

# Kansans Can: Scaling School Redesign Across Kansas

# Mission Inception

In 2015, the Kansas State Department of Education set out to answer the following question: “What do Kansans want from their K-12 graduates?” Through extensive feedback from community members across the state, the answer became clear: Kansans want to raise the bar for the next generation of graduates by increasing academic, cognitive, technical, employability, and civic engagement skills.

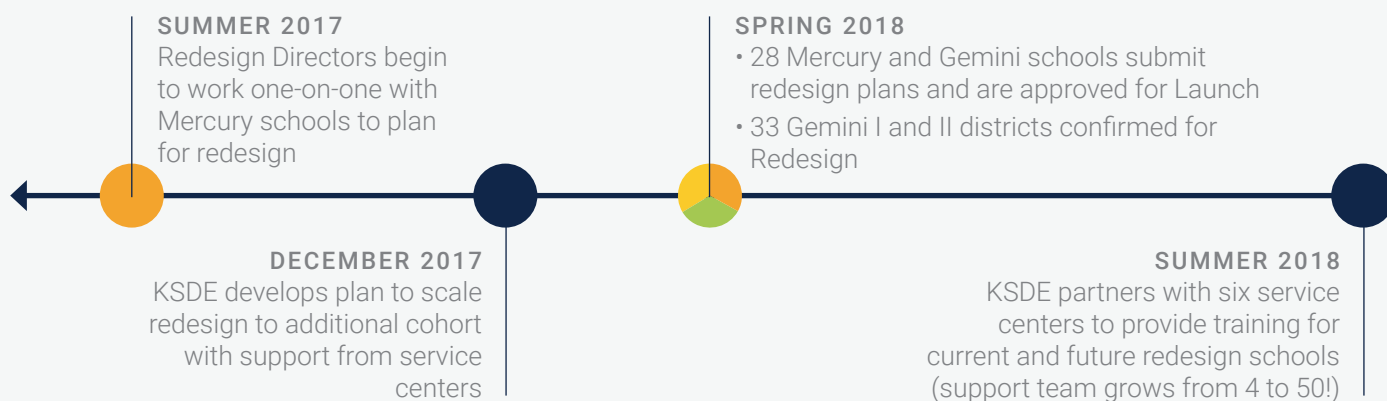
## HOW DO WE MEET THIS CHALLENGE?

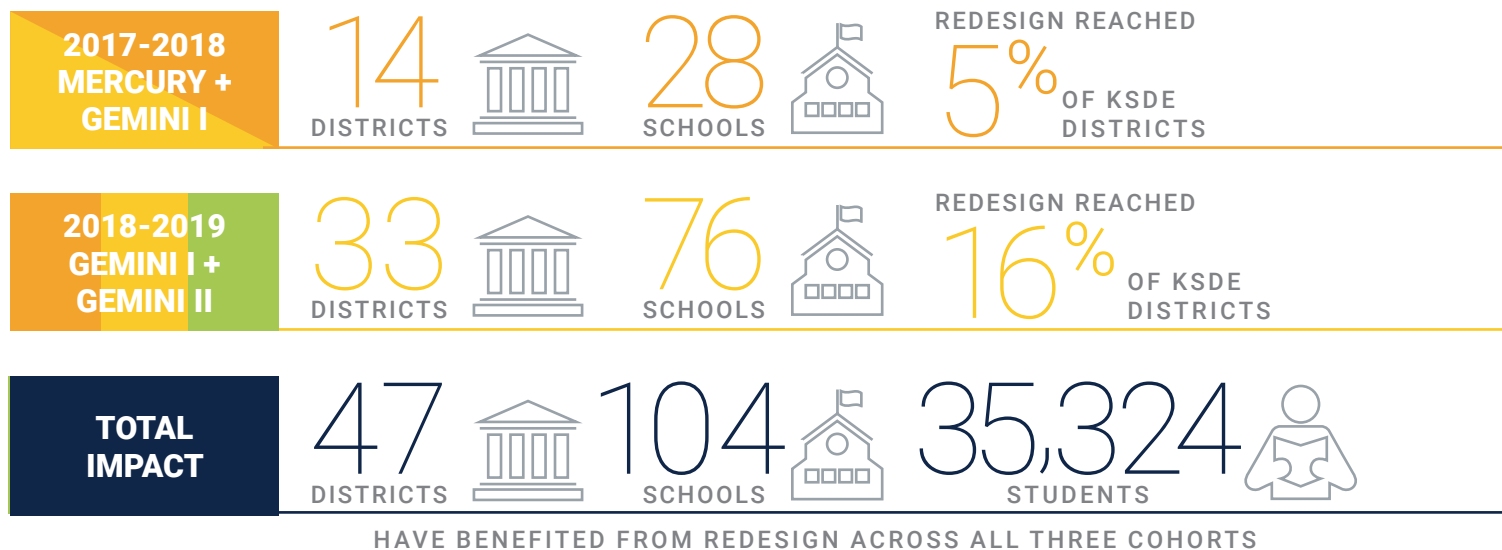
To achieve this vision, KSDE set an audacious goal to redesign all Kansas schools around this vision by 2026. The redesign efforts aim to provide schools with professional development, resources and support to re-envision the student experience focused in 5 key areas: Social-Emotional Growth, Kindergarten Readiness, Individual Plans of Study, High School Graduation, and Postsecondary Success.

Following a successful pilot of the redesign process with 14 districts and 28 schools in 2017-2018 (called the Mercury and Gemini I cohorts), the department set out to scale redesign to an additional 33 districts in 2018-2019 (Gemini II cohort). To support these efforts, a Professional Learning Team (PLT) of KSDE leaders partnered with leaders from six regional service centers to form Regional Trainer Teams (RTT). These teams participated in strategy sessions and trainings that prepared them to lead 76 School Redesign Teams (SRTs) across the state in redesign efforts at their local sites.

“Redesign excites me because it gives students and teachers a voice in the way that their school is operated. Redesign is a unique experience to change the culture and climate of a school in a positive way, while providing an education for every individual student and their needs.”

— Maureen Mulligan, Elementary Teacher from Meadowlark Elementary School, Liberal, KS (Mercury Cohort)





#### FALL 2018

Gemini I and II cohorts begin to receive updated training on redesign (based on lessons from previous cohort)

#### SPRING 2019

76 Gemini II schools to submit Comprehensive Redesign Plans (anticipated)

#### WINTER 2019

Mercury and Gemini I schools and districts showcase redesign efforts during 2019 Kansans Can Symposium

# WHERE WE ARE NOW

In the second year of implementation, KSDE is encouraged by the progress made within two of their key focus areas: support and capacity building.

## 1. Support the Successful Launch of Mercury and Gemini I Schools

While too early to assess metrics along the 5 key areas, leaders from Mercury and Gemini districts and schools have seen the immediate impact of redesign efforts on behavior, student engagement, and attendance, among others.

To highlight these successes, Mercury and Gemini districts and schools presented at the following state and national conferences:

- 100% of Mercury schools (28) presented on redesign efforts at the KSDE annual conference in October 2018
- Meadowlark Elementary School presented at the National ESEA on student impact, sharing case studies on student growth
- Mercury and Gemini districts and schools facilitated a majority of the breakout sessions at the second annual Kansans Can Symposium in March 2019 for more than 500 educators

KSDE looks forward to collecting and analyzing growth along the 5 key outcomes across schools in the upcoming school years.

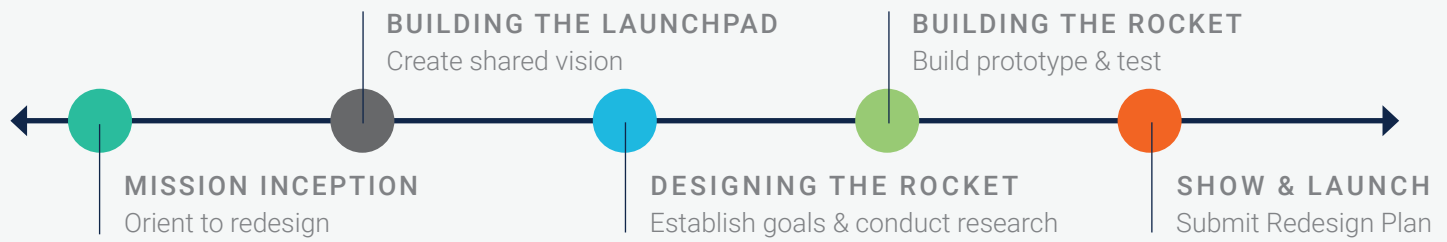
Gricelda Estrada, Primary ELL Teacher from Meadowlark Elementary (Mercury Cohort), presents at the ESEA National Conference and shares the story of the early impacts of redesign in her school.

“I love the opportunity/permission to try something new and take risks. I’m interested in seeing schools that make huge attempts to “break” the system and recreate it to best meet the needs of our current students.”

— Joshua Stock, Santa Fe Trail Middle School Teacher (Mercury Cohort)



## Kansas School Redesign Methodology

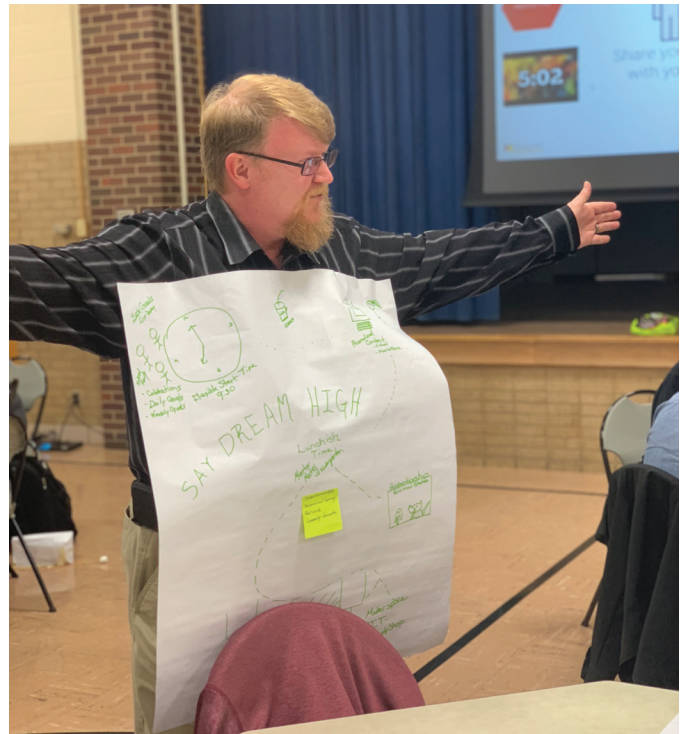


Kansas Redesign Schools move through five phases of redesign to develop Comprehensive Redesign plans over the course of a school year.

## 2. Build Capacity to Launch Redesign at Scale

KSDE developed a training model in which each level of leadership learned how to lead redesign efforts with their respective audiences. This 'waterfall approach' included 4 Project Leadership Team Strategy Sessions, 12 Regional Trainer Workshops and 36 School Redesign Trainings.

End of year results indicate that 83% percent of Project Leadership Team members surveyed reported confidence that School Redesign Teams had developed the capacity to support redesign at their school sites.



Regional Trainer empathizes with the student experience to reimagine what school could look like to meet their individual needs.

### By The Numbers



4

**PROJECT LEADERSHIP  
STRATEGY SESSIONS**

12

**REGIONAL TRAINER  
WORKSHOPS**

36

**SCHOOL REDESIGN TRAININGS**

"[What] excites me most is the ownership that the teachers have of their school and student outcomes. This is the most empowering and positive educational experience of my life because of the great teachers we work with."

—Branden Johnson, Assistant Director, Graduation at, KSDE Regional Trainer (Gemini II Cohort)



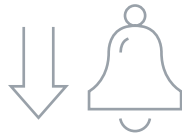
## SCHOOL SPOTLIGHT - BENNINGTON JUNIOR/HIGH SCHOOL

Bennington Junior/Senior High School, a school in the Mercury cohort, has seen immediate gains that leaders attribute to redesign efforts. The school focused on mentoring, project-based learning and student-directed learning, and has seen the following gains in the 2018-2019 school year:



46%

decrease in the total number of failing semester grades issued



10%

decrease in the total number of class absences by students 7-12 when compared to the same period last school year



100%

decrease in the total number of students reported to the State for the loss of academic eligibility for sports and activities over the same period last year



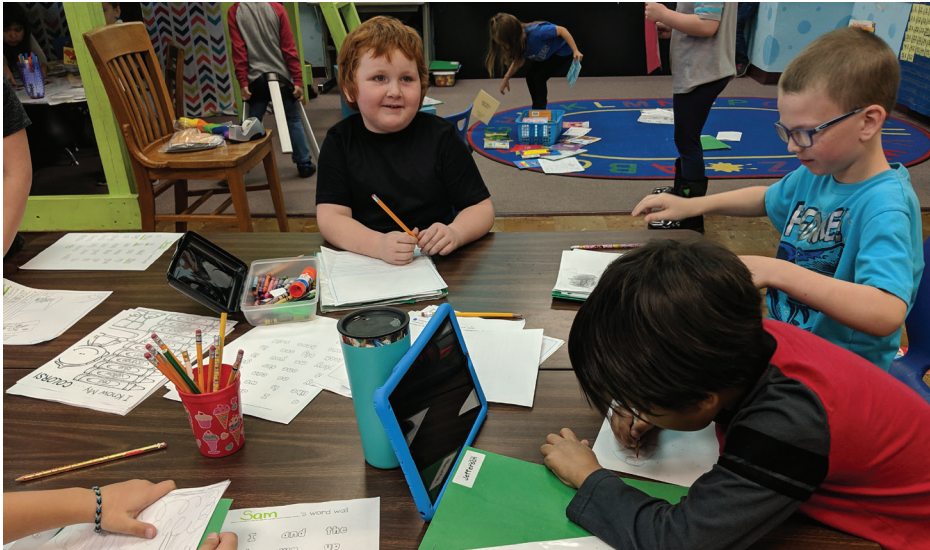
Students report that the opportunity to connect with a staff member each week who cares about them as a person, not just a student, is one of the top three things they enjoy about school.

"I have students who have found hope when it comes to their education and an overall sense of accomplishment and empowerment when it comes to their ability to learn. A day does not go by that I do not have a student stop me to celebrate an academic success--something I rarely, if ever, experienced in education before this year."

— Curtis Nightingale, Principal & Pilot, Bennington Junior/Senior High School (Mercury Cohort)

Students collaborate in flexible learning spaces during Physics class at Bennington High School (Mercury Cohort)





Kindergarten students at Stockton Elementary School (Mercury Cohort) enjoy personalized learning time with small group instruction, station rotation and choice-based learning menus.

## ON THE HORIZON

In the year ahead, KSDE seeks to continue to expand Redesign with ultimate goal of reaching all schools by 2026. KSDE has identified the following focus areas for the 2019-2020 school year:

- Launch of an additional wave of Redesign Schools - the Apollo Cohort (applications collected in Spring 2019).
- Collect initial measures of success along the five key areas (Social-Emotional Growth, Kindergarten Readiness, Individual Plans of Study, High School Graduation , and Postsecondary Success) across redesign schools.
- Provide ongoing support (virtual and in-person) for Mercury, Gemini I and II schools to reflect and iterate on their redesign efforts.

“Our students will no longer be vessels of knowledge, but instead will be able to use their knowledge to steer the vessel in any direction they choose.”

— Hailey Hawking, Elementary Teacher from Dighton Elementary School (Gemini I Cohort!)

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In the 2018-2019 school year Kansas State Department and Education and Education Elements partnered to codify a methodology, training structure, and support model to scale and sustain school redesign. The teams look forward to reaching all schools by 2026.