

AGENCY PROGRAM DESCRIPTIONS**Administration: Administration****Subprogram History**

This program provides legal, human resource, communication, school finance, accounting, budgeting, purchasing, auditing, information technology, research, and legislative services to the entire agency. Additionally, it oversees the licensing of educators and accreditation of education systems in Kansas. These services have long existed in the Kansas State Department of Education and its predecessor agencies. However, certain services have become more important over time. In particular, information technology services have increased in importance as KSDE collects more data and operates more web-based applications.

Consequences of Not Funding This Subprogram

If the Administration program wasn't funded, the ability of KSDE to do the following would either be diminished or eliminated: process/audit state and federal aid payments to school districts; license teachers; accredit school districts; accredit teacher preparation programs; collect data from school districts; respond to requests for information from the Legislature and Governor; follow federal and state regulations for procurement; recruit and hire staff; comply with federal and state employment laws; and communicate to all public and nonpublic schools in Kansas.

Statutory Basis

Specific: KSA 72-5170 (school district accreditation); Specific: KSA 72-1250-2167 (teacher licensure); Specific: KSA 72-5131-5176 (audit state aid payments); Specific: KSA 72-1167 (USD budgets); Specific: KSA 72-5131-5176 (process state aid); General: Uniform Grant Guidance; General: State purchasing regulations; General: KSA 72-1167 (post USD budgets); General: KSA 72-2171 (USD accountability reports); Specific: National and Community Service Act of 1990; Specific: Serve America Act of 2002.

Mandatory/Discretionary	MOE/Match Requirement	Program Priority	Subprogram Priority
Mandatory	No	8	8

Career and Technical Education: Career and Technical Education

Subprogram History

In 1917, Congress enacted the Smith-Hughes Act which authorized federal funds for the establishment and support of secondary and postsecondary vacational training in agriculture, home economics, and trade and industry. The 1985 Carl D. Perkins Vocational Education Act aimed to expand, improve, modernize, and develop quality vocational education programs to meet the needs of the workforce and promote economic growth, as well as meet the needs of specific populations, including handicapped and disadvantaged individuals. The Perkins Act was reauthorized in 2018 and now allows school districts to use federal funds to provide all students, not just those enrolled in CTE courses, career exploration and development activities. Since July 1, 2004, the Kansas Board of Regents has served as the lead agency for the Perkins Grant. Funding is split evenly between KBOR and KSDE.

Consequences of Not Funding This Subprogram

Not funding the Career and Technical Education program would limit the amount of CTE courses available to students in Kansas middle and high schools, which would make Kansas graduate less prepared to enter a highly technical labor market. Additionally, eliminating or reducing State funding would place federal funding at risk.

Statutory Basis

Specific: Strengthening Career and Technical Education for the 21st Century Act (20 USC 2301 et seq.); Specific: KSA 72-3810 et seq.

Mandatory/Discretionary	MOE/Match Requirement	Program Priority	Subprogram Priority
Mandatory	Yes	6	6

Child Nutrition and Wellness: Child Nutrition and Wellness

Subprogram History

The Child Nutrition and Wellness program administers several programs sponsored by the U.S. Department of Agriculture that provide health food to children including the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, and several others. The National School Lunch Program was authorized in 1946 and the School Breakfast Program was made permanent in 1975, with other programs following. State law provides for state aid for school lunches, which is a match required under federal law.

Consequences of Not Funding This Subprogram

Failure to fund the Child Nutrition and Wellness program would be the loss of approximately \$200 million in annual federal funding for school nutrition programs. As a result, children who depend on school nutrition programs for meals would no longer have access to free or reduced price meals.

Statutory Basis

Specific: 42 USC 1751-1761, 1762a, 1765, 1766, 1772, 1773, 1776, 1779.

Mandatory/Discretionary	MOE/Match Requirement	Program Priority	Subprogram Priority
Mandatory	Yes	5	5

Financial Aid: Financial Aid

Subprogram History

The distribution of state aid has always been the responsibility of the Department of Education or its predecessor agencies. The amount of state aid distributed has been significantly impacted by legislative changes and court challenges. Major school finance formulas have included the State Foundation Aid of 1965; School District Equalization Act of 1972; School District Finance and Quality Performance Act of 1992; Classroom Learning Assuring Student Success Act of 2015; and the Kansas School Equity and Enhancement Act of 2017. Significant court challenges include *Mock v. State of Kansas*, USD 229 v. State of Kansas, *Montoy v. State of Kansas*, and *Gannon v. State of Kansas*. Additionally, KSDE has distributed the vast majority of federal aid to school districts since 1947, which is when the Legislature authorized school districts to participate in the National School Lunch Program. Other major federal aid programs include Title I and special education funding. Performance measures for the Financial Aid program are those identified for KSDE's other programs, excluding those for the Kansas Children's Cabinet. Accurately implementing the Financial Aid program assists these programs in meeting their performance measures.

Consequences of Not Funding This Subprogram

Failure to fund the Financial Aid program would result in school districts not having the funding to effectively operate and educate Kansas students.

Statutory Basis

Specific: KSA 72-5131-5176 (KSEEA); Specific: KSA 72-53,126 (Capital Outlay); Specific: KSA 72-5462 (Capital Improvement); Specific: KSA 72-3422, 72-3425, & 72-3440 (SPED); Specific: KSA 72-17,132-17,148 (Food Service); Specific: KSA 72-4161-4166 (Parents as Teachers); Specific: KSA 72-4005-4010 (Driver Education); Specific: KSA 72-1173 (Juvenile Detention Facilities); Specific: Elementary and Secondary Education Act; Specific: Individuals with Disabilities Education Act; Specific: 42 USC 1751-1779.

Mandatory/Discretionary	MOE/Match Requirement	Program Priority	Subprogram Priority
Mandatory	Yes	1	1

Governance of Education: Governance of Education

Subprogram History

Article 6 of the Kansas Constitution provides for the Kansas State Board of Education. The State Board consists of 10 elected members, each representing a district comprised of four contiguous senatorial districts. Board members serve four-year terms with an overlapping schedule. Every other year, the State Board reorganizes to elect a chairman and vice-chairman. The State Board appoints a Commissioner of Education who serves as its executive director. The Kansas State Board of Education was created to replace the position of the Kansas State Superintendent of Public Instruction effective January 14, 1969.

Consequences of Not Funding This Subprogram

The constitutionally proscribed State Board of Education would not be able to carry out its duties to provide general supervision of the State's K-12 educational interests.

Statutory Basis

Specific: KSA 72-243-72-263.

Mandatory/Discretionary	MOE/Match Requirement	Program Priority	Subprogram Priority
Mandatory	No	7	7

Kansas Children's Cabinet: Kansas Children's Cabinet

Subprogram History

In 1980, Kansas was the first state to establish a special fund, the Kansas Family and Children Trust Fund, dedicated to the prevention of child abuse and neglect by funding community-based prevention programs. In 1992, the Legislature created the Corporation for Change, which was given the responsibility for administering the Children's Trust Fund. In 1998, the Corporation for Change was replaced by the Governor's Advisory Committee on Children and Families. In 1999, the Governor's Advisory Committee on Children and Families was abolished and the Children's Cabinet was created. The Children's Cabinet was tasked with advising the Governor and Legislature on how best to use the tobacco Master Settlement Agreement moneys credited to the Children's Initiatives Fund and to assist the Governor in developing a coordinated, comprehensive system to serve children and families in Kansas. From its creation through June 30, 2016, the Department of Social and Rehabilitative Services and the Department for Children and Families served as the fiscal agent for the Children's Cabinet. Since July 1, 2016, the Kansas State Department of Education has served as the Cabinet's fiscal agent.

Consequences of Not Funding This Subprogram

Failure to fund the Kansas Children's Cabinet would result in a reduction or elimination of services to Kansas families and children in a variety of areas, including child abuse and neglect prevention, early childhood education, mental and behavioral health screening, training for parents and health care providers, and access to healthcare.

Statutory Basis

Specific: KSA 38-2103.

Mandatory/Discretionary	MOE/Match Requirement	Program Priority	Subprogram Priority
Mandatory	Yes	N/A	N/A

Special Education Services: Special Education Services

Subprogram History

A special education division was created in the State Department of Public Instruction (the predecessor to KSDE) in 1949. The first appropriations for financing special education classes were made in 1951. In 1975, Congress passed the Education for all Handicapped Children Act (EHA) in order to ensure that all students with disabilities have access to a free and appropriate education. In addition financial assistance to state was authorized to allow compliance with the new law. Congress has periodically updated and reauthorized the law to improve the structure of supports and accountability. In 1990, the EHA was reauthorized and the title changed to the Individuals with Disabilities Education Act (IDEA). The most recent reauthorization of the IDEA was in 2004. The Kansas Special Education for Exceptional Children Act was passed in 1974. The state law largely mirrors the IDEA, but also includes gifted students and children enrolled in private schools as students eligible to receive a free and appropriate public education. This program also oversees all early childhood education programs administered by KSDE.

Consequences of Not Funding This Subprogram

Failure to fund the Special Education Services program would diminish the amount of support and assistance KSDE can provide to students in special education programs throughout Kansas. Additionally, failure by the State to provide necessary services opens up the State to legal consequences, including court orders and the loss of federal funding.

Statutory Basis

Specific: Individuals with Disabilities Education Act; Specific: KSA 72-3403 et seq.

Mandatory/Discretionary	MOE/Match Requirement	Program Priority	Subprogram Priority
Mandatory	Yes	2	2

Standards and Assessments: Standards and Assessments

Subprogram History

State History: In the 1980s, a state minimum competency law existed that required all schools in Kansas to participate in a minimum competency testing program in reading and mathematics developed by the University of Kansas. Beginning in 1992, the state law has required the State Board of Education to establish curriculum standards for mathematics, science, ready, writing, and social studies and to develop statewide assessments in those core subjects. State assessments must be administered at three grade levels, as determined by the State Board of Education.

Federal History: The Elementary and Secondary Education Act of 1965 (ESEA) was originally passed as part of President Lyndon Johnson's broader anti-poverty initiative. The Improving America's Schools Act (IASA) attempted to coordinate federal resources.

Consequences of Not Funding This Subprogram

Failure to fund the Standards and Assessments program would result in KSDE not being able to develop and implement the state assessments and academic standards required by both state and federal law.

Statutory Basis

Specific: Every Student Succeeds Act; Specific: KSA 72-5170(b); Specific: KSA 72-5170(c).

Mandatory/Discretionary	MOE/Match Requirement	Program Priority	Subprogram Priority
Mandatory	No	3	3

Title Programs and Services: Title Programs and Services

Subprogram History

Congress passed the Elementary and Secondary Education Act (ESEA) in 1965 to provide supplemental assistance to local school districts to support the academic success of low-income children (Title I, Part A). Since enactment, the ESEA has been expanded to include a variety of other at-risk students, including English-language learners (Title III, Part A), students in rural areas (Title IV, Part B) migrant students (Title I, Part C), and neglected and delinquent youth (Title I, Part D). Additionally, ESEA provides funds to train and recruit high-quality teachers (Title II, Part A), funds Student Support and Enrichment Grants (Title IV, Part A), and funds 21st Century Community Learning Grants (Title IV, Part B). All of this federal grant funding is expended through KSDE's Financial Aid program, but the grants are administered by the Title Programs and Services program.

Consequences of Not Funding This Subprogram

Reductions or elimination in funding for the Title Programs and Services program would significantly reduce supplemental supports and assistance to Kansas students, including to subgroups

Statutory Basis

Specific: Elementary and Secondary Education Act (20 USC 6301 et seq.).

Mandatory/Discretionary	MOE/Match Requirement	Program Priority	Subprogram Priority
Mandatory	Yes	4	4

Subprograms Without Narrative Data

AGENCY PERFORMANCE MEASURES

				2022 Actuals	2023 Actuals	2024 Actuals	2025 Actuals	2026 Estimate	2027 Estimate
Administration: Administration									
Goal	Type	Measure							
Access and distribute state and federal revenues to local education agencies and other qualifying organizations.	Output	Number of state and federal aid payments distributed, excluding the Children's Cabinet		48,372	48,550	48,985	46,138	46,000	46,000
Continue the development and enhancement of web-based applications for seamless communication and exchange of information with customers and funding agencies.	Output	Number of web-enabled applications maintained by KSDE		109	110	113	113	114	114
Ensure Kansas educators are qualified and prepared to improve the learning of Kansas students.	Outcome	Percent of assignments filled by fully licensed educators		93.00%	93.00%	89.00%	89.00%	90.00%	91.00%
	Output	Number of new teachers being supported by multi-year approved mentoring support		5,184	5,038	5,097	5,291	5,100	5,100
		Total number of licenses issued per year		26,976	27,390	24,913	24,357	25,500	25,500
Kansas leads the world in the success of each student.	Outcome	Number of educator vacancies reported by USDs		1,381	1,637	1,800	2,204	2,000	1,800
To ensure that all educational systems in Kansas achieve Kansas Education Systems Accreditation (FY 2018 was the first year of KESA).	Output	Number of accredited systems in Kansas under KESA (cumulative) (See Footnote 1)		173	324	356	303	295	295
To verify the fiscal accountability of all USDs, special education interlocals, cooperatives, service centers, child care centers, and non-public entities.	Outcome	Total amount of state aid savings generated by KSDE fiscal auditing		\$30,113,406.00	\$37,831,260.00	\$34,135,997.00	\$40,064,788.00	\$29,950,000.00	\$29,950,000.00

				2022 Actuals	2023 Actuals	2024 Actuals	2025 Actuals	2026 Estimate	2027 Estimate
Utilize federal SLDS grant to maximize standardization of data, increase interoperability of systems and modernize overall P20W SLDS capabilities.	Outcome	Deployment of a statewide student information system or comparable platform		10.00%	40.00%	95.00%	98.00%	100.00%	100.00%
Career and Technical Education: Career and Technical Education									
Goal	Type	Measure							
Provide technical assistance and support to local school districts to ensure every middle school and high school student has an Individual Plan of Study in place and is engaged in a quality career pathway leading to success in postsecondary education or in the workforce.	Outcome	Number of CTE career clusters/pathway programs meeting standards and implemented at the local level		3,493	3,501	3,577	3,651	3,490	3,495
		Number of high school students enrolled in tuition-free college, career, and technical education courses		13,000	15,264	16,242		16,250	16,275
		Percent of middle school and high school IPS that meet level of quality standards: Course Mapped to Interests		86.00%	86.00%	85.00%	92.00%	93.00%	94.00%
		Percent of middle school and high school IPS that meet level of quality standards: Exportable, Electronic Portfolio		75.00%	77.00%	78.00%	88.70%	89.00%	90.00%
		Percent of middle school and high school IPS that meet level of quality standards: Postsecondary Plan		82.00%	82.00%	81.00%	88.40%	89.00%	90.00%
		Percent of middle school and high school IPS that meet level of quality standards: Relating Academic/Interests Assessment to Career		96.00%	94.00%	94.00%	96.70%	97.00%	98.00%
	Output	Number of students participating in CTE organizations		23,657	24,816	26,131	26,159	26,175	26,180

			2022 Actuals	2023 Actuals	2024 Actuals	2025 Actuals	2026 Estimate	2027 Estimate
Child Nutrition and Wellness: Child Nutrition and Wellness								
Goal	Type	Measure						
Sponsors comply with federal and state requirements; operate efficient and effective programs; and receive reimbursement for meals and snacks served.	Outcome	Average reimbursement for each meal/snack served	\$3.82	\$2.71	\$2.63	\$2.78	\$2.98	\$2.98
		Percent of programs that follow federal regulations and guidance	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	Output	Percent of sponsors that had an administrative review and procurement review conducted by KSDE	38.00%	40.00%	26.00%	35.00%	33.00%	33.00%
Sponsors increase participants' awareness of the benefits of choosing nutritious foods.	Outcome	Percent of KS elementary students who participated in the Body Venture health education exhibit	2.00%	0.00%	10.00%	10.00%	10.00%	10.00%
	Output	Number of Body Venture site visits	0	0	73	61	70	75
Sponsors provide participants with nutritious, appealing meals.	Outcome	Number of meals/snacks served to participants in Child Nutrition Programs	96,987,146	89,198,042	88,105,281	87,802,385	89,350,000	89,350,000
	Output	Amount of reimbursement processed through KSDE's KN-CLAIM application	\$370,331,242.0 0	\$241,912,467.0 0	\$231,819,275.0 0	\$244,157,733.0 0	\$266,000,000.0 0	\$266,000,000.0 0
Governance of Education: Governance of Education								
Goal	Type	Measure						
Kansas leads the world in the success of each student.	Outcome	Five-year postsecondary effectiveness rate	52.00%	51.00%	49.00%	49.80%	52.00%	54.00%
		High school graduation rate	89.00%	88.00%	89.50%	90.50%	90.00%	90.50%
		Percent of students scoring in levels 3 and 4 on the ELA assessment	32.00%	33.00%	34.00%	44.47%	45.00%	47.00%
		Percent of students scoring in levels 3 and 4 on the math assessment	29.00%	31.00%	32.00%	38.73%	39.00%	41.00%
		Percent of students scoring in levels 3 and 4 on the science assessment	31.00%	31.00%	32.00%	41.44%	42.00%	43.00%

			2022 Actuals	2023 Actuals	2024 Actuals	2025 Actuals	2026 Estimate	2027 Estimate
Kansas leads the world in the success of each student.	Output	Statewide dropout rate	1.00%	2.00%	1.30%	1.20%	1.00%	1.00%
Provide an effective educator in every classroom.	Outcome	Percent of assignments filled by fully licensed educators	93.00%	93.00%	89.00%	89.00%	90.00%	91.00%
	Output	Total number of licenses issued per year	26,976	27,390	24,913	24,357	25,500	25.5

Kansas Children's Cabinet: Kansas Children's Cabinet

Goal	Type	Measure						
The Children's Cabinet will develop and implement a coordinated, comprehensive delivery system to improve the health and well-being of families and children in Kansas and evaluate programs funded with Children's Initiatives Funds.	Outcome	Percent of classrooms funded by the Early Childhood Block Grant meeting high quality standards for classroom instruction for Toddler Classrooms	78.00%	82.00%	81.00%	80.00%	80.00%	80.00%
		Percent of classrooms funded by the Early Childhood Block Grant meeting high quality standards for classroom standards for Pre-K Classrooms	76.00%	75.00%	76.00%	81.00%	80.00%	80.00%
	Output	Number of children served through ECGB programs	6,719	7,062	8,067	8,282	8,175	8,175
		Percent of eligible children participating in the Dolly Parton Imagination Library		26.00%	42.00%	43.00%	45.00%	47.00%

Special Education Services: Special Education Services

Goal	Type	Measure						
Assist local education agencies in employing highly-qualified teachers, administrators, and support staff.	Output	Number of positions filled through the use of the Kansas Education Employment Board	120	344	118	147	260	370
Provide leadership, technical assistance, and financial support to local education agencies to ensure high-quality special education programs and success for all students with disabilities.	Outcome	Percent of students with disabilities enrolled in higher education or some other postsecondary education or training program, or employed within one year	73.00%	70.00%	70.00%	67.80%	67.10%	68.90%

			2022 Actuals	2023 Actuals	2024 Actuals	2025 Actuals	2026 Estimate	2027 Estimate
Provide leadership, technical assistance, and financial support to local education agencies to ensure high-quality special education programs and success for all students with disabilities.	Outcome	Percent of students with disabilities graduating from high school	78.00%	84.00%	82.00%	83.70%	82.80%	83.70%
		Percent of students with disabilities scoring in levels 3 and 4 on the math assessment: 4th grade	16.00%	16.00%	16.11%	18.90%	19.50%	20.00%
		Percent of students with disabilities scoring in levels 3 and 4 on the math assessment: 8th grade	6.00%	6.00%	6.60%	10.28%	10.50%	11.00%
		Percent of students with disabilities scoring in levels 3 and 4 on the math assessment: High school	4.00%	5.00%	5.40%	8.71%	9.00%	9.50%
		Percent of students with disabilities scoring in levels 3 and 4 on the reading assessment: 4th grade	19.00%	19.00%	19.30%	22.58%	23.00%	23.50%
		Percent of students with disabilities scoring in levels 3 and 4 on the reading assessment: 8th grade	6.00%	6.00%	6.30%	12.03%	12.50%	13.00%
		Percent of students with disabilities scoring in levels 3 and 4 on the reading assessment: High school	5.00%	6.00%	6.50%	10.53%	11.00%	11.50%
	Output	Number of agencies participating in students performance technical assistance and training events sponsored by TASN	421	392	418	420	423	425
		Number of attendees participating in student performance technical assistance and training events sponsored by TASN	19,362	14,432	15,901	16,063	16,065	16,070

				2022 Actuals	2023 Actuals	2024 Actuals	2025 Actuals	2026 Estimate	2027 Estimate
Provide leadership, technical assistance, and financial support to local education agencies to ensure high-quality special education programs and success for all students with disabilities.	Output	Number of technical assistance and training events sponsored by TASN to improve student performance and outcomes		839	972	1,083	1,061	1,075	1,090
To support local agencies providing early learning opportunities and to collaboratively strengthen early childhood services in Kansas so that each student enters kindergarten at age five socially, emotionally, and academically prepared for success.	Outcome	Percent of preschool-aged children aged 3 through 5 with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early literacy)		88.00%	89.00%	88.00%	88.40%	86.60%	87.20%
		Total number of children enrolled in preschool in public school districts		22,579	23,789	24,236	24,805	26,700	27,800
	Output	Number of USDs with approved preschool-aged at-risk programs		255	265	265	266	271	272
Standards and Assessments: Standards and Assessments									
Goal	Type	Measure							
Provide the resources educators need to ensure that Kansas graduates have the academic and cognitive preparations, technical and employability skills, and civic engagement experiences to be successful in (1) postsecondary education, (2) the attainment of an industry-recognized certification, or (3) the workforce, without the need for remediation.	Outcome	Average composite score for ACT in English, Mathematics, Reading, and Science.		19	19		20	20.5	
		Number of Kansas students participating in ACT (12th grade cohort)		25,100	27,064		30,000	33,500	
	Outcome	Five-year postsecondary effectiveness rate	52.00%	51.00%	49.00%	49.80%	52.00%	54.00%	
		Five-year postsecondary success rate	59.00%	58.00%	56.10%	56.40%	61.00%	63.00%	
		High school graduation rate	89.00%	88.00%	89.50%	90.50%	90.00%	90.50%	
		Percent of students scoring in levels 3 and 4 on the ELA assessment	32.00%	33.00%	34.00%	44.00%	45.00%	47.00%	
		Percent of students scoring in levels 3 and 4 on the math assessment	29.00%	31.00%	32.00%	39.00%	39.00%	41.00%	

			2022 Actuals	2023 Actuals	2024 Actuals	2025 Actuals	2026 Estimate	2027 Estimate
Provide the resources educators need to ensure that Kansas graduates have the academic and cognitive preparations, technical and employability skills, and civic engagement experiences to be successful in (1) postsecondary education, (2) the attainment of an industry-recognized certification, or (3) the workforce, without the need for remediation.	Outcome	Percent of students scoring in levels 3 and 4 on the science assessment	31.00%	31.00%	32.00%	41.00%	42.00%	43.00%
		SGF cost per assessment administered	\$1.16	\$1.11	\$1.04		\$0.87	\$0.82
		Total cost per assessment administered	\$4.96	\$4.89	\$4.62		\$3.86	\$3.64
	Output	Number of ELA, math, and science assessments administered	581,715	581,737	575,326	573,099	605,000	605,000
		Total number of state interim assessments administered (regular and predictive)	627,662	685,204	767,832	899,902	1.00E+06	1,100,000

Title Programs and Services: Title Programs and Services

Goal	Type	Measure	2022 Actuals	2023 Actuals	2024 Actuals	2025 Actuals	2026 Estimate	2027 Estimate
Provide leadership, technical assistance, and financial support to local education agencies to ensure the success of all at-risk and special population students.	Outcome	Percent of economically disadvantaged students scoring in levels 3 and 4 on state assessments: ELA	19.00%	20.00%	21.00%	30.34%	31.00%	32.00%
		Percent of economically disadvantaged students scoring in levels 3 and 4 on state assessments: Math	16.00%	18.00%	18.25%	23.35%	24.00%	25.00%
		Percent of English-language learner students scoring in levels 3 and 4 on state assessments: ELA	5.00%	5.00%	4.75%	8.83%	9.00%	10.00%
		Percent of English-language learner students scoring in levels 3 and 4 on state assessments: Math	7.00%	8.00%	7.20%	8.50%	9.00%	10.00%
		Percent of homeless students scoring in levels 3 and 4 on state assessments: ELA	15.00%	15.00%	14.70%	20.88%	21.00%	22.00%
		Percent of homeless students scoring in levels 3 and 4 on state assessments: Math	11.00%	12.00%	10.90%	13.03%	14.00%	15.00%

			2022 Actuals	2023 Actuals	2024 Actuals	2025 Actuals	2026 Estimate	2027 Estimate
Provide leadership, technical assistance, and financial support to local education agencies to ensure the success of all at-risk and special population students.	Outcome	Percent of migrant students scoring in levels 3 and 4 on state assessments: ELA	12.00%	10.00%	9.60%	14.52%	15.00%	16.00%
		Percent of migrant students scoring in levels 3 and 4 on state assessments: Math	11.00%	10.00%	9.30%	12.79%	13.00%	14.00%
		Percent of students who graduate from high school: Economically disadvantaged	82.00%	83.00%	84.70%	86.30%	85.00%	85.50%
		Percent of students who graduate from high school: English Learners	84.00%	85.00%	83.90%	83.90%	85.10%	86.50%
		Percent of students who graduate from high school: Homeless	72.00%	71.00%	74.70%	77.70%	75.20%	75.50%
		Percent of students who graduate from high school: Migrant	85.00%	80.00%	84.10%	84.90%	84.50%	86.00%
	Output	Number of contacts made by TASN staff to local agencies and school districts with the purpose of assisting in improving student academic performance	3,380	4,633	4,640	3,884	4,265	4,650
		Number of technical assistance resources for teachers made available through TASN	2,562	2,707	2,428	2,478	2,480	2,482

Footnotes

- Footnote 1: A new cycle of accreditation began in the 2024-2025 school year (FY 2025). The Archdiocese of Kansas City and Lutheran Schools decided to have each school be considered a separate system. Starting in FY 2025, all schools under the Archdiocese are considered one system and all schools under the Lutheran schools will be considered one system.