

2015 - 2016 ANNUAL REPORT

# Kansans Can

KANSAS STATE DEPARTMENT OF EDUCATION



# Kansas State Board of Education



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## KSDE Leadership



**DR. RANDY WATSON**

Kansas Commissioner of Education



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Deputy Commissioner  
Division of Fiscal and Administrative Services



**BRAD NEUENSWANDER**

Deputy Commissioner  
Division of Learning Services



## VISION

Kansas leads the world in the success of each student.

## 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.

## MOTTO

Kansans CAN.



## SUCCESSFUL KANSAS HIGH SCHOOL GRADUATE

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 FOR MEASURING PROGRESS

- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance
- Social-emotional growth measured locally





{ Kansans Can  
believe in the  
power of education.

— Deidre Hoff, Salina Public Schools USD 305



A year ago, we set out to change the face of education in Kansas. We are well on our way to that goal, but we still have a lot of work to do.

It all started when Kansas State Department of Education staff members and Kansas State Board of Education members visited nearly 30 communities and businesses across the state to find out what Kansans wanted from public education.

We listened. Kansans said that while academics are important to the success of our students' futures, they alone won't guarantee success. Kansans said schools also need to focus on nonacademic skills, such as perseverance, accountability and the ability to communicate effectively, to help ensure the success of every high school graduate.

It was a year ago when the State Board announced the new vision for education – Kansas leads the world in the success of each student. It is a lofty goal, but one we will attain.

The board established five outcomes to help measure the progress of the vision:

- Kindergarten readiness
- Individual Plan of Study focused on career interest (*IPS*)

- High school graduation rates
- Postsecondary completion/attendance
- Social-emotional growth measured locally

We have made great strides in the past 12 months.

A kindergarten screener, Ages and Stages Questionnaire, is being piloted during the 2016-2017 school year. A state-preferred vendor has been selected for Individual Plans of Study, and we have started implementing a new accreditation model for Kansas.

In the next 12 months, we will be establishing new benchmarks, collecting data and putting programs into place.

This is an exciting time in Kansas education. We are headed in the right direction, but we need to remember that the vision won't be achieved overnight.

It will take hard work and perseverance, but together, Kansans Can!



**Dr. Randy Watson**  
Kansas Commissioner  
of Education



# year in review

# Quarter One

2015

## OCTOBER

### COMMUNITY CONVERSATION REVISITS

Completed 10 events across Kansas reporting back what Kansans said they wanted in their state education system. This feedback was used to create the Kansas State Board of Education's (KSBE) new vision for education.

### VISION LAUNCH



Announced the Kansans Can initiative and KSBE's new vision for education – Kansas leads the world in the success of each student – to more than 1,000 Kansas educators attending the KSDE Annual Conference in Wichita.

### EDUCATION AND POLICY LEADER MEETING

Hosted a meeting in Wichita with about 40 key education and policy leaders to gain bipartisan support for the new vision.

### STATE BOARD WORK SESSION CONVENED

KSBE convened a full-day work session to begin identifying outcomes to measure schools' progress toward achieving the vision.

### KANSAS MILKEN AWARD WINNER ANNOUNCED

Bill Smithyman, a language arts teacher at Blue Valley Northwest High School, was named a 2015 Milken Award winner in a surprise ceremony.

### KANSAS AWARDED \$5.8 MILLION GRANT FROM U.S. DEPARTMENT OF EDUCATION

Kansas received a four-year, \$5.8 million grant to develop a learning-maps-based instructional model for mathematics and English language arts in grades two through eight.

### COMMISSIONER VISITS

Completed seven district visits.

## NOVEMBER

### BUSINESS ROUNDTABLE SUMMITS

Events held in Wichita and Lawrence with business representatives to discuss opportunities that can help support the vision through job shadowing and internship programs and work-based learning.

### STUDENT ARTWORK PRESENTATION AND DEDICATION

Gardiner Elementary (Wichita Unified School District 259) students unveiled a custom-designed wall hanging for the KSBE meeting room.

### 2016 KANSAS TEACHER OF THE YEAR ANNOUNCED

Justin Coffey, a high school mathematics teacher at Dodge City High School, was named the 2016 Kansas Teacher of the Year.

### KANSAS CURRICULAR STANDARDS FOR MUSIC EDUCATION

KSBE approved Kansas Music Education Standards, which were updated to align with the Rose Standards and National Music Standards.

### COMMISSIONER VISITS

Completed three district visits.

## DECEMBER

### LICENSURE PROGRAM STANDARDS APPROVED

KSBE approved revised licensure program standards for English 5-8, English 6-12, Reading Specialist pre-K-12 and Technology 6-12.

### VISION OUTCOMES ADOPTED

KSBE adopted five outcomes that will be used to measure the state's progress in achieving the vision. Outcomes to be measured are:

- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance
- Social-emotional growth measured locally

### ESEA REAUTHORIZED

Federal reauthorization of the Elementary and Secondary Education Act was announced. The new law goes into effect during the 2017-18 school year. A KSDE team began analysis of the document. A statewide advisory group was assembled. Work got underway to develop a model for identifying and supporting schools on improvement.

### SUCCESSFUL HIGH SCHOOL GRADUATE

State board adopts the definition of a successful high school graduate.

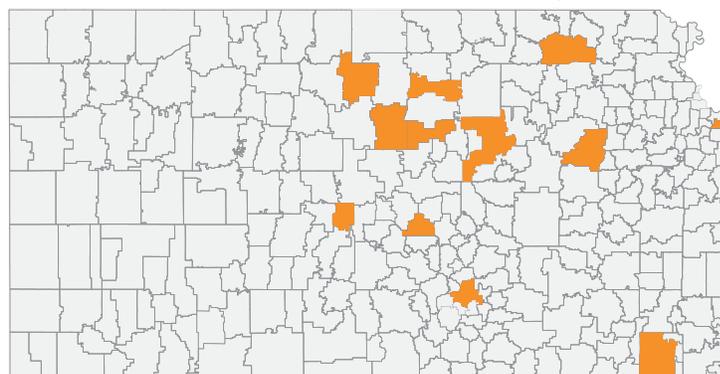
*"A successful high school graduate will have the academic preparation, cognitive preparation, technical skills, employability skills and civic engagement to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation."*

### COMMISSIONER VISITS

Completed two district visits.

## COMMISSIONER VISITS

## Quarter One



2016

JANUARY

FEBRUARY

MARCH



## VISION WORK: FIVE OUTCOMES

Communication efforts focused on sharing the five outcomes that will measure the state's progress toward achieving its vision for education. Kansas Commissioner of Education Randy Watson continued an aggressive schedule of school visits and community presentations.

### ANNUAL REPORT



Photo: Lawrence USD 497

The 2014-15 Accountability Report — an annual accounting of Kansas education initiatives and school performance — was released.

### COMMISSIONER VISITS

Completed five district visits.



## VISION WORK: INDIVIDUAL PLAN OF STUDY

Vision and communication work focused on the Individual Plan of Study (IPS) outcome. An IPS provides for a flexible career focus and an education plan that is clearly defined, rigorous and relevant in order to help students make better informed decisions about their path forward after high school graduation.

### TEACHER VOICES

More than 200 members of the Kansas Exemplary Educators Network took part in a half-day work session to provide input on the board's five outcomes for measuring progress toward achieving the vision. The group identified information and supports KSDE must provide schools, ideas for classroom implementation and ways to be leaders of change.

### CTE MONTH



Celebrated Career Technical Education (CTE) Month with media events hosted in Wichita and Wabaunsee to highlight district programs. CTE programs across Kansas were highlighted on KSDE's social media sites.

### COMMISSIONER VISITS

Completed 14 district visits.



## VISION WORK: SOCIAL-EMOTIONAL GROWTH

Agency communications focused on the social-emotional growth board outcome. Academics alone won't ensure a student's long-term success. Social-emotional learning that focuses on developing skills like persistence and accountability is equally important.

### TEACHER SHORTAGE STUDY

Watson convened the Blue Ribbon Task Force, comprised of K-12 educators and administrators, to study Kansas' teacher shortage and develop recommendations for addressing the issue.

### SUICIDE AWARENESS AND PREVENTION

KSBE approved an amendment to accreditation regulations requiring suicide prevention training for all school employees and the development of crisis plans for each building.

### KANSAS ASSESSMENT PROGRAM

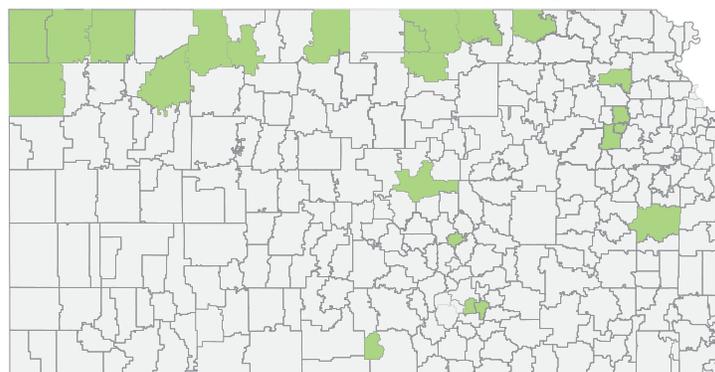
A new history/government/social studies assessment was piloted with students in grades six, eight and 11.

### COMMISSIONER VISITS

Completed four district visits.

## COMMISSIONER VISITS

## Quarter Two



2016

APRIL

MAY

JUNE

## VISION WORK: KINDERGARTEN READINESS



Photo: Topeka Public Schools USD 501

Agency communications focused on the kindergarten readiness board outcome. The focus of this outcome is to ensure all Kansas children have access to quality preschool programs, and to provide a tool for teachers to assess a student's kindergarten readiness.

### KANSAS EDUCATION FELLOWS

The Kansas Education Fellows pilot program was launched. Groups of educators delivered training to districts on the five outcomes. Training sessions were delivered in June and July.

### COMMISSIONER VISITS

Completed eight district visits.

## VISION WORK: GRADUATION RATES

Agency communications focused on the graduation rate board outcome. Every high school senior must graduate with the skills necessary to have a successful future. Every graduate needs to be able to enter into college or the workforce prepared.

### STANDARDS REVIEW

Kansas statute requires KSBE to conduct a review of Kansas academic standards every seven years. A review is currently underway of Kansas' English language arts and mathematics standards. Committees made up of content-expert educators, KSDE staff members and members of the legislature are reviewing public feedback and will submit final drafts to the KSBE in May/June 2017.

### COMMISSIONER VISITS

Completed five district visits.

## VISION WORK: POSTSECONDARY COMPLETION/ATTENDANCE



Photo: Sublette USD 374

Agency communications focused on the postsecondary completion/attendance board outcome.

### CAREER CRUISING

Career Cruising was added to Kansas' state-preferred IPS vendor list.

### SYSTEMS APPROACH

KSBE approved the Kansas Education Systems Accreditation (KESA) model to replace Quality Performance Accreditation (QPA) as the state's accreditation system. KESA is a systems approach, rather than focused on individual buildings, and it will occur on a five-year cycle.

### CIVIC ADVOCACY NETWORK

KSBE approved the creation of the Civic Advocacy Network pilot to promote civic engagement in schools and to recognize schools that intentionally create civic engagement learning opportunities for their students.

### BALANCING ASSESSMENTS

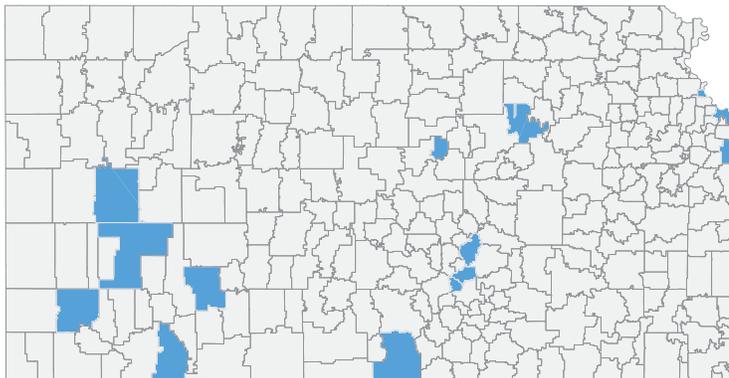
Work is announced to shrink Kansas' assessment footprint in order to reclaim the instructional value of assessments.

### COMMISSIONER VISITS

Completed one district visit.

## COMMISSIONER VISITS

## Quarter Three



# Quarter Four

2016

JULY

## VISION WORK: ACCREDITATION

Agency communications focused on Kansas' newly approved accreditation system, KESA. This system embeds the five outcomes.

## COALITION OF INNOVATIVE DISTRICTS

KSBE approved the application of USD 484 Fredonia to operate as an Innovative District. HB 2319 creates the Coalition of Innovative Districts Act, the purpose of which is to allow up to 10 percent of the state's school districts, at any one time, to opt out of state laws, rules and regulations in order to improve student achievement.

## COMMISSIONER VISITS

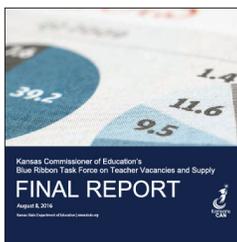
Completed two district visits.

AUGUST

## VISION WORK: WELCOME BACK

Kansas school districts received a "Back-to-School" toolkit that included an array of materials to help schools communicate the vision. Materials included videos, newsletter articles, brochures and talking points.

## TEACHER VACANCIES AND SUPPLY



The Blue Ribbon Task Force published its final recommendations for addressing ongoing Kansas teacher vacancies and supply issues. The report contained 61 recommendations. KSBE approved the creation of a Teacher Vacancy and Supply Committee to lead the implementation of recommendations.

## SCHOOL FUNDING

Kansas Gov. Sam Brownback had a press conference inviting public input into the development of the state's new school funding system.

## KINDERGARTEN READINESS

A kindergarten screener, Ages and Stages Questionnaire, was piloted in several schools across the state.

## COMMISSIONER VISITS

Completed 15 district visits.

SEPTEMBER

## VISION WORK: REDUCING THE ASSESSMENT FOOTPRINT

Agency communications focused on the state's work to reduce its assessment footprint.

## 2016 NATIONAL BLUE RIBBON SCHOOLS ANNOUNCED

Four Kansas schools were designated National Blue Ribbon schools for overall academic excellence or progress in closing achievement gaps.

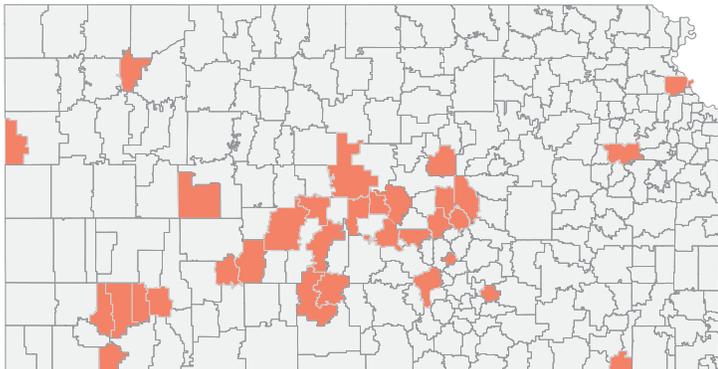
- Challenger Intermediate School, Goddard USD 265
- Chanute Elementary School, Chanute USD 413
- McKinley Intermediate School, Abilene USD 435
- Wheatridge Middle School, Gardner Edgerton USD 231

## COMMISSIONER VISITS

Completed 17 district visits

## COMMISSIONER VISITS

## Quarter Four



Kansas kids are our greatest resource. We must invest in bringing this resource – these valuable people – to the world! Invest in children! Invest in our future!

— Julie Doyen, Bergman Elementary School, Manhattan USD 383



# vision Launch



The concept for the Kansas State Board of Education's vision for Kansas education started nearly a year before it was announced.



KSDE staff members, along with current Kansas Commissioner of Education Randy Watson, began touring the state during the summer of 2015 for Community Conversations.

They visited with people from more than 25 communities to find out what is important to Kansans when it comes to education.

Parents, educators, business leaders and other policymakers came to the table to share their thoughts.

After that data was collected, it was analyzed and taken back out into the communities for even more discussion. In October 2015 during KSDE's Annual

Conference in Wichita, the vision – Kansas leads the world in the success of each student – was announced in front of more than 1,000 educators, students, policymakers and business leaders from across the state.

State leaders and policymakers met with Watson after the announcement to discuss what roles they can take in making the vision a reality.

In the months following the announcement, KSDE staff members and Watson have presented at conferences, meetings and school districts across Kansas to get vision information into the hands of every Kansan.

With your help, we can lead the world in the success of each student.

# kindergarten Readiness

High-quality, early learning opportunities set the foundation for health, physical well-being and the development of cognitive, communication and social-emotional skills necessary for a child's success in school.

This means poor quality care or the lack of learning experiences in early childhood years creates a learning deficit for students. Overcoming these deficits can be difficult. If we want the success of each Kansas student, then we have to start with high-quality, early childhood care and education.

It is important to measure kindergarten readiness to help teachers meet each student where he or she is academically and socially upon entering kindergarten. An Ages and Stages Questionnaire will be used to obtain that snapshot. Kansas is piloting this kindergarten screener in the fall of 2016 to see if it is a viable tool to collect needed data from parents and teachers.

The questionnaire screener won't be used to keep a 5-year-old out of kindergarten, and it won't measure a teacher's abilities. It will, instead, be used to provide critical information to families, teachers and administrators.

The information can help support data-driven decision-making by school, district and state policymakers who can consider targeted ways to increase readiness.

KSDE is determining a common measure that will help gather baseline data. Then, goals will be established to help measure our progress.

After the kindergarten screener is piloted in the fall of 2016, those districts and schools that participated will provide feedback to KSDE. This will help determine the plan for rolling out the screener to the whole state.

In the spring of 2017, every kindergarten teacher will be trained on the facilitation of the screening tool.

The screener will be rolled out to 37,000 kindergarten students, their families and teachers in the fall of 2017.





## kindergarten readiness Success Snapshot

**Coffeyville USD 445**  
Coffeyville, Kansas

Superintendent: Dr. Craig A. Correll

The district is preparing students for kindergarten through several services, including the Dr. Jerry Hamm Early Learning Center. The center offers English for Speakers of Other Languages (ESOL), speech/language, special education, family advocate services and partnerships with child care providers and private preschools.

{ Kansans Can prepare its children to lead the world into a future full of challenges and opportunities.

— Eric Magette, Eudora High School, Eudora USD 491



# individual plan of study Focused on Career Interest

Pilot. Doctor. Welder. Lawyer. Archaeologist. President of the United States.



No matter what a student wants to be when he or she grows up, it is important to make sure the proper supports are in place and that the student has an opportunity to try out different career choices.

An Individual Plan of Study (IPS) can provide the mechanism for students to explore their future plans beginning in middle school. This can help students make better, more informed choices for their path after graduation.

Employers are increasingly requiring higher levels of postsecondary credential attainment for prospective employees. For students to compete for jobs, they must earn some type of postsecondary credential. This can take quite a bit of planning prior to high school graduation.

Often when students are asked what they want to do after high school, they will say they want to go to college. However, many don't know what they want to study. This can result in wasted dollars and frustration for the student and family members. This is where an IPS can help out.

All students beginning in middle school will develop an IPS based on their career interest. An IPS is both the product a student develops and a process the school implements to guide students in developing future plans.

KSDE completed nine regional trainings across the state during the spring of 2016 to discuss best practices in IPS processes and IPS products. Nearly 1,000 Kansas educators attended these trainings.

Also during the spring, KSDE identified Career Cruising as the state-preferred

IPS vendor. KSDE is reimbursing schools for start-up costs associated with the new service from Career Cruising. The agency also is partnering with service centers to provide training and will offer career advising/IPS process professional development opportunities at all conferences and workshops for the next two years. Workgroups also will be put together to help with IPS implementation across the state.

There are four minimum components of a student's IPS:

- A graduated series of strength finders and career interest inventories to help students identify preference toward career clusters.
- Eighth- through 12<sup>th</sup>-grade course builder function with course selections based on career interests.
- A general postsecondary plan (*workforce, military, certification program, two- or four-year college*).
- A portable electronic portfolio.

KSDE has developed a survey that will be used for the next two school years to ascertain the level of IPS implementation in each middle and high school. Each middle and high school are expected to have an IPS process in place by the spring of 2018.

Many schools already have implemented an IPS for their students either through their own realization of the importance of more extensive planning and early career exploration or through the State Board of Education's long-held goal of an IPS for every student.



## individual plan of study

### Success Snapshot

#### Seaman High School

Seaman USD 345  
Topeka, Kansas

Principal: Mike Monaghan  
Superintendent: Dr. Steve Noble

Seaman High School students are well-prepared for college and career training. More than 50 percent of its graduates complete one or more college classes during high school. During the 2015-2016 school year, 480 nonduplicated students were enrolled in 1,746 college hours through Washburn University, which is more than any other school in Shawnee County. Forty-one students were enrolled at Washburn Institute of Technology, with 22 students earning certificates of completion last school year.



# high school Graduation Rates

High school graduation is essential to ensuring the economic, social and civic health of Kansas' students, families and communities.



*Photo: Emporia Public Schools USD 253*



Kansas' 2014-2015 overall high school graduation rate was 85.7 percent. This is above the national average, but it isn't enough. We need to make sure every student graduates with the skills needed to be successful as they enter college or the workforce.

Individuals who don't receive a high school diploma often live in poverty, are unemployed and have poor health, research shows. They also are less likely to engage in civic activity, including voting and volunteering in their communities.

KSDE recognizes that there are many reasons that can keep a student from graduating. In order to improve graduation rates in the state, KSDE is focusing on initiatives, such as kindergarten readiness, family engagement, civic engagement, Individual Plans of Study and social-emotional growth. These can keep students and their families connected to school in relevant and meaningful ways.

All districts can receive technical assistance with their data submission to ensure that they have the most accurate graduation data possible. Some districts also are receiving targeted support to increase graduation rates through the Kansas Integrated Accountability System (KIAS). KIAS allows KSDE to take an in-depth look at data submitted by districts and helps determine what areas districts may need support in.

In order to help measure graduation rates, Kansas uses a four-year adjusted cohort graduation rate, which is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school four years earlier (*adjusting for transfers in and out*). KSDE realizes that not all students finish high school in four years, so a five-year adjusted cohort graduation rate, which follows students for an additional year of high school, also is calculated.

During the past four years, Kansas graduation rates have increased in every subgroup. The highest percentage increases from 2011-2012 to 2014-2015 have been in the free/reduced lunch subgroup (*1.6 percent increase*); the Hispanic subgroup (*1.9 percent increase*); the limited English proficient subgroup (*3 percent increase*); and the African American subgroup (*3.3 percent increase*).

While this is good news, we still have more work to do. A high school diploma is widely recognized as the cornerstone to future success, and Kansas can't lead the world in the success of each student without ensuring that all students graduate and have a plan in place for their futures.



## high school graduation rates Success Snapshot

### Goessell Senior High School

Goessell USD 411  
Goessell, Kansas

Principal: Scott Boden  
Superintendent: John Fast

Although Goessell Senior High School is small, it has a lot of variety to offer students — from sports and college courses to different clubs and activities. The school is working hard to make sure every student has an Individual Plan of Study in place and that every student is engaged in the school. The district also has a lot of strong parental and community support, staff members said. Students want to attend the school, and that is evident in the 100 percent graduation rate the district had in 2016.

# postsecondary Completion/Attendance

The education demand for jobs in Kansas in the year 2020 will look different than it does today. Thirty-five percent of employees will need an associate's degree, 25 percent will need a bachelor's degree, 11 percent will need a master's degree and 29 percent will need a high school diploma or less.



This means the state will need students not just enrolling in postsecondary programs, but also completing a credential to help meet the workforce needs. Technical colleges, community colleges and the military all play a critical role in preparing students for the future.

So what are the postsecondary attainment markers that KSDE has established?

An industry-recognized credential earned by January following graduation or any credit hours earned from Advanced Placement/International Baccalaureate/dual-credit during high school plus follow-up enrollment in an institute of higher learning in a nonremedial course in the fall and completion of a minimum of 12 nonremedial college credit hours by January following graduation.

KSDE will measure the status of these markers at two points — seven months after spring high school graduation and 16 months after spring high school graduation.

The current predictors of postsecondary success include:

- Industry recognized certification
- Career and technical education pathway completion
- Advanced Placement (AP)
- Postsecondary enrollment
- Postsecondary retention
- ACT/SAT college readiness assessment

These predictors support the Kansas State Board of Education's mission and vision for the Kansans Can initiative.

KSDE is considering other predictors that could include:

- Dual credit earned in high school.
- International Baccalaureate courses completed in high school.
- Civic engagement/volunteerism.
- Reserve Officer Training Corps (ROTC) participants.
- Internships and/or work studies completed during high school.



## postsecondary completion/attendance

### Success Snapshot

**Remington High School**  
Remington USD 206  
Whitewater, Kansas

Principal: Tim Bumgarner  
Superintendent: James Regier

At Remington High School, all staff members play a role in the school's postsecondary completion/attendance success. Twice per year, teachers and other staff members contact graduates from the previous year to see how the students are doing. They discuss life after high school, answer questions and see if a student needs anything. The district also this year implemented the University of Minnesota's Ramp-Up to Readiness program, a college and career readiness program. Students in grades nine through 12 spend time each week learning life skills. Topics may include college and career choices, financial aid and study habits. Remington High School uses Career Cruising to help students decide what they want to do after graduation, and the school also recognizes graduating seniors who obtain a certificate during high school.

**Kansans Can promise to empower students as individuals and not let them be defined by their personal circumstances.**

— Laura Brogdon, Shawnee Mission USD 512, Overland Park

# social-emotional Growth

Everyone knows that academics are an integral part of a student's success. However, academics alone won't guarantee success after high school.

A preponderance of research, both locally and nationally, tells us that nonacademic skills, such as conscientiousness, perseverance and the ability to communicate effectively, are the skills that will contribute greatly to an individual's success.

We also know that social-emotional issues, such as bullying and adverse childhood experiences, significantly impact the ability for children to learn.

By addressing social-emotional character growth, schools can increase learning, prepare good citizens and ensure that students will be successful in whatever journey they choose to take.

Social-emotional learning is the process through which students and adults acquire the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others and establish and maintain positive relationships. It also helps students and adults make responsible decisions.

In 2012, Kansas became the first state to implement Social, Emotional, Character Development Standards.



An internal and external workgroup have been established to draft recommendations to be sent to the Kansas State Board of Education. These groups have:

- Conducted a field survey and compiled results relative to social, emotional and character development.
- Created a directory of social-emotional services provided by KSDE.
- Integrated social-emotional and character development into the summer Impact Institutes and various other KSDE sponsored workshops and conferences.
- Studied Adverse Childhood Experiences and have provided viewing and reflective study of the documentary "Paper Tigers."

The groups also will propose a contract with Research Collaboration at the University of Kansas to provide implementation of a statewide integrated tiered approach for social-emotional supports.

The College and Career Competency Wheel will allow educators to teach curriculums on intrapersonal, interpersonal and cognitive domains. Within each domain, several competencies are listed. For example, perseverance, self-care, curiosity and goal setting all fall under the intrapersonal domain.

Researchers will develop study materials and questionnaires on each competency that educators can use in the classroom.





Research shows students can't and won't learn if they are dealing with social-emotional issues without support. This is why it is important to teach these nonacademic skills in the classroom.



## social-emotional growth Success Snapshot

### Circle High School

Circle USD 375  
Towanda, Kansas

Principal: Todd Dreifort  
Superintendent: Jim Johnson

Circle High School was named a 2014 National School of Character because it uses character development to drive a positive impact on academics, student behavior and the school's climate. A character development program has been in place for several years. Students get one 50-minute class on character development per week.

Kansans Can find, encourage, grow and celebrate the uniqueness of each child because each one is worth it now and tomorrow.

— Lucinda Crenshaw, West Middle School, Lawrence Public Schools USD 497



# civic Engagement



If the nation is to progress and students are to succeed, then it is important to teach not only about the government and a citizen's rights and responsibilities but also ways they themselves can affect change.



Civic engagement is about individuals sharing their skills and knowledge through actions intended to improve communities, states, nations, the world and themselves. It also is comprised of actions and attitudes associated with social participation. The most obvious are voting, volunteering and donating money. But civic engagement also can involve membership in civic and community organizations, public speaking, petitioning, mentoring, assisting a neighbor or other informal volunteering activities that can lead to strong communities.



In order for schools to cultivate a culture of civic engagement, students need regular opportunities to engage in civic learning, participate in their communities and see similar behavior modeled by adults. This involves partnering with communities, organizations, businesses and other groups to provide engagement opportunities at all academic levels.

Civic engagement isn't learned by reading text, listening to a lecture or watching a video. Students learn to be civically engaged by being civically engaged.



Civic engagement is most effective when integrated into all components of pre-K-12 curricula, not just a requirement to graduate. These civic engagement opportunities must be a part of a systematic approach, which includes the school, classrooms, teachers and students.

The goal is for students to be civically engaged before they leave school, not simply to possess the skills and knowledge to be civically engaged.

The Civic Advocacy Network Award program will recognize schools that actively involve students in civic engagement opportunities. The Civic Advocacy Network will collect exemplary practices to share with schools across the state.

The ultimate goal is to promote civic engagement as part of each student's experiences. The program's goal is to encourage collaboration between district administrators, teachers and students and to highlight how civic engagement benefits communities, schools and students.

The program is being piloted in 2016-2017 and will be ready for rollout for the 2017-2018 school year. The first round of awards will be announced on Constitution Day on Sept. 17, 2018.



## civic engagement Success Snapshot

### Wamego USD 320

Wamego, Kansas

Superintendent: Tim Winter

Wamego Middle School offers a civics class as an elective for students in seventh-and eighth-grades. Students can take a full civics class or an introduction to civics class. The full civics class is currently working on ideas that can enhance the Wamego community. Students also produce a civics portfolio. In classrooms, teachers connect the content in a civic manner. For example, in English language arts, teachers use literature to discuss social topics.

{ Kansans Can take a role in making our nation and world  
a better place for everyone to live, learn and grow in.

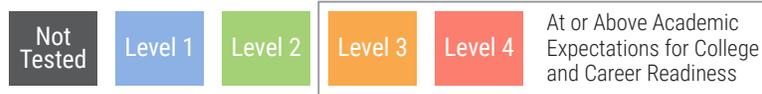
— Keil Hileman, De Soto USD 232



# 2016 kansas Academic and Cognitive Preparation

Student performance was scored using four levels.

Kansas Assessment Performance Levels



## Level 1:

A student at Level 1 shows a limited ability to understand and use the skills and knowledge needed for college and career readiness.

## Level 2:

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

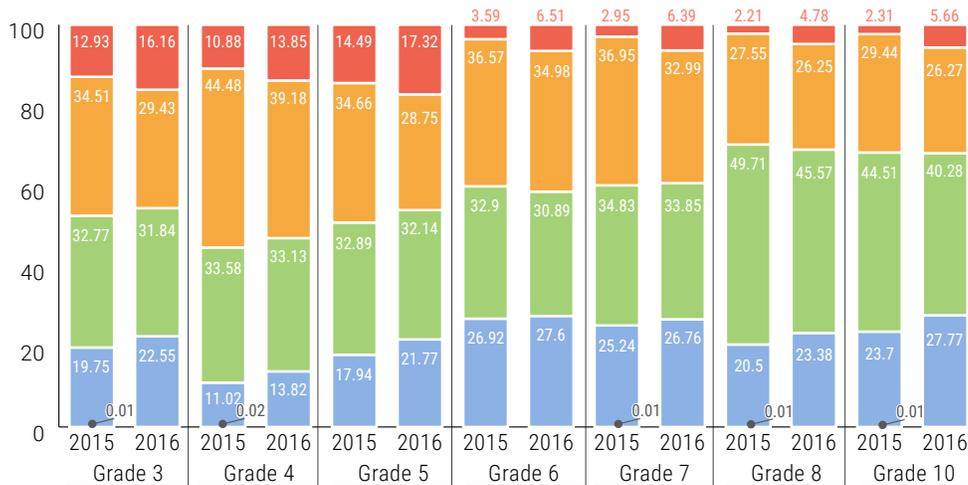
## Level 3:

A student at Level 3 shows an effective ability to understand and use the skills and knowledge needed for college and career readiness.

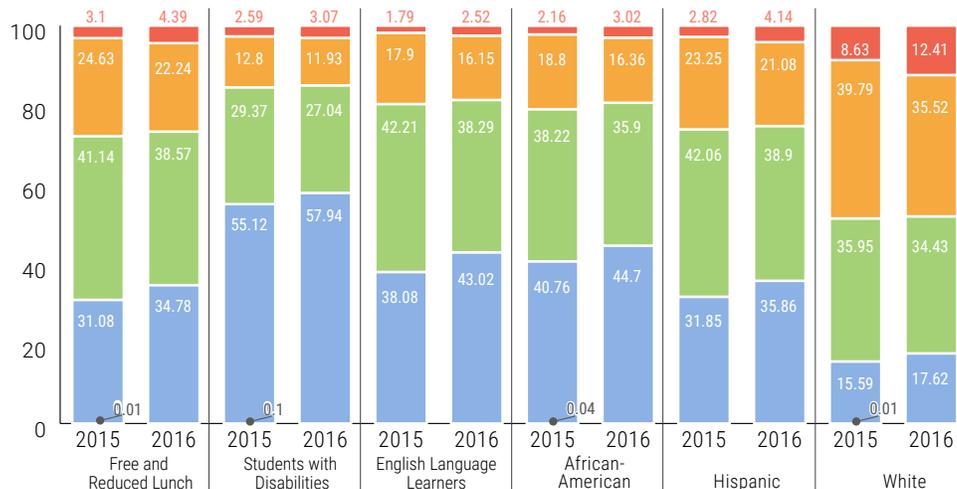
## Level 4:

A student at Level 4 shows an excellent ability to understand and use the skills and knowledge needed for college and career readiness.

## ENGLISH LANGUAGE ARTS BY GRADE



## BY SUBGROUP





# education Summary

## PUBLIC SCHOOL CHARACTERISTICS

Number enrolled*	484,496
Number of Title 1 Schools	648

\*Headcount enrollment

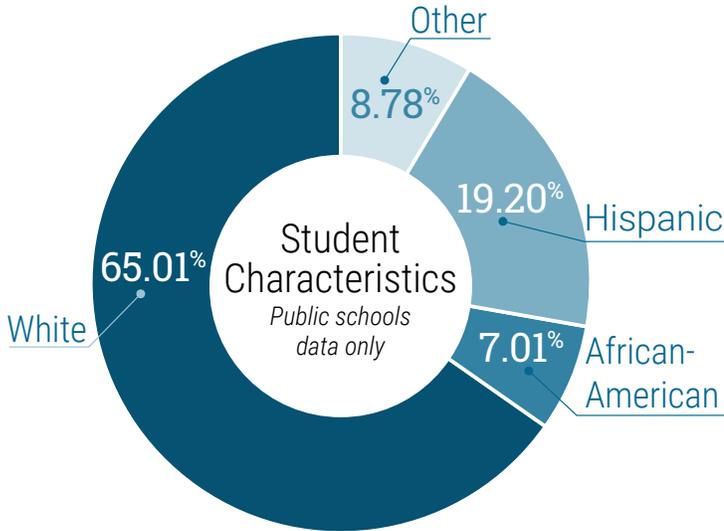
## SCHOOL DISTRICT CHARACTERISTICS

Number of School Districts	286
Number of Schools	1,335

## TEACHERS

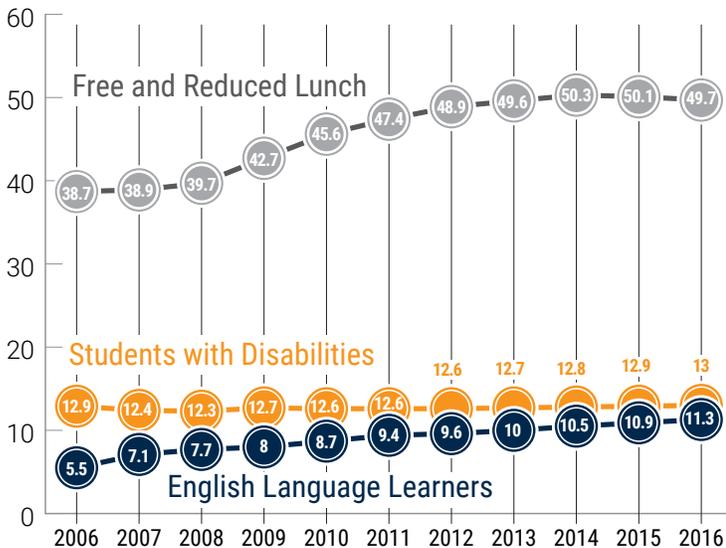
Average Age	43
Average Years of Experience	14
Number of Full-Time Equivalent (FTE) Teachers	34,405.7
Teachers' Average Salary**	\$53,155
Teacher/Pupil Ratio	14.08

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



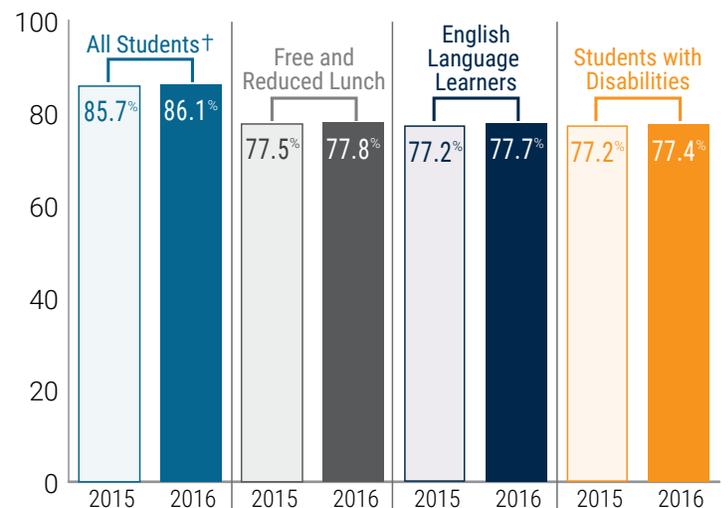
Source: Kansas Report Card 2015-2016.

## Student Population Subgroups



Source: K-12 September 2016 unaudited enrollment, public schools

## Graduation Rates

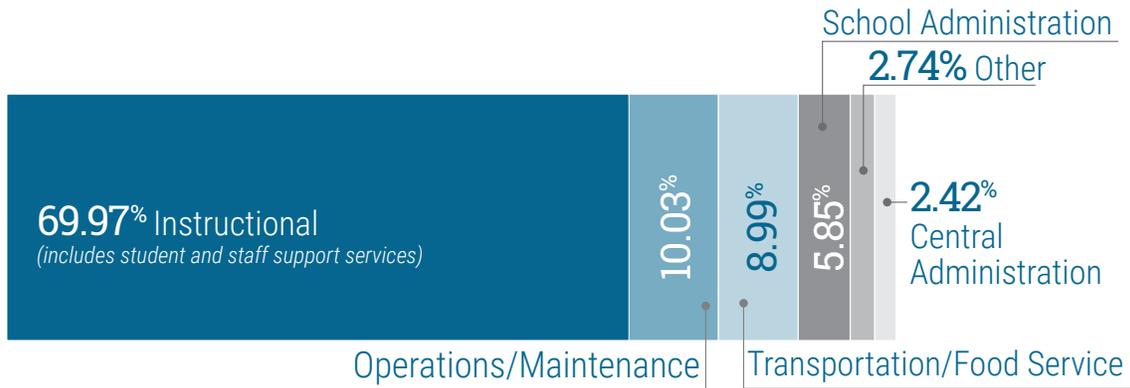


† All students in public and private schools in Kansas.



## DISTRICT FISCAL SUMMARY

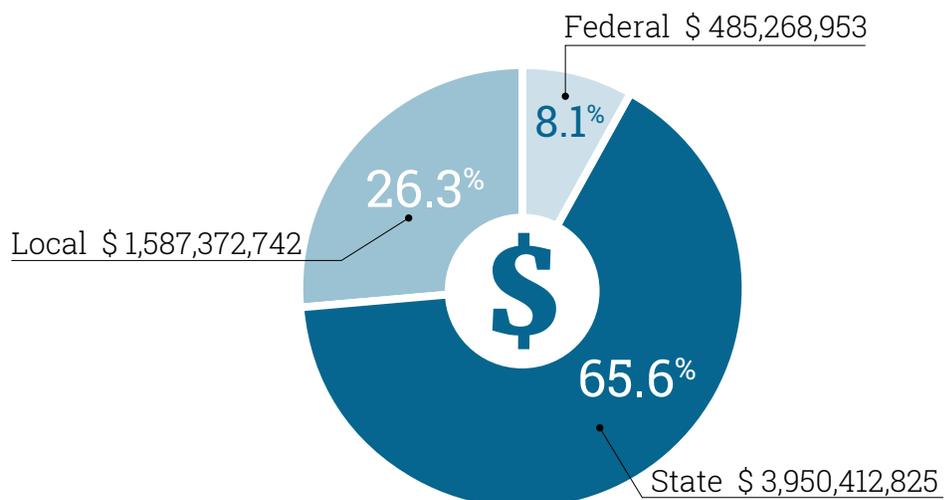
### EXPENDITURES



Total Operating Expenditures	\$	4,942,111,301
Total Operating Expenditures Per Pupil ‡	\$	10,683
Total Nonoperating Expenditures §	\$	1,078,505,019
Total Expenditures	\$	6,020,616,320
Total Expenditures Per Pupil	\$	13,015

‡ Based on FTE of 462,594.7  
 § Bond, Interest, Capital Outlay

### REVENUE





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