



From Coherence to Commitment

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Kansas Public Schools



Connection to Prior Learning

September:

How do we as curriculum leaders build ***structures, supports, or systems*** for implementation of HQIM.



April:

How do we as curriculum leaders *increase* ***coherence*** by doing _____, so that _____ will happen.



Today:

How do we as curriculum leaders make the ***intentional work visible*** for all stakeholders in our system?

Professional Standards for Educational Leaders (PSEL)

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being.

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Clarity vs. Complexity

✓ What is the ONE instructional priority you want your district to act on?

✓ What is the ONE instructional priority you **acted** upon this year?

Clarity vs. Complexity

✓ What currently competes with or distracts from that priority?

✓ What were you **able to remove** that distracted from your priorities?

Clarity vs. Complexity

- ✓ Why does it persist? (systems, structures, habits)
- ✓ How were you able to **influence** the systems, structures, or habits that persisted?

What leadership skills did you use and develop?

- Active listening
- Paraphrasing
- Mediative
- Questioning
- Critical
- Conversations
- Creative Thinking
- Radical
- Transparency
- Problem Resolving
- Innovative Thinking
- Advocacy vs. Opinion

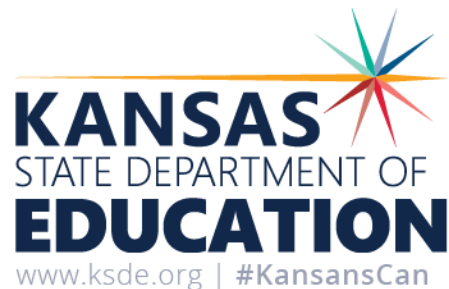
Thank you!



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Curriculum Leaders Meeting



April 17, 2026

Maize Performing Arts and Aquatics Center
Kansas leads the world in the success of each student.

Welcome

Dr. Renee Nugent



Expectations for today



- At-Risk 2026-2027
 - Application and calculator
 - Example Plans
- Commissioner Updates
- IADA Waiver
- Breakout Sessions
 - Math/Science/ELA Observation Coaching
 - Literacy Observations and Coaching Conversations (K-12)
 - Lesson Deep Dive: Thinking Through Instruction
- Final Thoughts and Feedback

At-Risk Accountability Plans

Curriculum Leaders
4/17/26



At-Risk Accountability Plans

Beginning in the 2026–2027 school year, all districts must submit an At-Risk Accountability Plan that:

- Uses evidence-based instruction for students eligible for at-risk services
- Measures academic growth over time using quantitative data
- Sets clear, measurable improvement goals for identified student groups
- Uses at-risk funds for services above and beyond regular instruction, as required by law
- Demonstrates academic improvement for at-risk students



Kansas School Improvement Model

Fundamentals <i>(The foundation for school improvement in Kansas Schools)</i>	Structures <i>(Reinforce lead indicators and sustain fundamentals within the system)</i>	Lead Indicators <i>(Actions that support implementation of the Fundamentals)</i>	Measures of Progress <i>(How we know the action is being implemented effectively)</i>
Structured Literacy We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.	Resource Allocation	Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.	● Measure ● 6 Month Target ● 1 Year Target
Standards Alignment We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.	Educator Evaluation	Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Balanced Assessment We assess students for risk and standards and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.	Professional Learning	District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
Quality Instruction We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials.	Professional Collaboration	Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.	● Measure ● 6 Month Target ● 1 Year Target
	Tiered System of Supports	Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.	● Measure ● 6 Month Target ● 1 Year Target
	Family, Community and Business Partnerships	Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.	● Measure ● 6 Month Target ● 1 Year Target



How is At-Risk Accountability Tied to School Improvement?

- At-risk accountability is not a separate initiative. It *is* school improvement, but through a targeted lens.
- How can you provide targeted support for at-risk students through the fundamental your district has chosen?
 - At-risk accountability requires districts to identify 2-4 interventions for each cohort
- At-risk funds should be intentionally aligned to instructional priorities, ensuring resources support district improvement efforts.



Year 1

Does your district have 75% proficiency in ELA and Math district wide?

- Yes – Eligible for additional funding, cohort not necessary but will re-evaluate every year
- No – Must engage in cohort process:
 - Select 2 cohorts
 - Cohorts are grade-based (K-8)
 - 1 cohort must be grade 4
 - Cohorts contain only at-risk students
 - If a district cannot form an at-risk only cohort, they may include not at-risk students
 - Cohorts contain one subgroup identified for state assessment purposes
 - Excluding lunch-status subgroups
 - Cohorts must have a minimum of 11 students
 - Districts will work with KSDE if they cannot form an 11-student cohort
 - Students cannot join the cohort once set
 - Each cohort needs a *quantitative academic improvement* goal for what the cohort will achieve in 4 years (cannot change)
 - If the grade has an ELA or math KAP assessment in year 4, the goal should be based on that assessment performance.
 - Each cohort needs 2-4 identified at-risk interventions (can change)



Years 2 & 3

- Assess and report progress monitoring
 - How on track are cohorts to meeting goals
- Change at-risk interventions if needed



Year 4

- Continue to monitor progress as needed
- Change at-risk interventions if needed
- Evaluate and report goal attainment
 - If goal is met:
 - Receive additional at-risk funding
 - Reset process with year 1 (select new cohort and goals if district is not at 75% proficiency)
 - If goal is not met:
 - Continue with cohort for one additional year
 - If goal is met, reset process with year 1
 - If goal is not met, do not receive additional at-risk funding and reset process with year 1



How Will Funding Be Impacted?

- BASE will remain, but additional funding may be affected
- For example:
 - If Base is \$6,000 and additional funding is \$200, a district where:
 - Both cohorts meet their goals: \$6,200
 - One cohort meets their goal: \$6,100
 - Neither cohort meets their goal: \$6,000
- The new funding formula might also have an impact



Resources and Technical Assistance

- Attrition Calculator
- Cohort Builder
- Goal Setting
- Summer/Fall Trainings
- KSDE Annual Conference



At-Risk Accountability Example Plans

- Examples plans to show what information will be required for the cohort selection and goal setting.
- **This is not what the application report will look like**

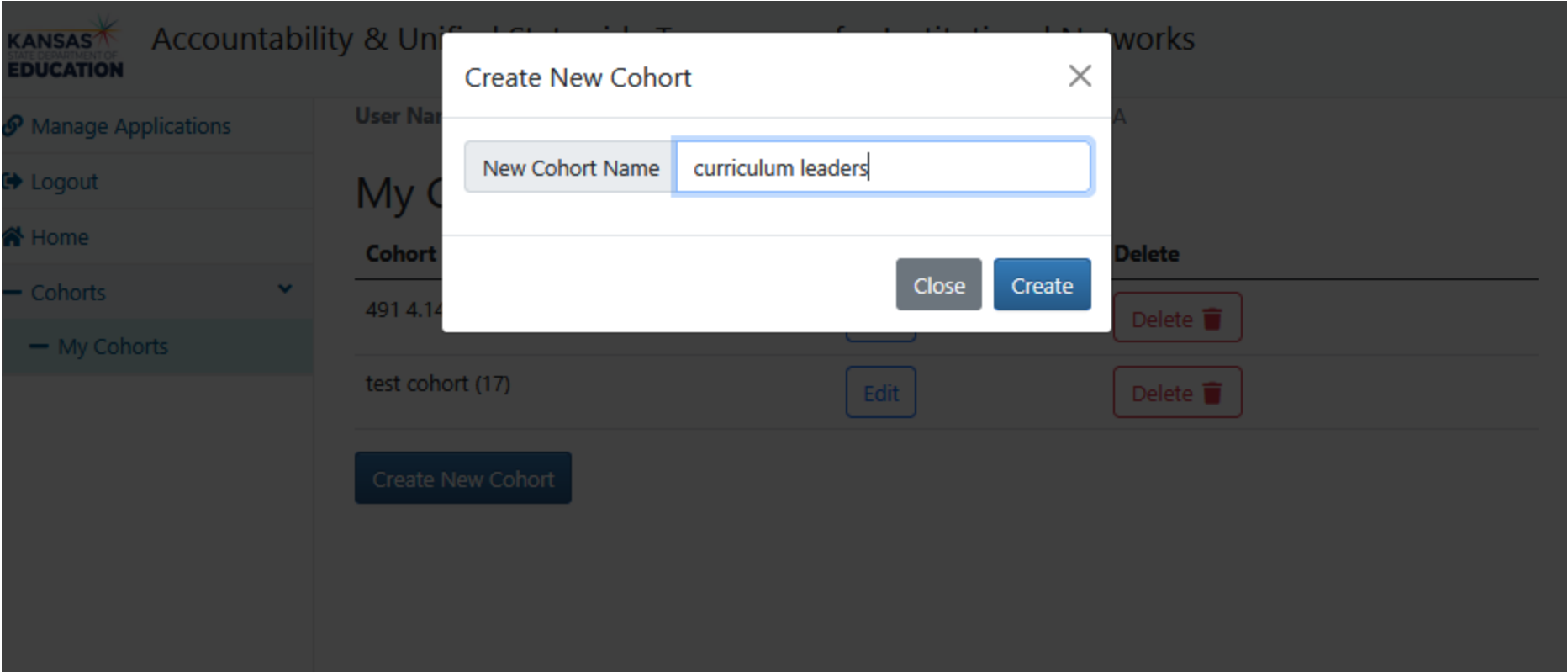


Authenticated Application

- The application is still being developing and is anticipated to be completed early summer.
- Request for access will be available this summer in anticipation of the KSDE annual conference.
 - Districts will be notified when the application is ready for registration
 - Accountability plans will not be finalized at the conference – districts will need to start over on the application in the fall



Preview of the authenticated application – this is not a finalized view
All data shown are test data and not tied to student information



Preview of the authenticated application – this is not a finalized view
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Attrition Rate Filters

School District

D0500 Kansas City

Grade at Cohort Start

KG

01

02

03

04

05

06

07

08

KAP Level

Any

Level 1 Only

Level 1 & 2

KAP Subject

Either

ELA

Math

Hide Other Filters

At-Risk

All

Yes

No

Gender

All

Male

Female

Hispanic

All

Yes

No

Race/Ethnicity

White

NHPI

Black

Asian

AIAN

Multi

Lunch Code

All

Self-Paid

Free

Reduced

Homeless

All

Yes

No

Virtual Education

All

Yes

No

Foster Care

All

Yes

No

Disability

All

Yes

No

Gifted

All

Yes

No

504

All

Yes

No

ESOL Participation

All

Yes

No

Neglected/Delinquent

All

Yes

No

Military

All

Yes

No

Migrant

All

Yes

No

Dyslexia

All

Yes

No

Update Filters

Historical Attrition Rates for D0500



Cohort Years	# at Start	# Retained	Attrition Rate	Min. Cohort Size
2021 - 2024	9421	4680	50.32%	23
2022 - 2025	15363	7479	51.32%	23
2023 - 2026	15337	1824	88.11%	93
2026 - 2029	16774	?	?	?



Preview of the authenticated application – this is not a finalized view
All data shown are test data and not tied to student information

Student Records

Available Students

Select All

Clear Selected

Add Selected

☒

Amanda Brooks (04)

Add

2025 ELA Assessment AYP Status D: 1 Performance Level: 2

2025 Math Assessment AYP Status D: 1 Performance Level: 2

☐

Anthony Campbell (04)

Add

2025 ELA Assessment AYP Status D: 1 Performance Level: 1

2025 Math Assessment AYP Status D: 1 Performance Level: 1

☒

Deborah Carter (04)

Add

2025 ELA Assessment AYP Status D: 1 Performance Level: 1

2025 Math Assessment AYP Status D: 1 Performance Level: 1

☐

Brian Thompson (04)

Add

2025 ELA Assessment AYP Status D: 1 Performance Level: 1

2025 Math Assessment AYP Status D: 1 Performance Level: 1

☒

Cheryl Hernandez (04)

Add

2025 ELA Assessment AYP Status D: 1 Performance Level: 1

2025 Math Assessment AYP Status D: 1 Performance Level: 1

☐

Patrick Turner (04)

Add

2025 ELA Assessment AYP Status D: 1 Performance Level: 1

2025 Math Assessment AYP Status D: 1 Performance Level: 1

☐

Tiffany Nelson (04)

Add

2025 ELA Assessment AYP Status D: 1 Performance Level: 3

2025 Math Assessment AYP Status D: 1 Performance Level: 2

☒

Gary Reyes (04)

Add

2025 ELA Assessment AYP Status D: 1 Performance Level: 3

2025 Math Assessment AYP Status D: 1 Performance Level: 2

☐

Abigail Harris (04)

Add

2025 ELA Assessment AYP Status D: 1 Performance Level: 1

2025 Math Assessment AYP Status D: 1 Performance Level: 1

Students in Cohort

Select All

Clear Selected

Remove Selected

No students in cohort.

*Preview of the authenticated application – this is not a finalized view
All data shown are test data and not tied to student information*

Confirm Cohort Students

Below are the students that have been selected for the cohort

Name	Grade	Building
Shirley Miller	04	8352
Charles Wood	04	8332
Hannah Flores	04	8284
Gerald Bailey	04	8288
Karen Hill	04	8315
Samuel Bennet	04	8305
Natalie Foster	04	8340
Sean Robinson	04	8285

Back to Cohort Selections

Continue to Goal Setting



Preview of the authenticated application – this is not a finalized view
All data shown are test data and not tied to student information

All tables show count (n) and percentage. Year-to-year change (Δ) uses the immediate prior year.

Math

Performance Category (PerfCat) Distribution

Year	Level 1 (n / %)	Δ	Level 2 (n / %)	Δ	Level 3 (n / %)	Δ	Level 4 (n / %)	Δ
2025	6 / 75%	75	2 / 25%	25	0 / 0%	0	0 / 0%	0

Academic Performance Index (API) Distribution

Year	Level 1 (n / %)	Δ	Level 2 (n / %)	Δ	Level 3 (n / %)	Δ	Level 4 (n / %)	Δ	Level 5 (n / %)	Δ	Level 6 (n / %)	Δ	Level 7 (n / %)	Δ	Level 8 (n / %)	Δ
2025	0 / 0%	0	6 / 75%	75	1 / 12.5%	12.5	1 / 12.5%	12.5	0 / 0%	0	0 / 0%	0	0 / 0%	0	0 / 0%	0

Scale Score Statistics

Year-to-year change shown for mean and median. Mode and range are snapshot context only.

Year	n	Mean	Δ	Median	Δ	Mode	Range
2025	8	494.38	494.38	485.5	485.5	483	467 - 533



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System Tracking Goals

Targets are **RECOMMENDED** based on historical trends and district characteristics. Districts should adjust based on local context.

ELA

Math

Performance Category

Assessment Performance Index

Scale Score

User Defined

Performance Category Goals

PERFCAT

Goal 1: Reduce Level 1

The percentage of grade 04 students in level 1 on the the Math assessment will reduce from the baseline [X]% to [Y]%.

FLOOR 0.5%	STANDARD 0.75%	STRETCH 1.25%	AMBITIOUS 1.75%
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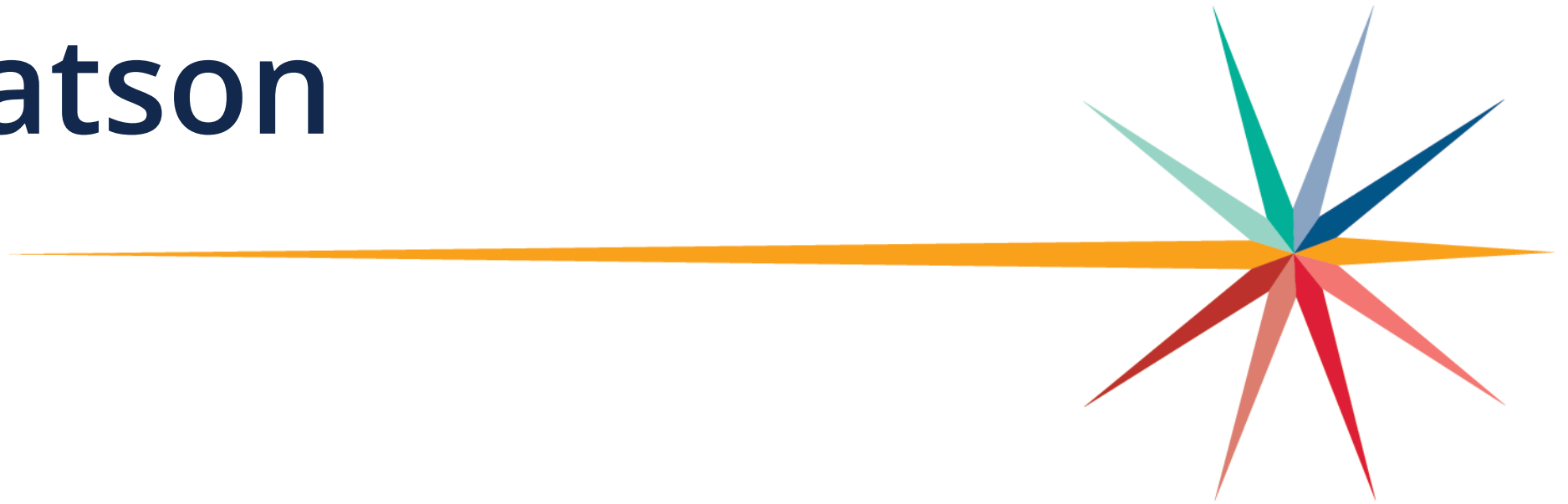
What's Next?

- Become familiar with your assessment data and at-risk interventions.
- When you submit KIDS records, make sure your at-risk data is updated and accurate.
- Think about continuity between supports for at-risk students and your overall School Improvement work.
- KSDE will provide trainings and technical assistance.

For questions around at-risk accountability plans, you can email stateatrisk@ksde.gov



Commissioner Watson



Through-Year Curriculum-Directed Assessment

Using the IADA to Align Accountability with
High-Quality Instructional Materials



What are we proposing?



An assessment system that uses short tests given throughout the year and are aligned to a district's scope and sequence. These assessments will provide the same type of score as the current summative, while giving teachers more timely information to impact instruction in real time.

- Focusing on how assessments can:
 - Better support high-quality instruction
 - Reduce unnecessary testing burden
 - Maintain accountability and rigor
 - Reinforce HQIM rather than compete with it

What are we proposing?



- Eliminate double testing of both the through-year curriculum-directed assessments and the state summative
- Utilize benchmarks as both instructional direction and federal accountability
 - Position accountability to drive teachers back into their high-quality resources and standards

How can we do it?



Innovative Assessment Demonstration Authority (IADA)

- IADA is a federal authority in ESEA that allows states to design, pilot, evaluate, and scale innovative assessments.
- It is a federally approved pathway for Kansas to pilot an assessment model while maintaining federal and state accountability requirements.
 - Districts can utilize the innovative assessment as an alternative to the statewide summative assessments.
 - The innovative assessment is used for federal accountability and reporting.

Will this impact student subgroups?



- IADA explicitly requires:
 - 95% participation, overall and for each student subgroup
 - inclusion of all student groups
 - subgroup comparability
 - accessible design using Universal Design for Learning
 - allowable accommodations

Purpose of this Conversation



- Considering potential implications for all students and stakeholders
- Providing clarity around the pilot and its effects
- We would appreciate your support as we test and scale this model



LUNCH
12:00 – 12:30

KSDE UPDATES



- CONTENTS

- Early Childhood Information
- Accreditation Updates
- Standards and Assessments
 - How to request district PD
 - Testing reminders
- Structured Literacy
- Climate and Wellness
- School Counseling
- PE/Health

Breakout Sessions

HQIM Collaboration Corner
Discussions



Breakouts

1. Math/Science/HGSS Observation Coaching – Jennifer Hamlet
2. Literacy Observations and Coaching Conversations – Laurie Curtis
3. Lesson Deep Dive – Thinking Through Instruction – Stephanie Alderman-Oler

Session 1 12:35 – 1:15

Session 2 1:15 – 1:55

Session 3 1:55 – 2:45



Reflections and Final Thoughts

Dr. Nugent



Feedback Survey

Please take a few minutes to complete this survey and let us know how to best meet your needs as a curriculum leader.



KSDE Great Ideas In Education Conference

July 27-29, 2026

Hyatt Regency and Century II
Wichita, KS

[Registration](#)

[Schedule](#)



Curriculum Leaders Meetings – 26-27

- Looking for large sites, that will hold 150 people, and have 2-3 breakouts rooms if possible
- Please email Pat with potential sites to host in September.
Pat.bone@ksde.gov
- November and January meetings will be held in Topeka



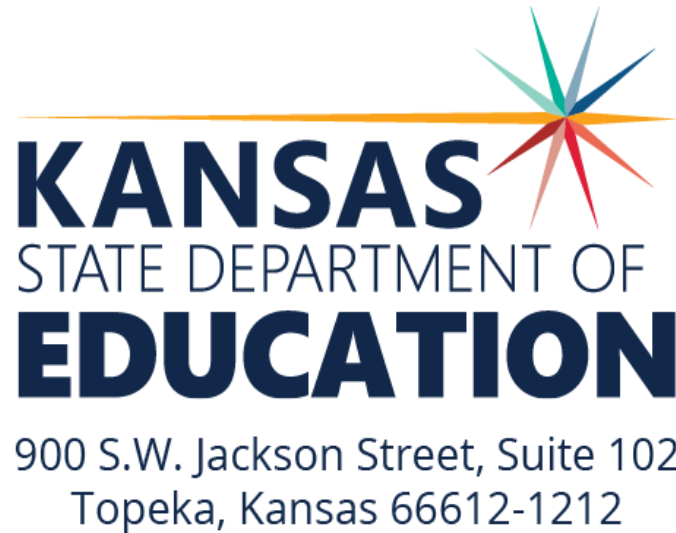
How do I connect

- KSDEweekly Newsletter from the department. Email: ksdeweekly@ksde.gov
- Curriculum Leaders Listserv (connect with Curriculum Leaders information) Email: pat.bone@ksde.org





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