Curriculum Leaders Meeting

April 11, 2025

Wichita State University

Eugene M. Hughes Metropolitan Complex
Room 180

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Kansas
INSTRUCTIONAL
LEADERS association

Kansas Instructional Leaders Association

Slides

Curriculum Leaders Meeting

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Welcome

Dr. Ben Proctor

Our Vision for Kansas …

Kansas leads the world in the success of each student

THE PROBLEM IS…

not the absence of goals…but the presence of too many that are…unconnected and ever-changing….resulting in overload and fragmentation.

The overload results from too many…**initiatives**. The sheer volume makes it impossible for people to manage in a way that gives depth.

People see little or no connection to each other or their daily work…scrambling to implement too many directions and lacking a coherent sense of how they connect results in **paralysis and frustration**.

- Fullan, 2014

Division of Learning Services Theory of Action

If we strengthen **coherence** across Kansas through focusing on a few **high-leverage, fundamental** actions,

then our students will develop more knowledge and skills leading to greater opportunities and fewer limitations.

Aligning DLS and School Improvement

- We will only hold school systems **accountable** for that which we can support.
- We will improve instruction through conversation and **collaboration**, as opposed to narrative reporting and compliance.
- We will focus on improving **professional actions** that elevate our fundamentals and that mutually reinforce one another.
- We will evaluate all school improvement efforts through the lens of our **Theory of Action and School Improvement Model**.
- We will keep it **simple**.

Kansas School Improvement Model

Fundamentals

(The foundation for school improvement in Kansas Schools)

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.

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 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.

Structures	Lead Indicators	Measures of Progress
(Reinforce lead indicators and sustain fundamentals within the system)	*(Actions that support implementation of the Fundamentals)*	*(How we know the action is being implemented effectively)*
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

KESA Collaboration Process 2024-25

1	2	3	4	5	6
Activates the District Leadership Team (DLT) and Building Leadership Team(s) (BLT) for KESA 2.0 collaboration.	DLT meets with the KESA regional executive for check-ins for the school improvement day.	DLT participates in the school improvement day with like-systems and KESA facilitators.	DLT engages with BLT(s) and the school community to collaborate on the KESA action plan.	DLT submits the KESA action plan to KSDE.	The school system begins implementation of the action plan.

Action Plan Data

- 214 Action Plans Submitted (199 R.T.I.)
  - 9 Action Plans have 2 Components
- Fundamentals Emphasized
  - 78 – Standards Alignment
  - 68 – Quality Instruction
  - 61 – Structured Literacy
  - 16 – Balanced Assessment
- Structures Selected
  - 135 – Professional Learning
  - 73 – Professional Collaboration
  - 29 – Resource Allocation
  - 27 – Tiered System of Supports
  - 19 – Educator Evaluation
  - 4 – Family, Community, Business Partnerships

Other School Improvement Data

- 71 Total School Improvement Days
- 2,500 Meals Served
- Total School Improvement Facilitators
- Total Miles Driven by Regional Executives
- 44 KSDE School Improvement Work Group Meetings
- 79 Standards-Alignment Trainings Conducted or Scheduled
- 12,000 LETRS Completers & Participants

Facilitated Groups 10:30-11:30

TNTP's organization and Feedback

- Ben Proctor
- Room 180

Standards Alignment – How to use the Toolkits

- KSDE Standards Staff
- Room 185

Resources for Quality Instruction

Curriculum Directors| April 11, 2025

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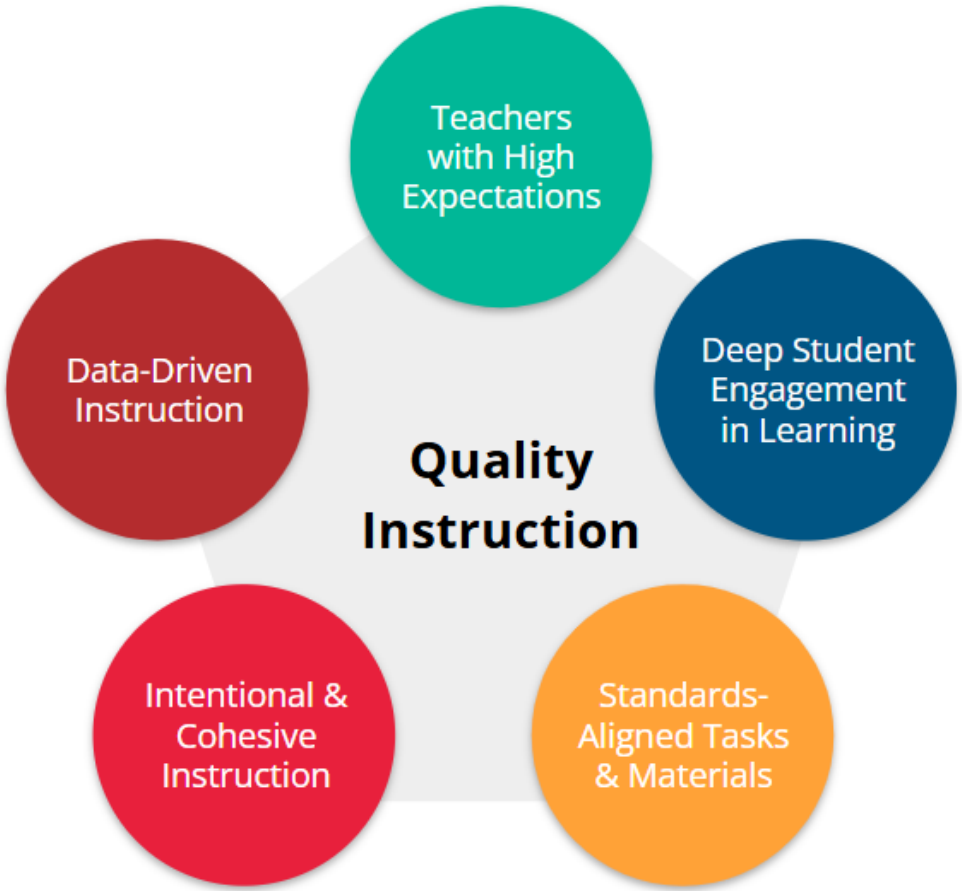
Vision for Quality Instruction



The KSDE believes that all Kansas students deserve consistent access to Quality Instruction.

Quality Instruction refers to the implementation of evidence-based lesson design that reflects high expectations, meaningful student engagement, and learning activities aligned to the Kansas Curricular Standards. A data-driven system of differentiated supports is necessary to help each student meet rigorous state standards.

Supporting Quality Instruction

✓ *Standards Alignment Toolkits*
✓ *Instructional Visions*

Standards & Vision

Understand what students should know and be able to do by the end of the year

✓ *IM Dashboard*
✓ *IM Selection Guidance*

Instructional Materials

Select materials that are aligned to the expectations of the standards and vision

✓ *IM Implementation Guidance*

Implementation

Establish and maintain conditions that enable teachers to use materials in service of the vision

✓ *Observation Tools*

Quality Instruction

Facilitate instruction that reflects high expectations and meaningfully engages all students with standards-aligned materials

Professional Learning for Teachers & Leaders

Resources to Support Quality Instruction

Available now!	• Vision for Quality Instruction • Content-Specific Instructional Visions • IM Selection Guidance • Content-Specific IM Selection Guidance • IM Implementation Guidance
Coming soon!	• Quality Instruction Observation Tools

https://sites.google.com/ksde.org/ksdequalityinstruction

Feedback Request

- We are seeking feedback regarding your experience using the KSDE Resources for Quality Instruction.
- Your feedback will be used to inform possible improvements or revisions to the resources.
- Please submit feedback via a Google Form (scan the QR code or use the shortened link).

https://forms.gle/AkMezxpE4GfS4bz5A

Reflection

As you reflect on the school improvement model and associated supports and resources…

- How can we continue to build upon positive momentum, specifically in how we work with our partners at TNTP?
- What are some specific types of projects, supports, and/or resources that would be most useful in supporting quality instruction, as defined in the school improvement model?
- In thinking about classroom observations specifically, what thoughts do you have about "look fors" that are aligned to the school improvement model and your action plans?

KESA Expectations 2025-2026

Jay Scott

In your experience, what are the key ingredients to successfully implementing action related to improving teaching and learning?

What are the most common challenges to successful implementation?

KESA Evaluation Timeline

School Year	Compliance	School Improvement	Outcomes
2024-2025	Report Evaluate	Evaluate • Action Plan	Report
2025-2026	Report Evaluate	Evaluate • Action Plan • Implementation	Report
2026-2027	Report Evaluate	Evaluate • Action Plan • Implementation	Report Evaluate*

*We will begin evaluating outcomes **(State Assessment scores in ELA & Math, Graduation, Postsecondary)** at the conclusion of the 2026-2027 school year, using the 2026-2027 school year data along with previous years data to evaluate a system's outcomes against the KESAO Outcome standards.

KESA Action Plan Implementation

- 4 Standards based on the PDSA cycle
- Each system will address each standard by
  - Creating their KESA Action Plan (this year)
  - Sharing how implementation progressed, using the standards as a guide, during the 25-26 School Improvement Day

If you were planning next year's School Improvement Day, what would it look like to be effective for your DLT?

25-26 School Improvement Day: *What to Expect*

- System Report-outs on implementation of KESA Action Plan
- Collaboration on:
  - Connections between Measures of progress – student data – student lag data
  - Revised Guided Reflective questions
  - Radar graph activity
- DLT's will create and share a rough draft of their next KESA Action Plan

Lunch

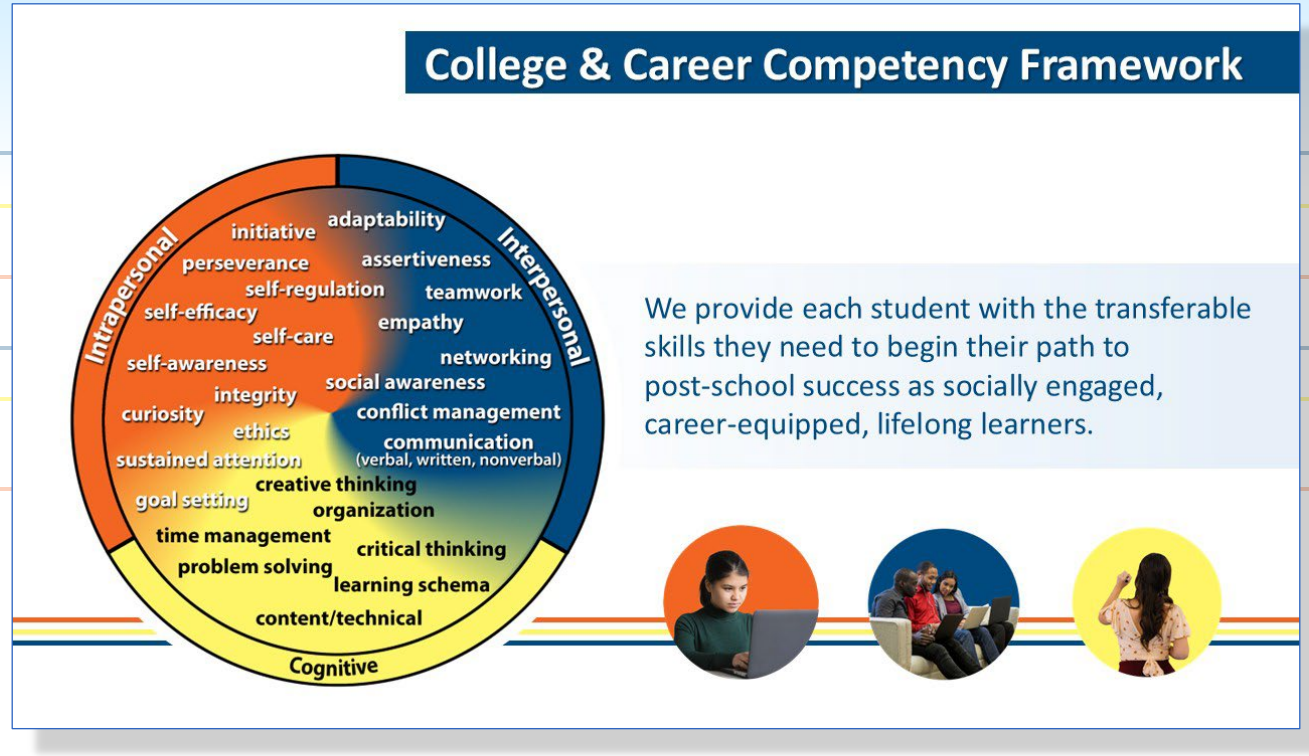
Action Plan Feedback

Discussion

Kansas Can Competencies

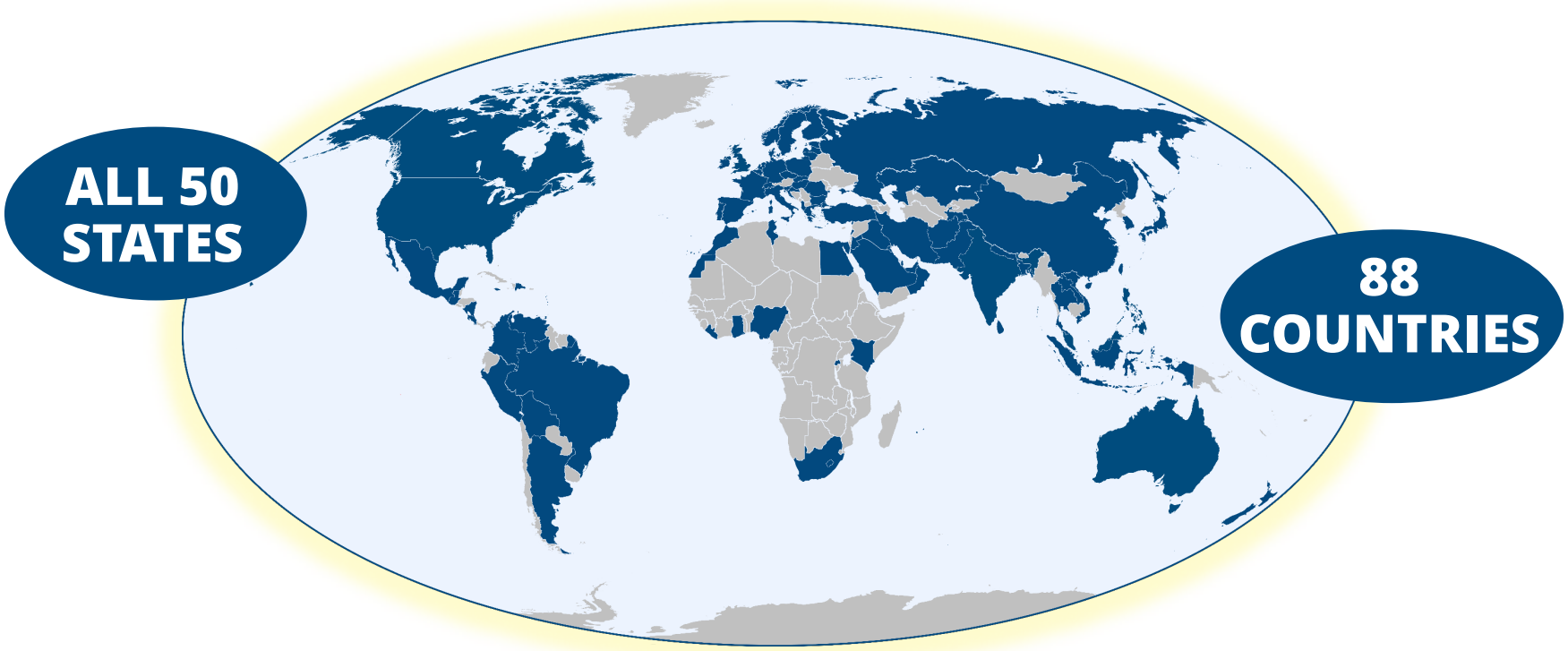
Dr. Amy Gaumer Erickson

Competency Framework



CCCFramework.org

Is the Competency Framework just in Kansas?



SUPPORTING MORE THAN **100,000 STUDENTS**

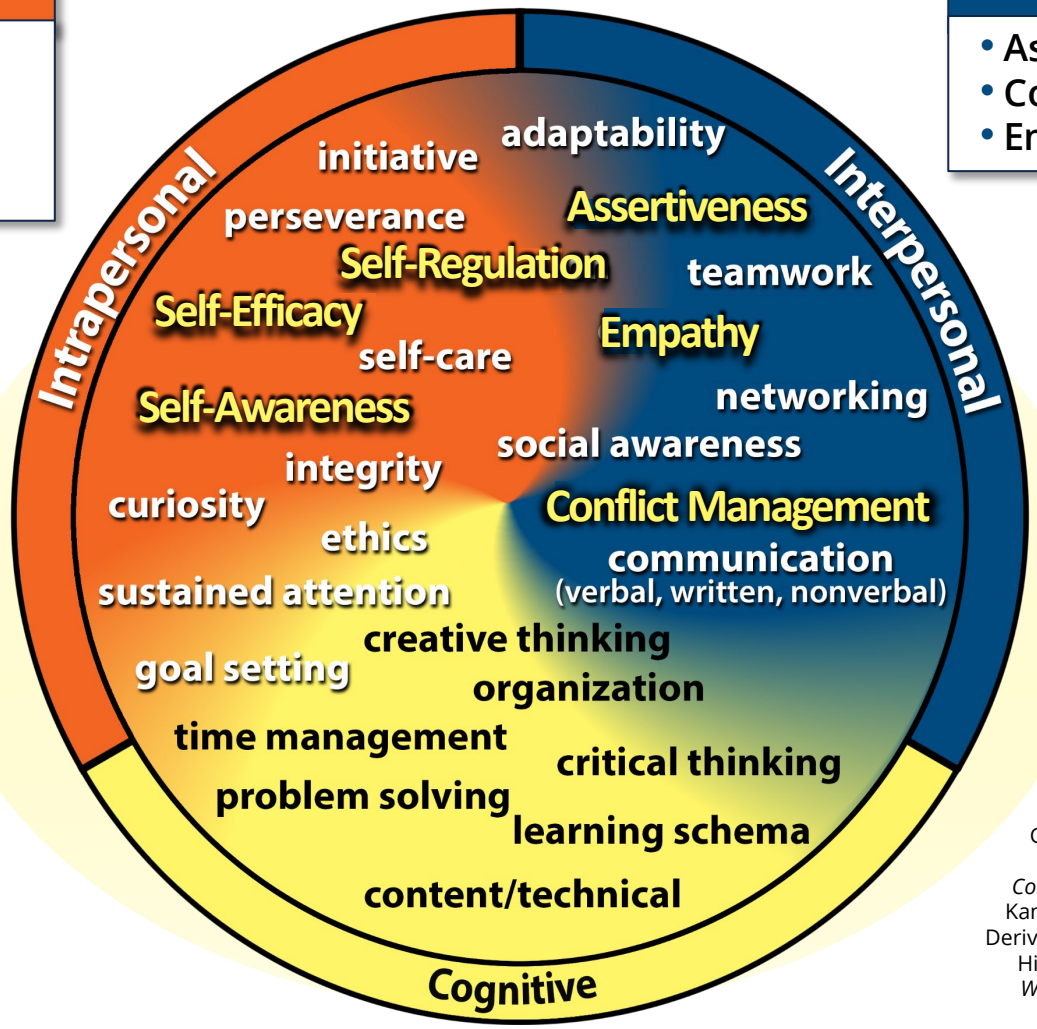
How do we decide which competency to focus on?

Intrapersonal

- Self-Efficacy
- Self-Regulation
- Self-Awareness *(integrated)*

Interpersonal

- Assertiveness
- Conflict Management
- Empathy *(integrated)*



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- Research-based
- Shown to improve in-school & post-school outcomes
- Distinct
- Teachable
- Measurable
- Generalizable

Gaumer Erickson, A. S., Soukup, J. H., & Noonan, P. M. (2016). *College & Career Competency Wheel* (3rd ed.). University of Kansas, Center for Research on Learning. Derived in part from J. W. Pellegrino & M. L. Hilton (Eds.), 2012, *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*, National Academies Press.

Why are the lessons free?

Which grade levels are included?

Do we pay for each student's workbook or other resources?

How much time do we devote to teaching the lessons?

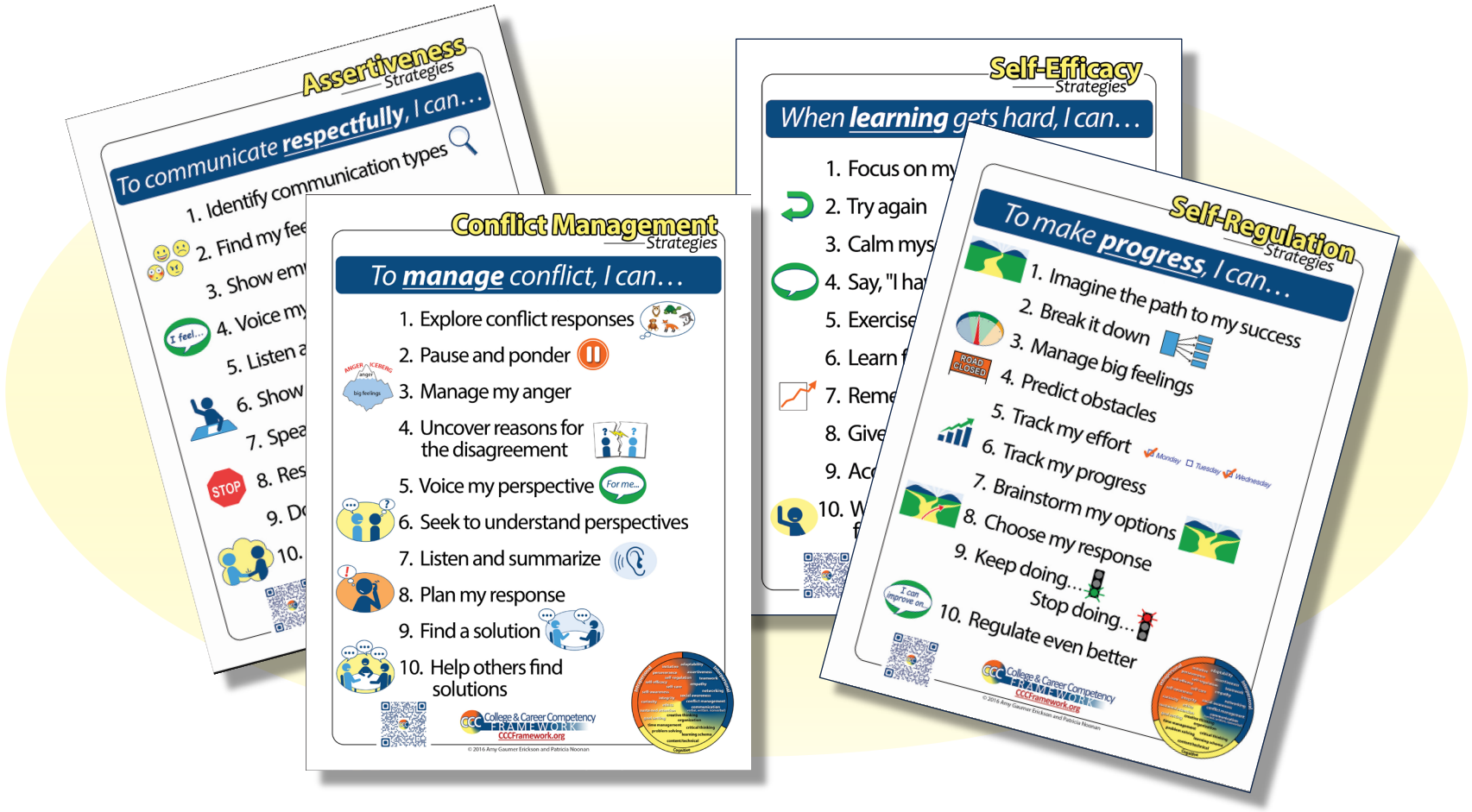
When do we teach the lesson?

Conflict Management Activity Crosswalk

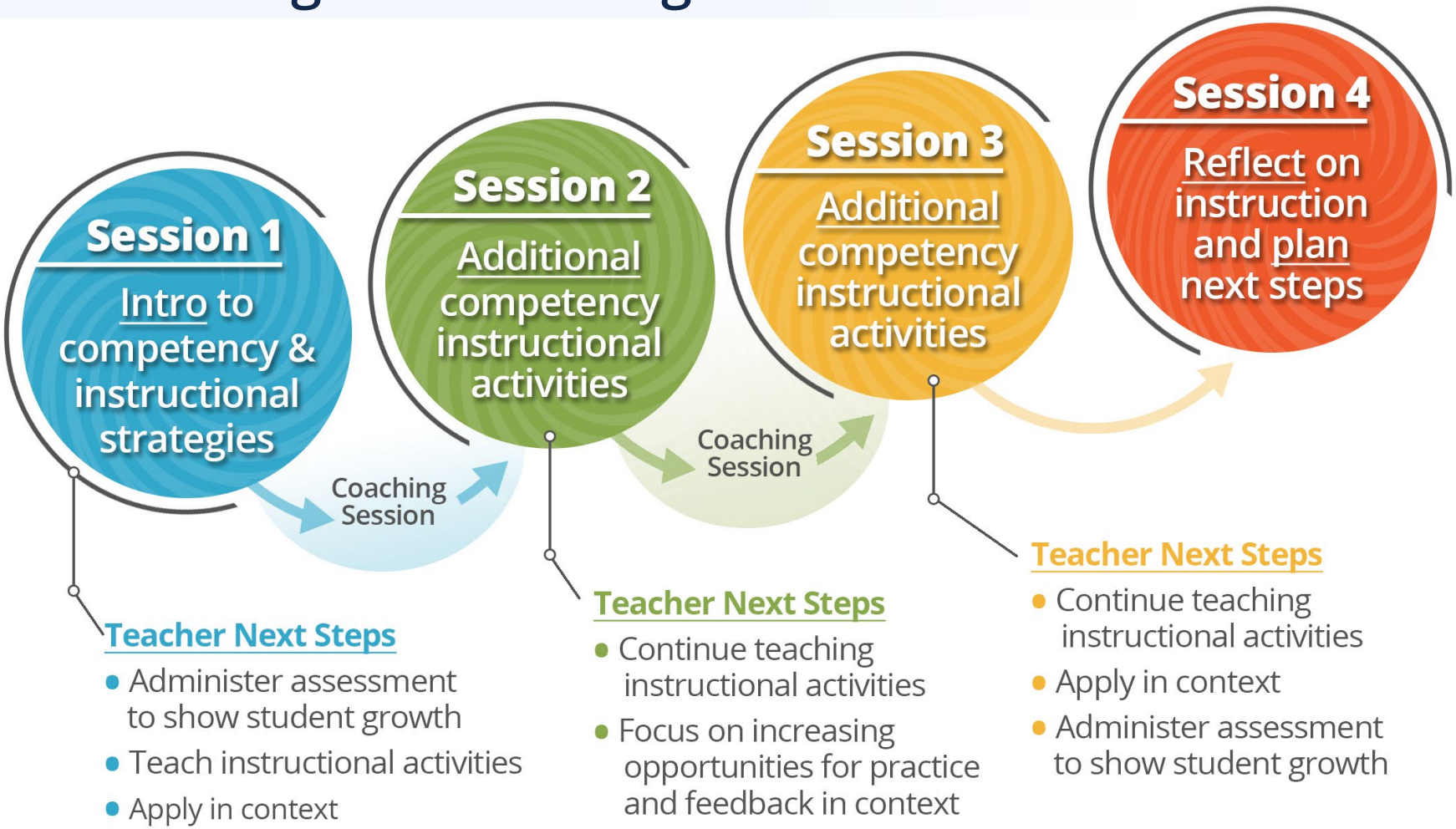
This table shows the location of each Conflict Management Strategy within the three grade bands of the Conflict Management Lessons [Primary, Intermediate, and Secondary]. Regular font indicates that the strategy is addressed but is not the primary purpose of the activity. Bold font indicates that the strategy is a primary focus of the activity.

Strategy	Primary Activities	Intermediate Activities	Secondary Activities
Explore Conflict Responses	**3, 4, 6**, 7, 24, 25	**3, 4, 6**, 7, 24, 25	**3, 4, 6**, 7, 25
Pause and Ponder	**5, 6**, 7, 9, 13, 25	**5, 6**, 7, 13, 25	**5, 6**, 7, 25
Manage My Anger	**9, 10**, 25	**9, 10**, 25	**9, 10**, 25
Uncover Reasons for Disagreement	**11, 12**, 16, 25	**11, 12**, 25	**11, 12**, 16, 25
Voice My Perspective	**14, 15**, 20, 21, 22, 23, 25	**14, 15**, 17, 20, 21, 22, 23, 25	**14, 15**, 20, 21, 22, 23, 25
Seek to Understand Perspectives	**17, 18**, 19, 25	**17, 18**, 19, 25	**17, 18**, 19, 25
Listen and Summarize	**19**, 20, 21, 22, 25	**19**, 20, 21, 22, 25	**19**, 20, 21, 22, 25
Plan My Response	**13**, 25	**13**, 25	**13**, 14, 20, 25
Find a Solution	**20, 21**, 25	**20, 21**, 25	**20, 21**, 25

How do we embed practice opportunities into course content and school structures?



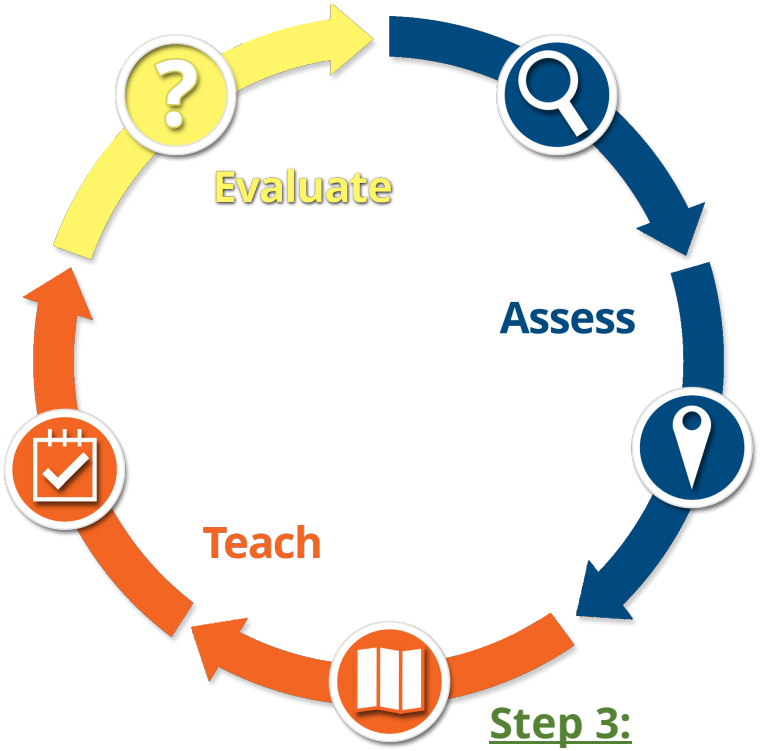
Why should we participate in training and coaching?



CCCFramework.org/professional-learning

Does the Competency Framework include interventions?

5-Step Intervention Cycle



Step 1:
Educator reviews data to identify intrapersonal and interpersonal behavioral outcomes that will promote the student's success.

Step 2:
With educator support, student chooses a specific competency strategy to learn and practice.

Step 3:
Educator develops plan for strategy instruction and co-monitoring of progress.

Step 4:
Educator implements strategy instruction with practice and feedback, and co-monitors progress with student.

Step 5:
Educator and student analyze results, reflect on progress, and determine next steps.

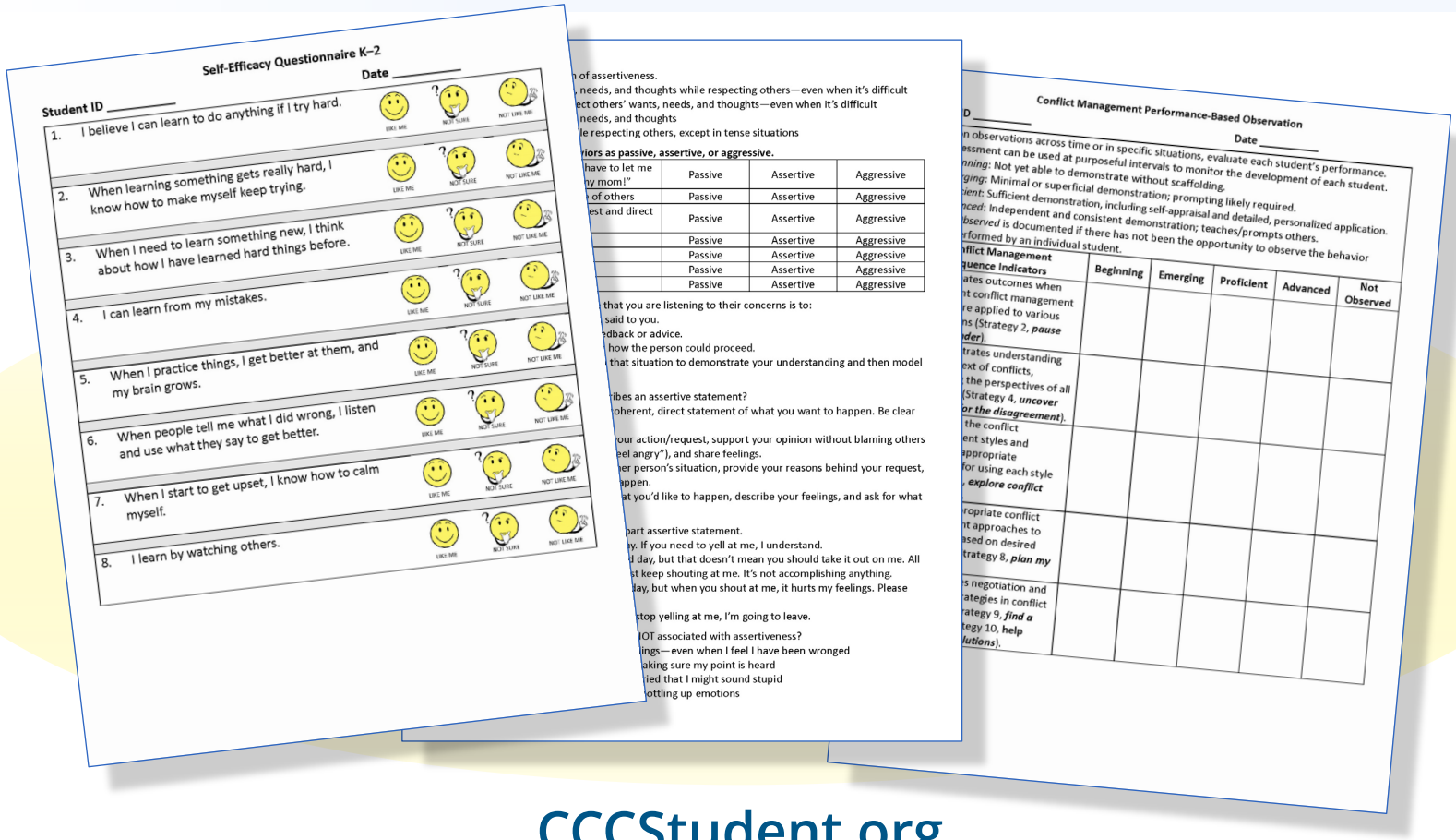
CCCFramework.org/individualized-supports

Does the Competency Framework include resources for families?

CCCFramework.org/family-guidance

How do we measure students' growth?

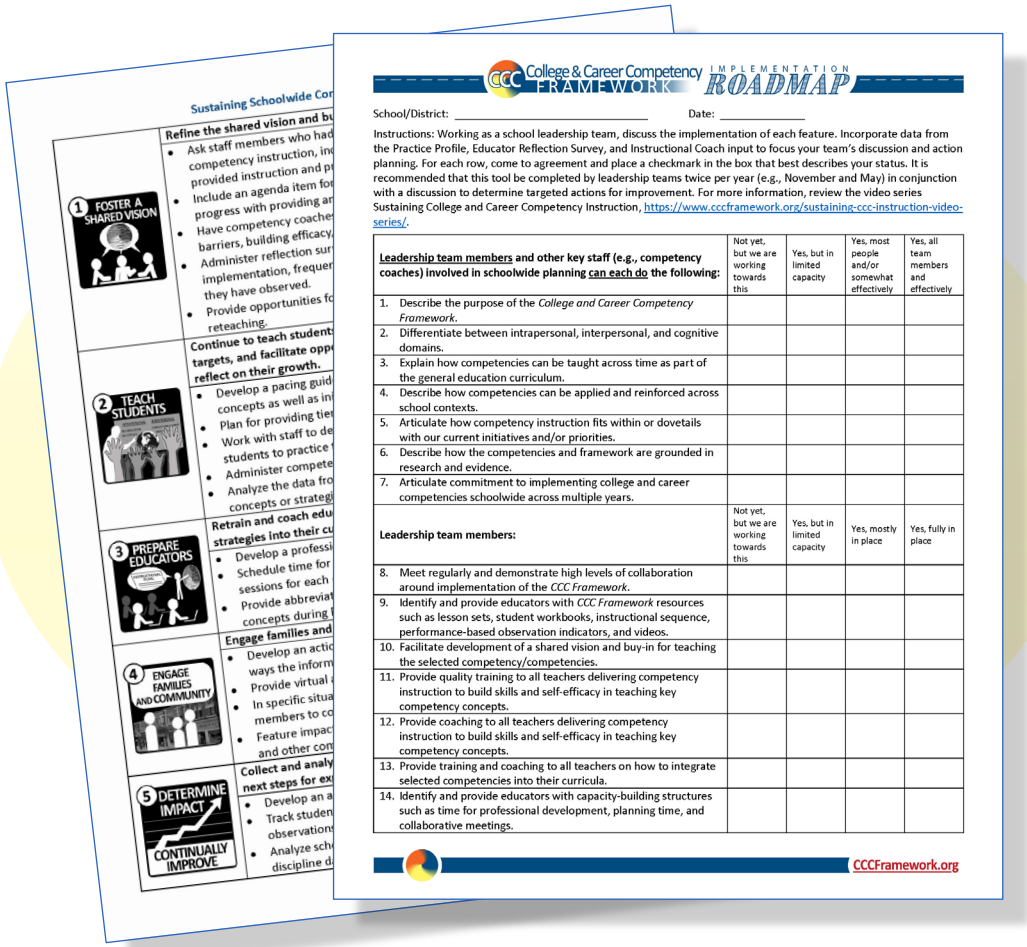
Do we need parental permission to assess students' competency development?



CCCStudent.org

When fully implemented, what does it look like?

How do we know we're implementing with fidelity?



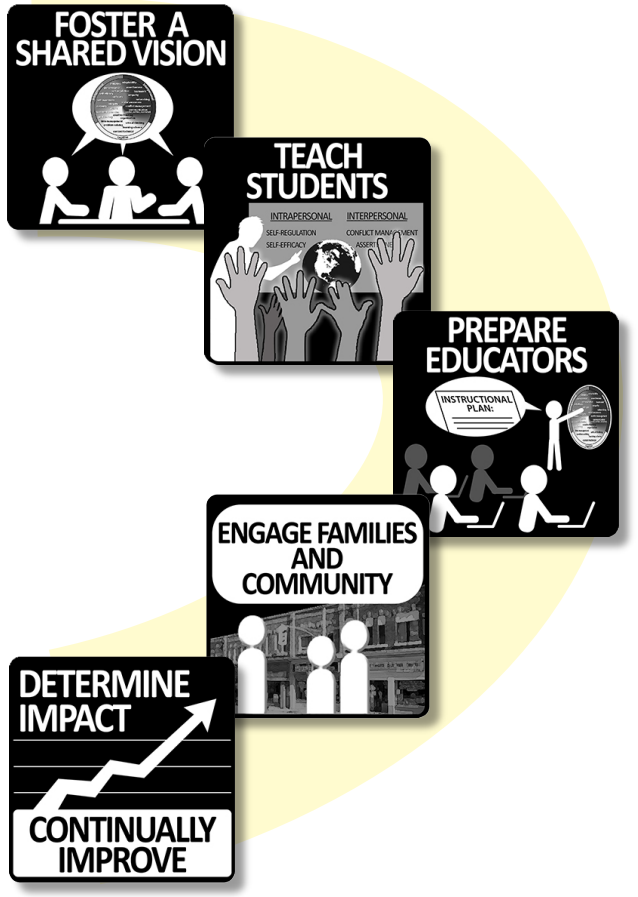
College & Career Competency FRAMEWORK IMPLEMENTATION ROADMAP

School/District: _____ Date: _____

Instructions: Working as a school leadership team, discuss the implementation of each feature. Incorporate data from the Practice Profile, Educator Reflection Survey, and Instructional Coach input to focus your team's discussion and action planning. For each row, come to agreement and place a checkmark in the box that best describes your status. It is recommended that this tool be completed by leadership teams twice per year (e.g., November and May) in conjunction with a discussion to determine targeted actions for improvement. For more information, review the video series Sustaining College and Career Competency Instruction, https://www.cccframework.org/sustaining-ccc-instruction-video-series/.

Leadership team members and other key staff (e.g., competency coaches) involved in schoolwide planning can each do the following:	Not yet, but we are working towards this	Yes, but in limited capacity	Yes, most people and/or somewhat effectively	Yes, all team members and effectively
1. Describe the purpose of the *College and Career Competency Framework*.				
2. Differentiate between intrapersonal, interpersonal, and cognitive domains.				
3. Explain how competencies can be taught across time as part of the general education curriculum.				
4. Describe how competencies can be applied and reinforced across school contexts.				
5. Articulate how competency instruction fits within or dovetails with our current initiatives and/or priorities.				
6. Describe how the competencies and framework are grounded in research and evidence.				
7. Articulate commitment to implementing college and career competencies schoolwide across multiple years.				
Leadership team members:	Not yet, but we are working towards this	Yes, but in limited capacity	Yes, mostly in place	Yes, fully in place
8. Meet regularly and demonstrate high levels of collaboration around implementation of the *CCC Framework*.				
9. Identify and provide educators with *CCC Framework* resources such as lesson sets, student workbooks, instructional sequence, performance-based observation indicators, and videos.				
10. Facilitate development of a shared vision and buy-in for teaching the selected competency/competencies.				
11. Provide quality training to all teachers delivering competency instruction to build skills and self-efficacy in teaching key competency concepts.				
12. Provide coaching to all teachers delivering competency instruction to build skills and self-efficacy in teaching key competency concepts.				
13. Provide training and coaching to all teachers on how to integrate selected competencies into their curricula.				
14. Identify and provide educators with capacity-building structures such as time for professional development, planning time, and collaborative meetings.				

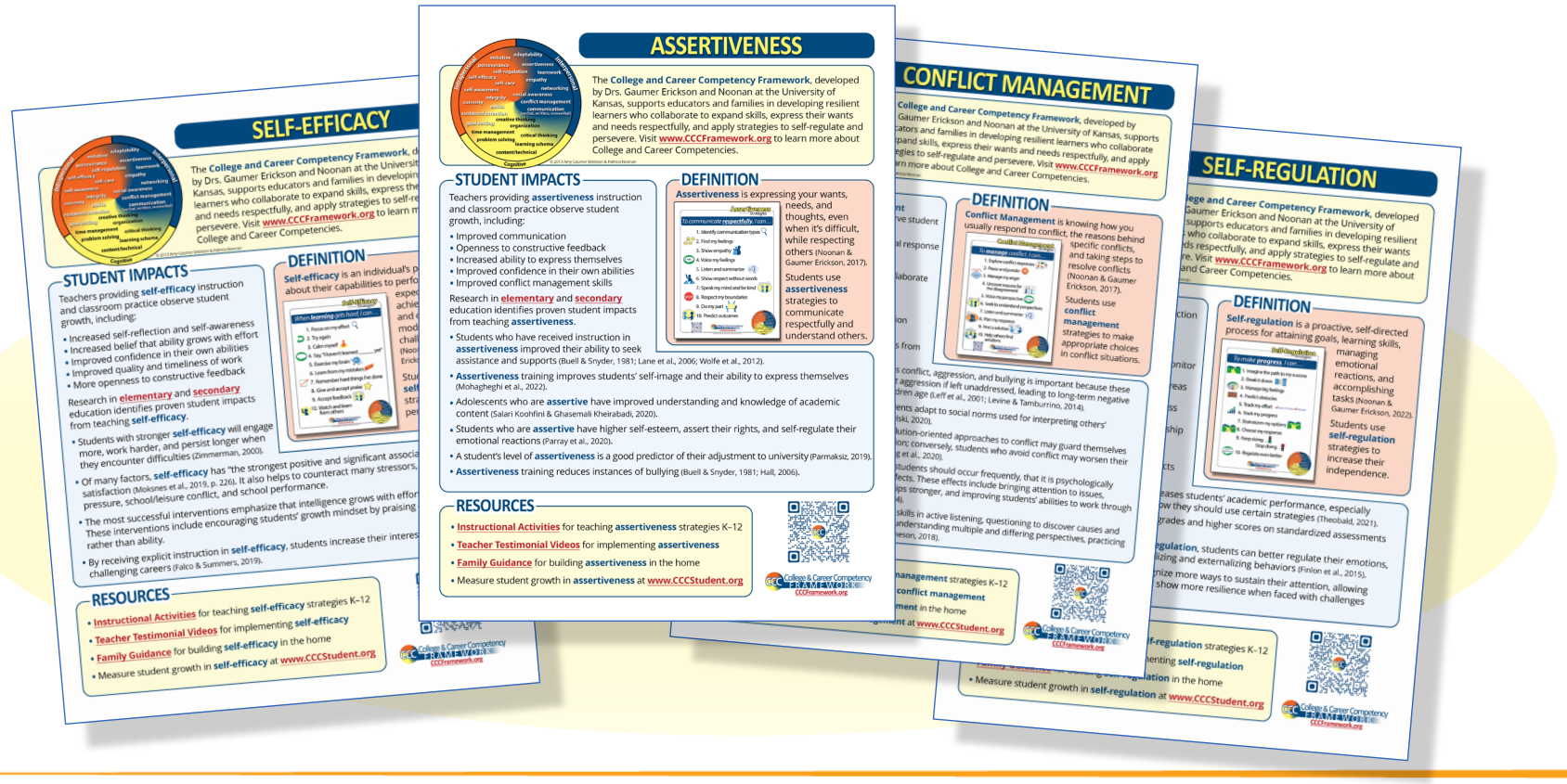
CCCFramework.org



CCCFramework.org/implementation

What is the end goal? Why is this important?

The **Competency Framework** supports educators and families in developing resilient learners who collaborate to expand skills, express their wants and needs respectfully, and apply strategies to self-regulate and persevere.



Why is the Competency Framework more sustainable than other curricula?

- Kansas recognized trainers
- Local instructional coaches
- Informed and responsive developers
- KSDE support and alignment
- Vertical curricular alignment
- Student growth and educator implementation measures
- Flexible framework, adaptable to emerging student needs
- No annual curriculum costs

What are my next steps?

- **Attend** the **Leadership Team Training**
- **Explore** lessons and resources
- **Schedule** a meeting

College & Career Competency FRAMEWORK

CCCFramework.org

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Federal Identifications & KESA Connections

Overarching Questions

- How does the federal identification process and associated school improvement efforts align with system-level school improvement through KESA?

- How could a more coherent network of supports be built to ensure stronger alignment between system-level action plans and school improvement plans?

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Quick Hitters

Blueprint for Literacy

LETR's Facilitators Training

Get Ready for the 2025-2026 Kindergarten Readiness Snapshot (the ASQ)

- **Building strong relationships with families prepares children, families, and schools for kindergarten.**
  - All Kansas elementary schools are required to partner with families to complete the Ages & Stages Questionnaires®, Third Edition (ASQ-3) and the Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2).
- **Visit agesandstages.com/ks to access the updated Kindergarten Readiness Snapshot Fact Sheet with helpful action steps and resources.**
  - Review 2024-2025 data using the KSDE "Kindergarten Readiness Snapshot" web application.
  - Update ASQ Online users so that all administrators and teachers can log in.
  - Make plans to introduce the ASQ to families, review and accept results, and follow up with families.
- Visit ksdetasn.org/events to register for back-to-school refreshers August 4 and 5.
- Contact Amanda Petersen (Amanda.Petersen@ksde.gov) with questions.
- Order copies of *Kindergarten in Kansas* from the Kansas Parent Information Resource Center.

KAP Assessment Update

Julie Ewing

Curriculum Leaders Meeting April 11, 2025

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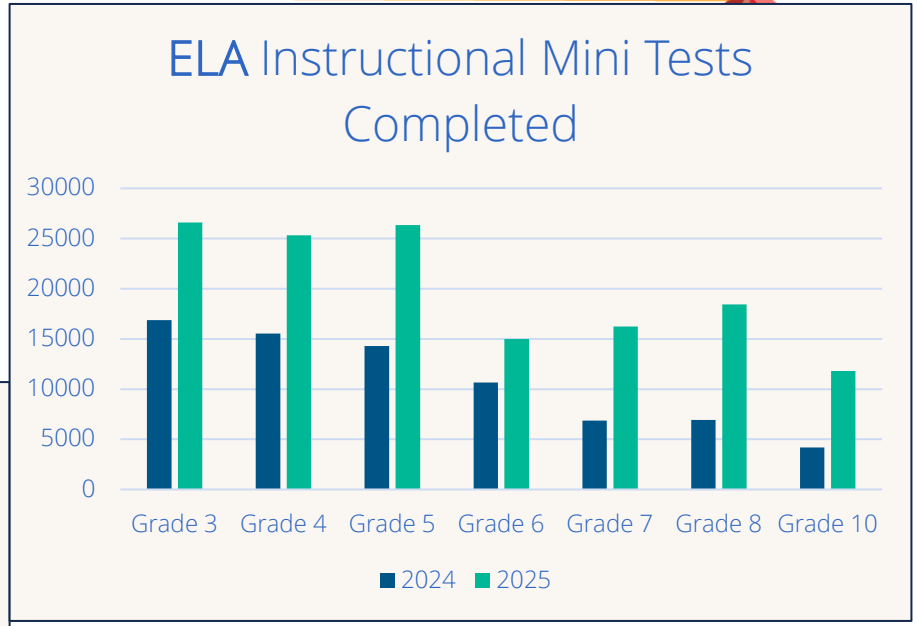
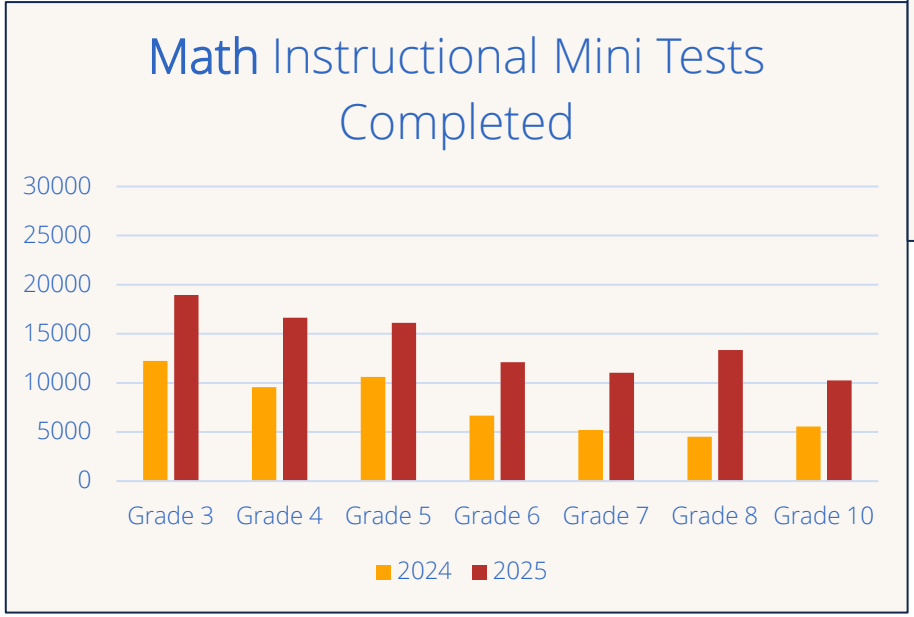
Instructional Mini Test Usage

- Year to year comparison of mini test usage
  - August – February
- Average Increases:
  - ELA: 104%
  - Math: 94%





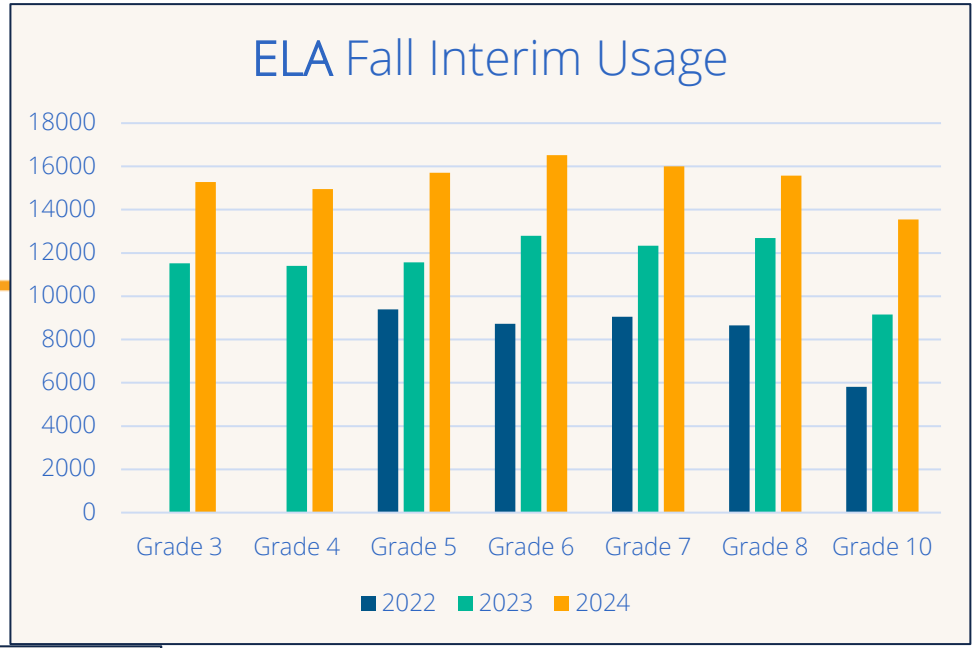
Fall Interim Usage

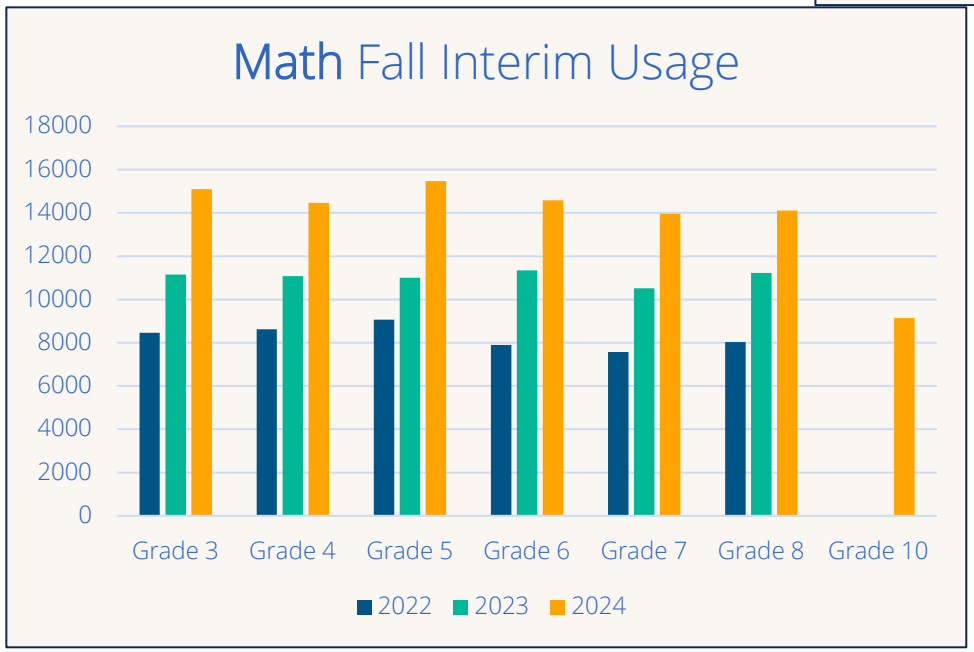
- Year to year comparison of completed test sessions

No tests for:

- Fall 2022 G3, G4 ELA
- Fall 2022, 2023 G10 Math

- Average Increases:
  - ELA: 73%
  - Math: 77%





Spring Interim Usage

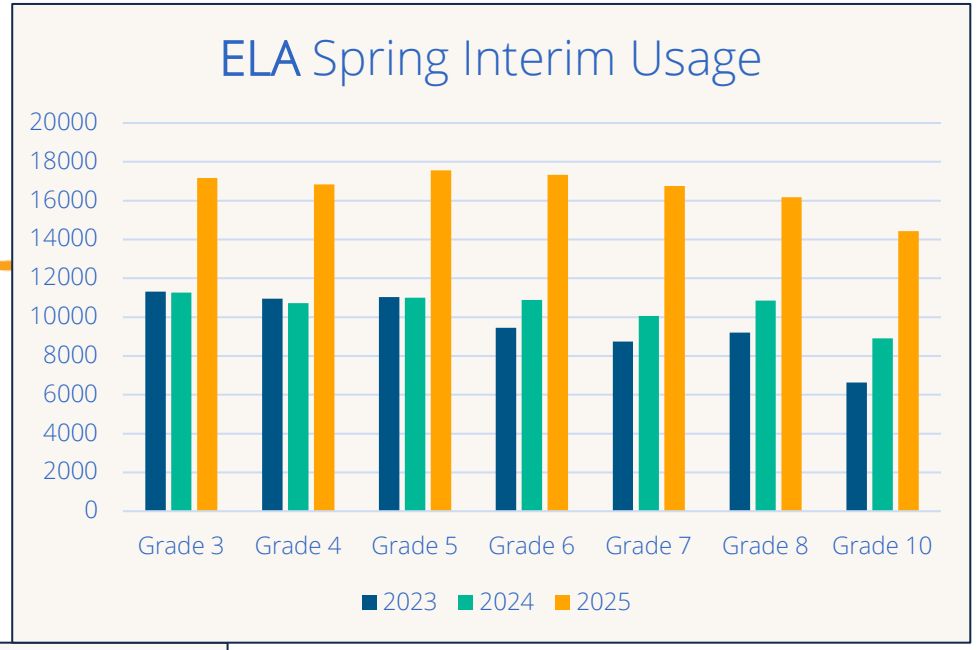
- Year to year comparison of completed test sessions

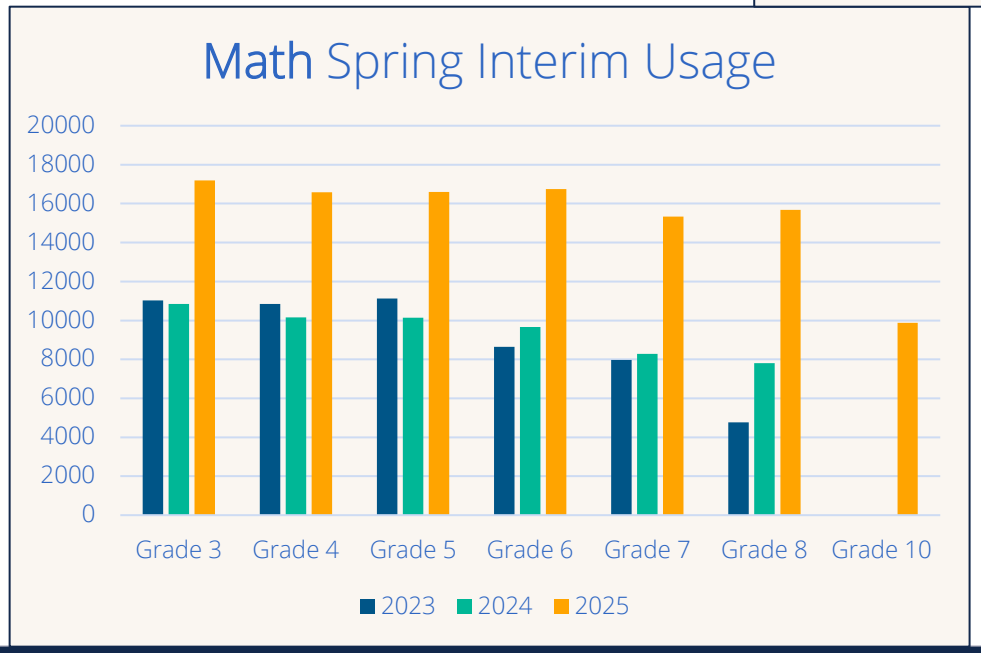
No tests for:

- Spring 2023, 2024 G10 Math

Note: Winter Interim data not included

- Average Increases:
  - ELA: 76%
  - Math: 95%





KAP Summative Testing Window 2025

ELA, Math, & Science

Grades 3 - 8, 10 and 11

Brick & Mortar 3/24/2025 – 4/25/2025

Full Time Virtual Student Testing Remotely 4/28/2025 – 5/09/2025

Reminder:

- Special Circumstance Codes must be added to the student's test in Kite before the testing window closes.
- SC Code 08 and 39 must be approved before window closes.

Why a Revised and Enhanced Test?

- Teachers and administrators asked for a shorter test
- The standards needed reprioritized based on current education needs
- Technology has changed drastically over the last 10 years
- Overall Performance Level Descriptors were not clearly defined

What Has Changed?

- The 2025 tests will have all new items
- More technology enhanced items rather than multiple choice
- ELA tests will be passage-based
- Allow us to provide vertical alignment between grades
- New Performance Level Descriptors

2015 – 2024 State Assessment Performance Level Descriptors

- A student at Level 1 shows a **limited** ability to understand and use the English language arts (mathematics, science) skills and knowledge needed for postsecondary readiness.
- A student at Level 2 shows a **basic** ability to understand and use the English language arts (mathematics, science) skills and knowledge needed for postsecondary readiness.
- A student at Level 3 shows an **effective** ability to understand and use the English language arts (mathematics, science) skills and knowledge needed for postsecondary readiness.
- A student at Level 4 shows an **excellent** ability to understand and use the English language arts (mathematics, science) skills and knowledge needed for postsecondary readiness.

2025 Proposed State Assessment Performance Level Descriptors

- A student at Level 1 shows a **limited** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.
- A student at Level 2 shows a **basic** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.
- A student at Level 3 shows a **proficient** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.
- A student at Level 4 shows an **advanced** ability to demonstrate their knowledge and skills of (third, fourth, fifth, etc.) grade (ELA, Math, Science) standards.

Assessment Timeline

- May 9 – State Assessment Window Closes
- May 13 – KS BOE Standard Setting Methodology Presentation
- May 14 – KS BOE Vote on Performance Level Descriptors
- June 9-13 – Standard Setting by Kansas Educators
- July 8 – KS BOE Standard Setting Results Presentation
- August 8 – KS BOE Vote on *Cut Scores* for Performance Levels
- Approximately September 1 – scores released to parents, teachers, buildings, and districts on the KAP secure website.

State Board Assessment Presentation

- March 2024

  State Assessment Development and Analysis Beth Fultz, Director, Career Standards and Assessment services will be introducing. Dr. Kingston, Director, KU Achievement and Assessment Institute

  Start time: 2:00:16

- September 2024

  Preview of Kansas Assessment Program (KAP) enhanced and refreshed instructional mini tests, interim and summative assessments and reports. Beth Fultz, Director, KSDE Career, Standards and Assessment will introduce.

  Start time: 5:55:44

- November 2024

  Standards Alignment Toolkits: Professional Learning and Technical Assistance Opportunities

  Start time: 6:16:55

- December 2024

  Formative Assessments: What are they and why are they an important part of a balanced assessment system?

  Start time: 6:10:04

State Board Assessment Presentation

- January 2025

  Kansas Content Standards and Assessment Development *Matt Copeland, Associate Director Susan Martin, Director at Assessment Technology Solutions at the Assessment and Achievement Institute at the University of Kansas*

  Start time: 5:29:30

- February 2025

  Virtual Tour of KITE: The Kansas State Assessment Platform Matt Copeland, Associate Director Susan Martin, Director at Assessment Technology Solutions at the Assessment and Achievement Institute at the University of Kansas

  Start time: 3:38:30

- March 2025

  State Assessments: The Role of a Technical Advisory Committee Presenter – Cara Cahalan Laitusis, Senior Associate at the Center for Assessment

  Start time: 3:39:30

- April 2025

IPS and Career and Technical Education

Curriculum Leader's Meeting April 11, 2025

Learning that works for Kansas CTE®

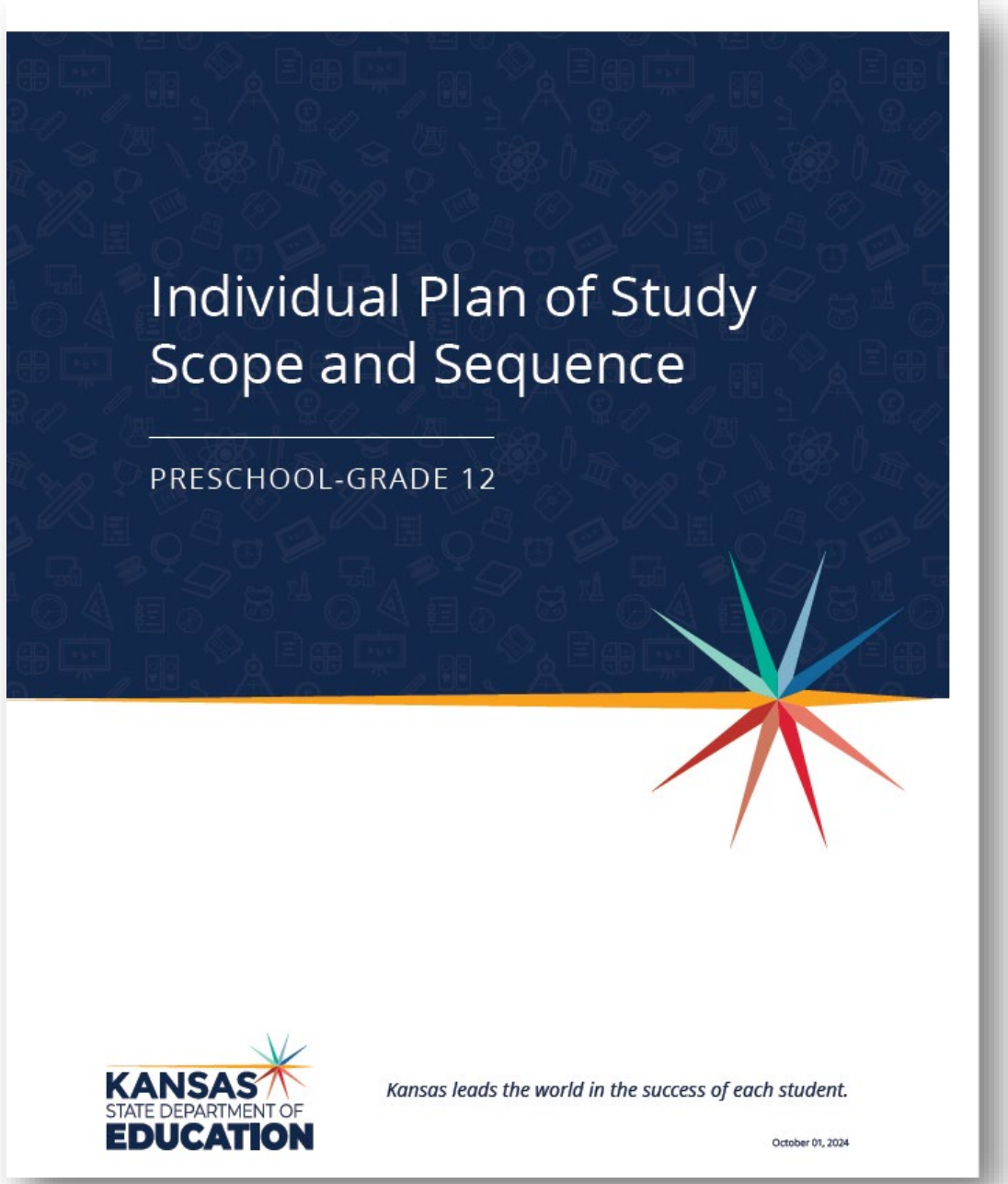
KANSAS STATE DEPARTMENT OF EDUCATION

KANSANS CAN STAR RECOGNITION PROGRAM

The Kansans Can Individual Plan of Study Star Recognition program recognizes school districts that offer quality and inclusive opportunities for each student to experience connected learning which develops academic knowledge, as well as technical and employability skills.

DEADLINE: MAY 2, 2025

Rubric Link: IPS Kansans Can Star Recognition Rubric



IPS Scope and Sequence Preschool-Grade 12

Individual Plan of Study Scope and Sequence

PreK-4th Grade Domains	5th-7th Grade Domains	8th-12th Grade Domains
Individual Discovery	Individual Discovery	Individual Discovery
Career Discovery	Career Discovery	Career Discovery
	Goal Setting and Academic Planning	Goal Setting and Academic Planning
		Competency and Skill Development

Kansas Career Development Cycle

Overview

The Kansas Career Development Cycle consists of four quadrants. Each quadrant links to three related components.

- **Know Yourself:** Students increase their skills and knowledge about who they are as an individual as they begin to build their "personal success identity."
- **Explore Options:** Students explore the many career options available. Career exploration skills consists of identifying and analyzing various career options in terms of education, training experience and competencies needed.
- **Make Choices:** Students gain skills in career planning and management that focus on identifying goals with the best-fit, then creating an action plan (an Individual Plan of Study) to accomplish those goals.
- **Take Action:** With an action plan (Individual Plan of Study) students take steps to increase their knowledge and skills around their desired goal, market themselves and prepare for employment.

With a rapidly evolving labor market and dynamic shifts in high demand occupations in Kansas, it is essential that our youth have the skills and knowledge to navigate the career development process by translating what they know about themselves and options they have explored into an individualized plan that they can take action upon - the Individual Plan of Study.

IPS OVERVIEW

TABLE OF CONTENTS

Postsecondary Readiness Digital Reference Guide

Encompassing:

Individual Plan of Study
Work-Based Learning
Career and Technical Education

2024 KSDE CTE Resource Guide

The Kansas State Department of Education (KSDE) Career and Technical Education (CTE) Resource Guide is a comprehensive guide containing relevant information regarding career opportunities available for Kansas students to explore.

Career and Technical Education is organized into educational activities that offer a sequence of courses. This provides individuals with the rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage or in-demand industry sectors or occupations.

In Kansas, we focus on seven industries. Throughout this guide they are consistently identified by colors and icons. Occupations are then organized around knowledge and skills that have common characteristics and job duties, known as career clusters. Kansas identifies a total of 16 broad career clusters. Additionally, 36 career pathways represent the career, education and training options available to students in each of these industries. On the next page you will find the "Kansas CTE Sunflower" image, along with a list of industries listed in bold, and the clusters italicized with the pathways listed below each of them.

OVERALL RESOURCES

- 2024-2025 Career Cluster Handbook
- CTE Course Competencies and Indicators
- Today's Occupations: High Demand, High Wage Jobs < Bachelor's (ks.gov)
- Kansas Labor Information Center (KLIC) - Kansas Career Posters (ks.gov)
- My Next Move
- O*NET OnLine (onetonline.org)
- K-12 : Student Resources : U.S. Bureau of Labor Statistics (bls.gov)

POSTSECONDARY CREDITS

Under the Excel in Career Technical Education Initiative, Kansas high school students qualify for state-funded college tuition in approved technical courses offered by Kansas technical and community colleges.

- Excel in CTE Initiative (SB155) kansasregents.org
- Tiered Technical Courses at Kansas Community and Technical Colleges (ksde.org)

POSTSECONDARY PROGRAMS

- Kansas DegreeStats - Kansas Board of Regents (ksdegreestats.org)
- Degree Stats Lesson (ksde.org)
- K-TIP Report (kansasregents.org)
- Program Alignment (kansasregents.org)
- Kansas Post-Secondary Exploration Guide (ksde.org)

HEALTH INDUSTRY | HEALTH & BIOSCIENCES

Health Science

Pathway

This pathway focuses on the health professions and related clinical sciences. It includes planning, managing, and providing therapeutic services, diagnostic services, health informatics, and support services.

INTRODUCTORY LEVEL COURSES

- Introduction to Health Care
- Biology
- Chemistry

TECHNICAL LEVEL COURSES

- Nutrition and Wellness
- Anatomy and Physiology
- EMS First Responder
- Medical Terminology
- Health Information (HIT)
- AP Biology
- Health Care Research and Clinical Skills A
- Health Care Research and Clinical Skills B

General Health Strand

- Fundamentals of Emergency Services
- Medical Interventions

Sports Med/Rehabilitation Strand

- Physical Therapy
- Care of Athletes
- Sports Medicine I

Allied Health Strand

- Medical Imaging
- Pharmacology
- Emergency Medical Tech (EMT)

APPLICATION LEVEL COURSES

- Certified Medication Aide
- Certified Nursing Assistant
- Health Care Work Experience

General Health Strand

- Phlebotomy Technician

Sports Med/Rehabilitation Strand

- Sports Medicine II

Allied Health Strand

- Phlebotomy Technician
- Home Health Aide
- Dental Assistant
- Pharmacy Technician
- Emergency Medical Tech II (EMT II)

OCCUPATIONS

- Licensed Practical and Licensed Vocational Nurses
- Surgical Technologists
- Radiologic Technologists and Technicians
- Physical Therapist Assistants
- Dental Hygienists
- Respiratory Therapists
- Diagnostic Medical Sonographers
- Occupational Therapy Assistants
- Registered Nurses
- Medical and Health Services Managers
- Clinical Laboratory Technologists and Technicians
- Nurse Practitioners
- Occupational Therapists
- Speech-Language Pathologists
- Physician Assistants
- Physicians, All Other; and Ophthalmologists, Except Pediatric
- Physical Therapists
- Pharmacists
- Medical Scientists, Except Epidemiologists

Occupations & Degrees		Median Annual Wage
Postsecondary nondegree award		
*	Licensed Practical and Licensed Vocational Nurses	$49,250
*	Surgical Technologists	$48,660
Associate's Degree		
*	Radiologic Technologists and Technicians	$61,340
*	Physical Therapist Assistants	$60,720
*	Dental Hygienists	$77,610
*	Respiratory Therapists	$64,800
*	Diagnostic Medical Sonographers	$80,690
*	Occupational Therapy Assistants	$58,400
Bachelor's Degree		
*	Registered Nurses	$66,460
*	Medical and Health Services Managers	$96,280
*	Clinical Laboratory Technologists and Technicians	$50,580
Master's Degree		
*	Nurse Practitioners	$108,350
*	Occupational Therapists	$84,610
*	Speech-Language Pathologists	$77,830
*	Physician Assistants	$108,090
Doctoral or Professional Degree		
*	Physicians, All Other; and Ophthalmologists, Except Pediatric	$184,974
*	Physical Therapists	$90,850
*	Pharmacists	$129,640
*	Medical Scientists, Except Epidemiologists	$76,400

* High Demand, High Wage
Source: Kansas Labor Information Center (KLIC) - Career Posters (ks.gov)

*Continued on next page

HEALTH INDUSTRY | HEALTH & BIOSCIENCES

Health Science

Pathway (Continued)

HIGH SCHOOL ASSESSMENTS, CREDENTIALS, OR CERTIFICATIONS

- American Red Cross Cardio Pulmonary Resuscitation (CPR)/Infant/Toddler CPR
- American Red Cross First Aid
- National Consortium for Health Science Education: National Health Science Assessment
- CareerSafe: OSHA Safety Certification (10 Hour)
- NC3: Data Analytics/Harnessing the Power of Data
- American Red Cross/American Heart Association: Basic Life Support

POSTSECONDARY ASSESSMENTS, CREDENTIALS, OR CERTIFICATIONS

- KS Dept. for Aging & Disability Services: Certified Medical Aide (CMA)
- KS Dept. for Aging & Disability Services: Certified Nurse Aide (CNA)
- KS Dept. for Aging & Disability Services: Home Health Aide
- National Health career Association/National Center for Competency Testing (EKG/ECG): EKG Technician
- KS Emergency Medical Services Association: Emergency Medical Responder (EMR) (First Responder)
- KS Emergency Medical Services Association: Emergency Medical Technician (EMT)
- KS Board of Pharmacy/Pharmacy Technician Certification Board: Pharmacy Technician
- American Society for Clinical Pathology: Phlebotomy Technician
- KS Dental Board: Dental Assistant

POSTSECONDARY CREDITS

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- Excel in CTE Initiative (SB155) *kansasregents.org*
- Tiered Technical Courses *ksde.org at Kansas Community and Technical Colleges*

POSTSECONDARY PROGRAMS

- Kansas DegreeStats - Kansas Board of Regents *ksdegreestats.org*
- Degree Stats Lesson *ksde.org*
- K-TIP Report *kansasregents.org*
- Program Alignment (kansasregents.org)
- Kansas Post-Secondary Exploration Guide *ksde.org*

RESOURCES

- *CTE Course Competencies and Indicators (ksde.org)*
- Registered Nurse | HirePaths - Help Your Kansas Kid Explore Careers Registered Nurse
- HirePaths - Help Your Kansas Kid Explore Careers
- Cool Careers - Episode 18: Registered Nurse
- Medical Imaging Technician | HirePaths - Help Your Kansas Kid Explore Careers
- Cool Careers - Episode 13: Medical Imaging Technician
- Kansas Labor Information Center (KLIC) - High Demand Occupations (ks.gov)
- Today's Occupations: High Demand, High Wage Jobs < Bachelor's (ks.gov)
- Careers in Health Science at My Next Move

STUDENT ORGANIZATION

Kansas Health Occupations Students of America (HOSA)w

Individual Plan of Study and Career and Technical Education Resources

- IPS Kansans Can Star Recognition Rubric
- IPS Scope and Sequence Preschool-Grade 12
- Postsecondary Readiness Digital Resource Guide
- Supporting Use of Electronic Portfolios and Education and Career Goal-Setting Within the Context of Individual Plans of Study
- How Individual Plans of Study Can Support Students' College and Career Readiness and Success
- Students' Right to Know Act
- 2024 KSDE CTE Resource Guide
- Elementary Career Awareness Resource
- Middle School Career Exploration Resource
- Maximizing Access and Success for Special Populations in CTE – ACTE Online
- Supporting Use of Electronic Portfolios and Education and Career Goal-Setting Within the Context of Individual Plans of Study

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The Kansas State Department of Education does not discriminate on the basis of race, color, religion, 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) 296-3201.

Dr. Randy Watson
Kansas Commissioner of Education
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July 28-30, 2025

Register

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KANSAS STATE DEPARTMENT OF EDUCATION
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in Education Conference

2025-2026 Curriculum Leaders Meeting Dates

September 26, 2025
Fort Hays State University
Memorial Union

November 21, 2025
Bishop Professional Development Center
Topeka

January 30, 2026
Bishop Professional Development Center
Topeka

April 17, 2026
Maize Performing Arts and Aquatics Center

Next Meeting

September 26, 2025

Fort Hays State University

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Kansas leads the world in the success of each student.

Federally Identified Schools

Federally Identified Schools 101

- Making connections – The process
- Identification: Definitions, requirements, and timelines
- Timeline for Identification and Exit
- Current Supports and Requirements

Objectives

SIWG members will:

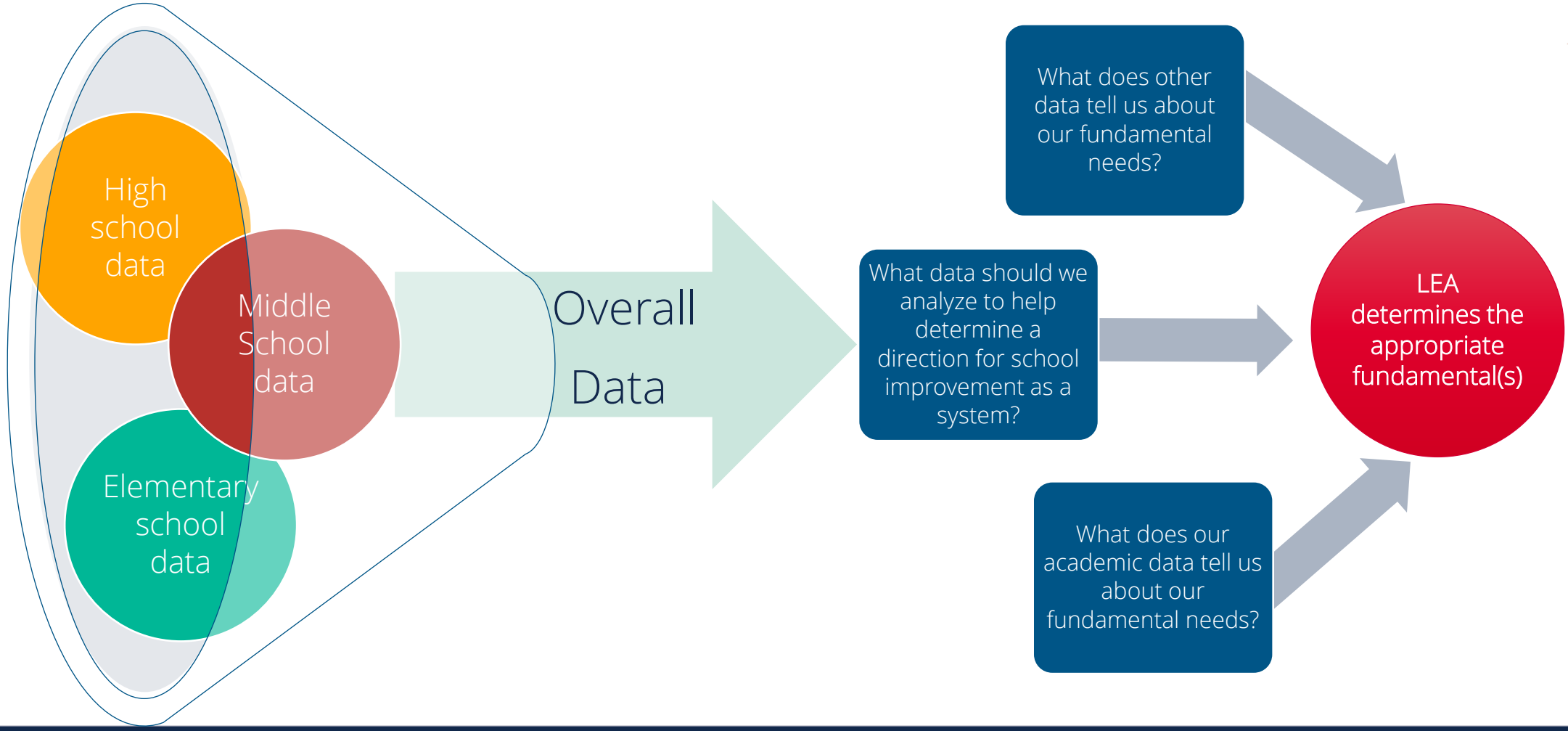
- Have a clear understanding of how buildings are identified for improvement based on federal guidelines
- Make connections between the school improvement model, the process for supporting identified schools, and the work with which they are already engaged
- Help create a cohesive wrap around support model for LEAs and schools identified for support and improvement

Instructions

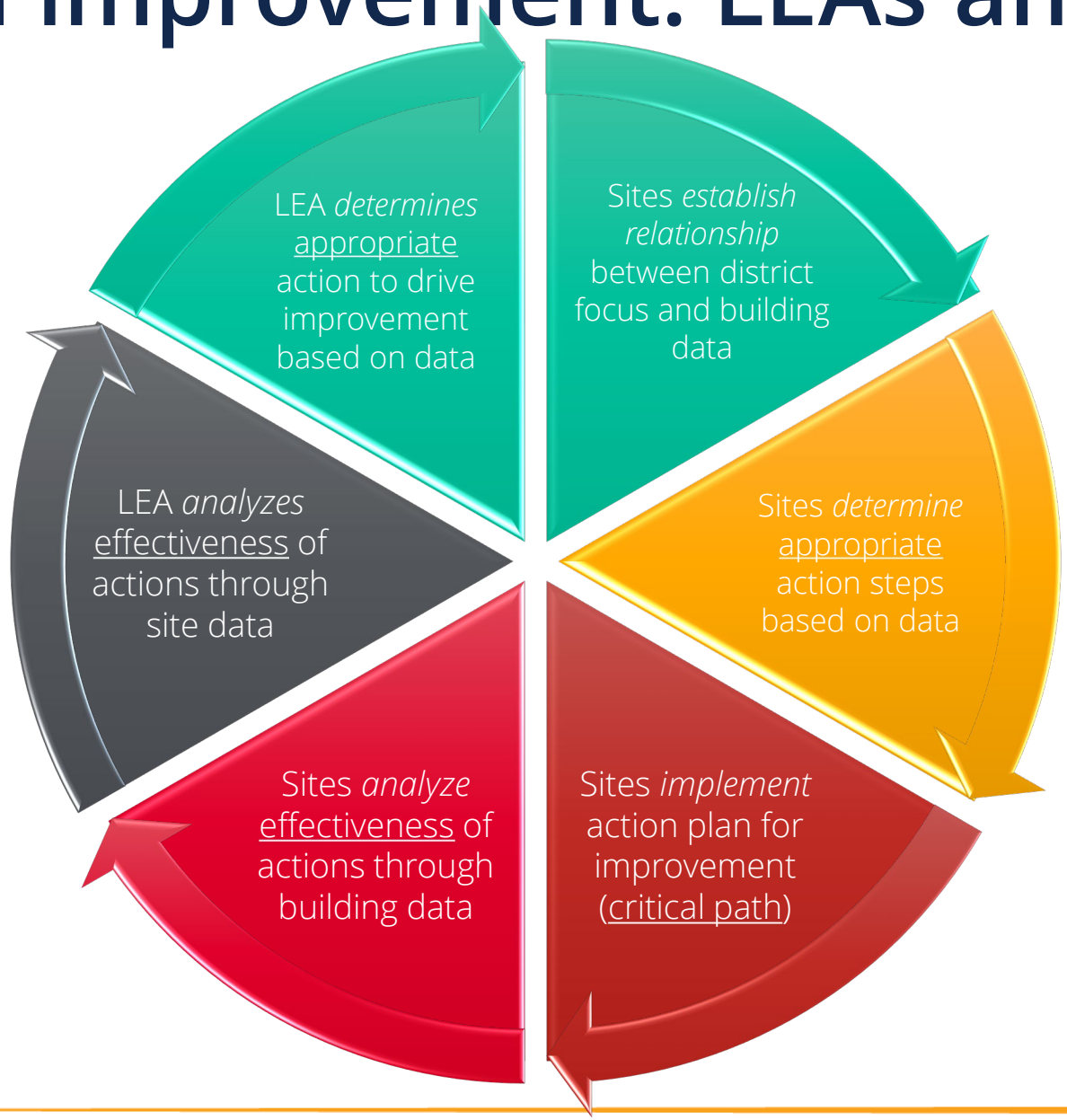
- On your table you have 3 colors of sticky notes. Throughout the presentation, please use them to identify the following:
  - Orange: Questions or wonderings you might be holding
  - Yellow: Connections you see to components or areas of your work
  - Pink: Ideas or suggestions you have that could help create a cohesive system of support

Making Connections

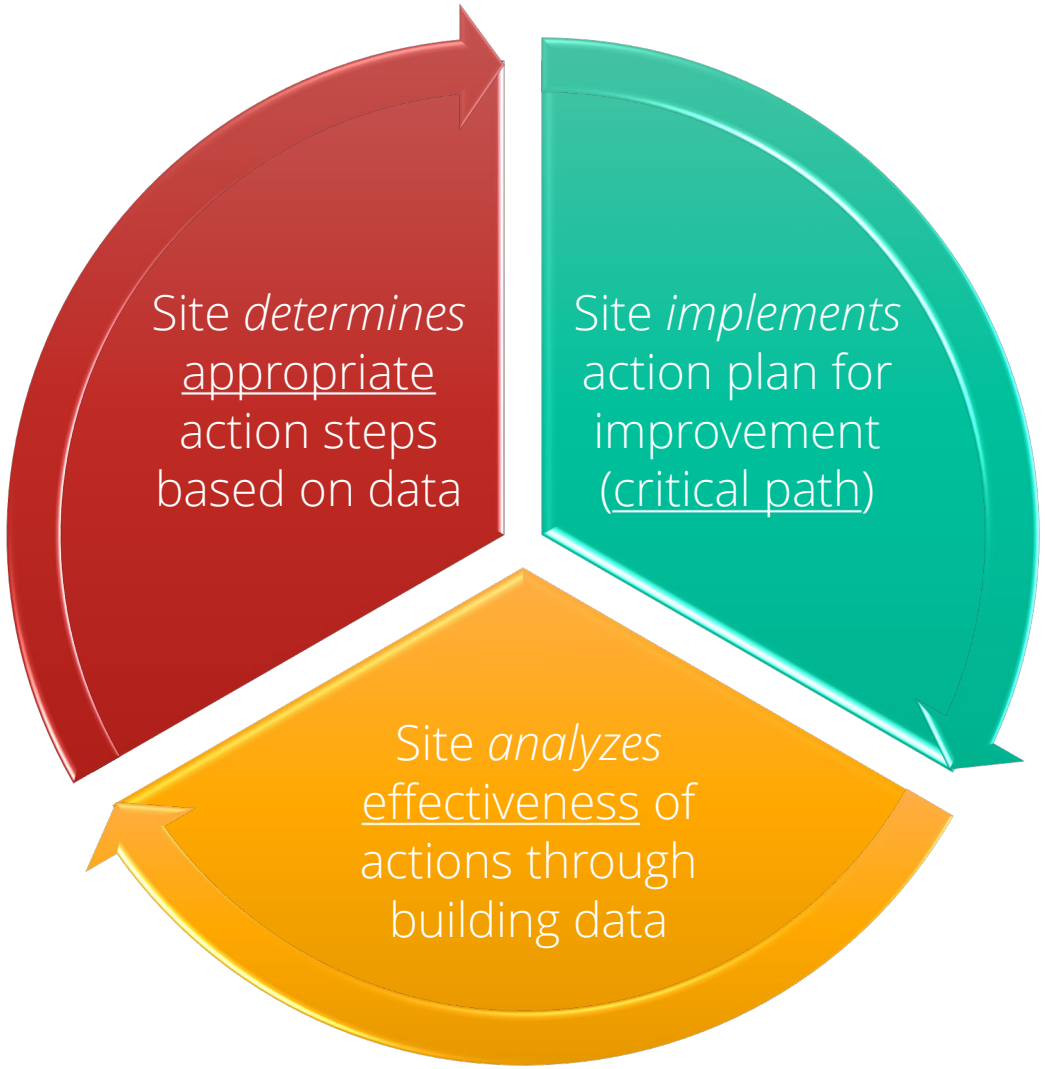
School improvement process: LEAs



School improvement: LEAs and Sites

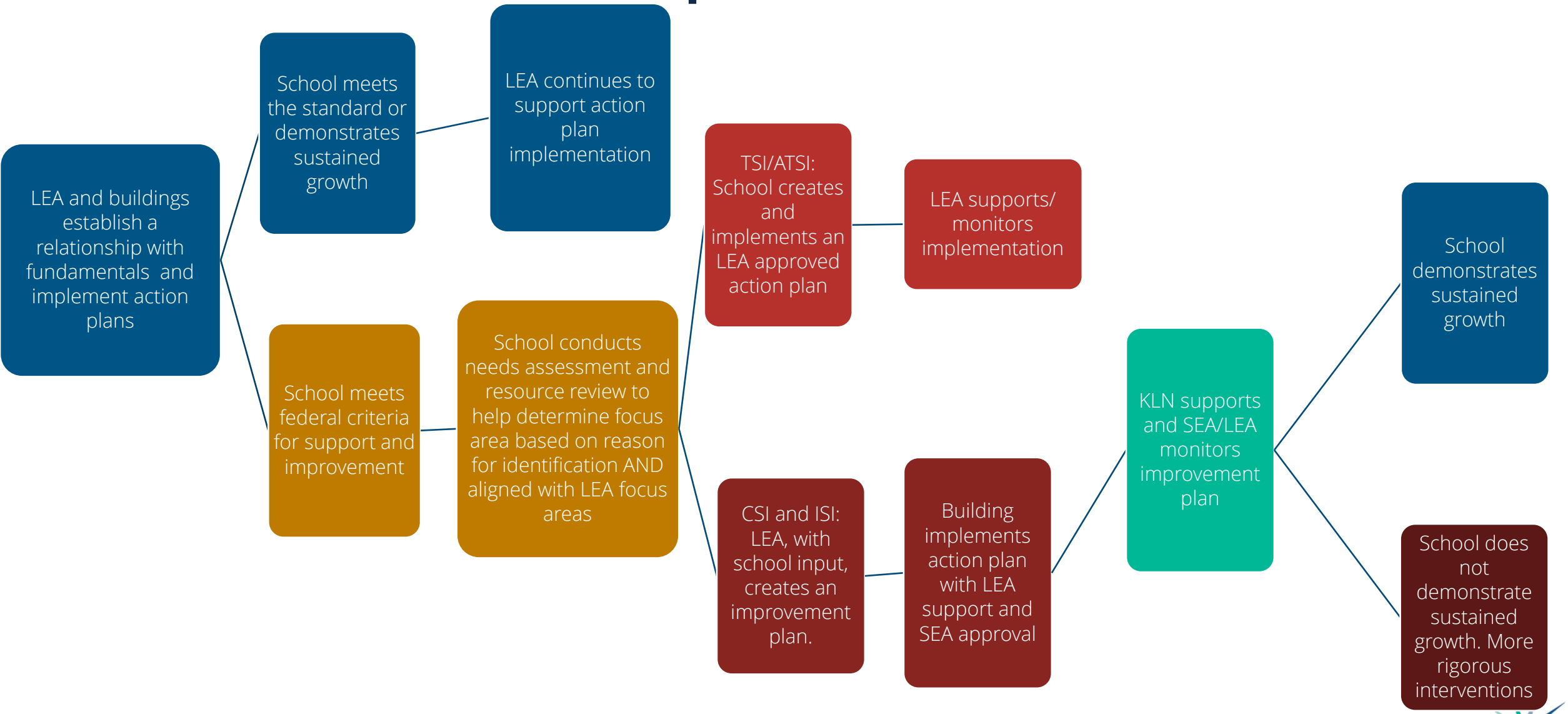


School improvement: Sites



Federal improvement: LEAs

Federal improvement: Sites



Definitions and Requirements

Identification of Schools

Why are schools identified? Federal law, found in ESEA sections: *1111(c)(4)(D)(i), 1111(c)(4)(C)(iii), 1111(d)(2)(C)*

How are schools identified? *"Based on the system of meaningful differentiation. . . "*

The KSDE Consolidated State Plan: A state must identify in their state plan how they will use their system of annual meaningful differentiation to identify schools. *ESEA section 1111(c)(4)(D)(i), 1111(c)(4)(C)(iii), 1111(d)(2)*

Comprehensive Support and Improvement (CSI)

- CSI Low Performing: Not less than the lowest-performing five (5) percent of all schools
- CSI Low Graduation Rate: All public high schools in the State (Title I and non-title I) failing to graduation one-third or more of their students
- CSI Not Exiting ATS Status: Title I schools that were previously identified for additional targeted support and improvement (ATSI) and that did not meet the statewide exit criteria for ATSI schools within the number of years determined by the state
- Intensive Support and Improvement (ISI): Title I schools that were previously identified for CSI and did not meet statewide exit criteria within the number of years determined by the state

Targeted Support and Improvement

- Consistently Underperforming (TSI): Public schools (Title I and non-Title I) with one or more student groups that meet the State's definition of "consistently underperforming." **To be identified annually*
- Additional Targeted and Support (ATS): Public schools (Title I and non-Title I) with one or more student groups performing as poorly as the low-performing Title I schools identified for CSI

Frequency of Identification

- Schools identified as CSI must be identified at least once every 3 years. *ESEA 1111(c)(4)(D)(i)*
- Schools identified as TSI must be identified annually. *ESEA 1111(c)(4)(C)(iii)*
- Schools identified as ATSI may be identified at a frequency determined by the state
- According to our state plan CSI and ATSI schools will be identified once every 3 years

Indicators for Identification

- Academic Achievement: "*Measured by proficiency on the annual assessments.*" Percent of students at level 3 and level 4
- Gap Measure: Difference between scores of subgroups and non-subgroups
- Graduation Rate: The four-year adjusted cohort graduation rate
- Progress in Achieving English Language Proficiency: "*Progress in achieving English language proficiency. . . Within a state determined timeline.*"
- School Quality/Student Success Indicator: Percent of students scoring at state performance level 1

Indicators and Federal Programs

- Progress in Achieving English Language Proficiency (ELP) Indicator
  - Not currently used in the identification process
  - Working towards development of the speed-to-proficiency measure
    - 5 consecutive years of data to set long-term goal
  - Collaborative efforts of Dr. Jay Scott, Dr. Laurie Curtis, Emily Scott, Title III/ESOL Consultant, and Dr. Twyla Sprouse to create a focus group of ESOL staff from varying demographics, parts of the state, and roles to discuss support of ELs.

1003(a) School Improvement Grant

- An SEA may allocate section 1003 funds only to serve schools that meet statutory requirements for the identification of CSI, TSI, and ATSI schools. (ESEA section 1003(b)(1)(A))
- LEA applications for section 1003 funds must describe how the LEA will monitor schools receiving section 1003 funds (ESEA section 1003))
- CSI, TSI, ATSI *schools* must develop support and improvement plans
- *LEAs* must submit applications for ESEA section 1003 funds
- ESSA Tiers of Evidence: WWC | ESSA Tiers Of Evidence

1003(a) School Improvement Grant

School Support and Improvement Plan	LEA Section 1003 Application
Developed in partnership with stakeholders	Describe how the LEA will:
Based on a needs assessment	• Develop CSI plans
Informed by all indicators	• Support development and implementation of TSI and ATSI plans
Includes evidence-based interventions	• Monitor schools served by section 1003 funds
Identifies and address resources inequities (CSI and ATSI only)	• Use a rigorous review process to recruit, screen, select, and evaluate any external partners with which the LEA will partner in carrying out activities supported with section 1003 funds
	• Align other Federal, State, and local resources to carry out the activities
	• As appropriate, modify practices and policies to provide operational flexibility
	Assure that each school the LEA proposes to serve will receive all of the State and local funds it would receive in the absence of section 1003 funds.

Data for Identification and Exit

- State Assessment Data
  - Category requirements per law
  - 3 years' worth of data
  - Current year data included
    - 24-25 data used for 2025 identified cycle

Graduation Data for identification is based on:

- 67% threshold
- 4-year cohort
- 1 year of lag data
  - 23-24 data used for 2025 identification cycle

Timeline and Supports

Timeline for Identification

- The 2022 identification cycle will roll over as schools identified in 2022 cohort will apply for exit from April 1 – May 30, 2025

- The 2025 identification cycle will begin in late summer/early fall (dependent on availability of State Assessment results)

- The next cohort for improvement will be identified in the fall of the 2028-2029 school year

Improvement Process

- Schools identified must implement an improvement plan based on:
  - A comprehensive needs assessment
  - All state indicators
  - Identified resource inequities
  - Solicited input from all stakeholders
- The plan must:
  - Specifically address the reason for identification
  - Be updated consistently
  - Be monitored and approved by the LEA and SEA
  - Be submitted annually to demonstrate progress

Exiting the Improvement Cohort

Schools may choose to apply for exit from the improvement cohort after two years if the SEA allows

Schools applying for exit must:

- Submit a district and building application
- Provide evidence demonstrating implementation of the improvement plan
- Demonstrate sustained improvement based on the reason for identification

Districts with Significant Numbers

LEAs with a significant number of schools identified for improvement are also identified. These districts must. . .

- Submit to a resource (financial and non-financial) allocation review conducted by the SEA
- Receive technical assistance provided by the SEA

Items to consider:

- District comprehensive needs assessment
- District curriculum audit
- District improvement plan
- How else might we leverage the work of KESA, ARC, & regional executives?

Identification of Schools & Accreditation

- How does the federal identification process and associated school improvement efforts align with system-level school improvement through KESA?

- How could a more coherent network of supports be built to ensure stronger alignment between system-level action plans and school improvement plans? i.e. 1003a, curriculum audit, needs assessment, etc.

Making Connections

- Questions, comments, thoughts, or wonderings?
- Please write any additional questions, comments, or thoughts on the sticky notes.
- Feedback is important as the process of federal identification of schools is refined and a connection is made to KESA.

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Twyla Sprouse
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System Alignment

KESA, Schoolwide, Identified, and At-Risk. . .

OH MY!!!

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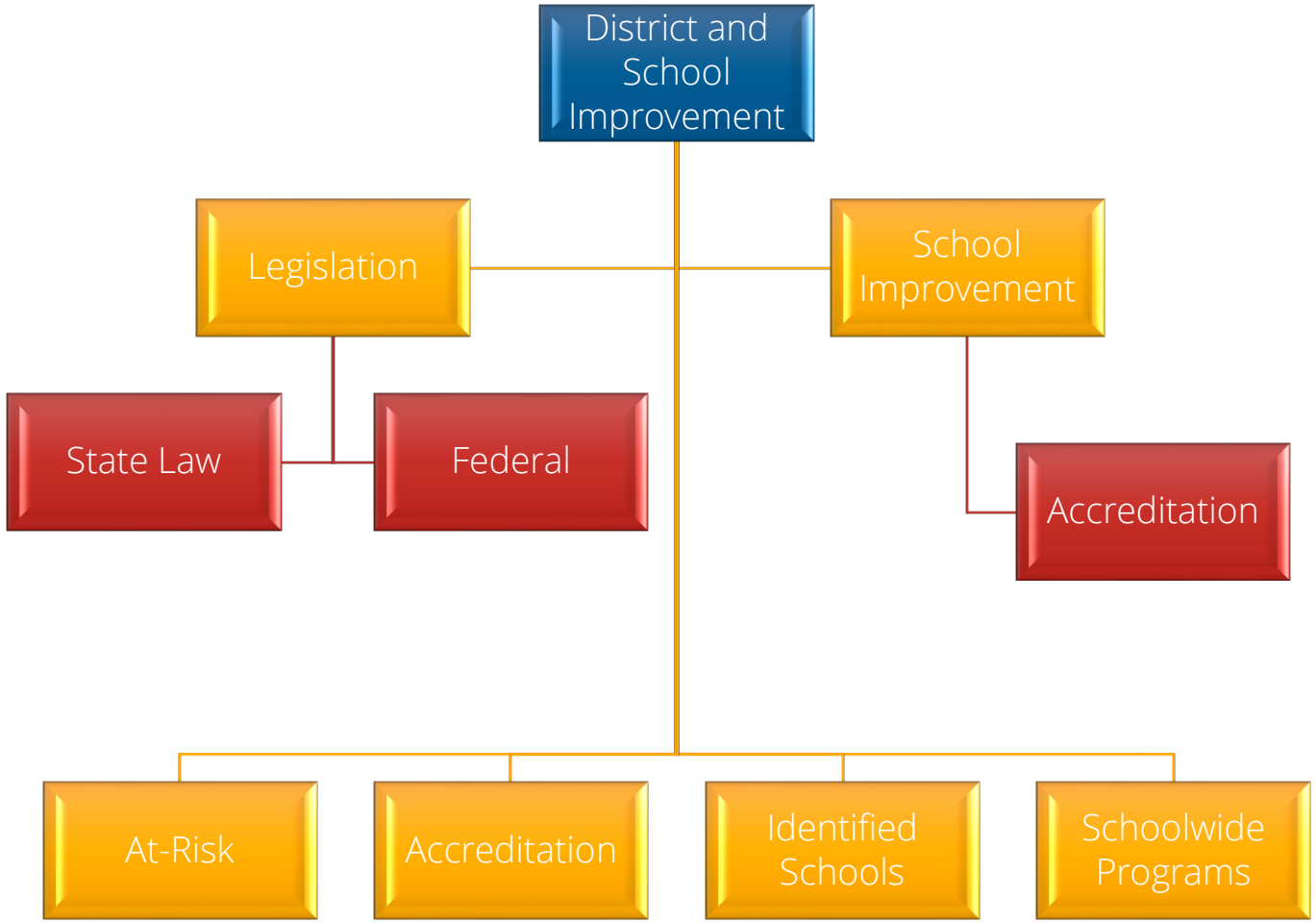
District and School Improvement
Legislation
School Improvement
State Law
Federal
Accreditation
At-Risk
Accreditation
Identified Schools
Schoolwide Programs

How do they compare

District and LEA Improvement

Accreditation – State Practice	At-Risk – State Law	Federally Identified – Fed Law

• Goals:
• Action Plan:
  • Fundamental
  • Structures
  • Indicators
  • Measures of Progress
	• Goals: How do they form & determine goals?
	• Action Plan:
	  • Identify students for AR
	  • Determine services
	  • Measure impact of services w/data
		• Goals: Reduce identified schools
		• Action Plan:
		  • Identify schools/reason for each
		  • Needs at a macro
		  • Compare needs assessments for trends

How do they compare

Identified	Schoolwide	At-Risk	Accreditation
• Goals based on reason for identification	• Academic goals that uplift the entire school	• Data-based	• jf

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Kansans CAN

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EDUCATION
900 S.W. Jackson Street, Suite 102
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Pat Bone
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785-296-2303
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