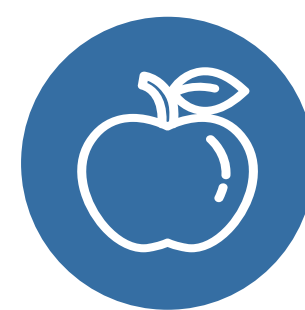**338 Districts** **1,355 Schools** **38,353 Teachers** **485,424 Students[1]**

Why:

Second only to teachers, education leaders play a significant role in assuring high levels of student academic achievement.[2] Building leaders' capacity to diagnose organizational conditions and engage in quality school continuous improvement while effectively managing change helps to ensure Kansas students are prepared for lifelong success.[3]

Accomplishments:

June 2020– Ongoing

Lead a monthly Executive Leadership Forum for superintendents to connect research to practice and promote reflection in developing solutions to complex education challenges

March 2022– Ongoing

Developed a summary infographic of feedback from stakeholders across the state to improve Kansas Education Systems Accreditation (KESA) processes; created and administered a survey to gather and report feedback from Summer Check-In participants; delivered a Regional KESA Training Pilot to help school leaders understand, design, and implement a plan for continuous school improvement; and design an evaluation plan for the Accreditation and Design Team

January 2023– March 2023

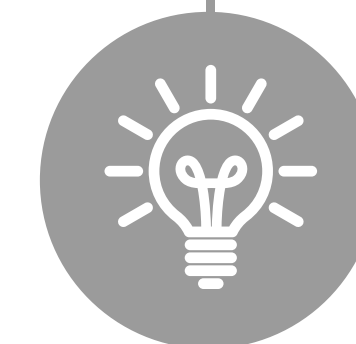Delivered customized sessions to onboard new State Board of Education members

February 2023– Ongoing

Complete a gap evaluation between leadership standards and performance evaluation tools commonly used in Kansas to inform the development of a Superintendent Leadership Development System framework

February 2023– Ongoing

Collaborate with Kansas State Department of Education staff on the development of a pilot Registered Teacher Apprenticeship Program (RTAP) and participate in the National Center's RTAP professional learning series
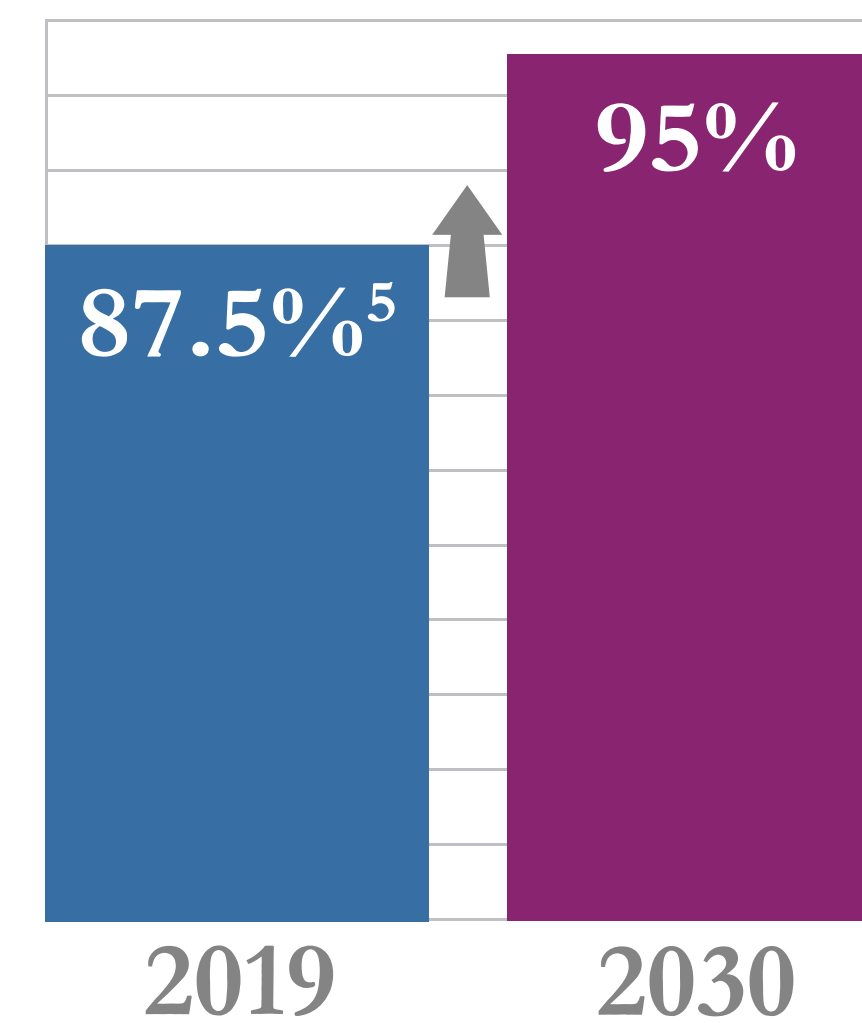
What's next:

» Continue to support KSDE as it scales-up school improvement efforts across the state through KESA processes

» Continue to build the capacity of superintendents to innovate, lead change, and reach Kansas State Board of Education goals

» Support KSDE as they design and implement a Pilot Registered Teacher Apprenticeship Program to increase the number of licensed teachers in Kansas

**Goal:**

Increase high school graduation rates:

87.5%[5] (2019) → **95%** (2030)

Percent of jobs in Kansas only requiring a high school degree or less:[4]

29%

[1] U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey", 2021-22 v.1a; "State Nonfiscal Public Elementary/Secondary Education Survey", 2021-22 v.1a. [2] Waters, J. T., & Marzano, R. J. (2006). *School district leadership that works: The effect of superintendent leadership on student achievement*. McREL International. [3] Heifetz, R. A., Linsky, M., & Grashow, A. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business Press. [4] Kansas State Department of Education. (2022). *Kansas Can Star Recognition Program: High school graduation*. bit.ly/38MsCdF. [5] Kansas State Department of Education. (2022). *KDSE data central – Kansas education reports: Kansas K–12 Report Generator*. Retrieved from https://datacentral.ksde.org/report_gen.aspx

Region12cc.org | @Region12CC

Colorado

Using Place-Based Decision Making to Strengthen the Colorado Educator Workforce Pipeline

272 Districts

1,941 Schools
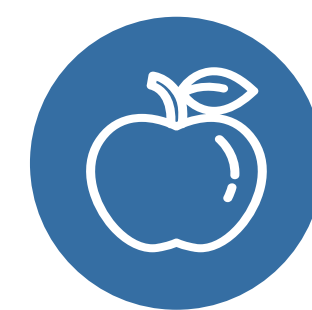
53,903 Teachers

880,597 Students[1]

Why:
Research suggests that among all school-related factors affecting student achievement, teachers matter most.[2] How well we attract, prepare, and retain teachers impacts equitable access to effective teachers for all students.

Cost to replace a teacher:[3]
$9,000–$20,000+

Accomplishments:

October 2021– Ongoing
On request, facilitate customized data analysis sessions using the geographic information system (GIS) map for education stakeholder groups (e.g., charter school leaders, Colorado Department of Education key personnel and partners, traditional and alternative educator preparation program directors)

February 2022– Ongoing
Host community of practice sessions focused on strengthening the state's educator workforce pipeline for Colorado education stakeholders

April 2023– May 2023
Developed an infographic highlighting the effective strategies that five districts and schools in Colorado are employing to address teacher shortages

October 2021– January 2022
Published a collection of resources for teams tackling shortage challenges including the Colorado Educator Workforce Pipeline GIS map, introductory video, and guidance documents and workbook for facilitators to help inform strategy selection, action planning, and implementation

August 2022
Updated the GIS map to the Experience Version, which includes an introduction to the map with links to resources and materials to inform strategy selection, action planning, and implementation of efforts to improve educator preparation, recruitment, and retention

April 2023– Ongoing
Design and facilitate a 6–7-month superuser training to build the capacity of Colorado Department of Education (CDE) staff to independently update and maintain the GIS map
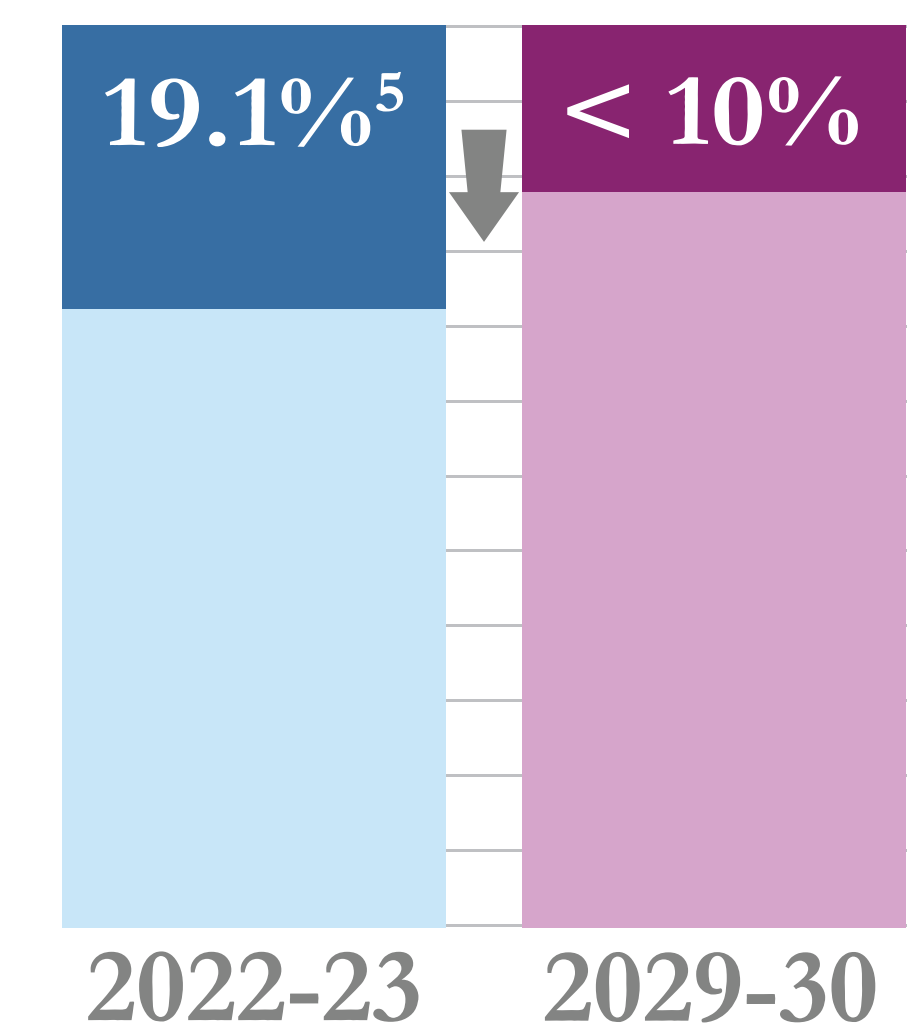
What's next:

» Continue to offer customized data analysis sessions for interested stakeholders

» Support GIS map updates and sustainability planning to help CDE maintain the map beyond the current Comprehensive Centers program cycle

» Deepen support for local/regional efforts to strengthen and diversify the educator pipeline

Goal:
Reduce annual statewide teacher turnover rate:

19.1%[5] → **< 10%**

2022-23   2029-30

Open teaching positions leading up to the 2022–23 school year:[4]
8,294

[1] U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey", 2021-22 v.1a; "State Nonfiscal Public Elementary/Secondary Education Survey", 2021-22 v.1a. [2] Opper, I. M. (2019). *Teachers matter: Understanding teachers' impact on student achievement.* https://bit.ly/46jrRSj. [3] Espinoza, D., Saunders, R., Kini, T., & Darling-Hammond, L. (2018). *Taking the long view: State efforts to solve teacher shortages by strengthening the profession.* Learning Policy Institute. [4] Colorado Department of Education. (2023, June). *Colorado's educator shortage survey results.* https://www.cde.state.co.us/educatortalent/edshortage-surveyresults. [5] Colorado Department of Education. (2023, May). *School/district staff statistics.* https://www.cde.state.co.us/cdereval/staffcurrent
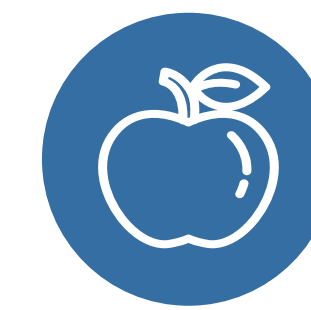
Region12cc.org | @Region12CC

Colorado
Colorado Dropout Prevention Framework Update and Refresh Project
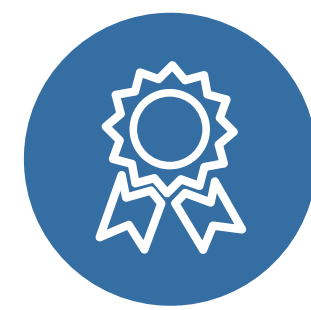
272 Districts

1,941 Schools

53,903 Teachers

880,597 Students[1]

Why:
High school completers are more likely to earn higher wages, have better health outcomes, and contribute to economic growth.[2] An up-to-date, research-informed framework for dropout prevention accelerates schools in championing all Colorado students to reach their full potential.

Accomplishments:

November 2021– Ongoing
Host workshops for Colorado Department of Education (CDE) staff to review stakeholder engagement plans and provide feedback to inform framework revisions

September 2022
Created a draft Role Guide describing potential responsibilities for district leaders, school leaders, and individuals providing direct support to students relative to each of the framework's strategies

December 2021– Ongoing
Conduct focus groups with grantees from local education agencies to collect feedback on framework revisions

December 2022– Ongoing
Developed selection criteria and approach for collecting implementation stories; curate stories related to framework strategies to provide users with contextualized examples of the strategies in action

What's next:
» Finalize the revised dropout prevention framework based upon stakeholder feedback
» Create drafts of curated implementation story vignettes

Goal:
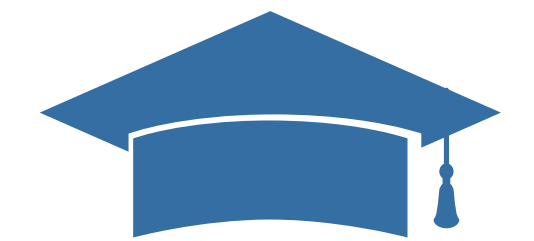
Statewide graduation rate
**> 84%**

and dropout rate
< 1.8%

10,524
Students (2.2%) dropped out during the 2021–22 school year[3]

[1] U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey", 2021-22 v.1a; "State Nonfiscal Public Elementary/Secondary Education Survey", 2021-22 v.1a.
[2] Alliance for Education. (2018, February). *The graduation effect: Every student's potential to influence a community, a state, and the nation.* https://bit.ly/3qSz8Iq
[3] Colorado Department of Education. (2023, January 17). *Dropout statistics.* https://www.cde.state.co.us/cdereval/dropoutcurrent
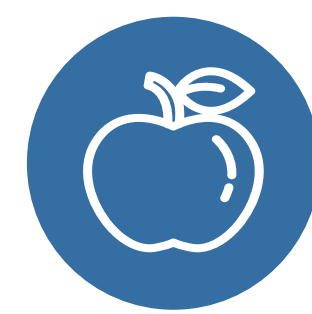
Missouri

Missouri Leadership Development System
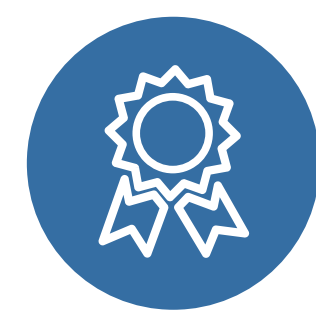
565 Districts

2,453 Schools

69,569 Teachers

888,823 Students[1]

Why:
After teachers, principals are the single most important factor affecting student achievement.[2] Growing the effectiveness of Missouri's school leaders increases access to excellent education for all students.
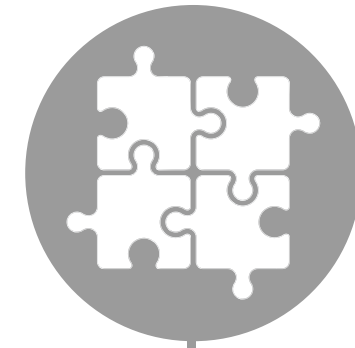
Accomplishments:

MLDS principal retention rate:[3]
95%

October 2020– Ongoing
Conduct annual evaluations of the Missouri Leadership Development System (MLDS) to identify recommendations, and support the Missouri Department of Elementary and Secondary Education (DESE) in implementing priority recommendations for MLDS, District Continuous Improvement, and Comprehensive Support and Improvement

February 2021– Ongoing
Lead a monthly Executive Leadership Forum for superintendents to connect research to practice and promote reflection in developing solutions to complex education challenges

February 2022– Ongoing
Conceptualize a leadership system and model focused on executive leadership for superintendents that will deliver professional learning through a blended model of in-person sessions supported with inter-session online learning modules and resources

December 2022– June 2023
Created a rubric and training package to help school level teams gauge the fidelity of implementation of their school improvement plans

May 2023
Created a coherence document of school improvement efforts to demonstrate the key efforts and interdependencies

May 2023– June 2023
Collected data and provided a summary of teaching and learning data to help DESE support school improvement processes

What's next:
» Present 2023 findings and recommendations from the 2023 evaluations, including MLDS, mentor support feedback, and the teaching and learning data survey

» Continue to build the capacity of school leaders to be effective throughout their careers from aspiring principals to transformational leaders
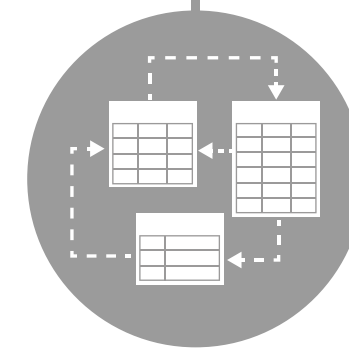
Goal:
Increase MLDS participation to more than 50% of principals in the state

≥ 50%

> 1,600
> 1,200
> 700
150

| 2016–17 | 2017–18 | 2021–22 | 2022–23 |
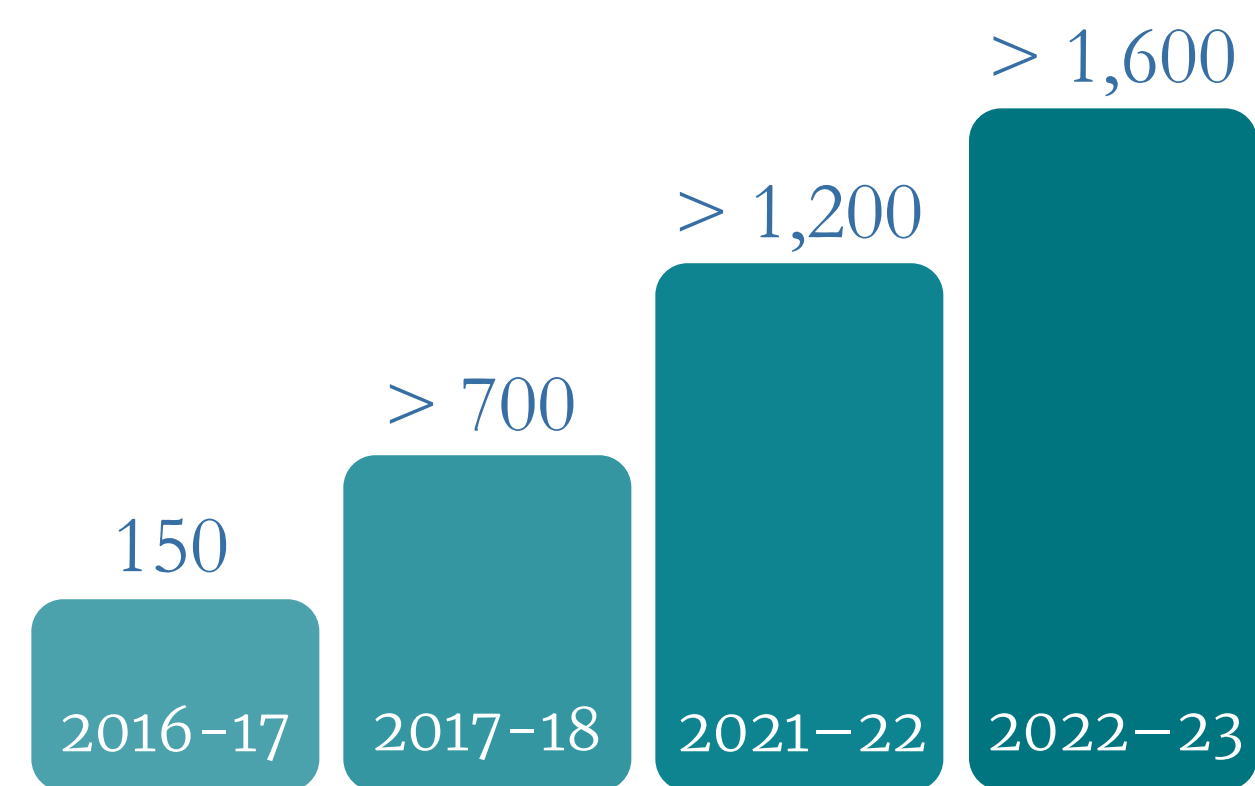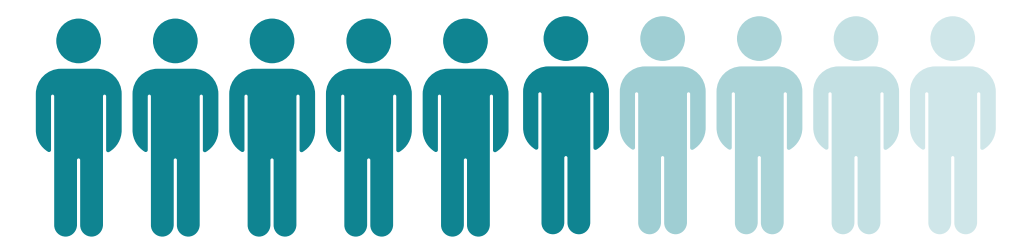
Number of Principals Participating in MLDS[4]

[1] U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey", 2021-22 v.1a; "State Nonfiscal Public Elementary/Secondary Education Survey", 2021-22 v.1a. [2] Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). *How principals affect students and schools: A systematic synthesis of two decades of research.* The Wallace Foundation. http://www.wallacefoundation.org/principalsynthesis. [3] Merod, A. (2023, March). *Staffed up: Missouri shows ongoing investment in principals pays off.* https://www.k12dive.com/news/staffed-up-missouri-principal-retention/646279/. [4] Missouri Department of Elementary and Secondary Education. (2019). *Missouri Leadership Development System (MLDS): Executive summary.* https://dese.mo.gov/media/pdf/oeq-ed-mldsexecutivesummary
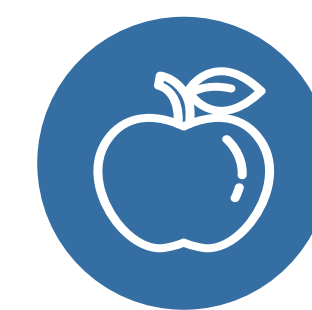
Missouri Common Formative Assessment

Missouri

565 Districts

2,453 Schools
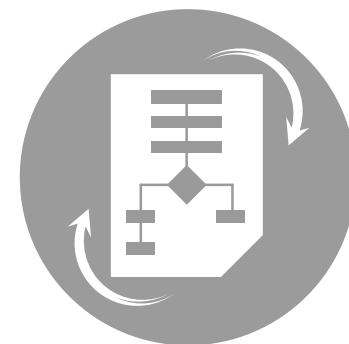
69,569 Teachers

888,823 Students[1]

Why:
Research suggests that students who participate in formative assessment perform better on measures of academic achievement than students who do not.[2] To raise school and systematic performance, teachers need access to high-quality, rigorous tools designed to provide timely and individualized feedback for student learning.

44
Regional literacy leads engaged across six teams to develop items and supports

Accomplishments:

September 2022
Produced a chronicled storyline of the common formative assessment planning committee's work that identified resource-related considerations and other key supports necessary for project implementation

October 2022–December 2022
Developed a plan for formative assessment that reflects the Missouri Department of Elementary and Secondary Education's (DESE) decision to focus on grade 2 priority standards across five strands of literacy

January 2023–March 2023
Drafted a blueprint for assessment and supports for grade 2 literacy which include items such as reading selections with questions, writing prompts, and scoring guides
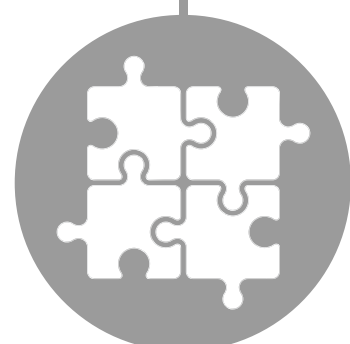
March 2023–Ongoing
Facilitate meetings with key staff to guide the development of formative assessment system content and foster cross-unit collaboration across DESE offices

What's next:
» Guide the transfer of assessment and supports to the virtual learning platform
» Prepare for the common formative assessment system statewide release to all teachers of grade 2 literacy

Goal:
Teachers in 200 districts (approximately 40%) will access and use the common formative assessment system for literacy in grade 2

≥ 40%

3
Offices collaborate across the SEA to lead the work

- College and Career Readiness
- Quality Schools
- Special Education
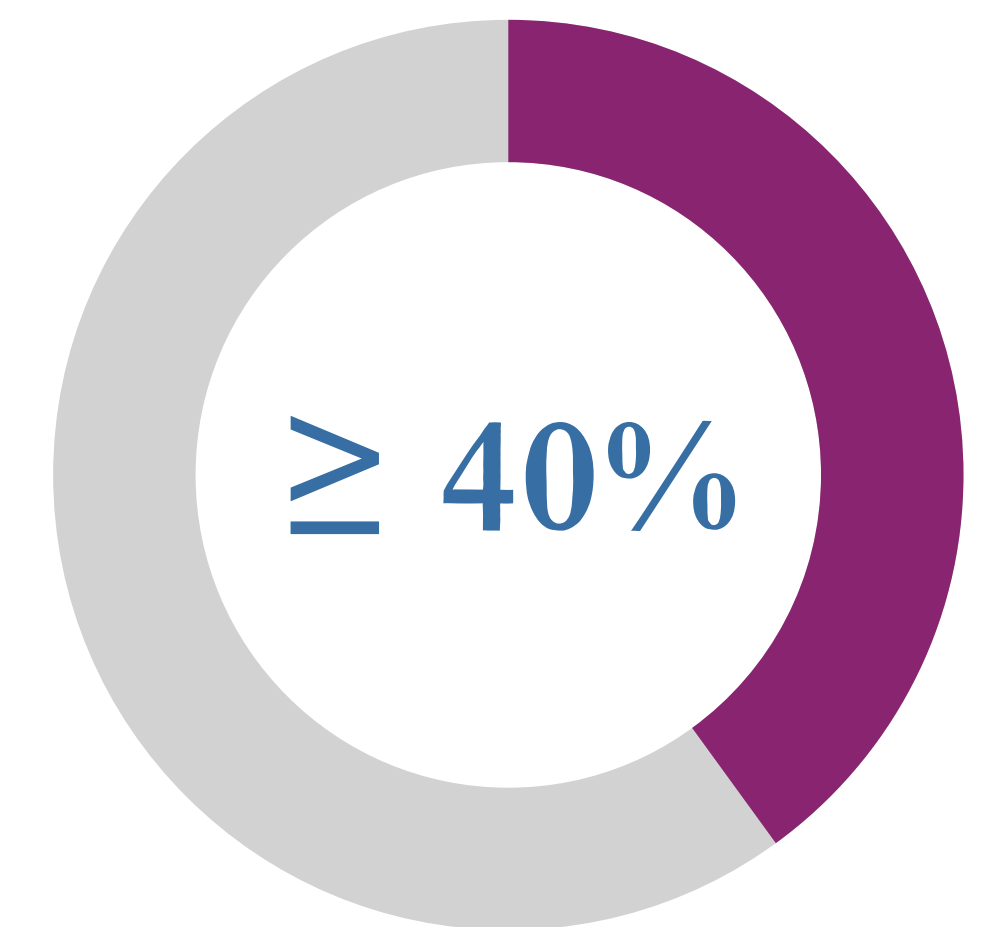
[1] U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey", 2021-22 v.1a; "State Nonfiscal Public Elementary/Secondary Education Survey", 2021-22 v.1a.
[2] Klute, M., Apthorp, H., Harlacher, J., & Reale, M. (2017). *Formative assessment and elementary school student achievement: A review of the evidence* (REL 2017–259). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. https://ies.ed.gov/ncee/edlabs/regions/central/pdf/REL_2017259.pdf

Region12cc.org | @Region12CC