need

The needs identified through accreditation, assessment and other sources of data will not be the same for every district. The support KSDE provides should reflect those differences.

Kansas is developing a differentiated approach to support based on a model of **all**, **some** and **few**.

This approach allows KSDE to provide broad support across the state while directing additional expertise and resources where they are most needed.

The approach also creates opportunities to learn from districts that are making progress. Understanding what is working, and under what conditions, can help KSDE strengthen statewide resources and share effective practices with other districts.



### All

Resources, tools, guidance and professional learning available to all Kansas school districts.

### Some

Additional, more targeted support when the data identifies a particular need or area for improvement.

### Few

More intensive, individualized support for districts with significant or persistent needs.

## What We'll Watch

KSDE is still developing the processes needed to connect accountability information with differentiated support across the agency. As that work develops, Kansas will examine whether needs are being identified accurately, whether districts are receiving support that is useful and responsive to those needs, and whether that support is helping strengthen teaching and learning.

Over time, the more important measure will be whether those improvements are reflected in student learning and outcomes.

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# Measuring Progress

The fundamentals focus on practices adults can directly influence. Kansas can measure whether those practices are being put in place, but the ultimate measure of the School Improvement Model is whether students develop more knowledge and skills and experience better outcomes.

Because implementation is still underway, Kansas does not expect every measure to change at the same time. Progress will be examined across three areas.

## Implementation

Kansas will monitor whether school systems are putting the Four Fundamentals into practice. This includes implementation of system action plans, educator preparation in structured literacy, access to standards-aligned instructional materials, use of balanced assessment and the practices that support high-quality instruction.

These measures help Kansas understand whether the work is reaching schools and classrooms as intended.

## Student Learning

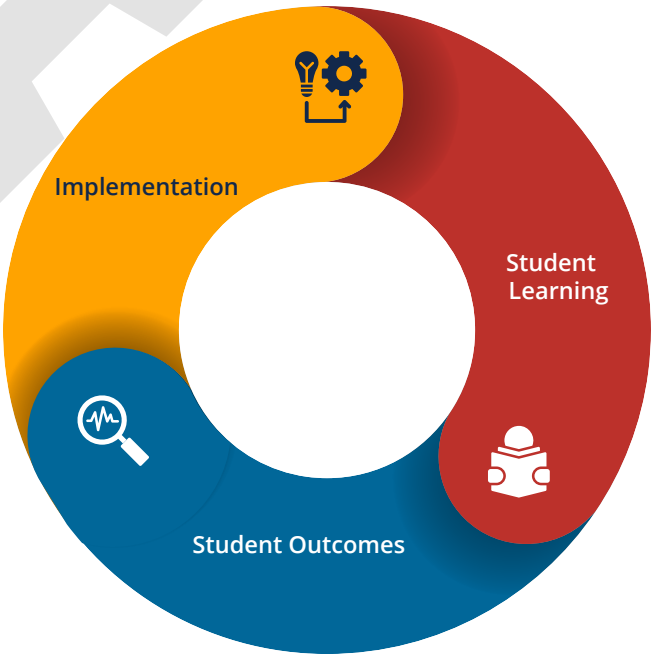
State and local assessment data will help Kansas understand whether students are developing the knowledge and skills expected at each grade level. As the balanced assessment system develops, educators and school leaders also will have more timely information to understand student learning during the school year.

Looking at student learning alongside implementation will help Kansas better understand whether changes in adult practice are translating into stronger results for students.

## Student Outcomes

Kansas also will continue to monitor longer-term measures of student success, including graduation and postsecondary outcomes. These measures take longer to change, but they provide important information about whether students are leaving Kansas schools prepared for what comes next.

No single measure will determine whether the School Improvement Model is working. Kansas will look across implementation, student learning and longer-term outcomes to understand progress and determine where the work needs to be strengthened.




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# Where Kansas Stands Today

Statewide measures provide a picture of how Kansas students are performing today and establish a baseline for measuring progress over time. The data shows areas of progress as well as areas that need greater attention.



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# Where Kansas Stands Today:
## Kansas Assessment Program

Statewide proficiency rates in English language arts and mathematics have increased. Because Kansas transitioned to a new assessment between 2024 and 2025, results across those years are not directly comparable. However, proficiency also increased from 2022 to 2024 under the previous assessment.

The Kansas assessment student performances are scored using four levels:

**Level 1:** A student at Level 1 shows a **limited** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, math, science) standards.

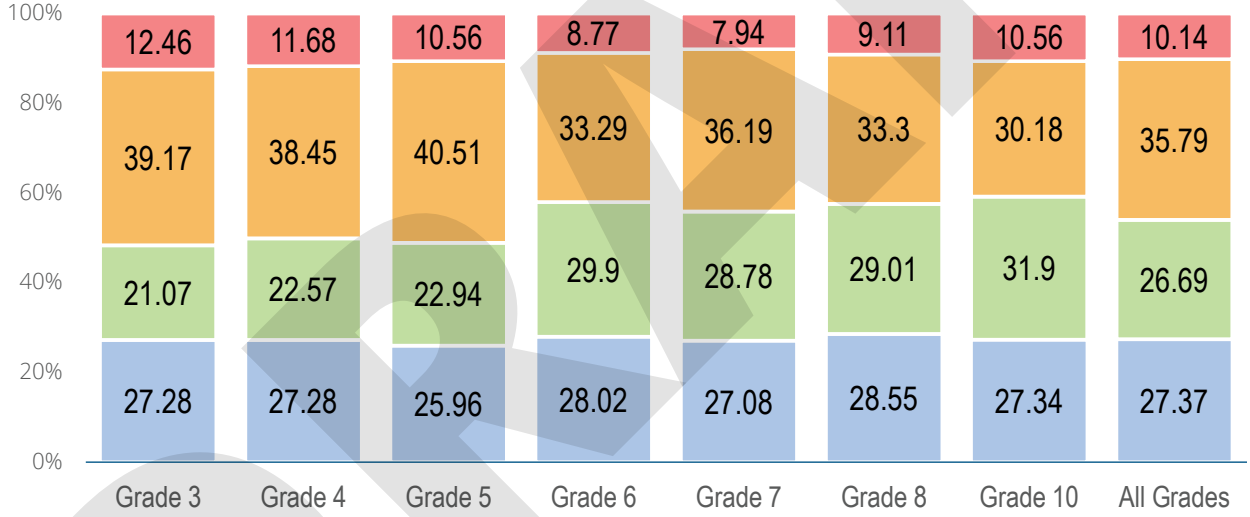
**Level 2:** A student at Level 2 shows a **basic** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, math, science) standards.

**Level 3:** A student at Level 3 shows a **proficient** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, math, science) standards.

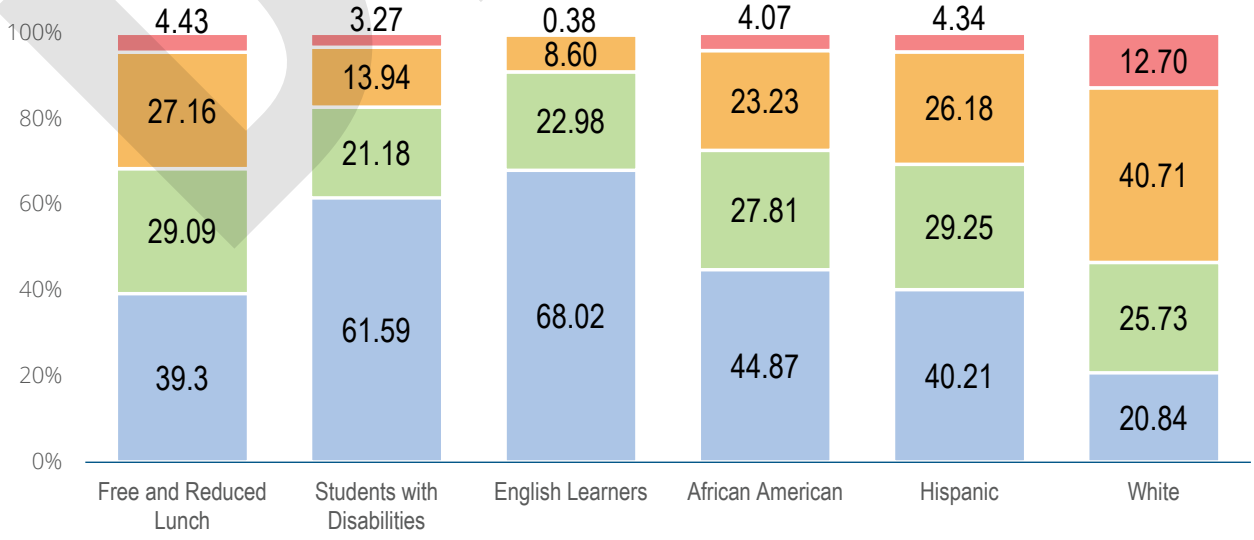
**Level 4:** A student at Level 4 shows an **advanced** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, math, science) standards.

### 2026 ENGLISH LANGUAGE ARTS

#### BY GRADE




#### BY SUBGROUPS



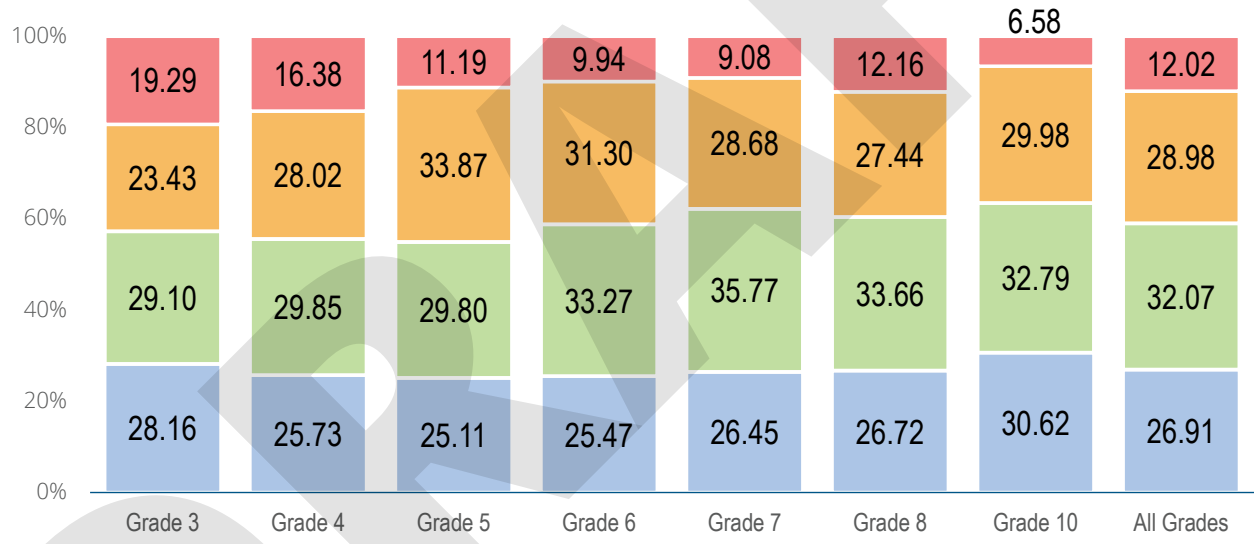

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## Where Kansas Stands Today: Kansas Assessment Program

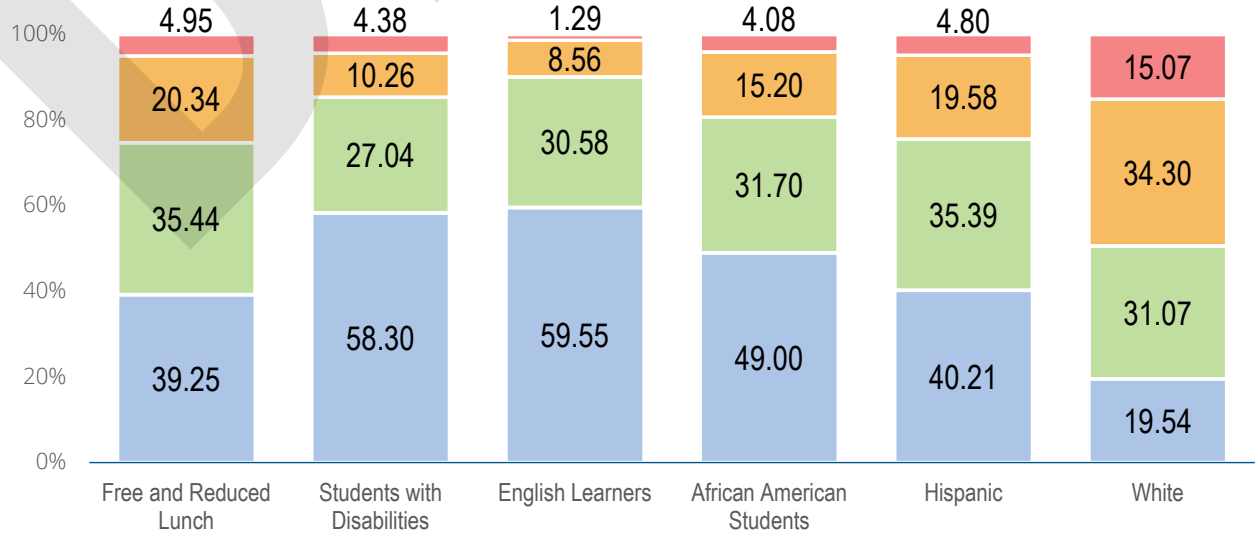
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### 2026 MATH

#### BY GRADE




#### BY SUBGROUPS



# **Where Kansas Stands Today:** National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) provides a nationally comparable measure of what students know and can do in reading and mathematics. The assessment is administered to a sample of Kansas students in grades four and eight. Kansas' NAEP scores have remained relatively stable in recent years.

### GRADE 4 | MATHEMATICS | 2024

Average Score

**237**

The average score for students in Kansas in 2024 (237) was not significantly different from their average score in 2022 (235) and was higher than their average score in 2000 (232).

### GRADE 4 | READING | 2024

Average Score

**213**

The average score for students in Kansas in 2024 (213) was not significantly different from their average score in 2022 (215) and was lower than their average score in 1998 (221).

### GRADE 8 | MATHEMATICS | 2024

Average Score

**274**

The average score for students in Kansas in 2024 (274) was not significantly different from their average score in 2022 (272) and was lower than their average score in 2000 (283).

### GRADE 8 | READING | 2024

Average Score

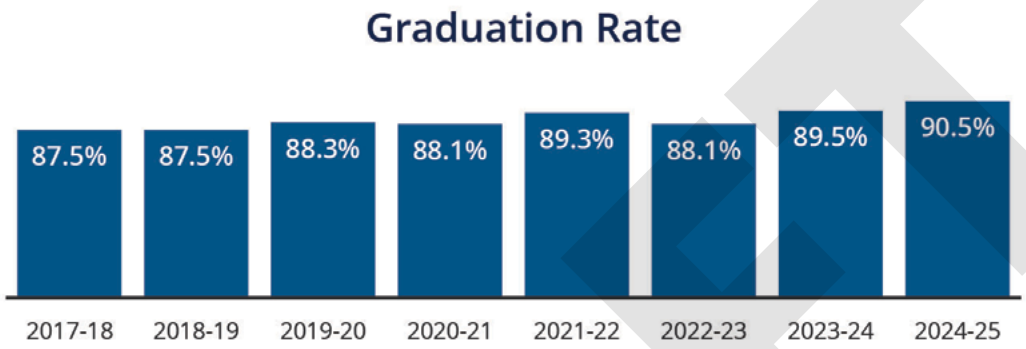
**255**

The average score for students in Kansas in 2024 (255) was not significantly different from their average score in 2022 (256) and was lower than their average score in 1998 (268).

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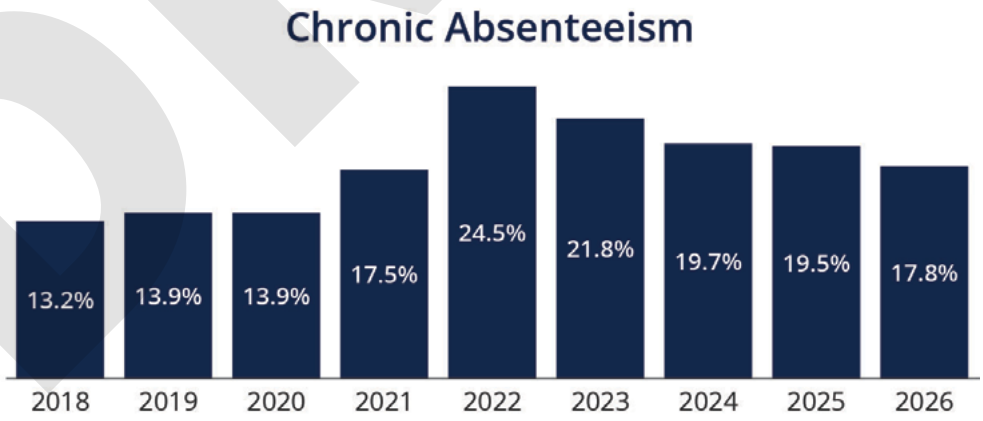
# **Where Kansas Stands Today:** Graduation

Kansas' four-year graduation rate reached 90.5% in 2025. Graduation rates have been trending upward since 2023.




## Chronic Absenteeism

The statewide chronic absenteeism rate was 17.8% in 2026, down from a high of 25.41% in 2022. While the rate remains above pre-pandemic levels, Kansas schools continue efforts to get more students in the classroom. A student is considered chronically absent when they miss 10% or more of the days they are enrolled.




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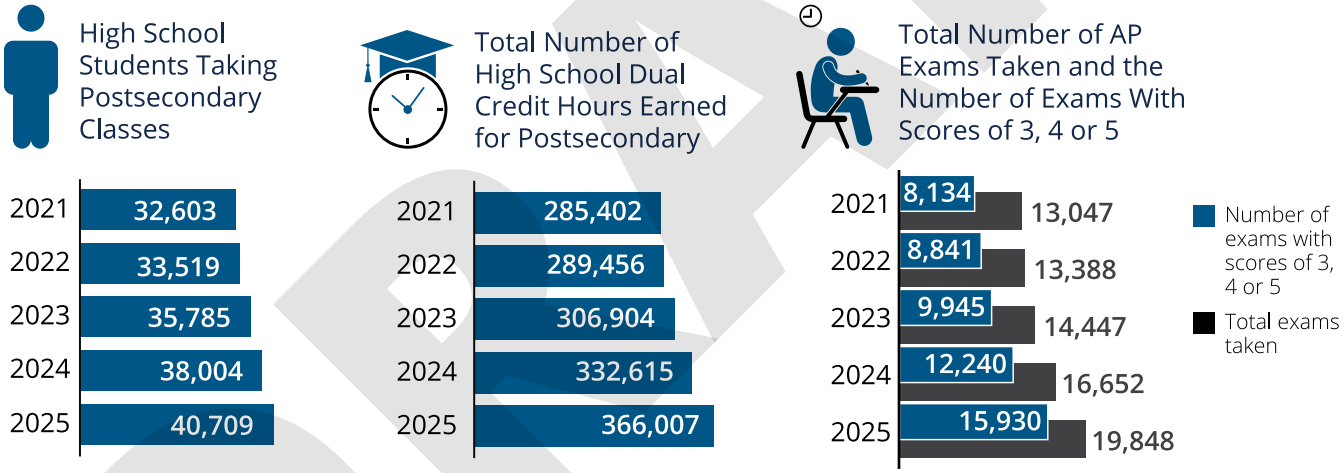
# **Where Kansas Stands Today:** ACT

Kansas' statewide average ACT composite score was 19.1 in 2025, compared with 19.3 in 2024 and 21.9 in 2016.

Beginning with the 2018-19 school year, all Kansas students in grades 11 and 12 can take the ACT one time at no cost. Kansas also changed its Qualified Admissions requirements beginning with students applying to most state universities for summer 2021, allowing students to meet admissions requirements through either a qualifying GPA or ACT score.

## Postsecondary success

More Kansas high school students are taking college courses, earning dual credit and demonstrating college-level achievement through Advanced Placement courses and exams. These increases show that more students are taking steps toward postsecondary education before they graduate from high school.




By pursuing these opportunities while still in high school, students can earn college credit before graduation and reduce the time and cost of completing a postsecondary credential.

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# Education Summary

## Public School Characteristics

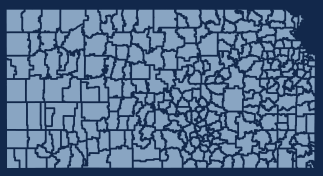
**Number enrolled**
(headcount enrollment)

471,334

**Number of Title I Schools**

577

## School District Characteristics



**Number of school districts**

284*



**Number of schools**

1,268

## Teachers



**Average age**

43.1



**Number of full-time equivalency (FTE) teachers****

35,435



**Average teacher salary *****

$70,240

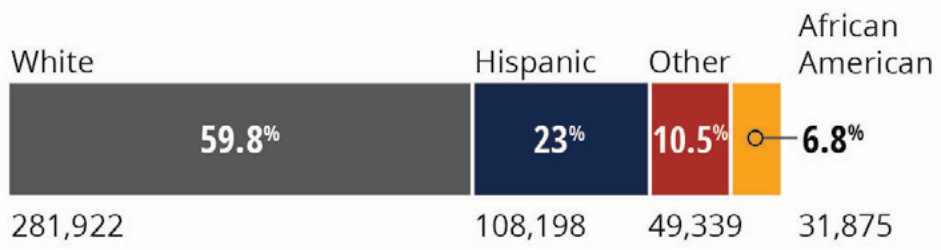


**Average years of experience**

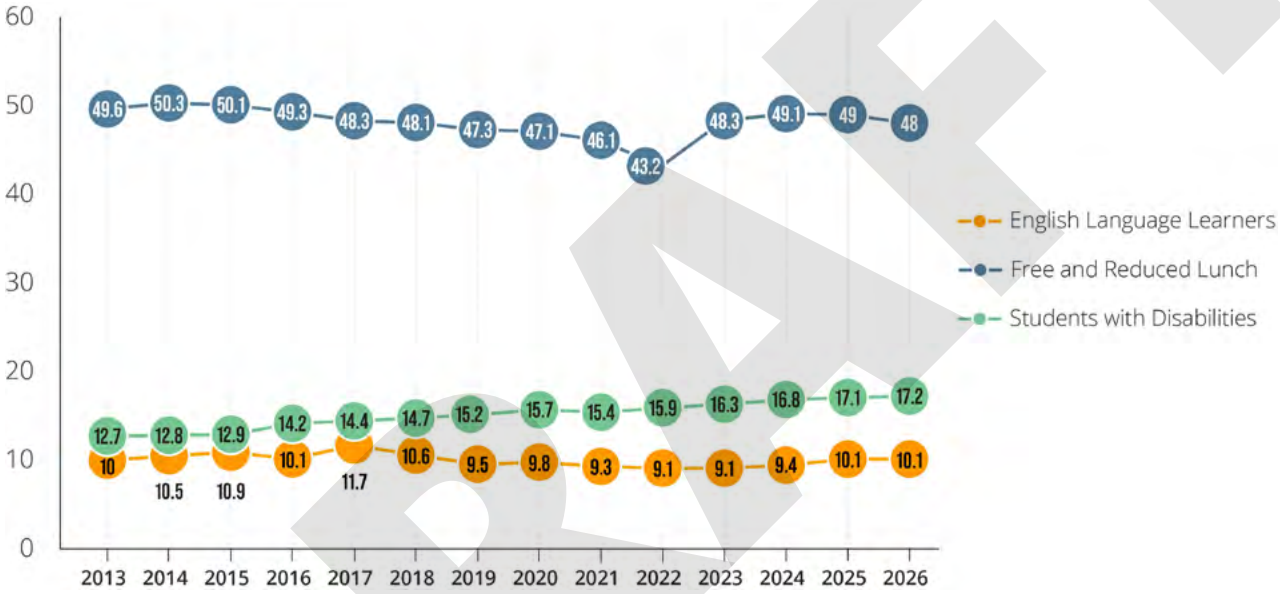
14

* *The number of districts in Kansas was reduced due to the closure of Southern Cloud USD 334.*
** *Includes special education* teachers.
*** *Includes supplemental and summer school salaries and fringe benefits.*

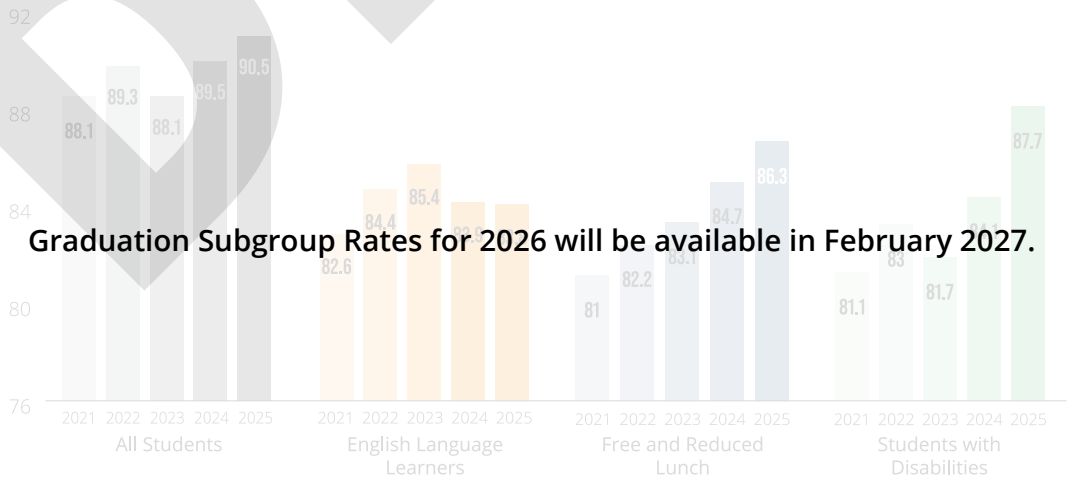
# **Education Summary:**
# Student Characteristics




## Student Population Subgroups




## Graduation Subgroups



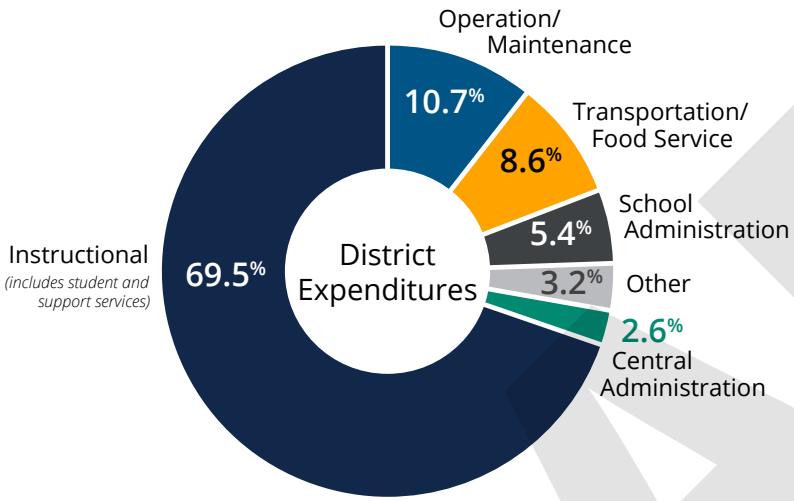

**Graduation Subgroup Rates for 2026 will be available in February 2027.**

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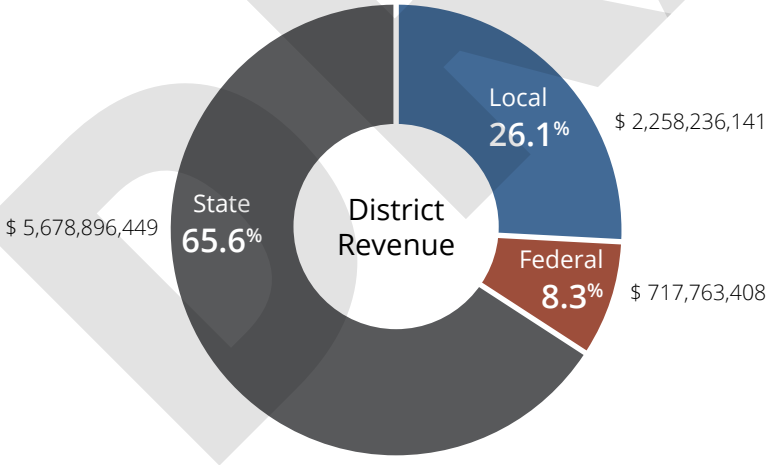
# District Fiscal Summary

Please note that this information reflects the 2024-25 school year. Information for the 2025-26 school year will be available at a later date.

## Expenditures




## District Expenditures by Revenue Source




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For more information, contact:

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