

Introduction

The Kansas State Department of Education (KSDE) is committed to building a coherent and sustainable statewide school improvement and accreditation system that advances achievement for every learner. Currently, Kansas schools are navigating overlapping accountability requirements—state accreditation through the Kansas Education Systems Accreditation (KESA) framework, and federal identification processes under ESSA. While both systems share the goal of improving student outcomes, the lack of alignment creates confusion, duplicates effort, and dilutes the impact of improvement strategies.

With targeted flexibility under ESSA, Kansas seeks to unify accountability and improvement into one coherent statewide model that reflects rigorous expectations, provides stability for schools, and accelerates academic success for students.

To accomplish this transition, KSDE requests three coordinated waivers:

1. Delay the identification of CSI, TSI, and ATSI schools until no later than the 2028–2029 school year.
2. Delay the exit of currently identified schools until no later than the 2027–2028 school year.
3. Extend the availability of 1003(a) funds to currently identified schools through the 2028–2029 school year.

Together, these requests will ensure stability, preserve access to supports, and allow Kansas to fully implement an aligned accountability and improvement model that reduces complexity, increases coherence, and advances student outcomes.

Request One: Delay identification of CSI, TSI, and ATSI school buildings until no later than 2028 – 2029

a. Federal programs affected by the requested waiver:

Title I of the Elementary and Secondary Education Act

b. Describe which Federal statutory or regulatory requirements are to be waived:

1111(c)(4)(D)(i)

1111(c)(4)(C)(iii)

1111(d)(2)(C)

c. Describe how the waiving of such requirements will advance student academic achievement:

Kansas' theory of action is that meaningful and sustained improvements occur when schools focus on a limited number of high-leverage, evidence-based actions that are coherent across state and federal systems. Kansas is currently operating a statewide improvement model built on four fundamentals: Structured Literacy, Standards Alignment, Balanced Assessment, and Quality Instruction. This model builds district capacity, promotes alignment of interventions, and ensures that evidence-based practices are implemented at the district and building level.

Extending the identification timeline of Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) schools until the 2028–2029 school year will advance academic achievement by:

1. Reducing Complexity and Increasing Clarity

Currently, Kansas operates separate state and federal accountability systems with different expectations, creating fragmentation and confusion. This kind of incoherence has been shown to undermine student learning. TNTP's *Opportunity Makers* research found that when schools lack a coherent instructional program, students often experience fragmented, disconnected learning. In contrast, “trajectory-changing” schools—those that help students gain more than a year of additional learning annually—build coherence across all elements of a school's instructional program. These schools help students catch up by gaining more than 1.3 years of learning per academic year. Growing at this rate allows most students to reach grade level during their time in school. In just three years, students gain a full extra year of learning, making a potentially life-changing difference.

How a waiver helps: A waiver provides time to fully integrate federal identification processes into the KESA accreditation framework, resulting in one unified, transparent system that provides clarity and predictability for schools and districts. Instead of layering on competing initiatives, Kansas will be able to build a streamlined, focused accountability system that clarifies priorities for districts and schools, enabling them to direct staff time and resources toward practices that are best positioned to accelerate student learning. Research shows that coherence directly influences student achievement. Conversely, incoherence scatters teacher effort and diminishes impact. By receiving this waiver, Kansas can support schools in creating the focused, aligned conditions that research shows are necessary to generate trajectory-changing outcomes for students.

2. Aligning Accountability with Student Performance

Kansas is implementing a new state assessment system with updated cut scores, which will affect performance data and identification decisions. Identifying CSI, TSI, and ATSI schools before these changes are fully established would risk mislabeling schools based on transitional data rather than an accurate reflection of performance.

By completing identification no later than 2028–2029, Kansas will have more data from the new assessments, creating a more accurate process to set fair and consistent criteria for school identification and exit. This supports identification based on student growth and sustained achievement, not temporary shifts caused by new measures. The additional time provides clarity and predictability for districts, allowing them to focus on meaningful improvement efforts instead of reacting to short-term fluctuations.

3. Maximizing the Impact of Supports and Resources

Kansas will continue supporting identified schools through the Kansas Learning Network, professional learning, technical assistance, and 1003(a) funds.

With more time, these supports can be fully aligned to the four fundamentals, significantly increasing the leverage and return on investment of available resources.

The waiver is an intentional strategy to strengthen accountability. By aligning state and federal requirements into a cohesive school improvement system, Kansas will be able to accelerate student learning while maximizing the effectiveness of federal and state resources.

d. Describe the methods the State educational agency, local educational agency, school, or Indian tribe will use to monitor and regularly evaluate the effectiveness of the implementation of the plan:

KSDE will continue to utilize state assessments and other accountability indicators to measure and monitor progress for improvement in federally identified buildings each year. This continued monitoring, paired with a delay in new identifications, will provide a larger sample size of longitudinal data. The additional data will allow KSDE to better analyze the effectiveness of implementation plans and provide the state with valuable feedback as it refines the processes used to monitor and support school improvement. At the local level, LEAs will continue to play a central role in monitoring and evaluating school improvement. Districts will:

- Check in with their KESA regional executives to align district-level work with the improvement plans of federally identified buildings.
- Continue regularly monitoring implementation at the building and system level, using a Plan–Do–Study–Act cycle to ensure continuous reflection and adjustment.
- Collaborate with like-systems to review progress, identify barriers, and align resources to evidence-based strategies.

Through this combined state and local monitoring structure, identified schools will continue to receive meaningful oversight and support. The delay in identification strengthens accountability by improving the quality of evaluation, increasing coherence with state systems, and ensuring that schools remain focused on sustained, evidence-based improvement efforts.

e. Describe how schools will continue to provide assistance to the same populations served by programs for which waivers are requested:

KSDE has ensured that all populations impacted by the waiver will continue to receive assistance and supports by utilizing a combination of continuing the existing Kansas Learning Network (KLN) supports to those schools that are not exited from the 2022 identifications, and the universal umbrella of supports through the Kansas School Improvement framework that provides support and accountability to all Kansas schools. Allowing the ongoing identification and supports to the 2022 cohort of identified schools that elect to maintain support under KLN will allow the KSDE and districts to better manage and direct

resources as the Kansas School Improvement framework continues to gain capacity.

Ongoing Supports to Existing Cohort: Kansas Learning Network

The Kansas Learning Network (KLN), provides intensive support to schools identified under ESEA requirements, including Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support (ATSI). This support, outlined in the Plan of Operation and aligned with the Consolidated State Plan, helps school and district leaders complete needs assessments, identify root causes, and develop goals focused on closing achievement gaps, all documented through the KansaStar platform.

Coaching for these schools emphasizes evidence-based practices, with a focus on continuous improvement and the implementation of effective strategies to meet the needs of all students, especially those in subgroups. The KLN collaborates with KSDE and TASN personnel to manage improvement systems.

The KLN continues to focus on the "how" of evidence-based decision-making, utilizing tools such as the National Implementation Research Network (NIRN) Hexagon Tool and offering ongoing resources and coaching. The system operates through a continuous cycle of support, beginning with Year 1 activities that focus on preparing schools for improvement or refinement of what already exists. As schools progress through the phases, they move into Year 2 activities based on data and readiness, building capacity to monitor progress and adjust as necessary to address identified root causes.

In line with its commitment to equity, the KLN emphasizes supporting diverse student needs, including reviewing research and indicators from KSDE, addressing early warning systems related to graduation rates, and providing resources for academic and social-emotional student needs. The network also refines its definition of educational equity to guide conversations with school, district, and state leaders. Efforts extend to supporting virtual schools, establishing and refinement of leadership teams through feedback loops for improvement - all through the lens of clear and consistent coaching.

To ensure continued support, the KLN provides intensified district assistance, especially for those with multiple schools identified as CSI, TSI, ATSI, or ISI. The Lead Implementation Coach will maintain regular communication with districts, attend meetings, conduct school visits, and log feedback in the TASN system. Collaboration with other TASN projects and KSDE teams will ensure robust, differentiated support for all Kansas schools. The Project Director will work

closely with KSDE and TASN personnel to refine procedures and achieve the KLN Outcomes based on data-driven insights.

KLN Plan of Operations Table:

Kansas Learning Network Outcomes:	A. Provide direct intensive support and coaching to the districts and buildings identified by the KSDE in the identification of root-causes, the development of an improvement plan, and the implementation of evidence-based practices for the improvement of outcomes for all students, including all subgroups. B. In collaboration with the KSDE, establish an improvement management system to provide targeted districts and building resources in response to an approved plan. C. Provide identified/targeted districts and buildings resources in response to an approved plan.	
A. Provide direct intensive support and coaching to the districts and buildings identified by the KSDE in the identification of root-causes, the development of an improvement plan, and the implementation of evidence-based practices for the improvement of outcomes for all students, including all subgroups.		
Support:	Support Function:	Timeline:
1. Gather School and Community Information for identified buildings, and systems including District Point of Contact, System and Building Leaders.	Facilitation	Month 1- Year 1 Years 2-5
2. Assess current state and desired state for all identified CSI, ISI, TSI and ATSI Buildings.	Collaboration/Coaching	Months 1-3 -Year 1 Years 2-5
3. Conduct a Needs Assessment for all identified CSI, ISI, TSI and ATSI Buildings.	Facilitation	Months 1-3 -Year 1 Years 2-5

4. Conduct a Root-cause analysis. (Deep dive into subgroup data for all identified CSI, ISI, TSI and ATSI Buildings)	Facilitation	Months 1-6- Year1 Years 2-5
5. Develop and Implement an Action Plan to address areas of need for all identified CSI, ISI, TSI and ATSI Buildings.	Coaching	Months 2-8 -Year 1 Years 2-5
6. Coach the effective utilization of the Leadership Team consisting of the principal, teachers, Instructional Teams, and other key professional staff meeting regularly with specific duties and time for planning.	Facilitation/Coaching/Consulting	Months 1-3 -Year 1 Review data Months 3-6 Implementation of evidence-based practices Months 6-9 Years 2-5
7. Coach the Leadership Team to serve as a conduit of communication to the faculty and staff.	Coaching/Consulting	Monthly - Year 1 Years 2-5
8. Coach the Leadership Team to regularly look at school performance and aggregate classroom observation data to make decisions about school improvement and professional development needs.	Coaching/Facilitation	Refine Team Months 1-3 -Year 1 Review data Months 3-6 -Year 1 Years 2-5
9. Coach buildings to ensure teachers are organized into grade-level, grade-level cluster, or	Coaching/Consulting	Months 6-9 -Year 1 Years 2-5

subject-area Instructional Teams.		
10. Coach the refinement of a self-correcting feedback loop procedure so identified schools and districts can monitor implementation of interventions and progress toward goals.	Coaching	Month 6+ - Year 1 Years 2-5
11. Ensure that support is provided to schools and districts that meet all accountability requirements. (ESEA, IDEA, ESSA, state regulation)	Coaching/ Consulting	Bi-weekly to Monthly - Year 1 Years 2-5
12. Assign Coaches to CSI and ISI schools and districts; schedule Coach visits bi-weekly to monthly for onsite intentional, comprehensive, responsive, and specific onsite technical assistance.	Coaching	Bi-weekly to Monthly - Year 1 Years 2-5
13. Assign Coaches to TSI and ATSI schools and districts; schedule Coach visits monthly to quarterly for onsite or online intentional, comprehensive, responsive, and specific technical assistance.	Coaching	Monthly to Quarterly - Year 1 Years 2-5
14. Provide ongoing guidance to ensure professional learning meets the needs of the building	Coaching/Consulting	Quarterly - Year 1 Years 2-5

and the definition of evidence-based practice.		
15. Conduct a Strengths Analysis. (Deep dive into subgroup data for all identified CSI, ISI, TSI and ATSI Buildings)	Facilitation/Coaching	April/May -Year 1 April/May -Years 2-5
B. In collaboration with the KSDE, establish an improvement management system to provide targeted districts and building resources in response to an approved plan.		
16. Coach building plans to be entered into an online platform and continuously provide progress updates.	Coaching	Monthly to Quarterly Years 2-5
17. Provide ongoing district and building level support on the utilization of the online platform in collaboration with KSDE.	Presenting/Consulting	Quarterly Years 2-5
18. Coach ongoing utilization of data cycles.	Coaching	Bi-weekly to Monthly Years 2-5
19. Provide coaching and feedback on continuous implementation of school improvement plans in collaboration with KSDE.	Coaching	Monthly to Quarterly Years 2-5
20. Ensure bi-weekly/weekly communication with KSDE and TASN personnel to provide transparency regarding Kansas Learning Network activities and progress toward meeting its goals.	Collaborating	Weekly to bi-weekly Years 2-5

21. Ensure monthly communication with KSDE regarding Kansas Learning Network and ESSA implementation.	Collaborating	Monthly Years 2-5
22. Attendance at quarterly onsite meetings with the state's TASN team to promote coordination and collaboration among TASN providers.	Collaborating	Quarterly Years 2-5
23. Enter technical assistance activities into online TASN platform.	Coaching/Facilitation	Monthly Years 2-5
24. Co-Create the coaching of 1003(a) grant expectations with KSDE to support systems for mitigation of root causes and sustainability of supports.	Collaborate/Coaching	Monthly - Year 1 Years 2-5
25. Co-Creation of identification and exit criteria for CSI, ISI, TSI and ATSI schools with KSDE.	Collaborate/Coaching	Monthly - Year 1 Years 2-5
C. Provide identified/targeted districts and buildings resources in response to an approved plan.		
26. Provide Regional Professional Learning based upon data. (CSI, ISI, TSI, ATSI)	Facilitation/ Presenting	Quarterly to Semester - Year 1 Years 2-5
27. Provide Onsite Professional Learning based upon data. (CSI, ISI)	Facilitation/ Presenting	Quarterly - Year 1 Years 2-5
28. Continued Professional Learning followed by online and on-demand implementation coaching	Coaching	Quarterly- Year 1 Years 2-5

opportunities or onsite implementation coaching.		
29.Continued Regional and/or onsite professional learning focused on building professional and organizational capacities of the school and district.	Consultation/Facilitation/Presenting	Quarterly -Year1 Years 2-5
30. Continued collaboration with the TASN evaluator, an evaluation comprised of methods to evaluate impact through short term, intermediate, and long-term outcomes will be designed and implemented.	Collaborate/Coaching	Quarterly - Year 1 Years 2-5
31. Review previous evaluation plan meeting with KSDE personnel and TASN Evaluator(s) as scheduled and provide data as required.	Collaborating	Months 1-3 -Year1 Years 2-5

32. Meet with KSDE personnel for mid-year and end-of-year reviews to track progress toward meeting outcomes and goals, revise project activities as necessary to increase progress when appropriate.	Collaborating	February/March- Year 1 February/March- Years 2-5
33. Continued refinement or develop and/or modify previous evaluation plan based upon data.	Collaborating	Months 1-3 -Year 1 Years 2-5

34. Participate with KSDE personnel and TASN Evaluator(s) during Year 2 to determine progress made toward Kansas Learning Network goals and plan activities for the remaining years of the project.	Collaborating	February/March of Year 2
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The Kansas Learning Network's Plan of Operations is a comprehensive, multi-year initiative designed to provide targeted and intensive support to districts and schools identified by the KSDE. Through a structured and strategic approach, this plan focuses on assessing need, identifying root causes, developing actionable improvement plans, and implementing evidence-based practices to enhance student outcomes across subgroups. The collaboration between KSDE and the LEA ensures that schools receive the necessary resources, professional learning opportunities, and data-driven guidance to foster sustainable improvements.

The phased implementation of this plan emphasizes ongoing assessment, coaching, and facilitation to address identified areas of need in CSI, TSI, and ATSI buildings. By establishing an improvement management system, the initiative provides structured monitoring, evaluation, and feedback loops to ensure continuous progress. The allocation of dedicated coaches and regular support visits enhances accountability and capacity-building within school leadership teams, ensuring effective communication, data utilization, and instructional team development.

Sustained professional learning and collaboration with KSDE personnel, TASN teams, and evaluators form the backbone of this initiative, ensuring alignment with state and federal accountability requirements and the sustainability of efforts. Regular evaluations, mid-year and end-of-year reviews, and refinements based on collected data will facilitate the ongoing enhancement of the Kansas Learning Network's efforts.

By fostering a culture of continuous improvement the Kansas Learning Network, paired with Southwest Plains Regional Service Center, aims to create a sustainable framework that not only meets immediate improvement needs but also establishes long-term systemic change for the benefit of all students.

Ultimately, the success of this initiative hinges on consistent collaboration, data-driven decision-making, and an unwavering commitment to student achievement that we believe we can and will provide.

Accountability and Improvement for All Schools: Kansas School Improvement Framework

The Kansas State Department of Education has developed and implemented a universal school improvement framework that provides support to all schools through a single, coherent system of supports that is aligned to consistent measures of accountability.

The Kansas school improvement framework ensures the continuous and intentional alignment of systems, resources, and instructional practices to improve student outcomes by creating coherence across the systems of quality instruction, standards alignment, structured literacy, and balanced assessments. The framework prioritizes collaboration, support, and the sustained use of evidence-based practices to meet the unique needs of every system.

The consistent implementation of this school improvement framework with fidelity at all levels will ensure every Kansas student develops the knowledge and skills that lead to greater opportunities for success.

Theory of action.

To establish coherence across all levels of the education system, from classroom, to building, to district, to educational service agencies, to the KSDE, it is necessary to focus on the most high-leverage fundamentals of school improvement.

Through a long process of study, analysis, collaboration, and stakeholder engagement the Kansas State Department of Education has identified four fundamentals as the foundation for school improvement and are positioned to help realize the theory of action.

The Four Fundamentals of School Improvement

- 4) **Structured Literacy:** Kansas provides literacy instruction in per-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

- 4) **Standards Alignment:** Kansas align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.
- 4) **Balanced Assessment:** Kansas assesses students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.
- 4) **Quality Instruction:** Kansas cultivates a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in pre-K-12.

Kansas School Improvement Model

The Kansas School Improvement Model connects the Four Fundamentals to the Structures necessary for sustainability, Lead Indicators of implementation, and multiple Measures of Progress.

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

District Action Plans

The Kansas School Improvement Framework, requires that all systems submit and implement an action plan that is clear, aligned to the Kansas School Improvement Model, and data informed.

Each system creates the local action plan through a District Leadership Team (DLT) in collaboration with the school community.

f. If the waiver relates to provisions of subsections (b) or (h) of section 1111, describes how the State educational agency, local educational agency, school, or Indian tribe will maintain or improve transparency in reporting to parents and the public on student achievement and school performance, including the achievement of the subgroups:

KSDE will continue to meet all federal reporting requirements, ensuring parents and the public have clear, timely access to performance data. Each year, school performance is reported through Kansas Report Cards, which include student achievement and subgroup outcomes, as well as progress toward interim targets and the state's long-term goals under ESSA. Identified schools must share this information publicly with families and their communities.

Beyond maintaining current transparency, Kansas is committed to improving public access to information by developing new public-facing dashboards that will bring together federal and state accountability data into a single, user-friendly platform. These dashboards will make it easier for parents, educators, and community members to understand how schools are performing, how resources are being used, and whether students are making sustained progress.

Request Two: Delay the exit of identified buildings until no later than 2027-2028.

a. Federal programs affected by the requested waiver:

Title I of the Elementary and Secondary Education Act

b. Describe which Federal statutory or regulatory requirements are to be waived:

1111(d)(3)(A)(i)

c. Describe how the waiving of such requirements will advance student academic achievement:

Kansas seeks to maintain current identifications through 2027–2028 ensuring schools remain supported until the new statewide accountability model is fully in place. Extending the exit timeline for currently identified schools until no later than the 2027–2028 school year will advance student achievement by ensuring continuity of support for sustained, evidence-based practices while Kansas transitions to a more coherent statewide improvement system.

By maintaining schools in status through 2027–2028, KSDE will:

- **Protect continuity of improvement supports.**

Identified schools will retain access to 1003(a) funds, Kansas Learning Network technical assistance, and professional learning opportunities. This means schools can sustain evidence-based practices without disruption, ensuring steady gains instead of fragmented starts and stops.

- **Shift identified schools into the statewide improvement model.**

Schools will remain engaged in improvement efforts aligned to Kansas' four fundamentals and the KESA framework. This alignment ensures that exit from identification is tied to the same system that governs district accreditation and long-term improvement. By delaying exit decisions until no later than 2027–2028, Kansas will have three years of data from the new assessment system to establish clear, stable, and fair criteria. Delaying exit ensures that schools remain supported and engaged in continuous improvement while the state aligns systems to ensure focus on long-term gains in student achievement.

d. Describe the methods the State educational agency, local educational agency, school, or Indian tribe will use to monitor and regularly evaluate the effectiveness of the implementation of the plan:

KSDE will continue to utilize state assessments and accountability indicators to measure and monitor progress in federally identified schools every year. This continued

monitoring, paired with a delay in exiting schools, will provide a larger sample of longitudinal data, allowing KSDE to more effectively evaluate implementation and provide meaningful feedback to districts.

At the state level, KSDE will:

- Monitor implementation of improvement plans through annual state assessment results and accountability indicators.
- Provide targeted support and feedback to schools through KLN technical assistance and professional learning opportunities.
- Align progress monitoring with the state accreditation model to ensure coherence across systems.

At the local level, LEAs will:

- Collaborate with their KESA regional executive to align district and building-level improvement efforts.
- Conduct regular monitoring of building-level implementation using a Plan–Do–Study–Act model to ensure fidelity and continuous improvement.
- Maintain regular check-ins with buildings to review progress, identify challenges, and align resources to support student outcomes.

This approach ensures that delaying exit does not weaken accountability but instead strengthens it by giving schools more consistent monitoring, deeper data analysis, and uninterrupted access to resources that directly support student learning.

e. Describe how schools will continue to provide assistance to the same populations served by programs for which waivers are requested:

KSDE has ensured that all populations impacted by the waiver will continue to receive assistance and supports by utilizing a combination of continuing the existing Kansas Learning Network (KLN) supports to those schools that are not exited from the 2022 identifications, and the universal umbrella of supports through the Kansas School Improvement framework that provides support and accountability to all Kansas schools. Allowing the ongoing identification and supports to the 2022 cohort of identified schools that elect to maintain support under KLN will allow the KSDE and districts to better manage and direct resources as the Kansas School Improvement framework continues to gain capacity.

Ongoing Supports to Existing Cohort: Kansas Learning Network

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Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support (ATSI). This support, outlined in the Plan of Operation and aligned with the Consolidated State Plan, helps school and district leaders complete needs assessments, identify root causes, and develop goals focused on closing achievement gaps, all documented through the KansaStar platform.

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To ensure continued support, the KLN provides intensified district assistance, especially for those with multiple schools identified as CSI, TSI, ATSI, or ISI. The Lead Implementation Coach will maintain regular communication with districts, attend meetings, conduct school visits, and log feedback in the TASN system. Collaboration with other TASN projects and KSDE teams will ensure robust, differentiated support for all Kansas schools. The Project Director will work closely with KSDE and TASN personnel to refine procedures and achieve the KLN Outcomes based on data-driven insights.

KLN Plan of Operations Table:

Kansas Learning Network Outcomes:	D. Provide direct intensive support and coaching to the districts and buildings identified by the KSDE in the identification of root-causes, the development of an improvement plan, and the implementation of evidence-based practices for the improvement of outcomes for all students, including all subgroups. E. In collaboration with the KSDE, establish an improvement management system to provide targeted districts and building resources in response to an approved plan. F. Provide identified/targeted districts and buildings resources in response to an approved plan.	
A. Provide direct intensive support and coaching to the districts and buildings identified by the KSDE in the identification of root-causes, the development of an improvement plan, and the implementation of evidence-based practices for the improvement of outcomes for all students, including all subgroups.		
Support:	Support Function:	Timeline:
1. Gather School and Community Information for identified buildings, and systems including District Point of Contact, System and Building Leaders.	Facilitation	Month 1- Year 1 Years 2-5
2. Assess current state and desired state for all identified CSI, ISI, TSI and ATSI Buildings.	Collaboration/Coaching	Months 1-3 -Year 1 Years 2-5
3. Conduct a Needs Assessment for all identified CSI, ISI, TSI and ATSI Buildings.	Facilitation	Months 1-3 -Year 1 Years 2-5
4. Conduct a Root-cause analysis. (Deep dive into	Facilitation	Months 1-6- Year1

subgroup data for all identified CSI, ISI, TSI and ATSI Buildings)		Years 2-5
5. Develop and Implement an Action Plan to address areas of need for all identified CSI, ISI, TSI and ATSI Buildings.	Coaching	Months 2-8 -Year 1 Years 2-5
6. Coach the effective utilization of the Leadership Team consisting of the principal, teachers, Instructional Teams, and other key professional staff meeting regularly with specific duties and time for planning.	Facilitation/Coaching/Consulting	Months 1-3 -Year 1 Review data Months 3-6 Implementation of evidence-based practices Months 6-9 Years 2-5
7. Coach the Leadership Team to serve as a conduit of communication to the faculty and staff.	Coaching/Consulting	Monthly - Year 1 Years 2-5
8. Coach the Leadership Team to regularly look at school performance and aggregate classroom observation data to make decisions about school improvement and professional development needs.	Coaching/Facilitation	Refine Team Months 1-3 -Year 1 Review data Months 3-6 -Year 1 Years 2-5
9. Coach buildings to ensure teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.	Coaching/Consulting	Months 6-9 -Year 1 Years 2-5

10. Coach the refinement of a self-correcting feedback loop procedure so identified schools and districts can monitor implementation of interventions and progress toward goals.	Coaching	Month 6+ - Year 1 Years 2-5
11. Ensure that support is provided to schools and districts that meet all accountability requirements. (ESEA, IDEA, ESSA, state regulation)	Coaching/ Consulting	Bi-weekly to Monthly - Year 1 Years 2-5
12. Assign Coaches to CSI and ISI schools and districts; schedule Coach visits bi-weekly to monthly for onsite intentional, comprehensive, responsive, and specific onsite technical assistance.	Coaching	Bi-weekly to Monthly - Year 1 Years 2-5
13. Assign Coaches to TSI and ATSI schools and districts; schedule Coach visits monthly to quarterly for onsite or online intentional, comprehensive, responsive, and specific technical assistance.	Coaching	Monthly to Quarterly - Year 1 Years 2-5
14. Provide ongoing guidance to ensure professional learning meets the needs of the building and the definition of evidence-based practice.	Coaching/Consulting	Quarterly - Year 1 Years 2-5

15. Conduct a Strengths Analysis. (Deep dive into subgroup data for all identified CSI, ISI, TSI and ATSI Buildings)	Facilitation/Coaching	April/May -Year 1 April/May -Years 2-5
B. In collaboration with the KSDE, establish an improvement management system to provide targeted districts and building resources in response to an approved plan.		
16. Coach building plans to be entered into an online platform and continuously provide progress updates.	Coaching	Monthly to Quarterly Years 2-5
17. Provide ongoing district and building level support on the utilization of the online platform in collaboration with KSDE.	Presenting/Consulting	Quarterly Years 2-5
18. Coach ongoing utilization of data cycles.	Coaching	Bi-weekly to Monthly Years 2-5
19. Provide coaching and feedback on continuous implementation of school improvement plans in collaboration with KSDE.	Coaching	Monthly to Quarterly Years 2-5
20. Ensure bi-weekly/weekly communication with KSDE and TASN personnel to provide transparency regarding Kansas Learning Network activities and progress toward meeting its goals.	Collaborating	Weekly to bi-weekly Years 2-5
21. Ensure monthly communication with KSDE regarding Kansas	Collaborating	Monthly

Learning Network and ESSA implementation.		Years 2-5
22. Attendance at quarterly onsite meetings with the state's TASN team to promote coordination and collaboration among TASN providers.	Collaborating	Quarterly Years 2-5
23. Enter technical assistance activities into online TASN platform.	Coaching/Facilitation	Monthly Years 2-5
24. Co-Create the coaching of 1003(a) grant expectations with KSDE to support systems for mitigation of root causes and sustainability of supports.	Collaborate/Coaching	Monthly - Year 1 Years 2-5
25. Co-Creation of identification and exit criteria for CSI, ISI, TSI and ATSI schools with KSDE.	Collaborate/Coaching	Monthly - Year 1 Years 2-5
C. Provide identified/targeted districts and buildings resources in response to an approved plan.		
26. Provide Regional Professional Learning based upon data. (CSI, ISI, TSI, ATSI)	Facilitation/ Presenting	Quarterly to Semester - Year 1 Years 2-5
27. Provide Onsite Professional Learning based upon data. (CSI, ISI)	Facilitation/ Presenting	Quarterly - Year 1 Years 2-5
28. Continued Professional Learning followed by online and on-demand implementation coaching opportunities or onsite implementation coaching.	Coaching	Quarterly- Year 1 Years 2-5
29. Continued Regional and/or onsite professional	Consultation/Facilitation/Pres enting	Quarterly -Year1

learning focused on building professional and organizational capacities of the school and district.		Years 2-5
30. Continued collaboration with the TASN evaluator, an evaluation comprised of methods to evaluate impact through short term, intermediate, and long-term outcomes will be designed and implemented.	Collaborate/Coaching	Quarterly - Year 1 Years 2-5
31. Review previous evaluation plan meeting with KSDE personnel and TASN Evaluator(s) as scheduled and provide data as required.	Collaborating	Months 1-3 -Year1 Years 2-5

32. Meet with KSDE personnel for mid-year and end-of-year reviews to track progress toward meeting outcomes and goals, revise project activities as necessary to increase progress when appropriate.	Collaborating	February/March- Year 1 February/March- Years 2-5
33. Continued refinement or develop and/or modify previous evaluation plan based upon data.	Collaborating	Months 1-3 -Year 1 Years 2-5
34. Participate with KSDE personnel and TASN Evaluator(s) during Year 2 to determine progress	Collaborating	February/March of Year 2

made toward Kansas Learning Network goals and plan activities for the remaining years of the project.		
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The Kansas Learning Network's Plan of Operations is a comprehensive, multi-year initiative designed to provide targeted and intensive support to districts and schools identified by the KSDE. Through a structured and strategic approach, this plan focuses on assessing need, identifying root causes, developing actionable improvement plans, and implementing evidence-based practices to enhance student outcomes across subgroups. The collaboration between KSDE and the LEA ensures that schools receive the necessary resources, professional learning opportunities, and data-driven guidance to foster sustainable improvements.

The phased implementation of this plan emphasizes ongoing assessment, coaching, and facilitation to address identified areas of need in CSI, TSI, and ATSI buildings. By establishing an improvement management system, the initiative provides structured monitoring, evaluation, and feedback loops to ensure continuous progress. The allocation of dedicated coaches and regular support visits enhances accountability and capacity-building within school leadership teams, ensuring effective communication, data utilization, and instructional team development.

Sustained professional learning and collaboration with KSDE personnel, TASN teams, and evaluators form the backbone of this initiative, ensuring alignment with state and federal accountability requirements and the sustainability of efforts. Regular evaluations, mid-year and end-of-year reviews, and refinements based on collected data will facilitate the ongoing enhancement of the Kansas Learning Network's efforts.

By fostering a culture of continuous improvement the Kansas Learning Network, paired with Southwest Plains Regional Service Center, aims to create a sustainable framework that not only meets immediate improvement needs but also establishes long-term systemic change for the benefit of all students. Ultimately, the success of this initiative hinges on consistent collaboration, data-driven decision-making, and an unwavering commitment to student achievement that we believe we can and will provide.

Accountability and Improvement for All Schools: Kansas School Improvement Framework

The Kansas State Department of Education has developed and implemented a universal school improvement framework that provides support to all schools through a single, coherent system of supports that is aligned to consistent measures of accountability.

The Kansas school improvement framework ensures the continuous and intentional alignment of systems, resources, and instructional practices to improve student outcomes by creating coherence across the systems of quality instruction, standards alignment, structured literacy, and balanced assessments. The framework prioritizes collaboration, support, and the sustained use of evidence-based practices to meet the unique needs of every system.

The consistent implementation of this school improvement framework with fidelity at all levels will ensure every Kansas student develops the knowledge and skills that lead to greater opportunities for success.

Theory of action.

To establish coherence across all levels of the education system, from classroom, to building, to district, to educational service agencies, to the KSDE, it is necessary to focus on the most high-leverage fundamentals of school improvement.

Through a long process of study, analysis, collaboration, and stakeholder engagement the Kansas State Department of Education has identified four fundamentals as the foundation for school improvement and are positioned to help realize the theory of action.

The Four Fundamentals of School Improvement

- 4) **Structured Literacy:** Kansas provides literacy instruction in per-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.
- 4) **Standards Alignment:** Kansas align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

- 4) **Balanced Assessment:** Kansas assesses students for risk and standards in pre-K-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.
- 4) **Quality Instruction:** Kansas cultivates a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials in per-K-12.

Kansas School Improvement Model

The Kansas School Improvement Model connects the Four Fundamentals to the Structures necessary for sustainability, Lead Indicators of implementation, and multiple Measures of Progress.

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



District Action Plans

The Kansas School Improvement Framework, requires that all systems submit and implement an action plan that is clear, aligned to the Kansas School Improvement Model, and data informed.

Each system creates the local action plan through a District Leadership Team (DLT) in collaboration with the school community.

f. If the waiver relates to provisions of subsections (b) or (h) of section 1111, describes how the State educational agency, local educational agency, school, or Indian tribe will maintain or improve transparency in reporting to parents and the public on student achievement and school performance, including the achievement of the subgroups:

KSDE will continue to meet all federal reporting requirements, ensuring parents and the public have clear, timely access to performance data. Each year, school performance is reported through Kansas Report Cards, which include student achievement and subgroup outcomes, as well as progress toward interim targets and the state's long-term goals under ESSA. Identified schools must share this information publicly with families and their communities.

Beyond maintaining current transparency, Kansas is committed to improving public access to information by developing new public-facing dashboards that will bring together federal and state accountability data into a single, user-friendly platform. These dashboards will make it easier for parents, educators, and community members to understand how schools are performing, how resources are being used, and whether students are making sustained progress.

Request Three: Continue to provide 1003(a) funds to identified buildings through the 2028-2029 school year.

a. Federal programs affected by the requested waiver:

Title I of the Elementary and Secondary Education Act

b. Describe which Federal statutory or regulatory requirements are to be waived:

1003(c)

c. Describe how the waiving of such requirements will advance student academic achievement:

Extending the availability of 1003(a) funds beyond the statutory four-year limit through the 2027–2028 school year will ensure that schools have the resources necessary to sustain improvement during Kansas’ transition to a new statewide accountability model. Without this waiver, schools that remain identified but reach the four-year limit would lose access to funding, undermining ongoing improvement efforts.

This waiver will advance student achievement by:

- **Ensuring access to improvement resources.** All federally identified schools will continue to have access to 1003(a) funds for the full duration of their identification, preventing gaps in support during the transition period.
- **Aligning funding with state and federal timelines.** Extending funding ensures consistency with the requested delay in identification and exit, allowing schools to maintain progress without disruption.
- **Supporting sustained, evidence-based improvement plans.** 1003(a) funds will continue to be directed toward interventions and evidence-based strategies detailed in school improvement plans, ensuring that schools can build capacity and sustain gains over time.

This waiver ensures that identified schools retain access to the federal resources they need to make meaningful and lasting improvements in student outcomes.

d. Describe the methods the State educational agency, local educational agency, school, or Indian tribe will use to monitor and regularly evaluate the effectiveness of the implementation of the plan:

KSDE will continue to monitor the use of 1003(a) funds in alignment with all ESSA requirements. This includes:

- Requiring schools to detail in their improvement plans how 1003(a) funds will be used to support implementation of evidence-based strategies and interventions.

- Ensuring funds are tied to the area of identification and evidence-based strategies designed to improve student outcomes.
- Monitoring and reviewing expenditures to confirm that resources are used as intended and produce measurable impact.

At the district level, LEAs will oversee the use of 1003(a) funds within their schools, ensuring alignment with both district priorities and state accreditation expectations. LEAs will also provide progress updates to KSDE as part of the regular improvement monitoring cycle.

This monitoring process ensures that federal funds are used effectively, transparently, and in direct service of advancing academic achievement for students in identified schools.

e. Describe how schools will continue to provide assistance to the same populations served by programs for which waivers are requested:

KSDE has ensured that all populations impacted by the waiver will continue to receive assistance and supports by utilizing a combination of continuing the existing Kansas Learning Network (KLN) supports to those schools that are not exited from the 2022 identifications, and the universal umbrella of supports through the Kansas School Improvement framework that provides support and accountability to all Kansas schools. Allowing the ongoing identification and supports to the 2022 cohort of identified schools that elect to maintain support under KLN will allow the KSDE and districts to better manage and direct resources as the Kansas School Improvement framework continues to gain capacity.

Ongoing Supports to Existing Cohort: Kansas Learning Network

The Kansas Learning Network (KLN), provides intensive support to schools identified under ESEA requirements, including Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support (ATSI). This support, outlined in the Plan of Operation and aligned with the Consolidated State Plan, helps school and district leaders complete needs assessments, identify root causes, and develop goals focused on closing achievement gaps, all documented through the KansaStar platform.

Coaching for these schools emphasizes evidence-based practices, with a focus on continuous improvement and the implementation of effective strategies to meet the needs of all students, especially those in subgroups. The KLN collaborates with KSDE and TASN personnel to manage improvement systems.

The KLN continues to focus on the "how" of evidence-based decision-making, utilizing tools such as the National Implementation Research Network (NIRN)

Hexagon Tool and offering ongoing resources and coaching. The system operates through a continuous cycle of support, beginning with Year 1 activities that focus on preparing schools for improvement or refinement of what already exists. As schools progress through the phases, they move into Year 2 activities based on data and readiness, building capacity to monitor progress and adjust as necessary to address identified root causes.

In line with its commitment to equity, the KLN emphasizes supporting diverse student needs, including reviewing research and indicators from KSDE, addressing early warning systems related to graduation rates, and providing resources for academic and social-emotional student needs. The network also refines its definition of educational equity to guide conversations with school, district, and state leaders. Efforts extend to supporting virtual schools, establishing and refinement of leadership teams through feedback loops for improvement - all through the lens of clear and consistent coaching.

To ensure continued support, the KLN provides intensified district assistance, especially for those with multiple schools identified as CSI, TSI, ATSI, or ISI. The Lead Implementation Coach will maintain regular communication with districts, attend meetings, conduct school visits, and log feedback in the TASN system. Collaboration with other TASN projects and KSDE teams will ensure robust, differentiated support for all Kansas schools. The Project Director will work closely with KSDE and TASN personnel to refine procedures and achieve the KLN Outcomes based on data-driven insights.

KLN Plan of Operations Table:

Kansas Learning Network Outcomes:	G. Provide direct intensive support and coaching to the districts and buildings identified by the KSDE in the identification of root-causes, the development of an improvement plan, and the implementation of evidence-based practices for the improvement of outcomes for all students, including all subgroups. H. In collaboration with the KSDE, establish an improvement management system to provide targeted districts and building resources in response to an approved plan.
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	I. Provide identified/targeted districts and buildings resources in response to an approved plan.	
A. Provide direct intensive support and coaching to the districts and buildings identified by the KSDE in the identification of root-causes, the development of an improvement plan, and the implementation of evidence-based practices for the improvement of outcomes for all students, including all subgroups.		
Support:	Support Function:	Timeline:
1. Gather School and Community Information for identified buildings, and systems including District Point of Contact, System and Building Leaders.	Facilitation	Month 1- Year 1 Years 2-5
2. Assess current state and desired state for all identified CSI, ISI, TSI and ATSI Buildings.	Collaboration/Coaching	Months 1-3 -Year 1 Years 2-5
3. Conduct a Needs Assessment for all identified CSI, ISI, TSI and ATSI Buildings.	Facilitation	Months 1-3 -Year 1 Years 2-5
4. Conduct a Root-cause analysis. (Deep dive into subgroup data for all identified CSI, ISI, TSI and ATSI Buildings)	Facilitation	Months 1-6- Year1 Years 2-5
5. Develop and Implement an Action Plan to address areas of need for all identified CSI, ISI, TSI and ATSI Buildings.	Coaching	Months 2-8 -Year 1 Years 2-5
6. Coach the effective utilization of the Leadership Team consisting of the principal, teachers, Instructional Teams, and other key professional staff meeting regularly with	Facilitation/Coaching/Consulting	Months 1-3 -Year 1 Review data Months 3-6 Implementation of evidence-based practices Months 6-9

specific duties and time for planning.		Years 2-5
7. Coach the Leadership Team to serve as a conduit of communication to the faculty and staff.	Coaching/Consulting	Monthly - Year 1 Years 2-5

8. Coach the Leadership Team to regularly look at school performance and aggregate classroom observation data to make decisions about school improvement and professional development needs.	Coaching/Facilitation	Refine Team Months 1-3 -Year 1 Review data Months 3-6 -Year 1 Years 2-5
9. Coach buildings to ensure teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.	Coaching/Consulting	Months 6-9 -Year 1 Years 2-5
10. Coach the refinement of a self-correcting feedback loop procedure so identified schools and districts can monitor implementation of interventions and progress toward goals.	Coaching	Month 6+ - Year 1 Years 2-5
11. Ensure that support is provided to schools and districts that meet all accountability requirements. (ESEA, IDEA, ESSA, state regulation)	Coaching/ Consulting	Bi-weekly to Monthly - Year 1 Years 2-5
12. Assign Coaches to CSI and ISI schools and	Coaching	Bi-weekly to Monthly - Year 1

districts; schedule Coach visits bi-weekly to monthly for onsite intentional, comprehensive, responsive, and specific onsite technical assistance.		Years 2-5
13. Assign Coaches to TSI and ATSI schools and districts; schedule Coach visits monthly to quarterly for onsite or online intentional, comprehensive, responsive, and specific technical assistance.	Coaching	Monthly to Quarterly - Year 1 Years 2-5
14. Provide ongoing guidance to ensure professional learning meets the needs of the building and the definition of evidence-based practice.	Coaching/Consulting	Quarterly - Year 1 Years 2-5
15. Conduct a Strengths Analysis. (Deep dive into subgroup data for all identified CSI, ISI, TSI and ATSI Buildings)	Facilitation/Coaching	April/May -Year 1 April/May -Years 2-5
B. In collaboration with the KSDE, establish an improvement management system to provide targeted districts and building resources in response to an approved plan.		
16. Coach building plans to be entered into an online platform and continuously provide progress updates.	Coaching	Monthly to Quarterly Years 2-5
17. Provide ongoing district and building level support on the utilization of the online platform in collaboration with KSDE.	Presenting/Consulting	Quarterly Years 2-5

18. Coach ongoing utilization of data cycles.	Coaching	Bi-weekly to Monthly Years 2-5
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19. Provide coaching and feedback on continuous implementation of school improvement plans in collaboration with KSDE.	Coaching	Monthly to Quarterly Years 2-5
20. Ensure bi-weekly/weekly communication with KSDE and TASN personnel to provide transparency regarding Kansas Learning Network activities and progress toward meeting its goals.	Collaborating	Weekly to bi-weekly Years 2-5
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22. Attendance at quarterly onsite meetings with the state's TASN team to promote coordination and collaboration among TASN providers.	Collaborating	Quarterly Years 2-5
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25. Co-Creation of identification and exit criteria for CSI, ISI, TSI and ATSI schools with KSDE.	Collaborate/Coaching	Monthly - Year 1 Years 2-5
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29. Continued Regional and/or onsite professional learning focused on building professional and organizational capacities of the school and district.	Consultation/Facilitation/Presenting	Quarterly -Year1 Years 2-5
30. Continued collaboration with the TASN evaluator, an evaluation comprised of methods to evaluate impact through short term, intermediate, and long-term outcomes will be designed and implemented.	Collaborate/Coaching	Quarterly - Year 1 Years 2-5
31. Review previous evaluation plan meeting	Collaborating	Months 1-3 -Year1

with KSDE personnel and TASN Evaluator(s) as scheduled and provide data as required.		Years 2-5
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32. Meet with KSDE personnel for mid-year and end-of-year reviews to track progress toward meeting outcomes and goals, revise project activities as necessary to increase progress when appropriate.	Collaborating	February/March- Year 1 February/March- Years 2-5
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34. Participate with KSDE personnel and TASN Evaluator(s) during Year 2 to determine progress made toward Kansas Learning Network goals and plan activities for the remaining years of the project.	Collaborating	February/March of Year 2

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Kansas School Improvement Model

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

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Kansas leads the world in the success of each student.



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dashboards will make it easier for parents, educators, and community members to understand how schools are performing, how resources are being used, and whether students are making sustained progress.

Conclusion

These three coordinated waivers form a unified strategy to strengthen accountability, sustain improvement, and protect continuity for Kansas schools during a critical period of transition. Delaying new identifications, extending the timeline for exit, and ensuring ongoing access to 1003(a) funds will allow KSDE to implement a coherent accreditation-based model that sets clear expectations, supports schools more effectively, and accelerates student achievement.

These requests will enhance accountability by creating stability, ensuring access to resources, and focusing improvement efforts on sustainable, evidence-based strategies. Kansas is committed to using this transition period to build a stronger system that supports every student, every school, and every district in achieving success.