



# Kansans Can

  
338  
Districts

  
1,355  
Schools

  
37,885  
Teachers

  
487,978  
Students<sup>1</sup>

**Why:**  
Second only to teachers, education leaders play a significant role in assuring high levels of student academic achievement.<sup>2</sup> 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.<sup>3</sup>

Percent of jobs in Kansas only requiring a high school degree or less:<sup>4</sup>  
**29%**

### Accomplishments:

**June 2020–  
May 2024**  
Led more than 40 monthly Executive Leadership Forum sessions for superintendents to connect research to practice and promote reflection in developing solutions to complex education challenges



**January 2023–  
March 2023**  
Delivered customized sessions to onboard new State Board of Education members



**February 2023–  
September 2024**  
Collaborate with the Teacher Licensure (TL) team on the development of a pilot Registered Teacher Apprenticeship Program, including creating a program logic model and project evaluation plan, and formative evaluation of the pilot program to inform continuous improvement and scaling this coming school year

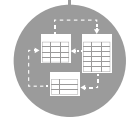


- Looking ahead:**
- » Summarize feedback from KESA Check Ins and finalize continuous improvement data collection tools and processes to support ADT as it scales-up school improvement efforts across the state
  - » Continue to engage Kansas education leaders in developing and preparing to implement professional learning that builds the capacity of superintendents to innovate, lead change, and reach Kansas State Board of Education goals
  - » Support TL as they incorporate formative evaluation for improvements to the Registered Teacher Apprenticeship Program to increase the number of licensed teachers in Kansas

**March 2022–  
September 2024**  
Developed a summary infographic of feedback from stakeholders across the state to improve Kansas Education Systems Accreditation (KESA) processes; delivered a Regional KESA Training Pilot to help school leaders understand, design, and implement a plan for continuous school improvement; and collaborate with the Accreditation and Design Team (ADT) to support implementation and evaluation of the new KESA 2.0 model

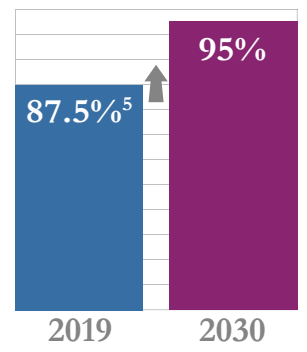


**February 2023–  
September 2024**  
Support the creation of the Kansas Executive Leadership Development System by facilitating a 12-part series of workshops designed to engage high-performing superintendents and state education leaders in identifying the key competencies and learnings required for success at progressing stages of an executive leader's career



**October 2023–  
September 2024**  
Provide technical assistance to Kansas State Department of Education's Equity, Inclusion, and Belonging committee to conduct a landscape analysis, including perceptions from staff across the organization, and create plan of action

**Goal:**  
Increase high school graduation rates:



<sup>1</sup> 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; <sup>2</sup> State Nonfiscal Public Elementary/Secondary Education Survey", 2021-22 v.1a. <sup>3</sup> Waters, J. T., & Marzano, R. J. (2006). *School district leadership that works: The effect of superintendent leadership on student achievement*. McREL International. <sup>4</sup> 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. <sup>5</sup> Kansas State Department of Education. (2022). *Kansas Can Star Recognition Program: High school graduation*. bit.ly/38MsCDF. <sup>6</sup> 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](https://datacentral.ksde.org/report_gen.aspx)



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



272  
Districts



1,932  
Schools



53,553  
Teachers



870,871  
Students<sup>1</sup>

## Why:

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

## Accomplishments:

**October 2021–  
September 2024**

Publish and update a collection of resources for teams tackling shortage challenges including the Colorado Educator Workforce Pipeline Geographic Information System (GIS) map, introductory video, and guidance documents and workbook for facilitators to help inform strategy selection, action planning, and implementation



Cost to replace a teacher:<sup>3</sup>  
**\$9,000–\$20,000+**

**August 2022–  
September 2024**

Refine the GIS map and complete annual data updates; support capacity building with CDE to sustain the GIS map into the future



**November 2023–  
September 2024**

Create targeted recruitment materials (e.g., communication plan, videos) to promote the education pathway to high school students and to promote teaching among Colorado career changers



**February 2022–  
September 2024**

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



**November 2023–  
September 2024**

Strengthen the educator workforce pipeline through the development of a collection of resources to support school counselors as they promote education as a career choice to students



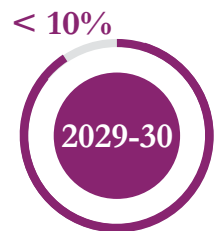
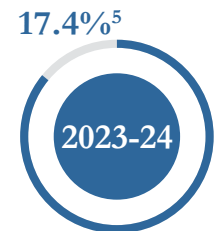
Open teaching positions leading up to the 2023–24 school year:<sup>4</sup>  
**6,911**

## Looking ahead:

- » Support GIS map updates and sustainability planning to help CDE maintain the map beyond the current Comprehensive Centers program cycle
- » Finalize all resources designed to help Colorado educators and policymakers strengthen the state's educator workforce pipeline

## Goal:

Reduce annual statewide teacher turnover rate:





# Colorado Dropout Prevention Framework Update and Refresh Project



272 Districts



1,932 Schools



53,553 Teachers



870,871 Students<sup>1</sup>

### Why:

High school completers are more likely to earn higher wages, have better health outcomes, and contribute to economic growth.<sup>2</sup> 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–December 2023**

Hosted workshops for Colorado Department of Education (CDE) staff to review stakeholder engagement plans and provide feedback to inform framework revisions; collaborate with CDE to finalize and publish the updated Dropout Prevention Framework and implementation resources



**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



**April 2024–September 2024**

Develop learning modules, webinars, and a master slide deck to support the implementation of the Dropout Prevention Framework

**December 2021–June 2023**

Conduct focus groups with grantees from local education agencies to collect feedback on framework revisions and prepare stakeholder engagement report with findings



**December 2022–September 2024**

Developed selection criteria and an initial approach for collecting implementation spotlights; based on feedback, pilot a new process to collect stories from current grantees to provide users with contextualized examples of framework strategies in action



### Looking ahead:

- » Finalize tools and resources to support implementation of the Dropout Prevention Framework strategies and foundational practices
- » Finalize sustainability plan for the Dropout Prevention Framework

### Goal:



Statewide graduation rate  
**> 84%**

and dropout rate  
**< 1.8%**

**9,665**

Students (2.1%) dropped out during the 2022–23 school year<sup>3</sup>

<sup>1</sup> U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey", 2022–23 v.1a; "State Nonfiscal Public Elementary/Secondary Education Survey", 2022–23 v.1a.  
<sup>2</sup> Alliance for Education. (2018, February). *The graduation effect: Every student's potential to influence a community, a state, and the nation.* <https://bit.ly/3qS281q>  
<sup>3</sup> Colorado Department of Education. (2024, January 9). *Dropout statistics.* <https://www.cde.state.co.us/cdereval/dropoutcurrent>





# Missouri Leadership Development System



565 Districts



2,473 Schools



69,838 Teachers



892,246 Students<sup>1</sup>

### Why:

After teachers, principals are the single most important factor affecting student achievement.<sup>2</sup> Growing the effectiveness of Missouri's school leaders increases access to excellent education for all students.

### Accomplishments:

**October 2020 – September 2024**

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 2022 – September 2024**

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



**May 2023**

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



MLDS principal retention rate:<sup>3</sup>  
**95%**

### Looking ahead:

- » Present findings and recommendations from the 2024 evaluations
- » Launch fidelity of implementation rubric across the state and gather usage feedback

**February 2021 – June 2024**

Led more than thirty monthly Executive Leadership Forum sessions for superintendents to connect research to practice and promote reflection in developing solutions to complex education challenges



**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 – June 2023**

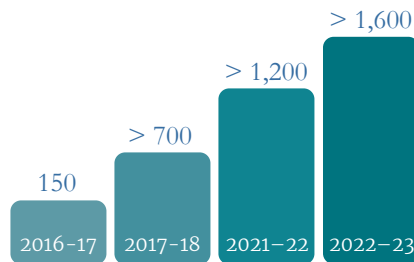
Collected data and provided a summary of teaching and learning data to help DESE support school improvement processes



### Goal:

Increase MLDS participation to more than 50% of principals in the state

**≥ 50%**



Number of Principals Participating in MLDS<sup>4</sup>

<sup>1</sup> U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey", 2022-23 v.1a; "State Nonfiscal Public Elementary/Secondary Education Survey", 2022-23 v.1a. <sup>2</sup> 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>. <sup>3</sup> 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/>. <sup>4</sup> 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



565 Districts



2,473 Schools



69,838 Teachers



892,246 Students<sup>1</sup>

### Why:

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

**~50**  
Literacy leads from all nine regions of the state create first batch of nearly 200 assessment items

### Accomplishments:

#### October 2020

Convened intra-departmental meetings of staff from Office of Special Education, Office of College and Career Readiness, and Office of Quality Schools



#### January 2022 – September 2024

Created an item submission template, rubric, and process; facilitated the training of ~50 leaders from each region of the state to develop items which were vetted by DESE experts; this yielded about 200 formative assessment items on its first round



### Looking ahead:

- » Launch the system at the state-wide Literacy Summit
- » Conduct data analysis and prepare summary of summative literacy learning results

#### May 2021 – September 2021

Worked with leaders at DESE to articulate a system of rating the rigor level of a developed formative assessment item, which aligned to Webb's Depth of Knowledge schema

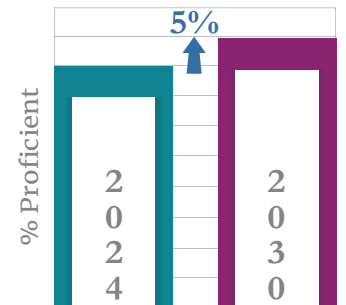


#### October 2023 – September 2024

Developed messages for distribution to the field to convey the purpose and content of the Common Formative Assessment system and a dissemination strategy that included identifying messaging opportunities, training ambassadors, gaining feedback on the tool, and setting up a support structure for using the Common Formative Assessment system; this includes a variety of framings for various learning experience modalities (e.g., Commissioner Update, principal memo, state-wide conferences, within-system guidance)

### Goal:

By 2024, student proficiency in English language arts improves by 5%



**3**  
Offices collaborate across the SEA to lead the work

- College and Career Readiness
- Quality Schools
- Special Education