

2017 - 2018 ANNUAL REPORT

LAUNCH

KANSAS STATE DEPARTMENT OF EDUCATION



Kansas State Board of Education



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Mission

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

Vision

Kansas leads the world in the success of each student.

Motto

Kansans CAN.

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

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

KSDE Leadership



DR. RANDY WATSON
Kansas Commissioner of Education



DALE M. DENNIS
Deputy Commissioner
Division of Fiscal and Administrative Services



BRAD NEUENSWANDER
Deputy Commissioner
Division of Learning Services



Kansas Commissioner of Education Dr. Randy Watson spoke to students at Jefferson West High School, Jefferson West USD 340, in April 2018.

When the Kansas State Board of Education announced just three years ago that our Kansas education system was *“going to the moon,”* I don’t think any of us could have imagined just how much change we were capable of achieving in a relatively short amount of time. Nor do I believe that any of us could have predicted the response we would receive from Kansas educators.

During the past 36 months, the State Board of Education and the Kansas Department of Education (KSDE) have shared Kansas’ vision for education with tens of thousands of Kansas residents; our schools have implemented programs, strategies and curriculum to address social-emotional growth, kindergarten readiness, Individual Plans of Study (IPS), high school graduation and postsecondary success; 13 districts have launched redesigned schools this year and nearly 40 others will be launching in 2019-2020.

The board’s vision that Kansas leads the world in the success of each student has unified our state and reignited our educators’ passion for the profession. Many teachers have found their seat at the table, and their voices aren’t just being heard, they are leading the change they have always known was best for their students.

Every Kansas citizen should be very proud of the state’s education system. The Kansas Legislature is working to provide needed resources. Kansas businesses are partnering with schools to offer students job shadowing, internships and other career exploration opportunities. Educators are researching and implementing innovative programs and techniques to ensure students build the skills and knowledge needed to compete in the 21st century.

Perhaps most importantly, Kansas students are learning how to advocate for their own learning needs – a skill that will serve them well in their postsecondary pursuits.

On behalf of KSDE and the State Board of Education, thank you for your support and guidance as we work to advance and strengthen Kansas’ education system.

Dr. Randy Watson
Kansas Commissioner of Education



YEAR IN REVIEW QUARTER ONE

2017

OCTOBER

MILKEN AWARD WINNER ANNOUNCED



Heidi Albin, a science teacher at Complete High School, Maize USD 266, received the 2017 Milken Educator Award.

COALITION OF INNOVATIVE SCHOOL DISTRICTS BIENNIAL REPORT

Focus for the year: Exploring competency-based promotion, investigating the idea of regional learning networks and sharing how Coalition initiatives are impacting student success.

"TAKE A STAND. LEND A HAND" CAMPAIGN LAUNCHED

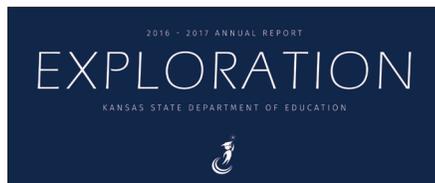


Anti-Bullying Awareness Week was observed Oct. 2-7. KSDE launched a social media campaign using the hashtag #StandUpKansas.

NATIONAL PTA SCHOOLS OF EXCELLENCE

The Kansas State Board of Education recognized Belinder Elementary and Belinder Elementary PTA (USD 512) and Indian Hills Middle School and Indian Hills Middle School PTA (USD 512) for being named 2017-2019 National PTA Schools of Excellence.

ANNUAL REPORT



KSDE presented its 2017 Annual Report to the Kansas State Board of Education.

KSDE ANNUAL CONFERENCE

The 2017 KSDE Annual Conference, which took place Oct. 11-13, drew more than 1,000 Kansas educators to Wichita for networking and learning. The theme was Kansans Can: Imagine.

NOVEMBER

FIRST EDUCATE KANSAS DIALOGUE SUMMIT

More than 150 educators, higher education representatives, human resource personnel and administrators attended the Educate Kansas Dialogue Summit organized by KSDE's Professional Standards Board. The focus of the summit was on teacher retention in Kansas.

TWO KANSAS STUDENTS HONORED

Vasavi L. Garimella, who attended Blue Valley West High School in Overland Park at the time of the award, and Owen S. Li, who attended Manhattan High School at the time of the award, received the College Board's State Advanced Placement (AP) Scholar Award based on their outstanding performances on 2017 AP exams.

2018 TEACHER OF THE YEAR ANNOUNCED



Samantha "Sam" Neill, an English language arts teacher at Buhler High School, Buhler USD 313, was named the 2018 Kansas Teacher of the Year. Team members include:

- Gilbert R. Still Jr., a fourth-grade teacher at Northwest Elementary School in Dodge City, Dodge City USD 443.
- Bradley "Brad" W. Weaver, an elementary music teacher at Atchison Elementary School, Atchison USD 409.
- Jamie D. Manhart, a journalism teacher at Silver Lake Junior-Senior High School, Silver Lake USD 372.
- Jennifer L. Donovan, a music teacher at Clear Creek Elementary School in Shawnee, De Soto USD 232.
- Angela "Angie" R. Powers, an English teacher at Olathe Northwest High School, Olathe USD 233.
- Megan E. Nagel, a sixth-grade English language arts and science teacher at Santa Fe 5/6 Center, Newton USD 373.
- Sarah C. VenJohn, a mathematics teacher at Winfield High School, Winfield USD 465.

NATIONAL TITLE I DISTINGUISHED SCHOOLS

Pleasant Ridge Elementary, Easton USD 449, was recognized for exceptional student performance for two or more consecutive years, and Valley Heights Elementary, Valley Heights USD 498, was recognized for closing the achievement gap between student groups.

KANSAS CURRICULAR STANDARDS FOR ENGLISH LANGUAGE ARTS

The State Board of Education approved revised curricular standards for English Language Arts.

DECEMBER

KSDE AWARDED READING GRANT

The Kansas State Department of Education (KSDE) was awarded a \$27 million competitive federal grant from the U.S. Department of Education to significantly advance literacy skills for Kansas children ages birth through grade 12.

KANSAS CURRICULAR STANDARDS FOR HEALTH EDUCATION

The State Board of Education approved a proposed amendment to the Kansas model standards for Health Education to add instruction of hands-only CPR and Emergency Cardiovascular Care.

EDUCATION PREPARATION PROGRAM STANDARDS: SECONDARY EDUCATION

The State Board of Education approved newly developed educator preparation program standards for Secondary Education Unified 6-12. Trained individuals will provide special education support across content areas for grades 6-12, including training to support English Language Arts and mathematics in inclusive settings.

STATEWIDE ALTERNATIVE PATHWAY PILOTS

The State Board of Education approved the recommendation of the Teacher Vacancy and Supply Committee for a two-year pilot of alternative pathways for elementary education and high-incidence special education, including issuance of a Limited Apprentice license to eligible candidates.

2017 NATIONAL BLUE RIBBON SCHOOLS

Five Kansas schools were named 2017 National Blue Ribbon Schools:

- Eisenhower Elementary School, Geary County USD 475.
- Gardner Elementary School, Gardner-Edgerton USD 231.
- Ruth Clark Elementary School, Haysville USD 261.
- Sheridan Elementary School, Geary County USD 475.
- Wineteer Elementary School, Derby USD 260.

NEW DIRECTOR OF TEACHER LICENSURE AND ACCREDITATION ANNOUNCED



Mischel Miller, superintendent of Vermillion USD 380, was named director of KSDE's Teacher Licensure and Accreditation team.

2018

JANUARY

KANSAS' ESSA PLAN APPROVED

The United States Department of Education approved the plan Kansas submitted under requirement of the Every Student Succeeds Act.

TWO KANSAS STUDENTS HONORED



Jaron Paul Caffrey, of Mount Hope, and Sandhya Ravikumar, of Lawrence, were selected as delegates to the 56th annual United States Senate Youth Program (USSYP). They each received a \$10,000 scholarship for undergraduate study.

HORIZON AWARD PROGRAM RECOGNIZES EDUCATORS

Thirty-two first-year educators from Kansas were recognized for their outstanding teaching skills through the 2018 Kansas Horizon Award program.

GEMINI II PROJECT ANNOUNCED

Kansas Commissioner of Education Dr. Randy Watson announced another phase of the Kansans Can School Redesign Project, Gemini II.

FEBRUARY

EDUCATION PREPARATION PROGRAM STANDARDS: FAMILY AND CONSUMER SCIENCE

The State Board of Education approved revised standards for Family and Consumer Science 6-12, used by higher education institutions in their educator preparation programs.

CAREER AND TECHNICAL EDUCATION MONTH CELEBRATED ACROSS STATE



Schools across the state celebrated Career and Technical Education (CTE) Month. The theme was Celebrate Today, Own Tomorrow!

GEMINI II APPLICATION PROCESS OPENS

The application process for the third phase of the Kansans Can School Redesign Project – Gemini II: The Space Walk Begins – opened.

MARCH

STATE BOARD UPDATED ON MERCURY 7 PILOT PROGRAMS

State Board of Education members heard positive results from pilot programs being used at Mercury 7 redesign schools. Two months into the process, school staff members were reporting significantly fewer absences, fewer behavior referrals and gains in reading and math skills.

WORK BEGINS ON COMPUTER SCIENCE STANDARDS

It was announced that KSDE began work on establishing model academic standards for computer science. The computer science standards will be presented to the board in 2019.

KANSANS CAN SYMPOSIUM

KSDE and the Kansas Association of Education Service Agencies sponsored the third annual Kansans Can and Do Symposium on March 5-6 in Manhattan. The symposium was designed to help schools implement the Kansans Can initiative.

“ You gave **dreamers** a chance to dream. Thank you for doing that for Stockton. Thank you for doing that across the state.”

-Shelly Swayne, former superintendent of Stockton USD 271 and current interim superintendent of Russell USD 407, speaking to the Kansas State Board of Education about the Kansans Can School Redesign Project: Mercury 7.

YEAR IN REVIEW QUARTER THREE

APRIL

KAUFFMAN FOUNDATION

KSDE secured a partnership with the Kauffman Foundation to fund training for Kansas schools participating in the Kansans Can School Redesign Project.

2018 KANSAS CTE SCHOLARS ANNOUNCED

Fifty-eight students from 10 Kansas school districts were named 2018 Kansas CTE Scholars. Students earned this designation through technical skills attainment, coursework, demonstrated leadership, work experience and career vision summary statements.

KANSANS CAN SCHOOL REDESIGN GEMINI II PARTICIPANTS ANNOUNCED



Fifty schools in 19 districts were selected as Gemini II redesign schools. Gemini II redesign schools will launch in August 2019.

MAY

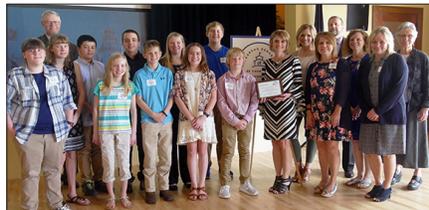
KANSAS STUDENTS NAMED 2018 PRESIDENTIAL SCHOLARS

Gabriel J. Gress, a student at Blue Valley High School, Blue Valley Unified School District 229, at the time, and Neeharika Kothapalli, a student at Blue Valley West High School, Blue Valley USD 229, at the time, were named Presidential Scholars.

KANSAS CURRICULAR STANDARDS FOR DRIVER EDUCATION

State Board of Education members approved adoption of Kansas Curricular Standards for Drivers Education.

TWO SCHOOLS NAMED 2018 KANSAS SCHOOLS OF CHARACTER



Beloit Junior/Senior High School, Beloit Unified School District 273, and Nemaha Central Elementary/Middle School, Nemaha Central USD 115, were announced as 2018 Kansas Schools of Character on Thursday, May 3, during a special ceremony at the Brown v. Board of Education National Historic Site in Topeka.

EDUCATOR NAMED BRAILLE INSTITUTE TEACHER OF THE YEAR



Jeri Hile, a teacher of the visually impaired at Shawnee Mission Unified School District 512, was recognized for her innovation and creativity in teaching by the Braille Institute, which named her the 2018 Teacher of the Year for Excellence in Braille Instruction.

JUNE

KANSAS SCHOOL ADMINISTRATORS HONORED

John Allison, superintendent at Olathe USD 233, was named 2018 Kansas Superintendent of the Year by the Kansas School Superintendents Association; Michael King, principal at Dodge City Middle School, Dodge City USD 443, was named 2017-18 Kansas Middle School Principal of the Year by the Kansas Association of Middle School Administrators; Tad Hatfield, principal at Andale Elementary, Renwick USD 267, was named 2018 National Distinguished Principal of the Year by the Kansas Association of Elementary School Principals; and Ben Jimenez, principal at Decatur Community Jr-Sr High School, Oberlin USD 294, was named 2017-18 Kansas High School Principal of the Year by the Kansas Association of Secondary School Principals.

MERCURY 7 SCHOOL REDESIGN PLANS

The State Board of Education approved redesign plans for the Mercury 7 school districts:

- Wellington USD 353.
- Coffeyville USD 445.
- Liberal USD 480.
- Stockton USD 271.
- McPherson USD 418.
- Twin Valley USD 240.
- Olathe USD 233.

PRESIDENTIAL AWARD FOR EXCELLENCE IN MATHEMATICS AND SCIENCE TEACHING

Heidi Harris, a mathematics teacher at Union Valley Elementary School, Buhler Unified School District 313, and Nancy Smith, a science teacher at Bentwood Elementary School, Olathe USD 233, are among more than 140 individuals and organizations presented with the honor. The White House Office of Science Technology Policy (OSTP) and the National Science Foundation (NSF) sponsor these annual awards.

LITERACY GRANT RECIPIENTS NAMED

Eight literacy projects across the state were named as recipients of grants through the Literacy Network of Kansas (LiNK). The eight grantees represent a total of 32 schools and 88,000 children ranging in age from birth through 18.

JULY

KANSAS MODEL STANDARDS FOR SOCIAL, EMOTIONAL AND CHARACTER DEVELOPMENT

The State Board of Education approved revisions to the Kansas Model Standards for Social, Emotional and Character Development. Revisions included citing both grade and age levels appropriate for the standards, as well as expanding descriptions of character, personal and emotional development.

SUPERINTENDENTS NAMED FOR KANSAS SCHOOLS FOR DEAF AND BLIND



The State Board of Education approved the appointment of Luanne Barron to serve as superintendent of the Kansas School for the Deaf and Jon Harding to serve as superintendent of the Kansas State School for the Blind.

AUGUST

INDIVIDUAL PLAN OF STUDY

Schools began working with each student, beginning in middle school, to develop an Individual Plan of Study focused on the student's areas of interest.

KINDERGARTEN READINESS

Starting with the 2018-19 school year, all parents of incoming kindergarten students are asked to complete a questionnaire designed to identify their student's kindergarten readiness. Results will inform instruction.

DISTRICTS ACCREDITED UNDER NEW KESA MODEL

State Board of Education members approved the accreditation status of six systems under the new Kansas Education Systems Accreditation (KESA) model:

- Louisburg USD 416.
- Central Heights USD 288.
- St. Michael the Archangel School, Overland Park.
- Maur Hill-Mount Academy, Atchison.
- Most Pure Heart of Mary School, Topeka.
- Good Shepherd School, Shawnee.
- Christ the King School, Kansas City.

THREE GEMINI I DISTRICT REDESIGN PLANS APPROVED

The State Board of Education approved the school redesign plans of three Gemini I districts for the 2018-19 school year. The three districts are Beloit USD 273, Skyline (Pratt) USD 438 and Ashland USD 220.

TWO CTE PATHWAYS ADDED

KSDE announced the addition of Aviation and Fashion, Apparel and Interior Design Career and Technical Education Pathways. Currently, there are 2,746 pathway programs throughout the state.

ACT/WORKKEYS ADMINISTERED FREE TO KANSAS JUNIORS IN 2018-2019

The 2018 Kansas legislature approved funding for Kansas juniors to be able to take the ACT test and WorkKeys suite of assessment for free during the 2018-2019 school year.

KSDE RELEASES ANNUAL BACK-TO-SCHOOL VIDEO



KSDE welcomed teachers and students back to school with its annual back-to-school video. This year's video featured a "Blues Brothers" theme starring KSDE employees, Commissioner Randy Watson and Deputy Commissioners Brad Neuenswander and Dale Dennis.

SEPTEMBER

EIGHT KANSAS SCHOOLS RECOGNIZED BY CIVIC ADVOCACY NETWORK



KSDE established the Civic Advocacy Network (CAN) to recognize schools that actively involve students in civic engagement opportunities and to help collect exemplary civic engagement practices to share with schools across the state. 2018 CAN Award winners are:

- Complete High School, Maize Unified School District 266.
- Derby Hills Elementary School, Derby USD 260.
- Enders Community Service Magnet Elementary School, Wichita USD 259.
- Garden City High School, Garden City USD 457.
- McPherson Middle School, McPherson USD 418.
- Park Hill Elementary School, Derby USD 260.
- Starside Elementary School, De Soto USD 232.
- Susan B. Anthony Middle School, Manhattan-Ogden USD 383.

Four schools received Promising Practices Awards. They are:

- Valley Heights High School, Valley Heights USD 498.
- Florence Wilson Elementary School, Garden City USD 457.
- Merriam Park Elementary School, Shawnee Mission USD 512.
- Seaman High School, Seaman USD 345.

THREE GEMINI I DISTRICT REDESIGN PLANS APPROVED

The State Board of Education approved the school redesign plans of an additional three Gemini I districts. The three districts are North Ottawa County USD 239, Newton USD 373 and Dighton USD 482.

KANSANS CAN SCHOOL REDESIGN PROJECT

It started with seven Kansas school districts willing to take a risk. It will end with every Kansas district - 286 in total - designing a system based upon the needs of students.

"This is about Kansans building our system from the ground up," Kansas Commissioner of Education Dr. Randy Watson said about the Kansans Can School Redesign Project.

The project was developed in support of Kansas' vision for education – Kansas leads the world in the success of each student.

"The current system was created 100 years ago," Watson said. "And it wasn't created for every student to be successful. Students changed. The world changed around us, but schools never changed. If we're really going to change the trajectory for every student, we need to change the system."

Before smart phones were introduced, information was harder to obtain, he said.

For example, students had to go to libraries or have access to encyclopedias to find the information they needed.

"Information was expensive and harder to get," Watson said. "Getting real-world experience was cheap. We were experience rich, but information poor."



Liberal High School staff members shared feedback on redesign plans.

Now, with technology and the advancement of smart phones, students have information readily available, but real-world experience is harder to obtain.

"We are now information rich, but experience poor," the commissioner said.

That is why it is important to implement project-based, hands-on learning and learning that is more personalized to individual students. During the Kansas State Department of Education's (KSDE) community tours in 2015, Kansans said social-emotional growth is important, along with helping students become engaged citizens in their schools and their communities.

The Kansans Can School Redesign Project started with the Mercury 7 phase. All Kansas school districts were invited to apply to become one of seven districts for the first phase.

To be considered for the project,

districts had to designate one elementary school and one secondary school to be redesigned around the five outcomes established by the Kansas State Board of Education; the five elements identified as defining a successful Kansas high school graduate; and what Kansans said they want their schools to look like in the future. Each district also had to have support of its local school board, its faculty and its local Kansas National Education Association or other professional organization.

KSDE received 29 applications, and on Aug. 8, 2017, the seven selected districts, each representing one of the Mercury 7 astronauts, were announced.

The remaining applicants had an opportunity to join the second phase of the project – Gemini I. Twenty-one districts accepted the challenge. In April 2018, KSDE announced that 19 additional school districts were going to join the third phase – Gemini II: The Space Walk Begins.

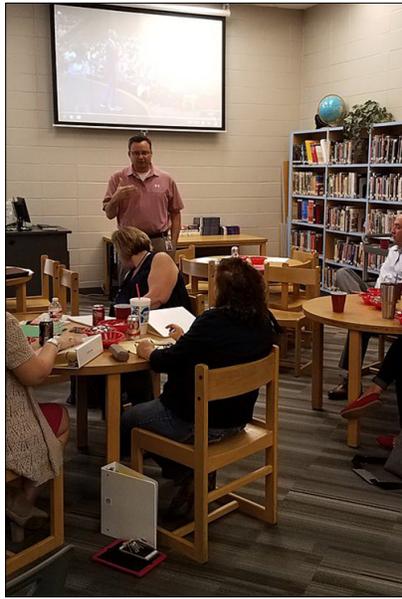


Members of redesign teams met for a regional meeting in McPherson.

Two KSDE school redesign specialists worked closely with the Mercury 7 districts – logging thousands of miles as they traveled across Kansas to visit each one several times throughout the 2017-2018 school year. Mercury 7 districts selected their vision statements and established goal areas that tied to the five skill areas that define a successful high school graduate – academic preparation, cognitive preparation, technical skills, employability skills and civic engagement.

Representatives from the redesign districts visited several other states to get closer looks at personalized learning and project-based learning.

By the spring semester, the Mercury 7 districts were piloting programs and studying different learning platforms. Several of the pilot programs - such



An Olathe USD 233 redesign team worked on plans.

as small groups of students meeting with an adult before or after school, mentoring and adjusted schedules - produced positive results, Mercury 7 districts said, such as fewer discipline problems and better attendance.

The Mercury 7 districts shared their redesign plans with State Board of Education members in June 2018 and began the 2018-2019 school year with those plans in place. The seven school districts will later this school year begin serving as demonstration sites for others in Kansas to study, learn and visit.

In August and September, a total of six districts involved in the Gemini I phase also shared redesign plans with State Board of Education members. They launched their plans at the start of the 2018-2019 school year, too.



The Regional Redesign Team conducted meetings in Topeka.

The Mercury 7 and Gemini I districts shared common redesign themes – personalized learning; project-based learning; an emphasis on social-emotional growth; and helping students become engaged citizens in their schools and their communities.

The question of how to measure the success of the school redesign project often surfaces.

While research and data can help measure that success, there also are things that can't be measured by numbers, Watson said.

"Is a student happy? Fulfilled? Does that student feel good about their career after high school? We need to also consider these things," Watson said. "That can be used to measure our success, too."

“ I’m **excited** about the idea of getting an **opportunity** to work with our parents, our community and the people of the state, as well as other schools, to **develop** a model that is best for our community and our students and innovative tools in which to provide them the skills be **successful** as they move on.”

-T.J. Trout, science teacher at Bennington Junior-Senior High School, Twin Valley USD 240, speaking about school redesign



KANSANS CAN SCHOOL REDESIGN PROJECT MERCURY 7



Kennedy Elementary School educators conducted research for the redesign.

WELLINGTON USD 353

Kennedy Elementary School

Vision:

Our students will be creative, achieving, respectful members of our community by building positive relationships.

Goal areas:

By the time students leave Kennedy, they will be able to communicate, interact positively and build relationships with each other; be exposed to real-world experiences so they can build aspirations beyond what they know; and be able to verbalize what they are learning and why.

Ways to reach vision/goals:

- Blended and project-based learning.
- Science, Technology, Engineering, Art and Math (STEAM) incorporated into daily routines.
- Therapy dog.
- On-site therapist.

Wellington High School

Vision:

Students will be empowered to thrive, contribute and lead in a global society.

Goal area:

By 2025, 100 percent of students graduating from the school will achieve their Individual Plans of Study (IPS) when measured two years postsecondary, which may include an associate's degree and/or industry-recognized certifications, military, missionary work or taking over a family business.

Ways to reach vision/goals:

- Personalized, blended and project-based learning.
- A social-emotional mentoring focus.
- A Career and Technical (CTE) Education Center.
- A flexible schedule that will allow students more time to work toward college credits and certifications.



KSDE's Tammy Mitchell received a tour of Coffeyville USD 445.

COFFEYVILLE USD 445

Community Elementary School

Vision:

Community Elementary School will empower students socially, emotionally, physically and academically, one life at a time, in order to be prepared for real-world experiences.

Goal areas:

- Achievement in academic and cognitive.
- Social-emotional.
- Health and wellness.

Ways to reach vision/goals:

- Improve attendance.
- Offer early release days.
- Twister Time where small groups of seven to nine students meet with an adult.
- Calm-down rooms.

Roosevelt Middle School

Vision:

Storming a golden path to postsecondary success.

Goal areas:

- Academic/cognitive.
- Social-emotional.
- Employability/technical.

Ways to reach vision/goals:

- Academic mentoring.
- Personalized learning.
- Teaching soft skills.
- Career exploration.

Field Kindley High School

Vision:

Storming a golden path to postsecondary success.

Goal areas:

- Academic/cognitive.
- Social-emotional.
- Employability/technical.

Ways to reach vision/goals:

- Project-based learning via Summit Learning Platform.
- 100 percent student involvement in school activities.
- Core credit for community college vo-tech classes that qualify.



Tescott Grade School hosted parent camps.

TWIN VALLEY USD 240

Tescott Grade School

Vision:

- Fostering tolerance and scholarship in every student.

Goal areas:

- Personalized learning.
- Social-emotional learning.
- Family and community engagement.

Ways to reach vision/goals:

- Co-teaching.
- Implementation of the Summit Learning platform for personalized learning
- Student-led conferences.
- Mentoring.

Bennington Junior-Senior High School

Vision:

Twin Valley future graduates will possess expert learning capacities and real-world employability skills developed through intentional exposure to trainings and interventions, allowing them to become competent and competitive members of society and the workplace in a postsecondary world.

Goal areas:

- Students will progress according to their validated skills and abilities.
- Students can and will develop the capacity to become expert learners.
- All students have access to training, interventions and opportunities to participate in activities that promote community.
- Real-world opportunities that will allow them to be competent and competitive members of society.
- All students have access to training and interventions.

Ways to reach vision/goals:

- Student-led conferences.
- Blended learning through the Summit Learning platform.
- Flexible schedule, including a Power Hour each day during lunch time.
- Extended personalized learning time one day per week.



Stockton USD 271 educators discussed classroom rigor.

STOCKTON USD 271

(This is a districtwide redesign project)

Vision:

We are TIGER Ready. Touchstones. Innovative. Grit. Empowered. Relationships.

Goal areas:

- Social-emotional intelligence.
- Thinkers, Learners and Doers.
- Engaged and empowered.

Ways to reach vision/goals:

- Community groups that pair small groups of students with an adult.
- Project-based, blended and personalized learning.
- Use of a digital portfolio for students in kindergarten through third grade, provides students/parents an archive of student work.
- Pride Day for students to volunteer.



Meadowlark Elementary School staff members and students celebrated with a ribbon-cutting ceremony.

LIBERAL USD 480

Meadowlark Elementary School

Vision:

Meadowlark students can reach their dreams.

Goal areas:

- Family engagement.
- Personalized learning.
- Nurturing communities and experiences.

Ways to reach vision/goals:

- Meadowlark Innovative Time Excites Everyone (MITEE Monday) exposes students to careers and experiences.
- Transportation services for families.
- Parent cafes to learn about school topics.
- Personalized learning times.

Liberal High School

Vision:

Angry Red Advantage, which has three parts – Plan for Today. Vision for Tomorrow. Purpose for Life.

Goal areas:

- Attendance.
- Problem-solving.
- Engagement and voter turnout.

Ways to reach vision/goals:

- Flexible schedule.
- Large- and small-group learning sessions.
- Project-based learning.
- 100 percent activity participation rate.



Westview Elementary School staff members welcomed students back from winter break.

OLATHE USD 233

Westview Elementary School

Vision:

Inspire. Cultivate. Create.

Goal areas:

- Personalized learning.
- Project-based learning.
- Social-emotional learning.
- Community.

Ways to reach vision/goals:

- Small groups for learning.
- Goal setting for students.
- Combined grade levels (K-1, 2-3 and 4-5).
- Community business involvement.
- Addition of one counselor, bringing the total number of full-time counselors to two.

Santa Fe Trail Middle School

Vision:

- Empowering ALL learners to explore.

Goal areas:

- Social-emotional
- Decrease discipline referrals, chronic absences.
- Increase a student's ability to emotionally regulate.
- Academics.
- Increase student assessment scores and self-efficacy.
- Engagement.
- Implement a seventh-grade job-shadowing program.
- Increase active participation in Exploration Days, where students can dive deeper into career exploration.

Ways to reach vision/goals:

- Positive programs at the beginning and end of each school day (*Cyclone Start-Up and Cyclone Wrap-Up*).
- Interventions offered four times per week that are related to content, social-emotional learning and enrichment.
- Implement seventh-grade job-shadowing experiences.

“ We are seeing tremendous changes in our building - just remarkable. Teachers who have taught the same way for decades are changing, and it's making a difference with their students.”

-Stephanie Smith, principal at Kennedy Elementary School, Wellington USD 353, speaking about school redesign



Eisenhower Elementary School students took part in a Rocket Launch Party.

MCPHERSON USD 418

Eisenhower Elementary School

Vision:

Jaguars are ready to experience, explore and serve.

Goal areas:

- To provide rich experiences to students.
- Service.
- Social-emotional learning.

Ways to reach vision/goals:

- Addition of a full-time music teacher, which has allowed teachers to bring music into the curriculum.
- Addition of two innovation coaches who will help analyze data and offer instructional support for project-based learning.
- Implementation of the Summit Learning platform.
- Student-mentoring programs between McPherson High School students and Eisenhower students.

McPherson Middle School

Vision:

Students will be future ready through balanced, personalized learning.

Goal areas:

- Social-emotional learning.
- Academic success.
- Civic engagement.

Ways to reach vision/goals:

- Implementation of the Summit Learning platform.
- A new adjusted bell schedule.
- Integration of civic engagement lessons into curriculum.
- Capturing Kids' Hearts, a researched-based curriculum that addresses the social-emotional needs of students and staff members.

SOCIAL-EMOTIONAL GROWTH

Social-emotional growth is an important step toward the goal of each student developing the social, emotional and character competencies that promote learning and success in life.

Integrating intrapersonal and interpersonal competencies, such as conflict management, assertiveness, self-efficacy and self-regulation, into the classroom and focusing on mental health in school were two areas of concentration during the last 12 months under the social-emotional growth outcome.

In 2012, Kansas was the second state to adopt social-emotional competencies and the first state to integrate social-emotional learning and character development.

KSDE assembled a group of stakeholders to help revise the Social-Emotional Character Development (SECD) Standards, and the Kansas State Board of Education in July 2018 approved those revised standards. The purpose of the revised SECD standards is to provide a framework to schools for integrating social-emotional learning with character development so that students will learn, practice and model essential personal life habits that contribute to academic, career and personal success.

The Kansas School Mental Health Advisory Council, formed in July 2017 to advise the Kansas State Board of Education, had eight meetings



From left, sitting, Kent Reed, Colleen Riley and Myron Melton, all Kansas State Department of Education employees, served as panelists during the School Mental Health Awareness Day on Jan. 17, 2018, at the Statehouse in Topeka.

its first year to address the unmet needs within the state in the area of school mental health. The council, chaired by State Board of Education member Kathy Busch, also focused on improving services and supporting policies that will interconnect school mental health services across Kansas.

In response to needs identified by this council, KSDE staff members developed a Required and Recommended Staff Training platform with online content and resources. This platform will help each Kansas district meet its responsibility to provide 16 required and recommended trainings annually, including child sexual abuse prevention and suicide awareness and prevention.

During the 2017-2018 school year, educators from 185 Kansas school districts (Pre-K-12) received support from the Kansas Multi-Tier System of Supports (MTSS). Tiered interventions for students with behavioral and social-emotional needs continues to be a key Kansas MTSS component. Each student, including students with disabilities and English learners, are explicitly taught a social-emotional curriculum. A range of data is used to

make adjustments to core instructional components in behavior and social-emotional learning. Initial district-level data indicates improved student achievement and significant decreases in the number of students disciplined for challenging behaviors.

The Kansans Can Competency (KCC) Framework, a partnership between KSDE and developers Dr. Pattie Noonan and Dr. Amy Gaumer Erickson, supported teams of educators from 59 districts to embed intrapersonal and interpersonal competencies into course content.

Seven instructional leaders completed a rigorous professional learning process and earned distinction as KSDE Recognized Kansans Can Competency Trainers. These trainers support districts and schools, help incorporate social-emotional learning, and measure the social-emotional growth of all students, including those with disabilities and English learners.

To help address the needs of the whole child, KSDE worked with the Kansas School Mental Health Initiative to provide training and coaching,



High school students presented at the first-ever Civic Engagement Conference in Topeka.

including the first School Mental Health Conference; three regional work sessions on the Impact of Trauma and Toxic Stress; two Youth Mental Health First Aid Trainings; and MTSS Symposium training on the Interconnected Systems Framework.

KSDE also expanded this work to include the development and implementation of a Kansas School Mental Health Professional Development and Coaching System.

The agency developed a rigorous evaluation plan for this evidence-based effort through a partnership with the University of Kansas' Center for Research on Learning.

Kansas School Mental Health Initiative staff members during the next four years will support five Kansas Community Mental Health Center regions and up to 15 school districts to produce a cadre of district coaches, mentors and professional learning materials that will be made available to all 286 Kansas districts.

Throughout the 2017-2018 school year, KSDE and its partners supplied the following items to the field:

- A Guide to Reporting Child Abuse and Neglect: KSDE staff promoted this guide, compiled by the Kansas Department for Children and

Families and provided by the Kansas Children Service League, by placing copies into the hands of more than 1,000 Kansas school administrators and educators, plus promoting it online.

- The Kansans Can Integrated Learning Process: A new planning resource, produced by the agency's Social Emotional Growth work group, provides an overarching view of how social-emotional growth is seamlessly and continuously integrated into an individual's learning process across school, family and community environments.
- Kansas School Mental Health Resource Guide and Framework: Developed by KSDE and the Kansas Technical Assistance System Network (TASN) to help school communities build and strengthen school mental health systems, services and practices.
- Measuring SECD Toolkit: This toolkit includes an overview of what SECD is; common outcome measures for SECD; a document that is a primer for collecting and using data; articles; examples of surveys; curricular examples; an overview of the KCC framework; Kansans Can formative questionnaires; fact sheets; and other professional resources.
- SECD and Kansas Education

Systems Accreditation (KESA) crosswalk: This tool provides ideas and examples of how to align the SECD standards with the KESA accreditation 5Rs.

KSDE also:

- Provided technical assistance, resources, a theme-based video and reproducible posters for the Anti-Bullying Awareness week, which takes place the first full week in October.
- Partnered with other state agencies in the ongoing implementation of the Juvenile Justice Reform Act, including superintendent training on trauma-informed practices.
- Partnered with Character.org to facilitate the annual Kansas School of Character Recognition program and state event.
- Continued to provide resources and increased knowledge of the importance of effective social-emotional learning and school mental health with statewide organizations and at events, such as the KSDE Annual Conference, a fall counselor conference, a Kansans Can Symposium, two Summer Impact Institutes and a summer counselor academy.
- Served on multiple state task forces, advisory councils and committees.

KINDERGARTEN READINESS

The goal of KSDE’s Kindergarten Readiness initiative is to ensure that each student enters kindergarten at age 5 socially, emotionally and academically prepared for success.

To do this, Kansas must have common kindergarten entry data sets across all elementary schools.

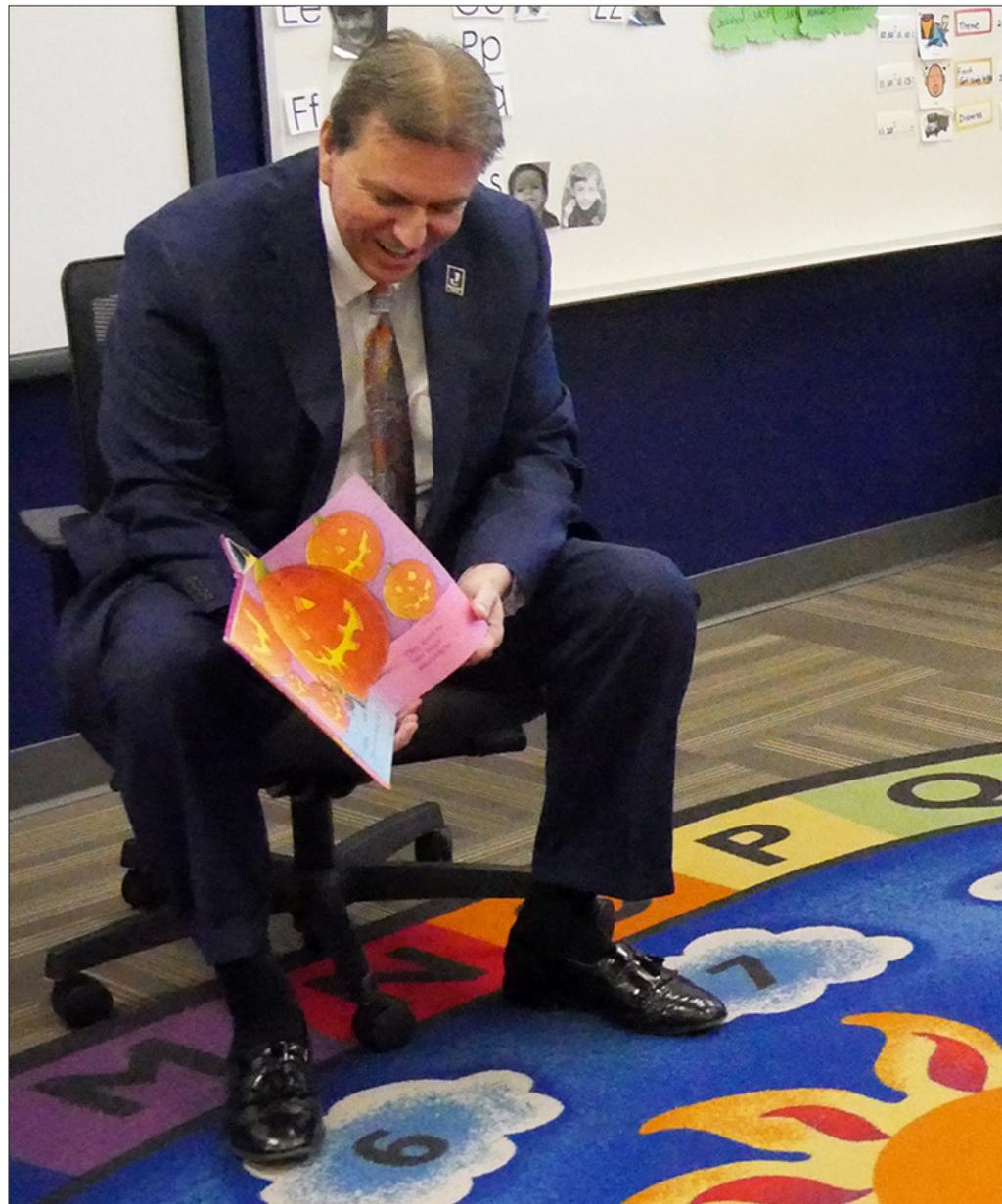
In September 2017, KSDE selected a statewide Kindergarten Readiness Snapshot Tool designed to gauge the social, emotional and academic development of incoming kindergarten students.

The Ages & Stages Questionnaires Third Edition (ASQ: 3) and the Ages & Stages Questionnaires: Social Emotional Second Edition (ASQ: SE-2), used in tandem, will provide the official snapshot of kindergartners’ developmental milestones in Kansas.

To ensure districts were prepared to administer the questionnaires, in October 2017, KSDE conducted train-the-trainer events delivered through service centers and online to educators across the state.

To supplement this training, KSDE, in partnership with Brookes Publishing Co., launched a website (<https://agesandstages.com/ks/>) to provide districts with support models, training videos, answers to Frequently Asked Questions and other resources.

All Kansas school districts were required to begin administering the Snapshot Tool for the inaugural collection period of Aug. 1 through Sept. 20, 2018. This collection will



Kansas Commissioner of Education Dr. Randy Watson read a book to preschool students.

serve as the data benchmark to begin measuring the state’s progress.

KSDE’s Early Childhood professionals continue to set kindergarten readiness goals and create action plans and milestones to help schools achieve success. This work group spearheaded the creation of the Kansas Prekindergarten Guide in July 2018.

A committee consisting of KSDE staff members, Technical Assistance System Network (TASN) leaders, prekindergarten teachers, district administrators and content specialists from across the state created the guide, with support from the Washington State Office of the Superintendent of Public Instruction.



The guide outlines evidence-based practices regarding child development, learning environment, classroom management, curriculum and instruction and instructional practices to ensure a positive, engaging and developmentally appropriate learning environment for prekindergarteners.

KSDE also sponsored several Parents as Teachers (PAT) trainings to support parent education program efforts. These trainings focused on curriculum and Model Implementation, and also included a two-day PAT coordinators meeting. Monthly webinars gave early childhood

education providers regular access to the KSDE team. During the webinars, providers and program administrators received resources, information and training opportunities and were able to submit questions KSDE will host the webinars again during the 2018-2019 school year.

INDIVIDUAL PLAN OF STUDY

An Individual Plans of Study (IPS), which includes a tool, process and curriculum, is started in middle school and is based on a student's career interests. It helps a student explore future plans and also helps more students complete a postsecondary credential, which is especially important as jobs in Kansas are increasingly requiring higher educational levels.



Bennington Junior High School students met with firefighters from Ottawa County Fire District No. 4. Twin Valley USD 240 partners closely with different agencies and businesses in the community to expose students to different careers.



Ness City High School's construction students showed off their tiny house to Kansas State Board of Education members during a May 2017 board meeting at the Landon State Office Building.



Jefferson West High School students participate in an art class.



Dodge City High School offers a variety of classes for students, including floriculture, which focuses on plants and floral design. Recently, each Dodge City High School student used Career Cruising to establish an Individual Plan of Study (IPS).

Kansas schools continued IPS implementation during the 2017-2018 school year with an expectation of every middle school and high school student having an IPS in place by the spring of 2018. The Kansas State Department of Education (KSDE) played an important role during this implementation process.

In order to support schools involved in the implementation process, numerous professional development opportunities were developed.

The KSDE Summer Impact Institutes helped kick off implementation of IPS at many schools, and several teachers used a portion of their summer to prepare for the initiative.

The Career Advising Roadshow returned to regional service centers

in October 2018. These workshops help schools and teachers develop the confidence needed to engage in meaningful conversations with students.

At least 70 percent of all Kansas students by the year 2020 will have to have some level of postsecondary education in order to meet the state's predicted workforce education demands, according to the Georgetown University Center on Education and the Workforce. This means it is important that every student knows what he or she wants to do after graduation. An IPS can help with this.

Districts across Kansas are developing more robust career fairs, and a larger number of students are able to visit with experts in business and

industry. This allows students to better understand the importance of the skills they are developing through coursework and where those skills will be applicable in their life after high school graduation.

Schools have begun "Lunch, Listen and Learn" models with guest speakers sharing with students the possibilities of varied career paths.

Several districts also are using student-led parent/teacher conferences to help students and parents become more engaged with learning.

KSDE is firmly committed to supporting schools as every student determines their life path based upon the exploration of their skills, aptitudes, abilities and passions.

HIGH SCHOOL GRADUATION

By the year 2020, at least 70 percent of the jobs in Kansas will require workers to have two pieces of paper – a high school diploma and either a college degree, certificate or other training.

A key component to making sure students receive that second document is increasing graduation rates across the state. The goal is to have a 95 percent graduation rate by 2030. The state aggregate graduation rate for the 2016-2017 school year was 86.9 percent. The state is well on its way toward reaching the 95 percent goal, but there is still work to be done.

As important as having the two documents is graduates having the skills to be successful in their pursuit of their postsecondary goals.

The Kansas State Board of Education defines a successful high school graduate as someone who 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.

Creating successful high school graduates requires the combined effort of all K-12 educators, schools and communities. KSDE initiatives such as kindergarten readiness, family engagement, Individual Plans of Study (IPS), civic engagement and social-emotional growth will help increase graduation rates, but more importantly, ensure that Kansas graduates are prepared for postsecondary success.

During the 2016-2017 school year, 3,500 Kansas public school students – that's 19 per school day - dropped out of school. Often, students drop out because of attendance, behavior issues and failing grades.

A key indicator of success in school and a predictor of students who will dropout, prior to receiving their diploma, is chronic absenteeism. A student who is chronically absent misses 10 percent or more of school days.

A student who is chronically absent in their early elementary years is less likely to be able to read on grade

level by the end of third grade. In upper elementary grades, chronic absenteeism is more likely to result in failing grades. By the time a student enters high school, chronic absenteeism is the number one factor in determining whether or not a student will drop out.

Regular attendance is essential for producing a successful high school graduate. The effects of chronic absenteeism are cumulative. A student that misses just one or two days a month starting in kindergarten will miss the equivalent of full year of instruction by the time they are a senior in high school.

KSDE is working with districts to decrease chronic absenteeism by hosting chronic absenteeism talks at service centers and by speaking to superintendents to raise awareness of the issue. KSDE tracks chronic absenteeism and offers assistance to those schools with low graduation rates.

The agency also has developed fact sheets and presentations about chronic absenteeism focusing on data, prevention and intervention strategies.

It also offers information on attendance, dropout rates and more. These documents are available on the KSDE website.

The Kansas Can School Redesign Project also may help retain students through strengthened student-teacher relationships, project-based learning and by giving students an opportunity to personalize their learning experiences so they feel more engaged.



Dodge City High School students worked in a welding class.

“ It is a great job. My whole goal is that they (students) will be **independent** and have all of the **skills, knowledge** and **confidence** so they can live the life they want to live.”

-Jeri Hile, a teacher of the visually impaired at Shawnee Mission USD 512, speaking about her career as a teacher.

POSTSECONDARY SUCCESS

New postsecondary progress data, which now includes information from the class of 2016, shows that Kansas' five-year graduation average has increased slightly. It also shows there have been increases in the five-year success average and the five-year effective average.

The state's five-year effective average was 46 percent, up from 44 percent last year. While this is a positive step, the goal is to have an effective rate between 70 and 75 percent in order to meet the state's predicted workforce education demands.

A Georgetown University Center on Education and the Workforce study shows that by 2020 at least 70 percent of all Kansas students must attain some level of postsecondary education so the state can meet those demands.

To measure progress toward this goal, the Kansas State Department of Education (KSDE) contracted with the National Student Clearinghouse (NSC) to provide all Kansas school

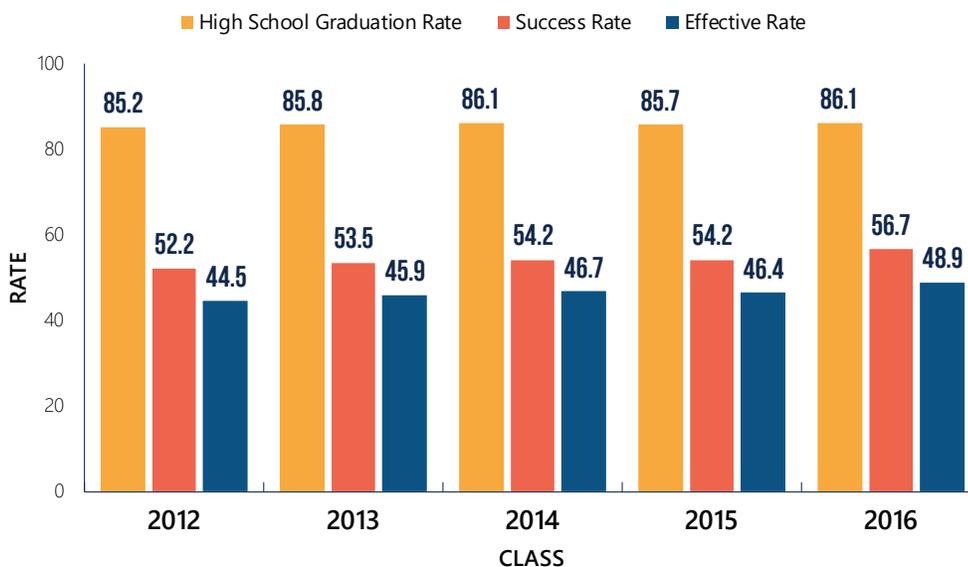
districts with data that tracks the postsecondary movement of high school graduates.

This is the second year KSDE has been using this service. Schools are able to use this data to determine if students are pursuing and succeeding in postsecondary education.

The recent data shows that the state's five-year average high school graduation rate is 86 percent, which is an increase over 85 percent from the period of 2011-2015.

The new data including the class of 2016 shows a five-year success average of 54 percent, which is higher than the average of 52 percent from the period of 2011-2015.

State of Kansas Postsecondary Progress



Kansas CAN lead the world!

Graduation **95%**
Effective Rate 70-75%

Five-Year Graduation Average **86%**

Five-Year Success Average **54%**

Five-Year Effective Average **46%**

Confidence Interval for the Predicted Effectiveness Rate **95%**

The numerator and denominator in the Five-Year Averages contain total student counts over five years (2012-2016).

- Graduation Rate:** The four-year adjusted cohort graduation rate 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 as ninth-grade students four years earlier (adjusting for transfers in and out).
- Success Rate:** A student must meet one of the four following outcomes within two years of high school graduation:
 1. Student earned an industry recognized certification while in high school.
 2. Student earned a postsecondary certificate.
 3. Student earned a postsecondary degree.
 4. Student enrolled in postsecondary in both the first and second year following high school graduation.
- Effective Rate:** The calculated Graduation Rate multiplied by the calculated Success Rate.

CIVIC ENGAGEMENT/ CAN AWARDS

Civic engagement is an essential part of a child's education that can help a student become more engaged in his or her community and in the world.

A child is less likely to become civically engaged by simply learning lessons in the classroom about civic engagement. Students should acquire firsthand experience participating in civic advocacy activities. Schools that give students an opportunity to do just that were recognized Sept. 17, 2018, during the first Civic Advocacy Network (CAN) awards celebration in Topeka.

CAN was created with the purpose of recognizing schools that actively involve students in civic engagement activities. However, it also provides exemplary practices from these schools to share with schools across the state. The ultimate goal is to promote civic engagement as part of all preK-12 students' experiences.

The CAN awards program, which kicked off in the fall of 2017, is determined by student engagement around the "Six Proven Practices for Effective Civic Learning."

The six practices are:

1. Instruction in government, history, law and democracy.
2. Incorporation of discussion of current local, national and international issues and events in the classroom, particularly those that young people



KSDE's Jessica Noble congratulated Enders Community School Magnet Elementary School, Wichita USD 259, during the awards.

view as important to their lives.

3. Design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.
4. Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.
5. Encourage student participation in school governance.
6. Encourage students' participation in simulations of democratic processes and procedures.

Schools were invited to apply for CAN. Applications were due June 1, and schools were evaluated and scored by Aug. 1.

Schools that met the award criteria received one of two designations – School of Excellence or School of Promising Practice. Schools named as Schools of Excellence are a part of CAN for three years. At the end of the three-year period, each school must reapply.

Eight schools were awarded the CAN award and four additional schools were awarded a Promising Practice award.

They were honored during the September special ceremony at the Memorial Building Auditorium, 120 S.W. 10th Ave. in Topeka.

To view the list of inaugural CAN award winners and schools that received Promising Practices Awards, see page 7.

KANSAS EDUCATION SYSTEMS ACCREDITATION

The Kansas State Board of Education used a new accreditation model to accredit two public school districts and five private systems in August 2018.

The new accreditation model, Kansas Education Systems Accreditation (KESA), was announced in 2016. The 2016-2017 school year served as "Zero Year" of the process.

KESA is a five-year model that accredits districts/systems. The old accreditation model, Quality Performance Accreditation (QPA), was a yearly cycle that accredited buildings.

KESA's framework centers around the "5Rs," which are relationships, relevance, responsiveness, rigor and results.

Each school within a district begins the KESA process by conducting a needs assessment to identify key areas on which to focus their work. The district then collects and analyzes those needs assessments and identifies the two areas of greatest need. The district then develops strategies to strengthen those areas and reviews data to see if improvements were made.

The systems approach to accreditation began with the 2017-2018 school year. Based on established criteria, districts/systems determined which year of the five-



Bill Bagshaw, coordinator for KSDE's Kansas Education Systems Accreditation (KESA), spoke to a group about the five-year model that accredits systems.

year process their systems would enter into in the KESA process. They could select Year One, Year Two, Year Three, Year Four or Year Five. This helps ensure staggered implementation is in place. Districts and systems that chose to begin the process in Year Five because they had many of the pieces already in place were the first to begin the accreditation process in the 2017-2018 school year.

In the KESA model, an Outside Visitation Team (OVT) visits the district/system yearly to support and review progress toward its accreditation and state board goals. Members of the Accreditation Review Council (ARC) review all OVT documentation and submit a recommended accreditation status for each system to the State Board of Education.

ARC members can recommend to not accredit, conditionally accredit or accredit systems. It is then up to State

Board of Education members to make a final decision.

ARC members met twice to discuss the first seven systems to go through the accreditation process using KESA. They first met in May 2018 to discuss two public districts – Louisburg Unified School District 416 and Central Heights USD 288. Members then met in June 2018 to discuss private systems – St. Michael the Archangel; Maur Hill-Mount Academy; Most Pure Heart of Mary; Good Shepherd; and Christ the King – Kansas City.

The State Board of Education at its July 2018 meeting received a recommendation from ARC members to accredit the two public districts and five private systems. The board approved the recommendation at the August 2018 meeting.

Districts and systems that selected to start their KESA process in Year Four will be the next to go through the accreditation process.

CHILD NUTRITION AND WELLNESS



The Summer Food Service Program has continued to see an increase in the number of students participating, as well as an increase in the number of sites offering snacks and meals and an increase in the number of sponsors.

Creating a healthier school environment through nutrition and wellness is a critical component of boosting the academic achievement and success of each student.

The School Breakfast Program helps ensure students are fueled to start their school day focused and ready to learn. Students who eat breakfast have better memory, attention and behavior. They also perform better on tests.

Schools are using innovative strategies to help students have better access to school breakfast. From serving breakfast in the classroom and offering grab-and-go options to having a second-chance option where students can eat

between first and second periods, these innovations are helping increase the number of students participating in breakfast at school and starting the day ready to learn.

With the help of a School Breakfast Leadership Grant from Share Our Strength, schools interested in implementing some of these innovative breakfast models during the 2018-2019 school year had an opportunity to apply for up to \$5,000 per district.

These funds can be used to purchase equipment and materials and to support initiatives that facilitate breakfast delivery.

A healthy lunch through the National School Lunch Program keeps students fueled for a day of learning. After-school snacks and dinners through the After-School Snack Program and At-Risk After-School Meals help meet the needs of students.

Child nutrition programs are important tools for educators to help students receive adequate nutrition to learn and thrive and not be distracted by hunger in the classroom.

Focusing on student wellness and finding innovative ways to ensure child nutrition programs are in place will help the state meet its vision.

KSDE and the Kansas State Board of Education are working in partnership with school districts and other advocates to prevent summer learning loss. This collaboration has helped extend the reach of the Summer Food Service Program (SFSP), which provides free meals and snacks to help children get the nutrition they need during the summer months when they are out of school.

The number of SFSP sponsors has increased 89 percent, from 91 in 2011 to 172 in 2017. The number of SFSP sites has increased 139 percent, from 278 in 2011 to 664 in 2017.

| Year | SFSP | | |
|------|----------|-------|---------------------|
| | Sponsors | Sites | Total Participation |
| 2017 | 172 | 664 | 1,389,966 |
| 2016 | 160 | 577 | 1,340,118 |
| 2015 | 138 | 484 | 1,305,111 |
| 2014 | 122 | 387 | 1,161,310 |
| 2013 | 105 | 365 | 1,057,190 |
| 2012 | 96 | 328 | 963,957 |
| 2011 | 91 | 278 | 846,119 |

2018 ACADEMIC AND COGNITIVE PREPARATION

Student performance was scored using four levels.

Level 1:

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

Level 2:

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

Level 3:

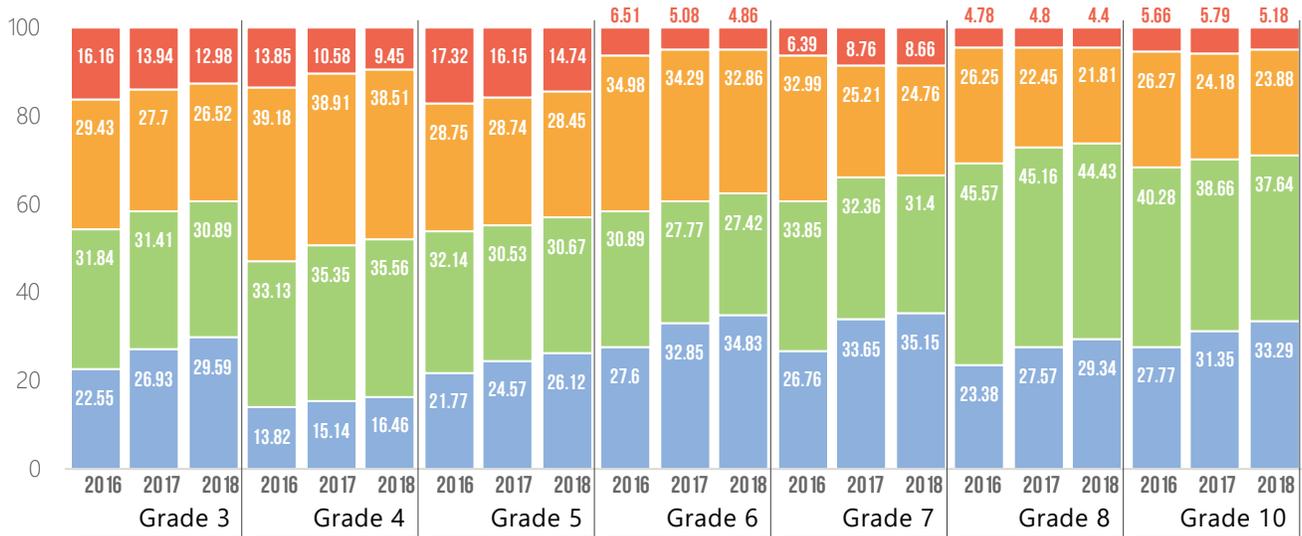
A student at Level 3 shows an effective ability to understand and use the skills and knowledge needed for postsecondary readiness.

Level 4:

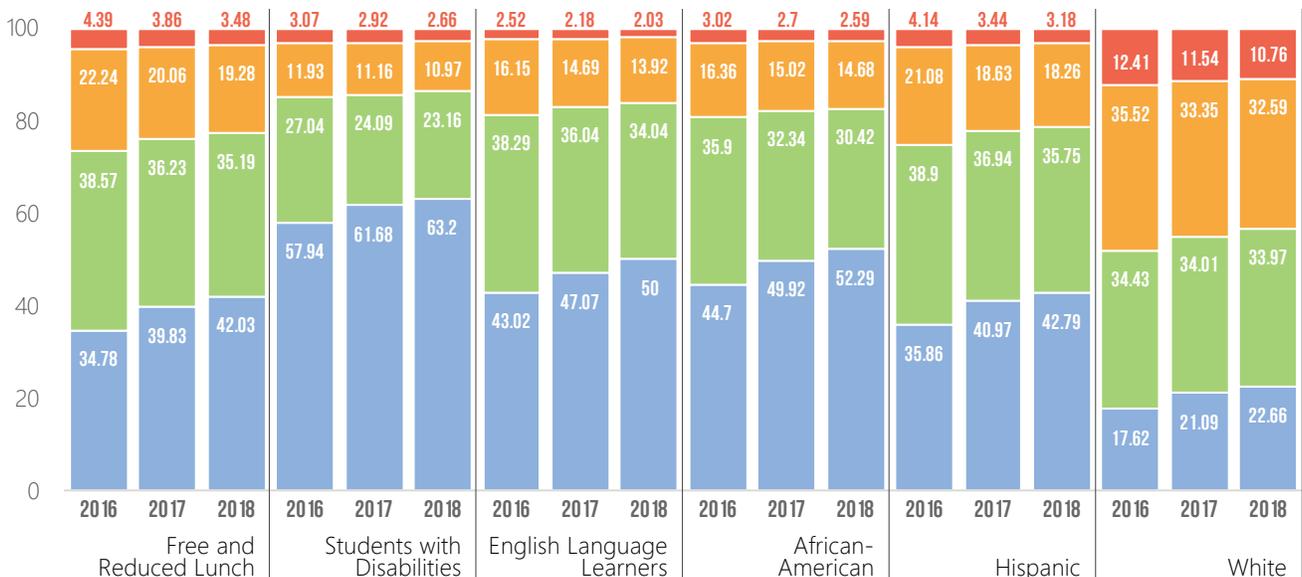
A student at Level 4 shows an excellent ability to understand and use the skills and knowledge needed for postsecondary readiness.

ENGLISH LANGUAGE ARTS

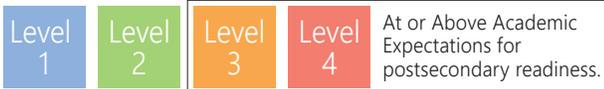
BY GRADE



BY SUBGROUP

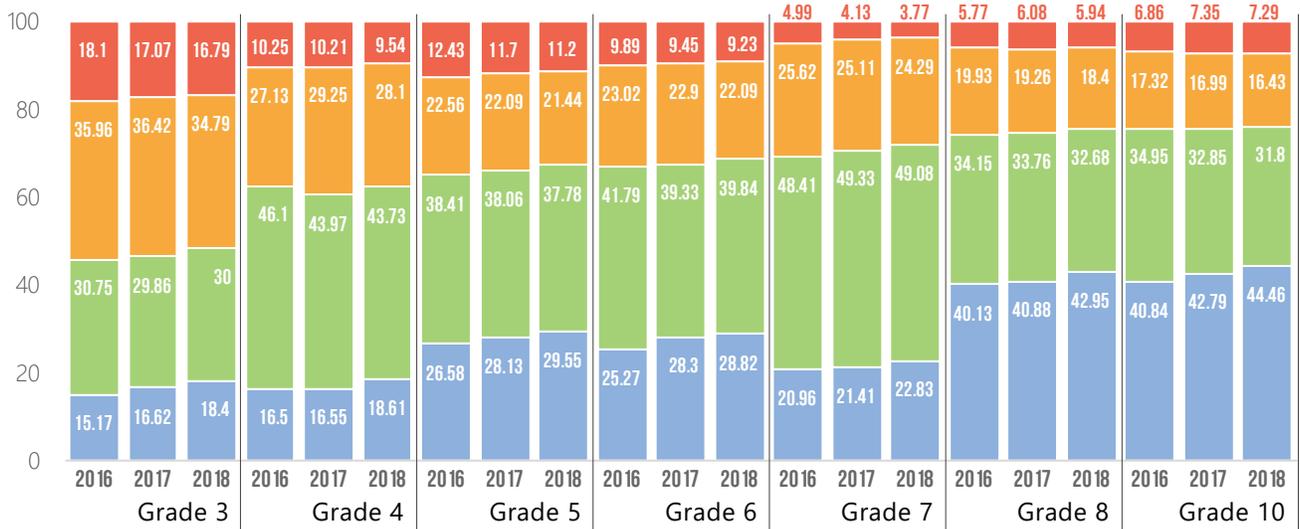


Kansas Assessment Performance Levels

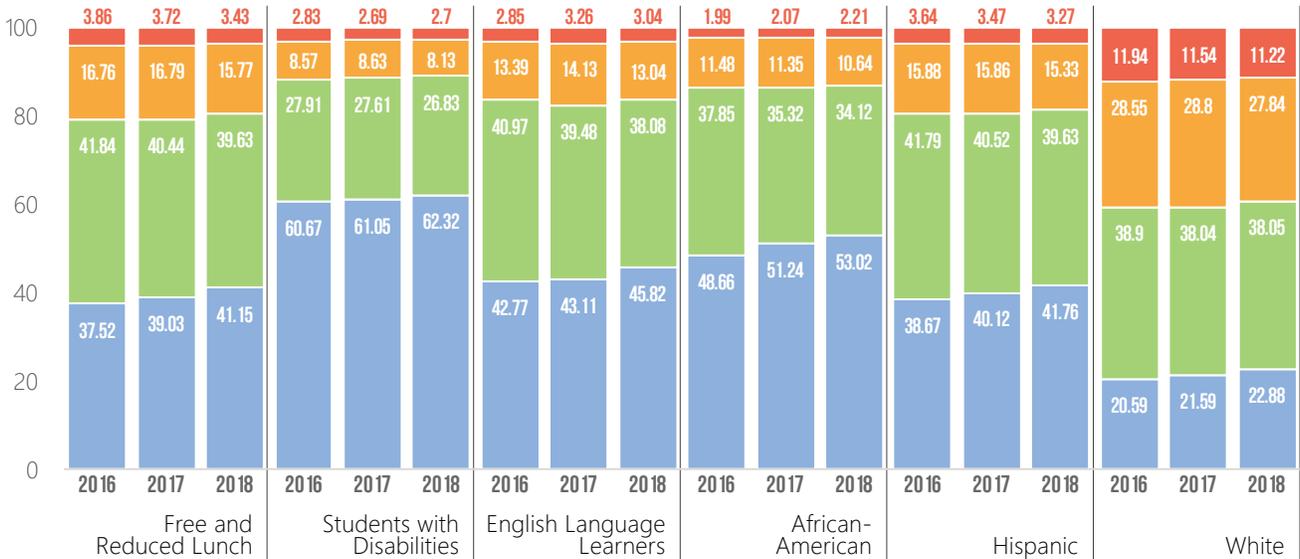


MATHEMATICS

BY GRADE



BY SUBGROUP



EDUCATION SUMMARY

Public School Characteristics

| | |
|---------------------------|---------|
| Number enrolled* | 491,270 |
| Number of Title 1 Schools | 663 |

* Headcount enrollment

Teachers

| | |
|--|-----------|
| Average Age | 43.5 |
| Average Years of Experience | 14 |
| Number of Full-Time Equivalent (FTE) Teachers* | 34,759.1 |
| Teacher/Pupil Ratio | 14.1 |
| Teachers' Average Salary** | \$ 55,725 |

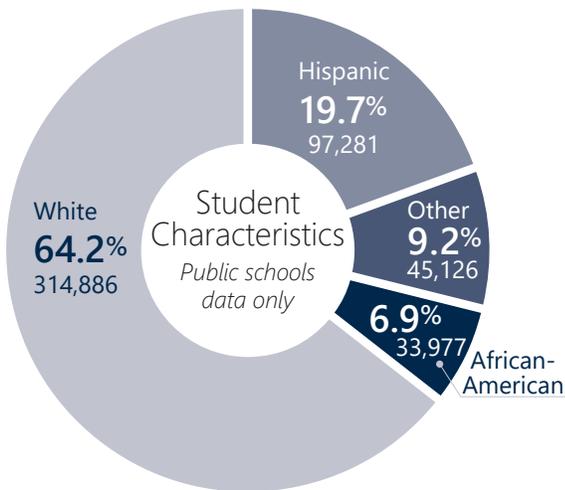
* Includes special education teachers.

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

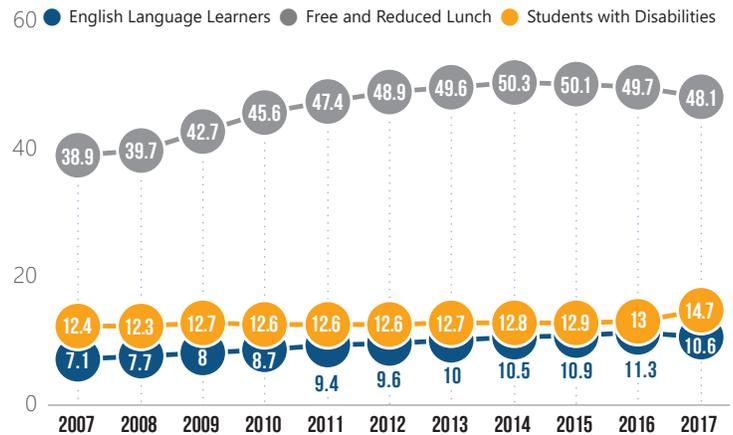
School District Characteristics

| | |
|----------------------------|-------|
| Number of School Districts | 286 |
| Number of Schools | 1,307 |

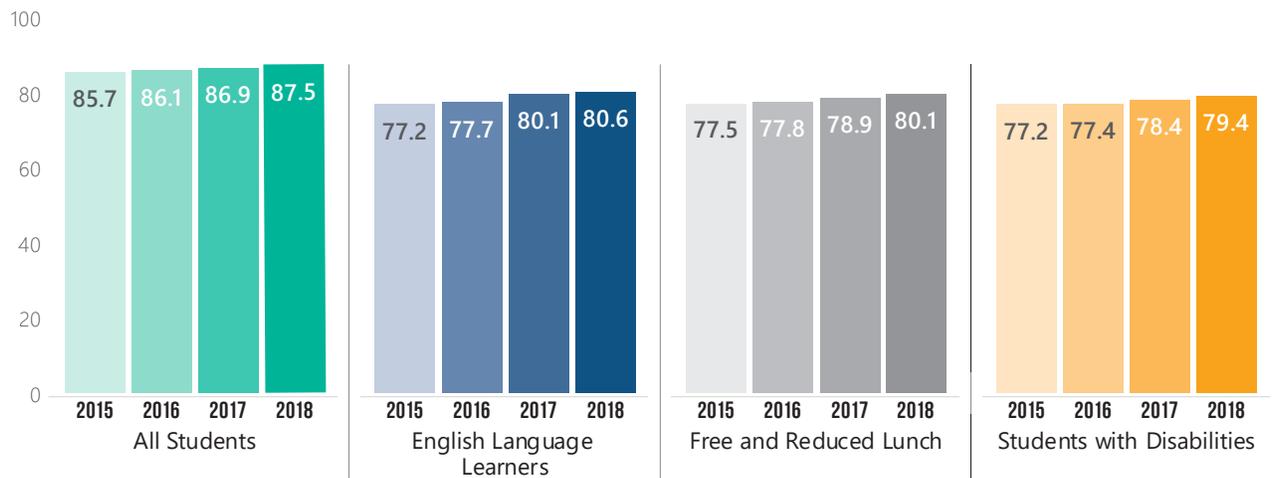
Student Characteristics



STUDENT POPULATION SUBGROUPS

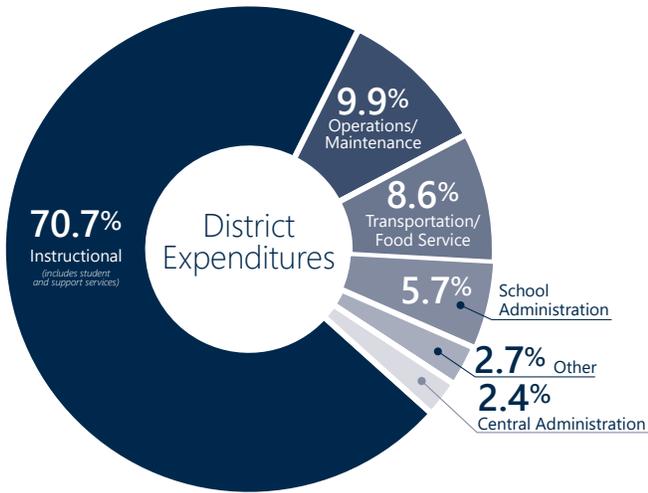


GRADUATION SUBGROUPS



District Fiscal Summary

EXPENDITURES

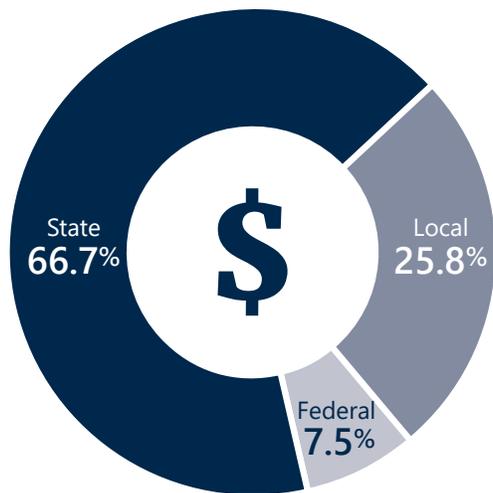


| | | |
|---|----|---------------|
| Current Operating Expenditures | \$ | 5,534,853,460 |
| Current Operating Expenditures Per Pupil† | \$ | 11,611 |
| Total Nonoperating Expenditures‡ | \$ | 957,305,474 |
| Total Expenditures | \$ | 6,492,158,934 |
| Total Expenditures Per Pupil | \$ | 13,620 |

† Based on FTE of 476,672.6.

‡ Bond, Interest, Capital Outlay

REVENUE



| | | |
|---------|----|---------------|
| Federal | \$ | 484,412,006 |
| Local | \$ | 1,676,524,629 |
| State | \$ | 4,331,222,299 |



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The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3204