

2002-2003 Accountability Report



Education in Kansas

Kansas State Board of Education

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2002-2003 Accountability Report

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Prepared by:

The Kansas State Board of Education

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Executive Summary

By many measures, 2003 was a banner year for Kansas education. Despite continuing concerns regarding funding for public schools and struggles to maintain programs, Kansas students turned in a strong academic performance on all measures.

The 2003 National Assessment of Educational Progress (NAEP) in both reading and mathematics showed Kansas students continue to top the nation in performance. The 2003 NAEP results were especially significant because they marked the first time that 100 percent of the Kansas schools identified to participate in the exams did participate. The 2003 NAEP results are the most reliable to date and still show Kansas students' performance to be among the top 10 in the nation.

Kansas students continued to do well on both the ACT and SAT national college entrance examinations, as well. Despite a slight decline in the percent of Kansas seniors participating on the ACT exam, Kansas remained among the top six states for having the highest percentage of seniors participating in the exam. Kansas students topped the national average for composite score on the ACT, and turned in the highest composite score among the states with the most students participating in the exam. Kansas students also topped national averages on both the verbal and mathematics portions of the SAT exam, while maintaining a participation rate of just 9 percent of graduating seniors.

Performance on state assessments improved significantly in 2003, with gains seen in all subject areas among all grade levels. After several years of static performance, scores on the state reading assessment were up significantly in 2003, with the percent of students in the top three performance levels topping 60 percent at all grade levels. Scores on the mathematics assessment improved at all grade levels as well, with the most improvement being seen at the fourth grade level. Performance on the science and social studies assessments followed suit, with increases seen at all three grade levels on both assessments. A clear picture of the improvement in performance on state assessments is seen when looking at the number of schools attaining the standard of excellence. Over the past four years, the number of buildings reaching the standard of excellence in reading and mathematics has increased significantly. The number of buildings reaching the standard of excellence in reading has increased by as much as 73 buildings since 2000. In mathematics, all three grade levels have increased the number of buildings reaching the standard of excellence with the greatest increase being in the fourth grade. Significant increases are also seen in the number of buildings achieving the standard of excellence in science and social studies since 2001.

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This strong performance helped Kansas in its first year of compliance with the requirements of the federal No Child Left Behind legislation. In 2003, nearly 90 percent of Kansas schools met adequate yearly progress (AYP) measures. Just 30 schools and seven school districts were placed on improvement in 2003. Those numbers will increase next year, when non Title I schools and districts that do not have Title I schools will for the first time be eligible to be placed on improvement. In 2003, 175 Kansas schools and 43 school districts did not make AYP, meaning that number of schools and districts could be on improvement next year if they again do not meet AYP measures.

Among the AYP indicators in Kansas is attendance rate. To meet AYP, Kansas schools, districts and the state as a whole must have an attendance rate of 90 percent or better, or in the alternative have shown improvement in attendance rates from the previous year. Kansas' attendance rate in 2003 was 94.8, not significantly different from the 2002 rate of 94.9. Another AYP indicator is graduation rate. The AYP annual target for graduation rate is 75 percent or improvement from the previous year. In 2003, the state's graduation rate hit a five-year high of 87.7 percent. Increases in graduation rates were seen among all subgroups, despite a federal change in the way graduation rates are calculated that required states not to count students who attained GEDs or those who graduated in more than four years. At the same time, dropout rates hit a five-year low, decreasing among all populations.

Despite these positive achievement trends, persistent challenges in helping all students reach high standards remain. Although there is evidence the achievement gap is narrowing, closing the gap will require a continued focus on effective learning strategies and the dedication of resources to help the lowest performing students.

With the merger of the Morland and Hill City school districts, Kansas dropped from 304 to 303 school districts in 2002-03. Median enrollment in Kansas schools increased from 578 students in 2001-02 to 586 students in 2002-03. Otherwise, very little has changed among the Kansas school population. There are still slightly more males than females in Kansas schools. The student population remains 77 percent white with African American and Hispanic students making up 9 and 10 percent of the student body respectively. Native American and Asian students account for 1 and 2 percent of the student population respectively. The percentage of the student population eligible for free or reduced price lunches remains at 34 percent, while increases continue to be seen in the number of Kansas students with limited English proficiency as well as those with an IEP.



National Tests

Results from national assessments continue to show that Kansas students fare well against students across the nation. Kansas students' performance compared favorably with that of other students around the nation on three national measures: the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, the ACT and the SAT college entrance examinations.

NAEP has been a continuing monitor of American student achievement for more than 30 years. The assessment has been authorized by Congress, directed by the National Center for Education Statistics (NCES), and developed by Educational Testing Services of Princeton, NJ. Kansas began participating in the NAEP assessments in 1998, but 2003 is the first year in which 100 percent of the schools identified to take part in the exams actually participated. This high level of participation ensures the validity and reliability of the results.

Results of the NAEP exams are measured in two ways: by an average scale score from 0 to 500 and by achievement levels. NAEP uses three achievement levels, basic, proficient and advanced. In mathematics, Kansas fourth grade students' average scale score went from 232 in 2000 to 242 in 2003. Nationally the average scale score in fourth grade mathematics was 234. The percent of Kansas fourth grade students at proficient and above on the mathematics exam also increased from 29 percent in 2000 to 41 percent in 2003. Nationally, 32 percent of fourth graders were proficient or above in mathematics, up from 22 percent in 2000. There were no other states in the nation with a significantly higher percentage of fourth graders than Kansas at proficient or above in mathematics. Of the 53 jurisdictions participating in the exam, nine had percentages of students at proficient or above that were not significantly different than Kansas and 43 had percentages of students at proficient or above that were significantly lower than Kansas.

Kansas eighth graders posted an average scale score of 284 on the mathematics exam, as compared to 283 in 2000. Nationally the average scale score for eighth grade mathematics was 276. The percent of Kansas eighth grade students at proficient or above remained the same at 34 percent. Nationally 27 percent of eighth graders were proficient or above in mathematics, a 2 percent increase from 2000. When compared to the other 52 jurisdictions participating in the exam, just two jurisdictions had a significantly higher percent of students at proficient or above than Kansas, while Kansas had a significantly higher percent of students at proficient or above than 23 jurisdictions.

In reading, Kansas fourth grade students posted an average scale score of 220, just two points below the average scale score in 2002. The average scale score for

fourth grade students across the nation was 216, which is one point below the national score in 2002. The percent of Kansas students at proficient or above on the fourth grade reading exam did not change considerably; 33 percent as compared to 34 percent in 2002. Across the nation, 30 percent of fourth graders were proficient or above in reading, which remains the same from 2002. When compared to the 52 other jurisdictions participating in the exam, just six jurisdictions had a significantly higher percent of students at proficient or above than Kansas, and 14 jurisdictions had a significantly lower percent of students at proficient or above.

In eighth grade reading, Kansas students posted an average scale score of 266, down three points from 2002. Eighth grade students across the nation posted an average scale score of 261, which represents a two-point decrease from 2002. The percent of Kansas students at proficient or above on the 2003 eighth grade reading exam was 35 percent, compared to 38 percent in 2002. Nationally, 30 percent of eighth grade students were proficient or above in reading, a figure that has remained fairly constant since 1998. There were just two jurisdictions with a significantly higher percent of students than Kansas at proficient or above on the eighth grade reading exam, and 20 jurisdictions had a significantly lower percent of students at proficient or above.

A significant disparity in the performance of students eligible for school lunch programs and those not eligible continues to be seen in Kansas and around the nation. While the performance of disadvantaged students in Kansas improved in some areas, particularly in fourth grade mathematics, it did not improve to the same degree as that of more advantaged students. In all cases, disadvantaged students in Kansas outperform similar students around the nation.

Kansas remains among the states with the highest percentage of graduating seniors participating in the ACT college entrance exam. In 2003, 75.6 percent of Kansas' graduating seniors took the ACT, making it one of six states with the highest percentage of graduating seniors participating in the exam. Of those six states, Kansas has the highest composite score, 21.5 on a scale from 0 to 36. That score places Kansas seniors well above the national composite score of 20.8. Kansas students also topped national averages in each of the subscale scores for English, math, reading and science reasoning. While there was a gap in performance between students eligible for National School Lunch programs and those not eligible, as well as between majority and minority students, those populations in Kansas still outscored similar students around the nation.

In Kansas, 66 percent of students participating in the ACT exam indicated they had completed core or more coursework, which is defined as a typical college preparatory program and matches the qualified admissions requirements for Kansas Board of Regents schools. That figure held steady from 2002, while the national average of students completing core or more coursework dropped to 57 percent from 58 percent in 2002. Statistically, students who complete core or more coursework score better on the exam.

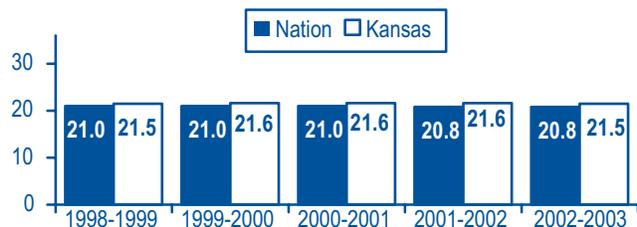
Kansas students who completed core or more coursework had an average composite score of 22.5 on the ACT, while those who completed less than core coursework had an average composite score of 19.5. Nationally, students participating in a core curriculum had a composite score of 21.8, while those participating in a

less than core curriculum posted a composite score of 19.3.

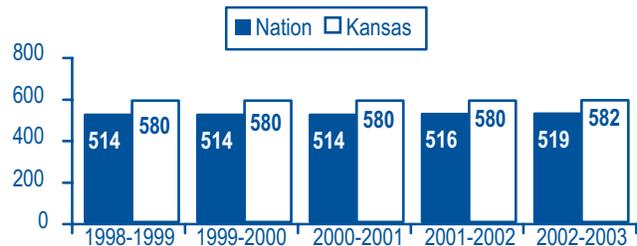
Fewer Kansas students participate in the SAT college entrance examination, primarily because it is used for admission and scholarship programs for colleges and universities outside the Midwest. Just 9 percent of Kansas graduating seniors took the SAT in 2003, a figure that has remained constant for a number of years.

Kansas students' scores on the 2003 SAT exam topped national averages on both the verbal and math portions of the exam. Kansas students posted a score of 578 on the verbal portion of the exam, matching the state's 2002 score and topping the 2003 national average of 507. On the math portion of the exam, Kansas students' average score was 582, up two points from 2002 and topping the 2003 national average of 519. Nationally, average scores on both the verbal and math portions of the exam were up three points from 2002.

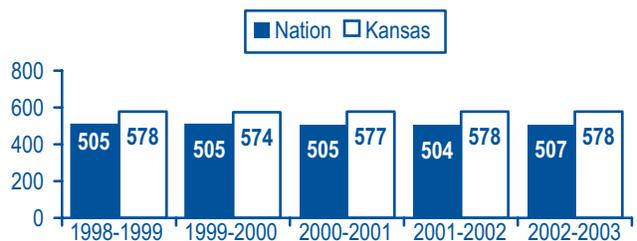
ACT Composite Scores, 1998-2003



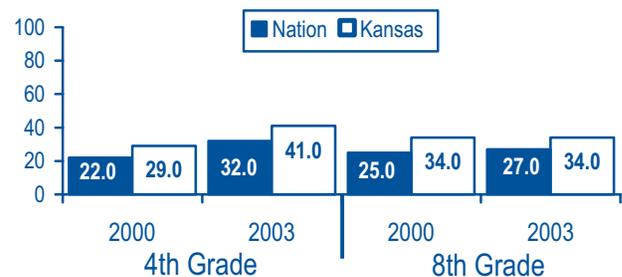
SAT Mathematics Scores, 1998-2003



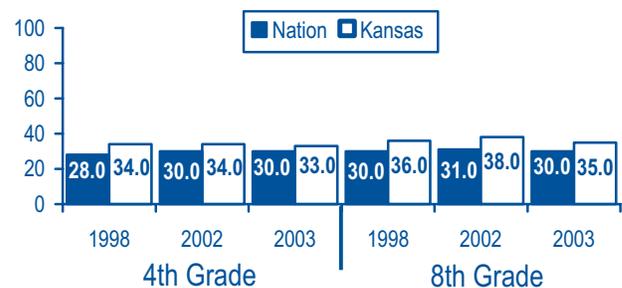
SAT Verbal Scores, 1998-2003



NAEP Mathematics Percent Proficient and Above



NAEP Reading Percent Proficient and Above





Reading Results

After several years of static performance, scores on the Kansas reading assessment increased significantly in 2003 at all grade levels. At the fifth grade, 68.9 percent of students performed at the top three performance levels, up nearly six percentage points from last year. A similar rate of growth is seen in performance since 2000. In the eighth grade, the percentage of students performing at the top three performance levels was 70.6, a gain of nearly four percentage points from 2002 and three percentage points from 2000. In the 11th grade, 60.7 percent of students performed in the top three performance levels. That represents an increase from last year of nearly five percentage points and three percentage points since 2000.

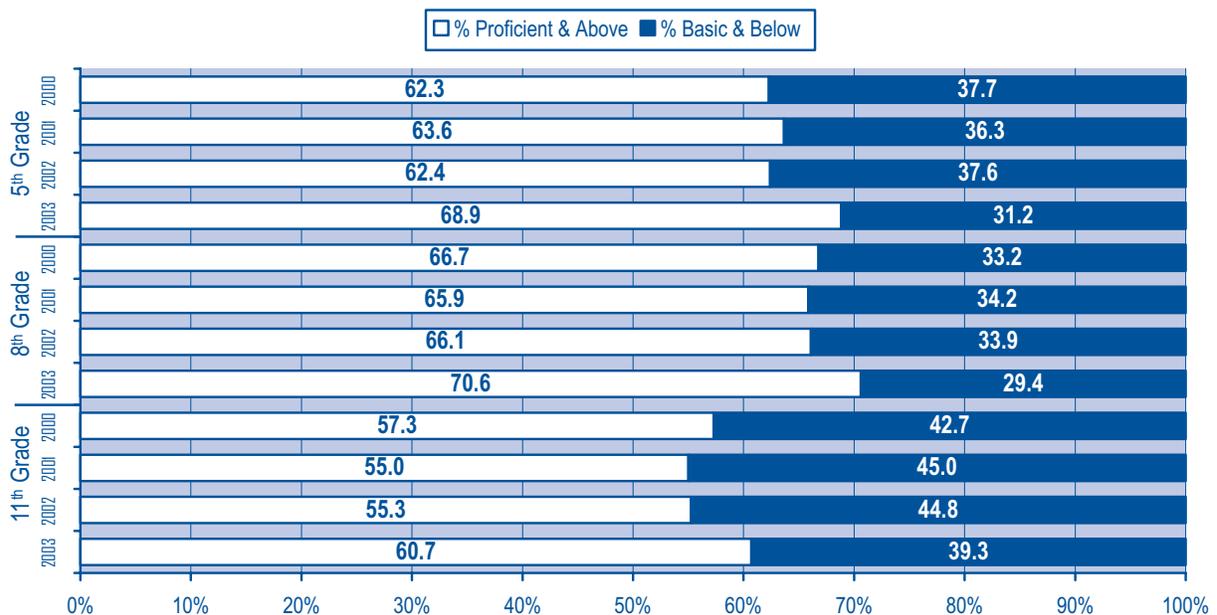
Also, participation rates have improved. Participation rates for the all-student population in fifth grade increased to 99.9 percent from 99.4 percent in 2002. Kansas eighth graders had a participation rate of 99.7 percent, up from 99.0 percent in 2002, and 11th graders posted a participation rate of 99.0 percent, up from 98.1 percent in 2002.

Participation rates for students with disabilities were up to 99.6 percent in grade five, 99.3 percent in grade eight and 97.8 percent in grade 11. All grades improved upon the 2002 participation rate. The percentage of students performing in the top three performance levels (exemplary, advanced, proficient) was over 60 percent at all grade levels.

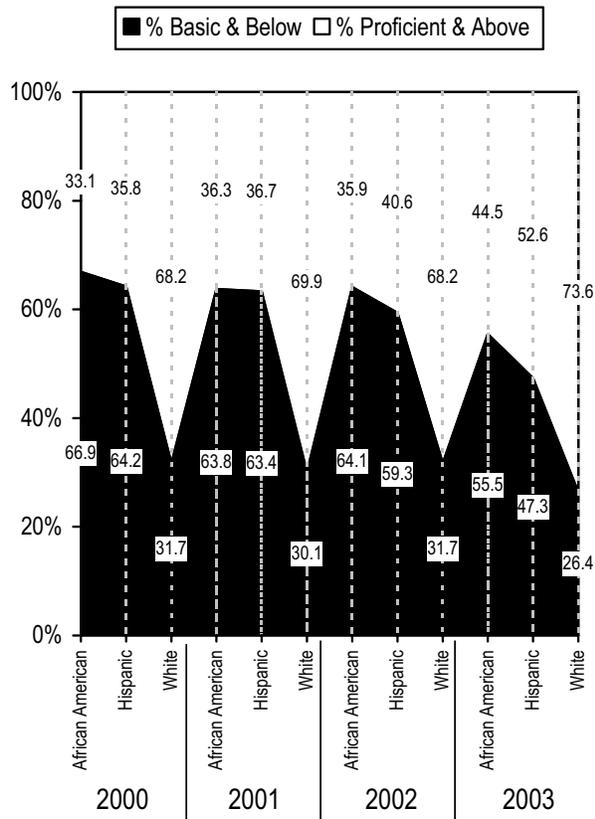
Disparities in performance between ethnic groups continues to be seen, however the gap in performance between white students and African American and Hispanic students has narrowed in almost all cases. The exceptions are seen at the high school level, where the differences in the percent of white students performing in the top three performance levels and the percent of African American and Hispanic students doing the same has either remained the same or increased. At the high school level, the percentage of students in the top three performance levels differs by 31 percentage points between the highest and lowest performing groups. That gap has narrowed by 3.5 percentage points in grade five, 3.2 percentage points in grade eight and 1.3 percentage points in grade 11.

Differences in performance are also evident among students eligible for National School Lunch programs as compared to those who are not eligible. Ineligible students perform significantly better than those who are eligible. The greatest difference in performance between those who are eligible for the programs and those who are not is 23 percentage points in the eighth grade. That gap is down 1.5 percentage points from last year, and the gaps in grades five and 11 have narrowed by a similar amount.

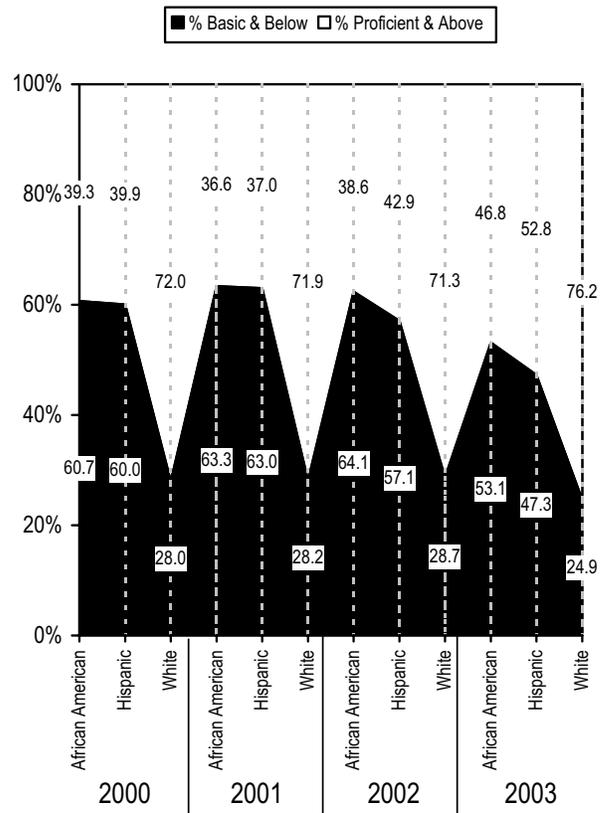
**READING SCORES 2000-2003
All Students**



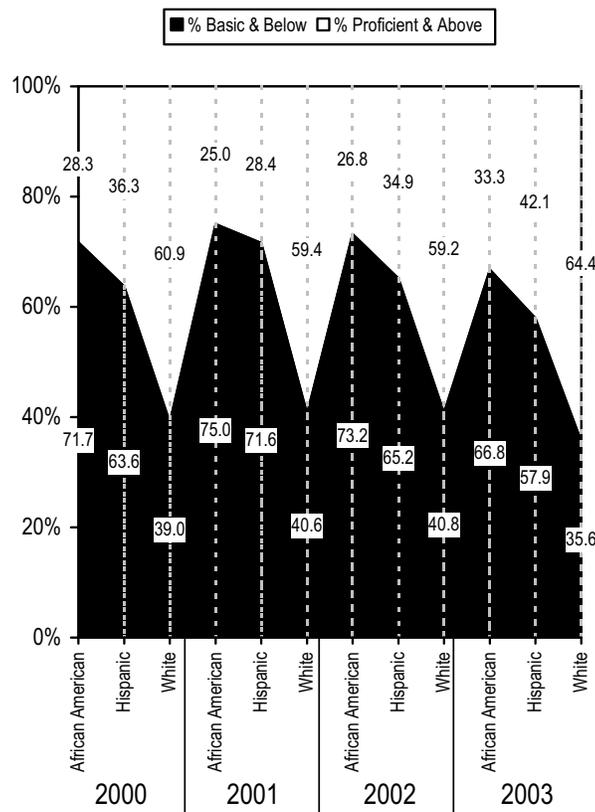
READING 5TH GRADE - ETHNICITY



READING 8TH GRADE - ETHNICITY

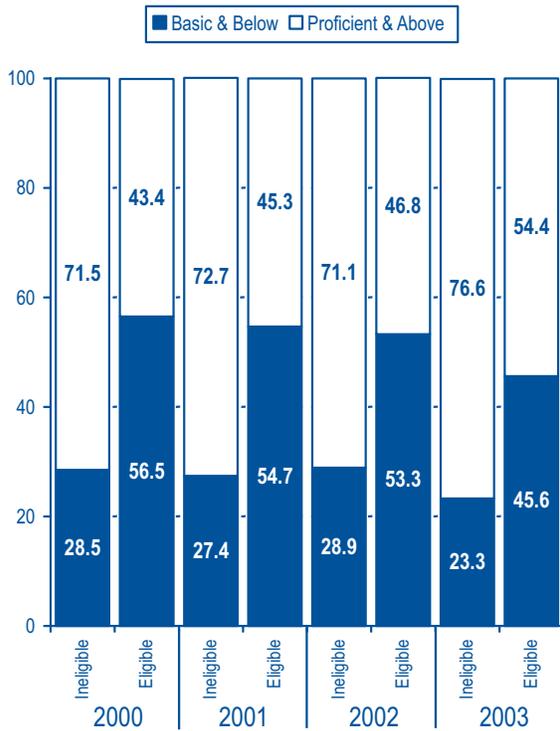


READING 11TH GRADE - ETHNICITY

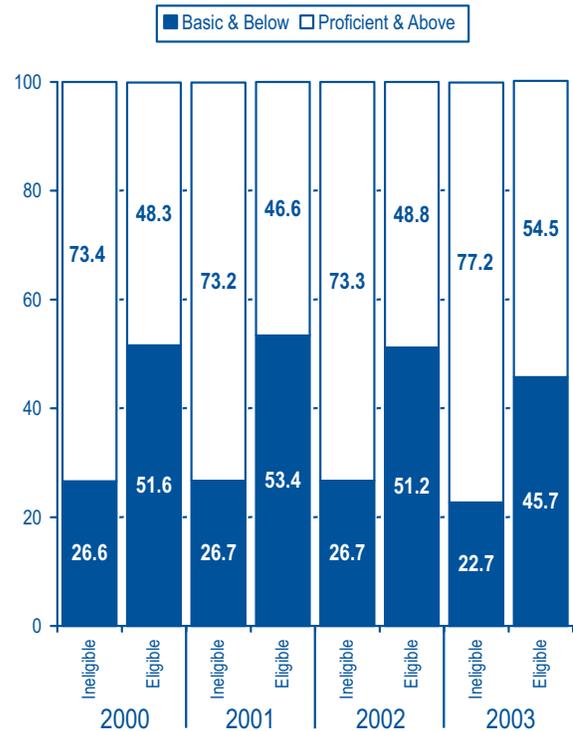


Reading Results - Economic

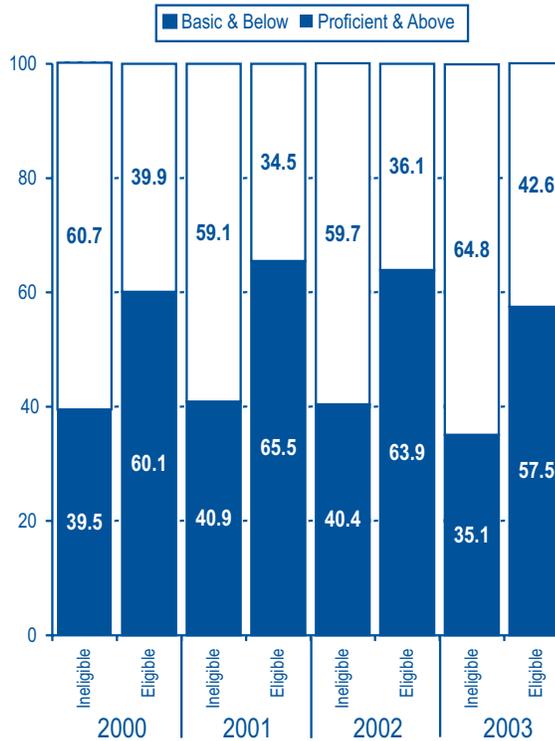
READING 5TH GRADE
Free or Reduced Lunch Eligibility



READING 8TH GRADE
Free or Reduced Lunch Eligibility



READING 11TH GRADE
Free or Reduced Lunch Eligibility





Mathematics Results

The performance of Kansas students on the 2003 mathematics assessment was very encouraging, with gains seen at all levels and among nearly all subgroups. In the fourth grade, 73.6 percent of students participating in the mathematics assessment performed at the top three performance levels, marking an increase of more than six percentage points from the previous year. Since 2000, the percentage of fourth grade students performing in the top three performance levels is up more than 11 percentage points. Among seventh graders, 60 percent performed in the top three levels on the mathematics assessment, a gain of more than three percentage points from last year and more than five percentage points from 2000. In the 10th grade, 45.6 percent of students participating in the mathematics assessment performed in the top three levels, an increase of 1.3 percentage points from the previous year and 2.8 percentage points over the past four years.

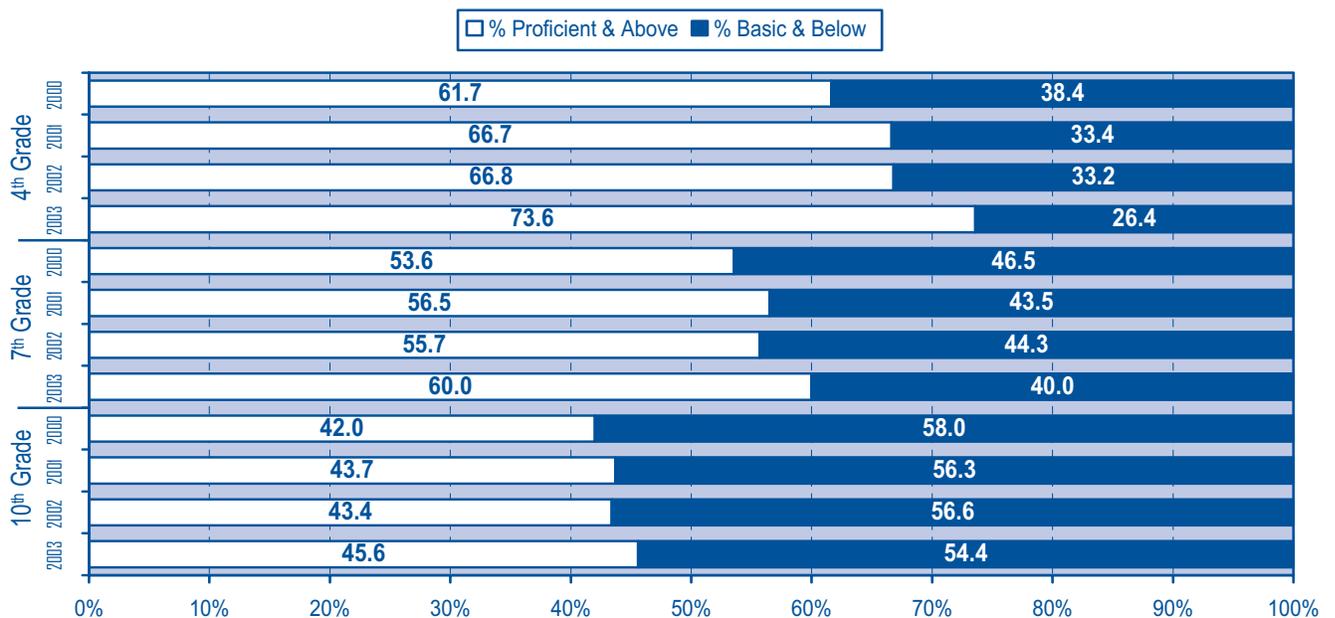
The participation rate among all students on the 2003 mathematics assessment was above 99 percent in all grades. Fourth graders had a participation rate of 99.9 percent, up from 99.2 percent the previous year. In the seventh grade, 99.8 percent of all students participated in the exam, up from 99.1 percent in 2002. Tenth graders increased participation to 99.1 percent in 2003 from 97.9 percent in 2002. Participation among students with disabilities was also up. In all grades except grade 10, participation on the mathematics assessment among students with disabilities topped 99 percent. Students with disabilities in grade 10 had a participation rate of nearly 98 percent. The lowest participation rate on the

mathematics assessment was 96 percent among migrant students on the 10th grade assessment.

Differences are seen in performance among ethnic and racial groups. White students perform better than African American or Hispanic students, with the largest performance gaps seen between white students and African American students. The difference in the percentage of students scoring in the top three levels between the highest and lowest performing groups ranges from 31 to nearly 39 percentage points, although in most cases the performance gap between the two groups has narrowed from the previous year. The gap has also narrowed over the past four years, except at the high school level where it has remained the same or increased slightly.

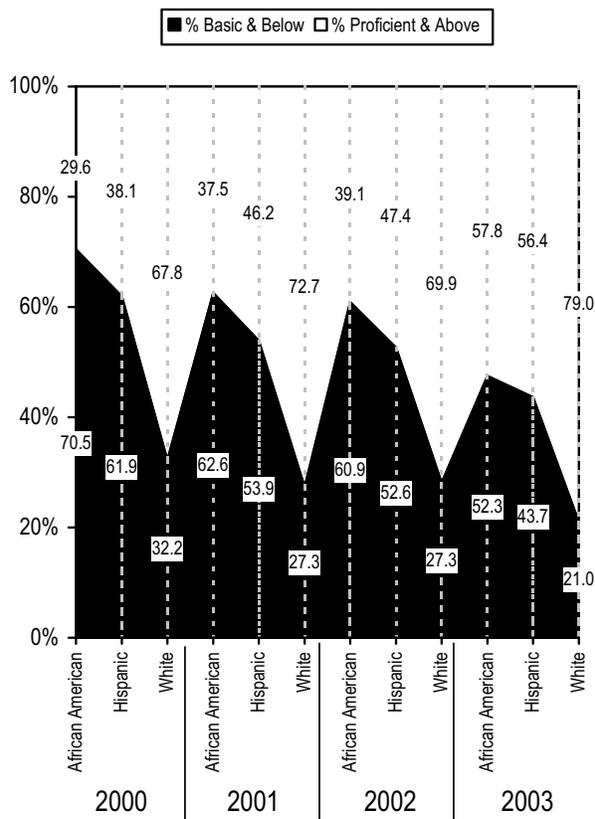
Students who are not eligible for National School Lunch programs continue to outperform those students who are eligible for the programs. The greatest gap in the percentage of students performing in the top three performance levels between students eligible for the programs and those who are ineligible is just more than 29 percentage points among seventh grade students. That gap has changed only slightly from the previous year, down just less than a full percentage point. The gap in performance between students eligible for National School Lunch programs and those not eligible on the fourth grade mathematics assessment has narrowed by just more than three percentage points, but the gap is up just more than one percentage point among 10th grade students.

MATH SCORES 2000-2003
All Students

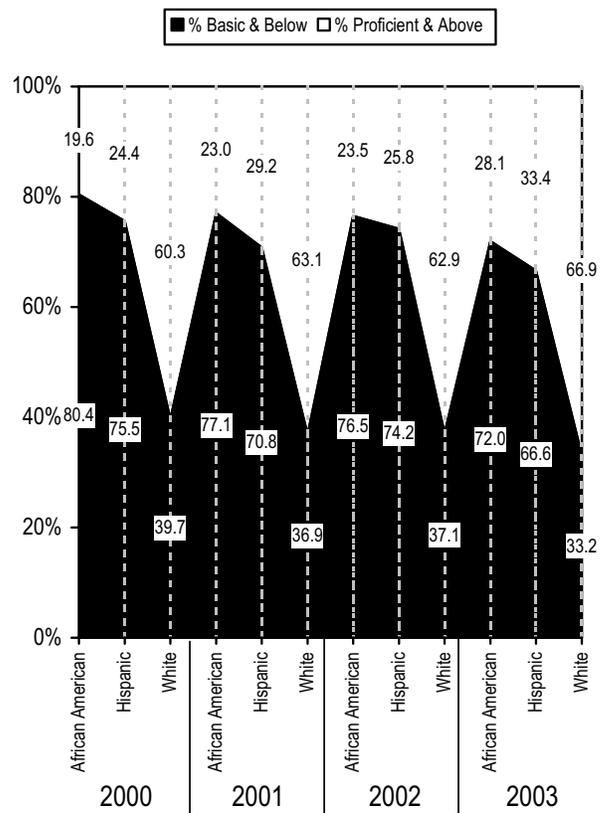


Math Results - Ethnicity

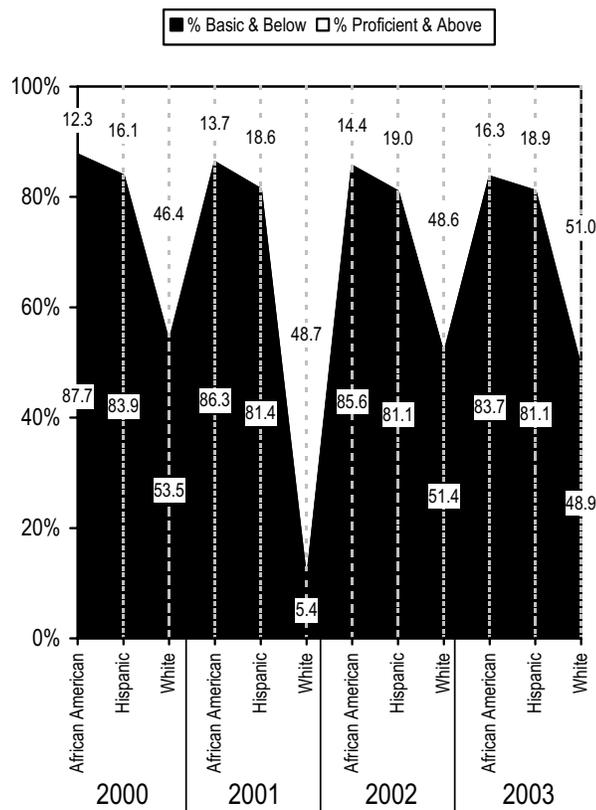
MATH 4TH GRADE - ETHNICITY



MATH 7TH GRADE - ETHNICITY

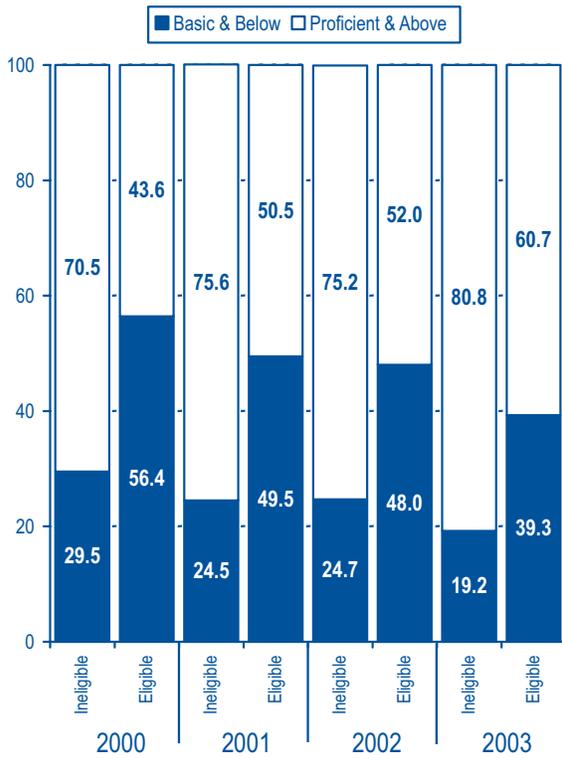


MATH 10TH GRADE - ETHNICITY

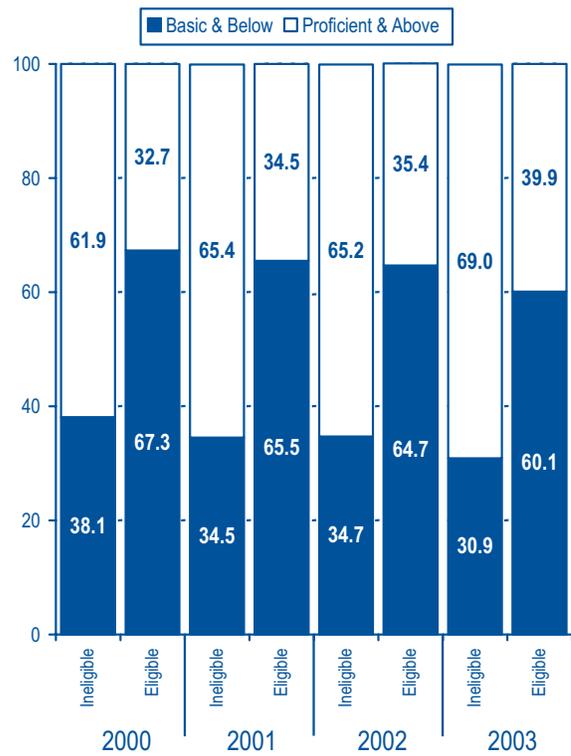


Math Results - Economic

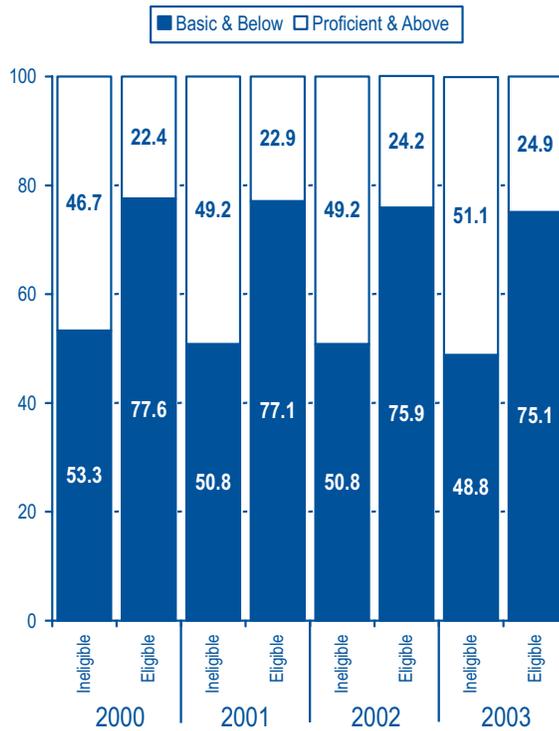
MATH 4TH GRADE
Free or Reduced Lunch Eligibility



MATH 7TH GRADE
Free or Reduced Lunch Eligibility



MATH 10TH GRADE
Free or Reduced Lunch Eligibility





Science Results

Scores on the Kansas science assessment were up in all three grade levels in 2003. On the fourth grade science assessment, 68 percent of participating students performed at the proficient level or above, an increase of just more than five percentage points from 2001. Performance among seventh graders was up as well, with 64.6 percent of students performing at the proficient level or above. That represents an increase from 2001 of more than two percentage points. On the 10th grade science assessment, 54.1 percent of students performed at the top three levels, an increase of nearly three percentage points from 2001.

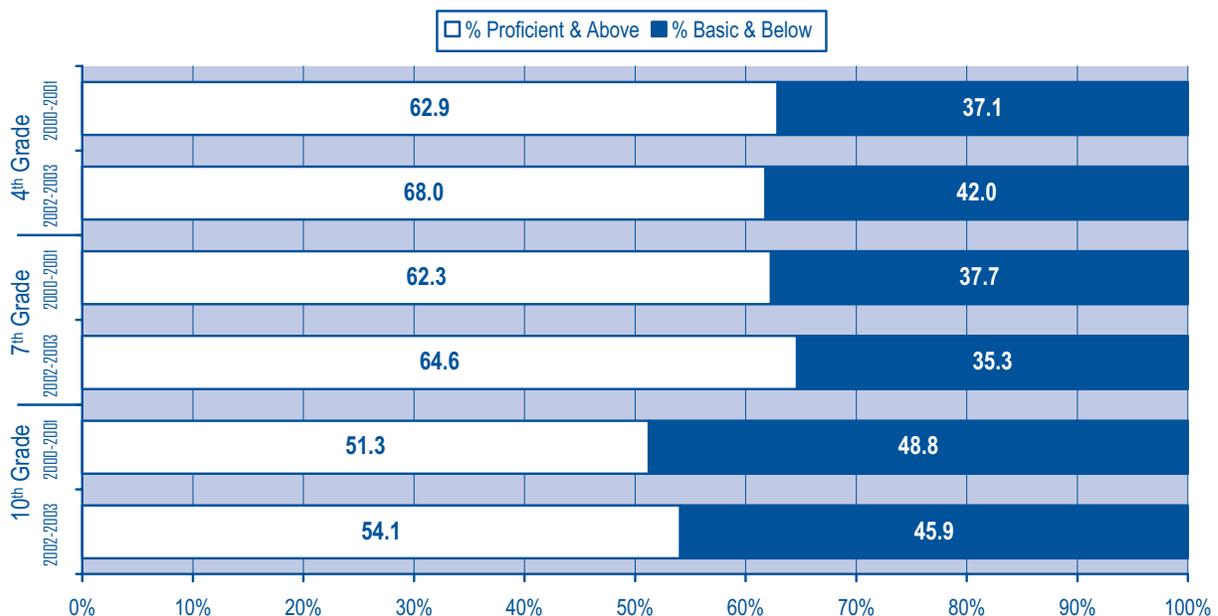
The performance of minority students also improved from 2001. African American students performing in the top three levels on the fourth grade assessment increased 7.4 percentage points, while performance among Hispanic students rose 5.5 percentage points. White students in the top three performance levels increased 5.4 percentage points. On the seventh grade science assessment, African American students saw an increase in the percent of students in the top three performance levels of more than seven percentage points. Hispanics increased performance in the top three levels by 4.4 percentage points and white students saw an increase of students in the top three performance levels of 2.8 percentage points. In the 10th grade, African American students increased the percent of students in the top three performance levels by 2.5 percentage points, while Hispanic students increased by

1.3 percentage points. White students saw an increase of 3.6 percentage points.

Students who are not eligible for National School Lunch programs continued to outperform students who are eligible for the programs on the science assessment, although in most cases the gap in performance between the two groups has narrowed. The difference in the percent of students at the top three performance levels on the fourth grade science assessment has narrowed by a full percentage point since 2001, dropping from 28.8 to 27.8. On the seventh grade assessment, the gap has narrowed by 1.3 percentage points; from 30.9 to 29.6. However, in the 10th grade, the gap in performance has increased by 2.5 percentage points. There was a 3.0 percent increase in the percent of eligible students performing in the top three levels and an increase of 4 percent of non-eligible students.

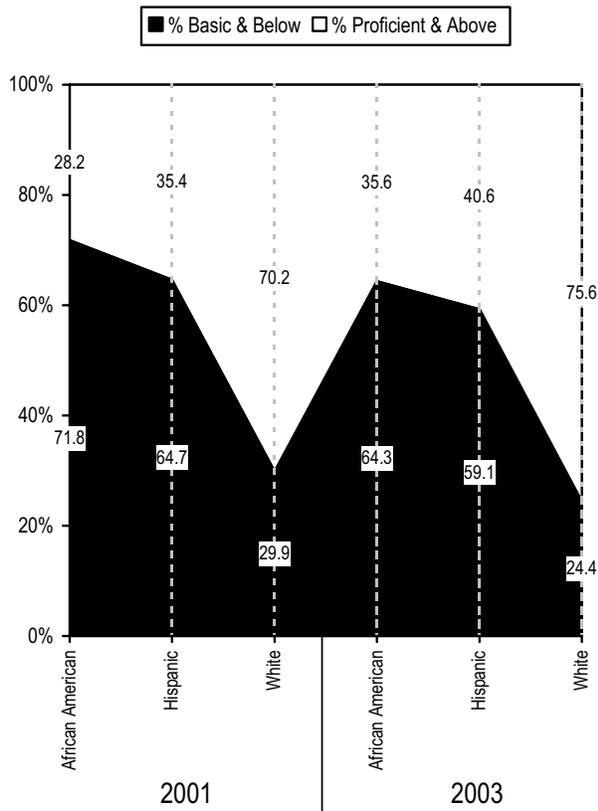
A real bright spot on the science assessment was the significant increase in performance by students with disabilities. Fourth grade students with disabilities increased by 12.4 percentage points the number of students performing in the top three levels. Seventh grade students with disabilities increased performance in the top three levels by 10.3 percentage points and 10th grade students with disabilities increased by 13 percentage points the percent of students in the top three performance levels.

SCIENCE SCORES 2000-2003
All Students

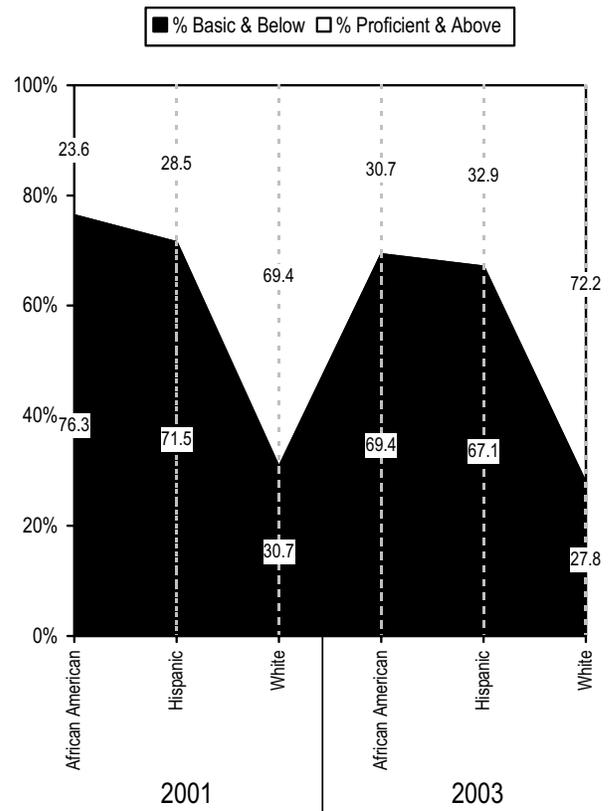


Science Results - Ethnicity

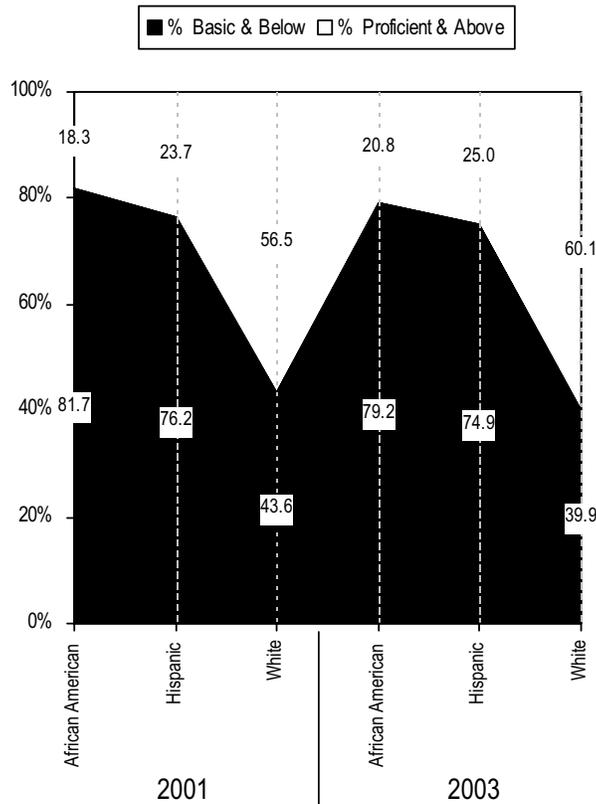
SCIENCE 4TH GRADE - ETHNICITY



SCIENCE 7TH GRADE - ETHNICITY

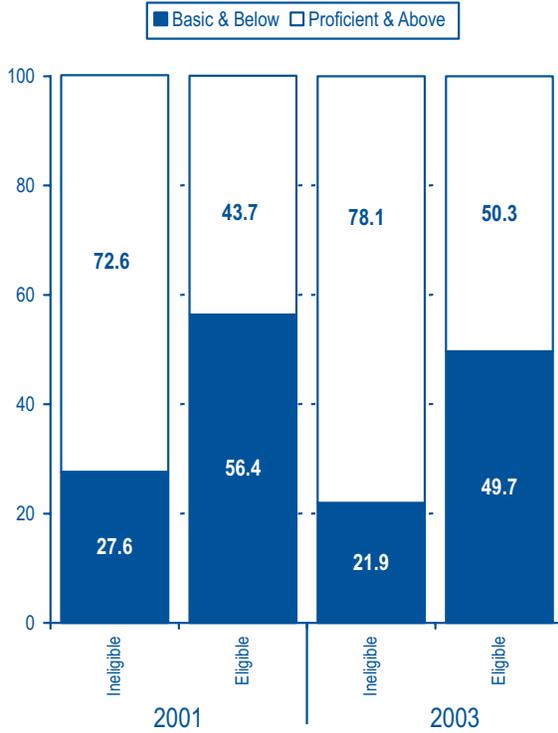


SCIENCE 10TH GRADE - ETHNICITY

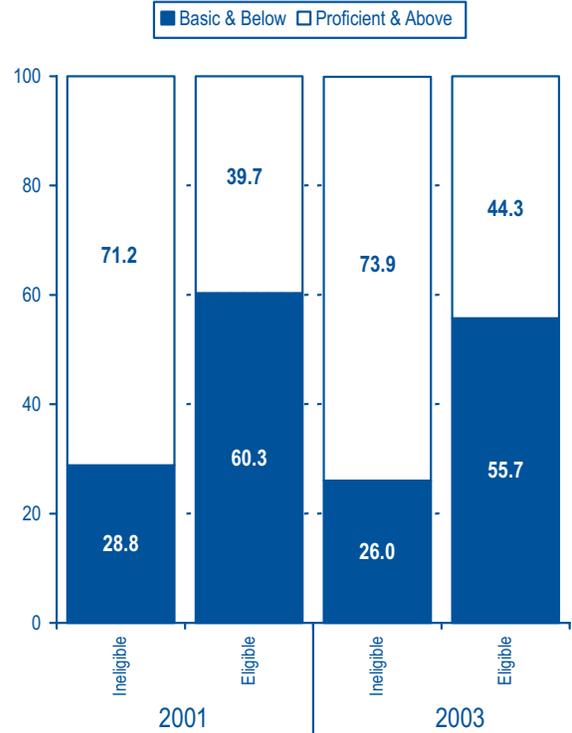


Science Results - Economic

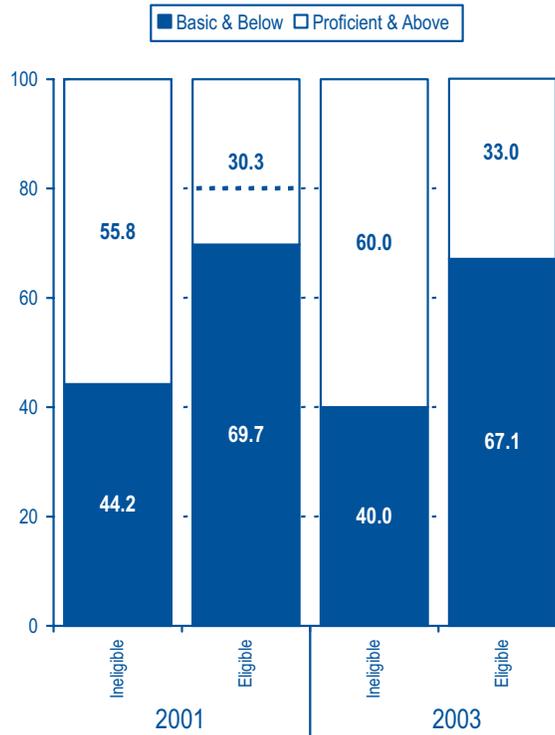
SCIENCE 4TH GRADE
Free or Reduced Lunch Eligibility



SCIENCE 7TH GRADE
Free or Reduced Lunch Eligibility



SCIENCE 10TH GRADE
Free or Reduced Lunch Eligibility



Social Studies Results

The improvement trend noticeable in the 2003 state reading, math and science assessments was also seen in the social studies assessment. The percent of sixth grade students performing in the top three performance levels increased by 3.6 percentage points from 2001. Among eighth grade students participating in the social studies assessment, performance in the top three levels increased by 3.5 percentage points and 11th grade students saw the percent of students performing in the top three levels increase by nearly two percentage points from 2001.

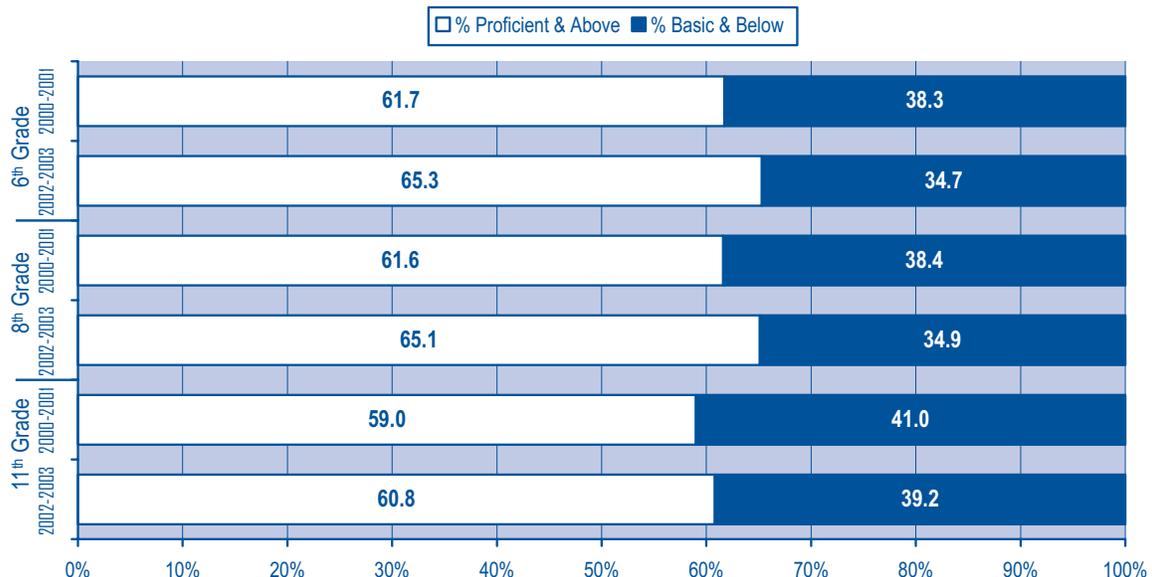
Performance among minority students was also up in nearly all cases. On the sixth grade social studies assessment, the percent of African American students performing at the proficient level or above increased by 6.5 percentage points from 2001. Hispanic students increased by 8.2 percentage points the percent of students in the top three levels, while white students improved performance at the top three levels by 3.9 percentage points. Among eighth grade students, 7.7 percent more African American students performed in the top three performance levels than in 2001. Hispanic eighth graders saw an increase of five percentage points in the percent of students at proficient or above and white students increased the percent of students in the top three performance levels by 3.9 percentage points. On the 11th grade social studies assessment, African American students increased the percent of students performing at the proficient level or above by 1.6 percentage points. Hispanic students experienced a decline of less than a full percentage point in the percent of students in the top three performance levels, but white students increased by 2.6

percentage points the percent of students at proficient or above.

Performance on the social studies assessment among students eligible for free or reduced price lunch programs was up at all grade levels, although a significant difference still exists in the performance of these students as compared to students who are not eligible for National School Lunch programs. In most cases, the performance gap is narrowing. Sixth grade students eligible for National School Lunch programs increased the percent of students performing at the top three levels by nearly six percentage points from 2001, and narrowed the achievement gap by just more than one percentage point. Eighth grade students eligible for National School Lunch programs increased performance by 5.5 percentage points, however the performance gap remained about the same. On the 11th grade social studies assessment, students eligible for National School Lunch programs improved the percent of students at proficient or above by 1.3 percentage points from 2001, but the performance gap increased by nearly two percentage points.

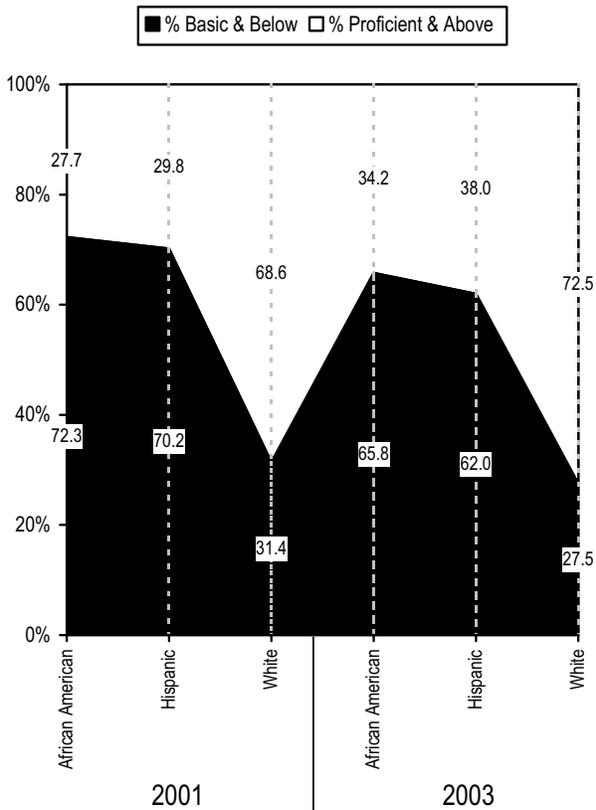
The performance of students with disabilities on the 2003 social studies assessment was impressive. Sixth grade students with disabilities increased by 12.6 percentage points the percent of students performing in the top three levels. Eighth grade students with disabilities experienced an increase of 12.7 percentage points in the percent of students at proficient or above, while 11th grade students with disabilities performing in the top three levels increased 10.7 percentage points.

SOCIAL STUDIES SCORES 2000-2003
All Students

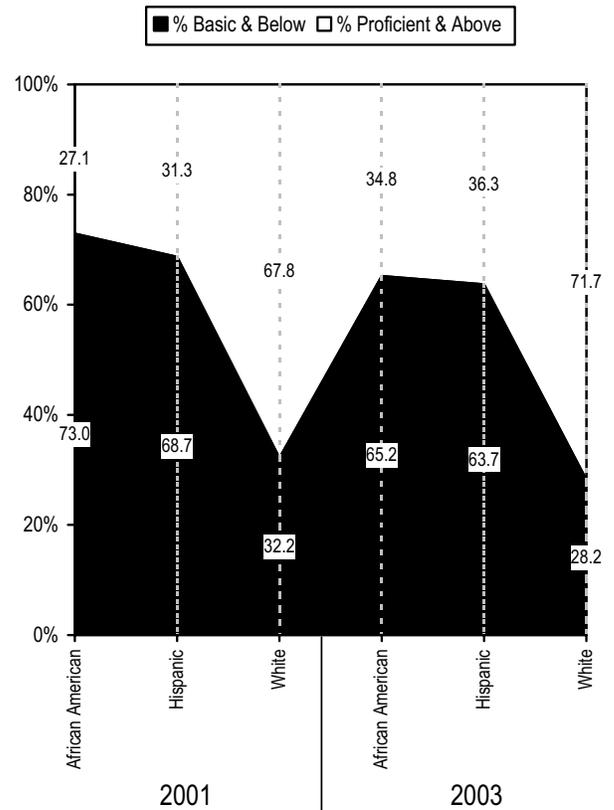


Social Studies Results - Ethnicity

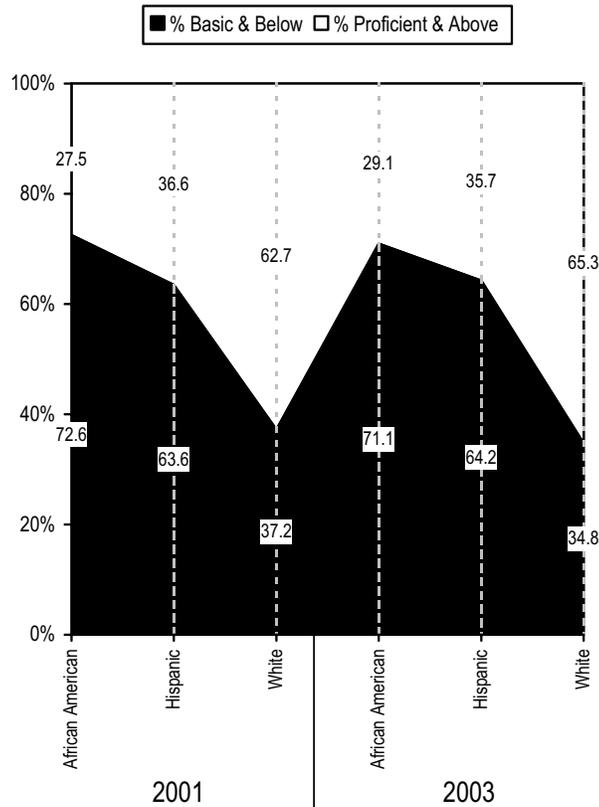
SOCIAL STUDIES 6TH GRADE - ETHNICITY



SOCIAL STUDIES 8TH GRADE - ETHNICITY

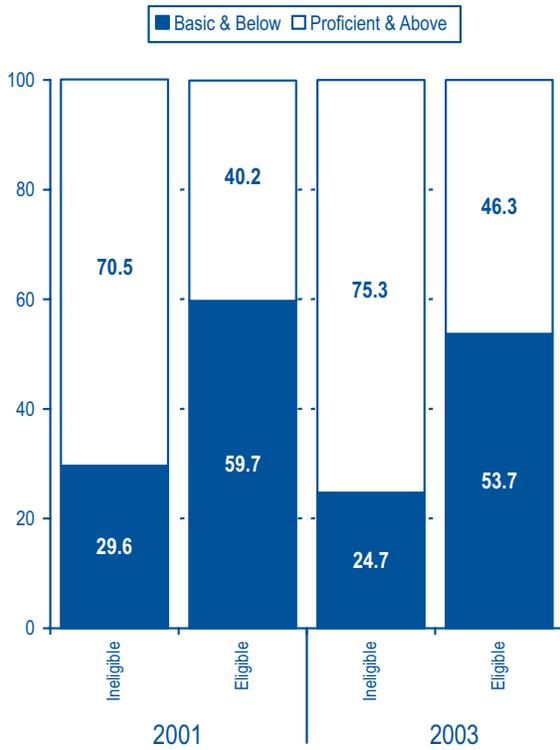


SOCIAL STUDIES 11TH GRADE - ETHNICITY

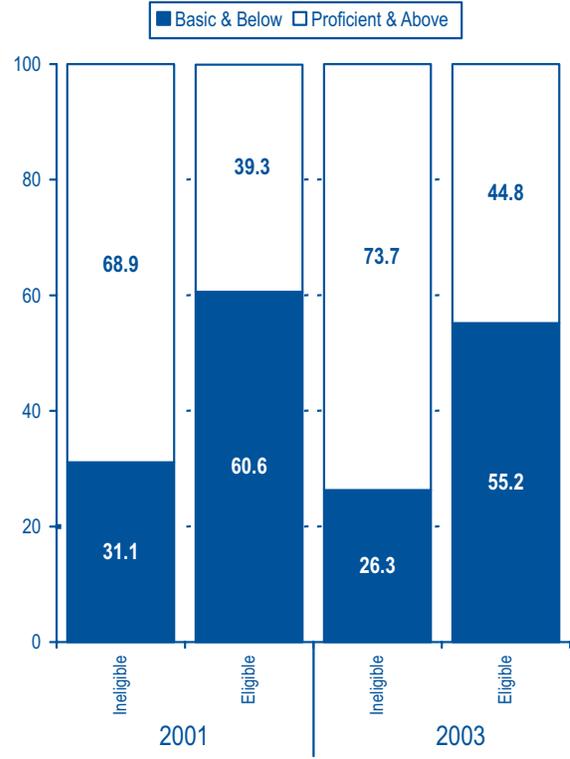


Social Studies Results - Economic

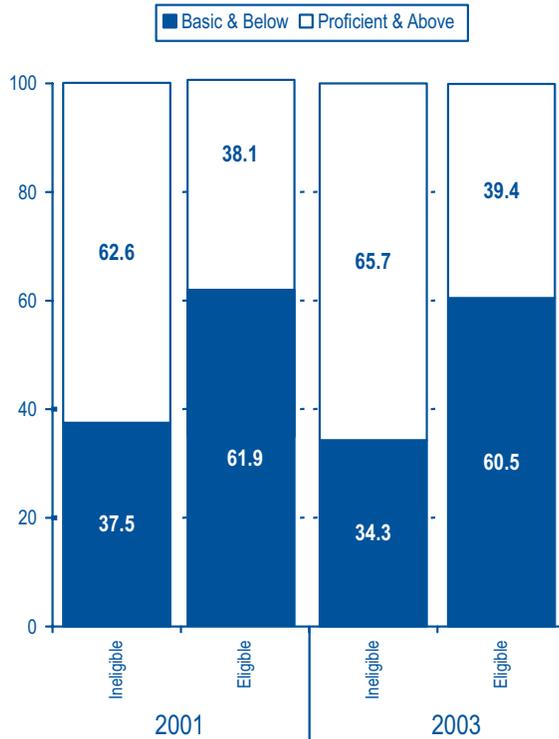
SOCIAL STUDIES 6TH GRADE
Free or Reduced Lunch Eligibility



SOCIAL STUDIES 8TH GRADE
Free or Reduced Lunch Eligibility



SOCIAL STUDIES 11TH GRADE
Free or Reduced Lunch Eligibility





No Child Left Behind

The 2002-2003 school year was the first year states were required to implement the provisions of the reauthorized Elementary and Secondary Education Act, known as the No Child Left Behind act. This federal law required publishing a state and district report card prior to the start of the 2003-04 school year; calculating adequate yearly progress (AYP) for all schools, school districts and the state; and determining the number of schools on improvement. Kansas was among the first eight states in the nation to have an NCLB accountability plan approved by the U.S. Department of Education and was among a handful of states to fulfill all of the requirements within the timeframes designated in the federal legislation.

Kansas schools turned in a strong performance in the first year of NCLB compliance, with nearly 90 percent of schools meeting AYP goals and just 30 schools and seven school districts being placed on improvement. AYP is a method for determining the progress of school buildings, districts and the state in meeting the NCLB goal of having 100 percent of students proficient in reading and mathematics by 2014. To meet AYP measures, annual targets for performance on reading and mathematics assessments must be met, as well as goals for participation on the assessments. These targets must be met not only by the all-student population of schools, districts and the state, but also by each subgroup of students. A subgroup is any group of 30 or more students that can be identified by characteristics related to ethnicity, income level, English proficiency, or special needs. Improvements in attendance and graduation rates among the all-student population are also necessary to make AYP.

There are several ways in which schools can meet AYP measures. AYP can be met by having all subgroups within the school meet or exceed all the AYP measures. In 2002-03, there were 216 districts and 1,000 schools that met AYP through this method. Another method for making AYP employs the use of confidence intervals. This method is used as a means of verifying the data, particularly when the performance of a small group of students is being considered. Because small numbers can skew data, a statistical measure, known as a confidence interval, is applied to the data for the group to ensure that the results are accurate. In 2002-03, 39 districts and 195 schools made AYP after confidence intervals were applied to their data. The final method for determining AYP is known as safe harbor. Safe harbor can be applied whenever a subgroup of students makes significant progress in comparison to the previous year yet does not meet the annual target for performance on the reading or mathematics assessment. When employing safe harbor, it must first be determined that the subgroup that did not

Schools & Districts Making AYP 2002-2003

	Schools	Districts
Met Annual Targets	1,000	216
Through Confidence Intervals	195	39
Through Safe Harbor	17	7

meet the assessment performance target did meet all the other AYP annual targets. If all the other AYP targets are met, then the school or district can still make AYP provided the percent of students performing below the proficient level on reading and mathematics assessments decreased by 10 percent or more from the previous year. In 2002-03, seven districts and 17 schools met AYP through the safe harbor method.

Schools and districts that do not make AYP for two consecutive years are placed on improvement. That means districts will be provided technical assistance from the State Department of Education to assist them in helping schools improve performance in the areas that are causing them to fall below AYP measures. For the 2002-03 school year, only Title I schools and those districts that have Title I schools could be placed on improvement, because they are the only schools and districts for which AYP had been calculated for at least two years. Beginning with the 2003-04 school year, non-Title I schools and districts that do not have Title I schools may be placed on improvement, as well. As there were 175 schools and 43 school districts that did not make AYP in 2002-03, there is the potential for at least that many schools and districts to be on improvement in 2003-04.

In 2002-03, the state as a whole did not meet AYP, with one subgroup of students falling short of the reading performance annual target. However, this subgroup made significant progress in reading as compared to the previous year, yet the state was unable to make AYP through the safe harbor method because this subgroup did not meet the AYP requirement for graduation.

These results were able to be viewed in detail on the newly redesigned building, district and state report cards released by the Kansas State Department of Education in August 2003. The online report cards are available on the KSDE web site, www.ksde.org, and provide information on assessment results, progress toward AYP measures, school violence indicators, teacher qualifications and other factors for each school building and school district in the state. Statewide performance is also included on the report cards.

Standard of Excellence

One of the areas that most vividly demonstrates the progress Kansas schools are making toward meeting high expectations is the progress being made toward achieving the standard of excellence. Over the past four years, significant increases in the number of buildings achieving the standard of excellence have occurred in all subject areas. The tables on this page illustrate the rising number of schools achieving the standard of excellence.

In establishing the standard of excellence, the State Board of Education wanted to reward schools for moving students out of low performance levels and into higher performance levels. Therefore, the method for determining the standard of excellence in all subject areas is based on a formula that first determines that no more than a specified percentage of students are in the lowest performance levels and then ensures that at least a specified percentage of students are in the highest performance levels. Extra weight is then given to students performing at the highest levels.

In 2003, increases in the number of buildings attaining the standard of excellence were seen in all subject areas at all grade levels. In fifth grade reading, 152 buildings, or 18 percent, achieved the standard of excellence. That is an increase of nine percentage points from the previous year. Over four years, the number of buildings achieving the standard of excellence in fifth grade reading has increased by 73. Increases are also seen in both eighth grade and 11th grade reading. In eighth grade reading, 51 buildings, or nearly 10 percent of buildings, achieved the standard of excellence. That is an increase of 5 percentage points from the previous year and 14 buildings over four years. In 11th grade reading, 57 buildings, 14 percent, achieved the standard of excellence. That is an increase of 7 percentage points from the previous year and an increase of 29 buildings over four years.

In fourth grade mathematics, 262 buildings, 29 percent, achieved the standard of excellence. That is an increase of 9 percentage points from the previous year and an additional 187 buildings since 2000. In seventh grade mathematics, 85 buildings, or 16 percent, achieved the standard of excellence, marking an 8-percentage-point increase from 2002 and an increase of 108 buildings since 2000. In 10th grade mathematics, 49 buildings, or 12 percent, attained the standard of excellence. That represents an increase of just 1 percentage point from the previous year, but an additional 28 buildings since 2000.

While science and social studies assessments have only been given for two years in this testing cycle, significant increases in the number of buildings achieving the standard of excellence are noted there, as well. In fourth grade science, 122 buildings, or 14 percent, attained the standard of excellence in 2003, as compared to 8 percent in 2001. That marks an increase of 48 buildings since 2001. In seventh grade science, 55 buildings, or 11 percent, reached the standard of excellence, marking an increase of 20 buildings since 2001. In 10th grade science, 48 buildings, or 12 percent, attained the standard of excellence. That is an increase of 26 buildings since 2001.

In sixth grade social studies, 98 buildings, representing 15 percent, attained the standard of excellence. Since 2001, an increase of 41 buildings achieving the standard of excellence has been realized. In eighth grade social studies, 80 buildings, or 16 percent, have reached the standard of excellence. That is an increase of 46 buildings since 2001. In 11th grade social studies, 44 buildings, or 11 percent, have reached the standard of excellence. Since 2001, the number of buildings reaching the standard of excellence in 11th grade social studies has increased by 18 buildings.

Buildings Achieving the Standard of Excellence

Reading

Grade	2000	2001	2002	2003
5th	79	67	81	152
8th	37	37	27	51
11th	28	32	29	57

Mathematics

Grade	2000	2001	2002	2003
4th	75	158	176	262
7th	35	60	46	143
10th	21	40	26	49

Science

Grade	2001	2003
4th	74	122
7th	35	55
10th	22	48

Social Studies

Grade	2001	2003
6th	57	98
8th	34	80
11th	26	44



Advanced Math & Science

The percent of Kansas graduates passing advanced mathematics and science courses has been rising steadily over the past five years. This is encouraging news because students who take and pass advanced courses are more likely to be successful in school and to continue their education beyond high school.

The percent of graduates passing advanced mathematics and science courses in 2002-03 marked a five-year high. Among the total student population, the percent of graduates passing advanced mathematics courses increased more than two percentage points from 2002 and by more than three percentage points since 1999. The percent of graduates passing advanced science courses increased more than three percentage points from the previous year and by more than nine percentage points since 1999. Gains were seen in nearly all student populations in both subjects. The exception was among students eligible for National School Lunch programs. The percent of graduates passing advanced mathematics courses dropped by about two percentage points from the previous year among that population of students. Since 1999, the percent of students eligible for the programs that passed advanced mathematics courses is down less than one percentage point. The percent of eligible students passing advanced science courses is down about six percentage points from 2002, but has increased almost one percentage point from 1999. The only other student population experiencing a decrease was Native American students, where the percent of graduates passing advanced science courses was down about two percentage

points from 2002, but still represented an increase of more than three percentage points since 1999.

Because students who complete and pass advanced courses are more likely to do well in school, Kansas schools are encouraged to support their students in taking and passing advanced courses. Although advanced courses are locally determined, advanced courses in mathematics typically include those taken after first-year algebra and geometry, usually algebra II and calculus. In science, advanced courses are generally those taken after biology, such as physics or chemistry.

Advanced Math

Percent of Graduates Passing at Least One Advanced Math Course During High School

	1999	2000	2001	2002	2003
Total	68.8	68.9	71.9	72.2	74.9
Males	65.3	65.1	68.0	68.3	71.9
Females	72.2	72.7	75.7	76.0	77.9
Free/Reduced	47.3	41.7	50.3	48.8	46.9
White	70.7	70.6	73.4	74.3	76.8
African American	49.5	54.8	57.6	53.3	60.0
Hispanic	55.3	52.3	61.5	57.9	61.6
Native American	56.0	53.9	53.3	53.4	55.0
Asian/Pacific Islander	75.4	80.8	80.2	83.2	87.9



Advanced Science

Percent of Graduates Passing at Least One Advanced Science Course During High School

	1999	2000	2001	2002	2003
Total	68.9	69.9	74.0	75.1	78.6
Males	65.6	66.2	70.4	71.4	75.6
Females	72.3	73.6	77.6	78.7	81.6
Free/Reduced	49.9	46.5	54.3	56.3	50.1
White	70.4	70.7	75.2	76.5	80.0
African American	58.1	67.2	67.6	65.2	70.0
Hispanic	53.6	55.3	58.7	62.6	68.8
Native American	52.5	58.2	55.1	57.8	55.7
Asian/Pacific Islander	78.9	80.4	81.8	85.6	87.2



Attendance

Attendance rates in Kansas remained high in 2003 at 94.8 percent for the year. That number is just a tenth of a percent down from last year and has not changed significantly over the past five years. Attendance rates are also high among ethnic and socioeconomic groups, where no significant changes were noted.

The state has included attendance as one of its indicators of adequate yearly progress under the federal No Child Left Behind legislation. The state established the standard for attendance rate at 90 percent or better, or an improvement in the attendance rate from the previous year. The same standard had to be met by each school building and each school district.

The student attendance rate is determined by dividing the average daily attendance by the total average daily membership. The accompanying chart shows data

disaggregated by gender, students eligible for free or reduced price lunch programs and ethnicity/race.

Average Student Attendance Rate

	1999	2000	2001	2002	2003
Total	94.9	94.9	94.9	94.9	94.8
Males	93.7	95.1	95.0	95.0	94.9
Females	92.9	94.8	94.8	94.8	94.8
Free/Reduced	92.3	93.1	93.4	93.5	93.2
White	94.9	95.3	95.2	95.2	95.2
African American	92.3	92.5	93.4	93.5	93.2
Hispanic	92.9	93.7	94.0	94.0	94.0
Native American	92.4	93.5	93.0	92.6	92.5
Asian/Pacific Islander	95.3	95.3	95.9	96.1	96.0

Graduation & Dropout Rates

Graduation rates in Kansas reached a five-year high in 2003 among all subgroups, despite a new federal formula for determining graduation rate that excludes non-traditional graduates. As graduation rate is among the indicators used in determining adequate yearly progress (AYP) under the No Child Left Behind legislation, the federal government has dictated a graduation rate formula to ensure the information is reported consistently across states. That formula does not count individuals who attain a GED or those who graduate in more than four years. In Kansas, those individuals were included in calculating graduation rates in years prior to 2003.

Despite this change, the graduation rate in Kansas jumped from 85.8 percent in 2002 to 87.7 percent in 2003. Increases in graduation rate were seen among all subgroups, with the largest increases occurring among African American and Hispanic students. The graduation rate among African American students jumped five percentage points from 2002, while Hispanic students saw an increase of 4.8 percentage points. For white and Asian students the graduation rate was over 90 percent.

In 2003, the graduation rate was determined by adding the total number of seniors with the year three

dropouts (when seniors were juniors), the year two dropouts (when seniors were sophomores) and the year one dropouts (when seniors were freshmen). The number of non-traditional graduates is then subtracted from the total. That number is then divided into the total number of traditional graduates. That number is then multiplied by 100 to arrive at the graduation rate.

The state's dropout rate reached its lowest level in five years in 2003. The rate dropped among all populations, with Native American and African American students seeing the greatest decline. The dropout rate among Native American students is down a full percentage point, while African American students saw a decline of nine tenths of a percentage point. African American students experienced the greatest five-year decline in dropout rates, with a drop of 2.4 percentage points since 1999.

Dropout rates are calculated using dropouts reported for the year for grades 7-12 and dividing the total enrollment for the year for the same grades. Dropout rates are a one-year indicator of students who left school and are not the inverse of graduation rates.

Student Graduation Rate

	1999	2000	2001	2002	2003
Total	83.5	83.9	85.2	85.8	87.7
Males	81.4	81.9	83.5	83.9	85.9
Females	85.6	85.9	87.0	87.6	89.5
Free/Reduced	71.0	69.7	73.0	73.8	75.6
Special Education	73.8	75.6	78.9	78.9	80.7
White	86.3	87.2	88.1	88.8	90.1
African American	66.9	66.1	72.3	71.2	76.2
Hispanic	64.7	61.5	63.4	65.5	70.3
Native American	72.9	72.5	72.0	75.0	78.5
Asian/Pacific Islander	86.0	86.0	88.0	86.7	90.8

Student Dropout Rate

	1999	2000	2001	2002	2003
Total	2.5	2.1	2.1	2.0	1.6
Males	2.8	2.3	2.3	2.2	1.8
Females	2.3	1.9	1.8	1.8	1.3
Free/Reduced	3.3	2.7	2.8	2.7	2.1
Special Education	2.7	2.8	2.5	2.4	2.3
White	2.0	1.7	1.7	1.7	1.3
African American	5.0	3.2	3.5	3.5	2.6
Hispanic	5.7	4.9	4.7	3.7	3.1
Native American	4.8	2.5	3.7	3.5	2.5
Asian/Pacific Islander	2.8	2.3	1.5	1.6	1.3



School Violence

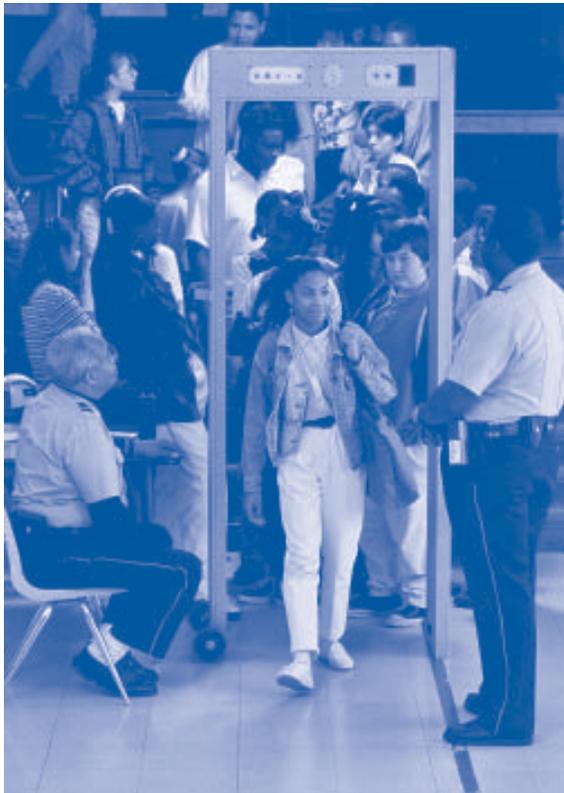
The number of violent acts in Kansas schools has always been extremely low, and that continues to be the case despite a very small increase in 2003. The incidence of violence in the state's schools has been dropping every year for at least the past five years, but in 2003 many populations saw minor increases. The greatest increase in the number of violent acts against students was .43 percentage points among Native American students. Only two populations saw an increase in the number of violent acts against teachers, Native American and Asian/Pacific Islander students. Those increases were below one tenth of one percent.

The accompanying charts show the total number of violent acts committed in Kansas schools over the past five years. Although violent acts can be defined in many ways, in Kansas schools they are deemed malicious acts against students or staff which result in the student receiving an out-of-school suspension or expulsion.

Schools may have a local definition of violent acts which impacts the overall data. Some schools have a zero tolerance policy for violent acts which reflects a higher number of violent acts being reported by some districts.

Violent Acts Against Students

(per 100 Students)



	1999	2000	2001	2002	2003
Total	1.96	1.73	1.54	1.37	1.42
Males	2.96	2.57	2.28	2.05	2.09
Females	.90	.84	.75	.65	.71
Free/Reduced	3.24	3.12	2.84	2.35	2.41
Special Education	4.43	4.06	3.70	3.30	3.05
White	1.44	1.22	1.12	1.09	1.13
African American	6.36	6.21	4.72	3.49	3.55
Hispanic	3.05	2.41	2.39	1.88	1.84
Native American	1.24	1.06	1.36	1.17	1.60
Asian/Pacific Islander	1.64	1.38	1.25	1.91	1.05

Violent Acts Against Teachers

(per 100 Students)

	1999	2000	2001	2002	2003
Total	.20	.21	.14	.13	.12
Males	.32	.33	.23	.21	.18
Females	.07	.09	.05	.05	.05
Free/Reduced	.40	.45	.29	.26	.24
Special Education	.74	.89	.69	.62	.53
White	.14	.12	.11	.10	.09
African American	.75	1.06	.55	.49	.43
Hispanic	.16	.21	.10	.11	.07
Native American	.30	.27	.15	.07	.14
Asian/Pacific Islander	.04	.25	.13	.06	.09



School Workforce

It takes a lot of dedicated people to keep Kansas schools running. Here's a look at the people who keep our schools operating each day.

School Based Instruction

In 2002-03, a total of 32,639 teachers were employed in Kansas K-12 schools. Classroom teachers made up 51 percent of all school employees.

There were 6,805 teacher assistants providing direct classroom support for teachers in Kansas schools. They made up 11 percent of all school employees.

Principals and assistant principals provide instructional leadership in our schools. The 1,728 principals and assistant principals in Kansas schools in 2002-03 made up nearly 3 percent of school employees.

Teachers, teacher assistants and principals combined made up 65 percent of all school employees.

Support Personnel

Our schools could not operate without the individuals who keep our buses running, our buildings clean and well maintained, our lunches served and our records in order. The 15,230 people who did this work in 2002-03 made up 24 percent of school employees.

Guidance counselors, school psychologists, social workers, audiologists, speech therapists, school nurses and other professionals play a vital role in our schools. There were 571 of these professionals working in our schools in 2002-03, comprising 5 percent of school employees.

There were 992 central office administrators, managers, curriculum specialists and other directors setting policies and directing operations for local schools in 2002-03. These superintendents, assistant superintendents, school business officials and directors of district-wide programs made up 1.5 percent of school employees.

Who's Teaching in Kansas Schools?

Kansas schools started the 2002-03 year with 402 vacancies, particularly in special education, foreign language and mathematics. This lack of available personnel helped underscore the value of the quality instructors employed by our schools. Following is some information about the teaching force in Kansas:

In 2002-03, there were 15,350 classroom teachers in Kansas who held advanced degrees.

One hundred and nine Kansas teachers were certified through the National Board for Professional Teaching Standards.

Of the 32,639 teachers in Kansas in 2002-03, approximately 1 percent were pre-kindergarten teachers, 48 percent were elementary teachers, 19 percent were middle school/junior high teachers, 32 percent were high school teachers and 11 percent were special education teachers.

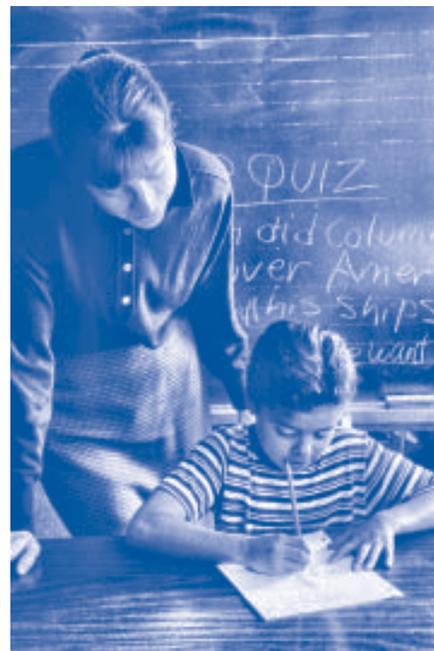
Within the 2002-03 Kansas teaching force, 26.2 percent were male and 73.8 percent were female. Approximately 96 percent of teachers were white, 2 percent were African American, 1 percent were Hispanic and fewer than 1 percent were Asian or Native American.

The average teacher salary in Kansas in 2002-03 was \$38,123 compared to the national average of \$45,930. This ranked Kansas 42nd in the nation in terms of average teacher salary.

Approximately 30 percent of Kansas teachers leave the profession in the first five years of practice.

Approximately 91.5 percent of personnel were returning teachers, 4 percent were new teachers and 3 percent came from other schools within the state. Just 1.4 percent of teachers came from outside the state.

Approximately 51 percent of the certified personnel in Kansas schools in 2002-03 were over age 45 and 35 percent were over age 50.



Profiles in Kansas Education

The makeup of Kansas schools has changed very little over the past 10 years, but one thing that did change during the 2002-03 school year was the number of school districts in the state. With the merger of the Morland and Hill City school districts, Kansas dropped from 304 to 303 unified school districts.

The merger of the two districts also changed one other thing – the smallest district enrollment number in the state went up from 30 to 40 students. The largest enrollment continues to be more than 48,000 students in the Wichita school district. Overall, the median enrollment increased from 578 students in 2001-02 to 586 students in 2002-03.

The makeup of the student body remains relatively constant, with males accounting for about 52 percent of the population and females making up 48 percent of the population. White students still comprise 77 percent of the student body, with African American and Hispanic students accounting for 9 percent and 10 percent of the student body respectively. Native American and Asian students account for 1 and 2 percent of the student body respectively. With the exception of the Hispanic population, which has increased from 7 to 10 percent over the past five years, demographic numbers have remained essentially constant.

The number of students with limited English proficiency (LEP) in the state is seeing some shifts, but

it is difficult to calculate how much of that is due to a change in the reporting method. In the previous school year, districts were asked to report all students who spoke a language other than English in the home, even if the student had already attained proficiency in English. That count came to just more than 28,000 students. In the 2002-03 school year, districts were asked to report only those students who did not have proficiency in English, a number totaling 25,000 students. That represents approximately 5 percent of the school-age population.

The number of students in Kansas with an Individual Education Plan (IEP) continues to increase. During the 2002-03 school year there were 79,005 Kansas students with an IEP, up from about 76,700 students in 2001-02. An IEP can be developed for students facing physical, emotional or cognitive disabilities, as well as for gifted students. In Kansas, 15,658, or approximately 20 percent, of students with an IEP are gifted students.

We continue to see large numbers of Kansas students continue their education beyond high school. According to the most recent data available, nearly 44 percent of Kansas high school graduates go on to attend a four-year college or university and nearly 28 percent attend a two-year college or university. More than 5 percent of Kansas high school graduates go on to attend other post-secondary institutions and close to 3 percent enter the military. More than 10 percent of high school graduates enter employment upon high school graduation.





Legislation

When Gov. Kathleen Sebelius was sworn into office in January 2003, the question on everyone's mind was how she would manage to balance the state's budget without a tax increase and without cutting education, fulfilling one of her primary campaign promises. State revenues were continuing to fall behind projections and agency budgets had been cut twice already.

The answer came shortly after the Governor had taken office and it consisted of a series of tax accelerators as well as expanded gaming in the state and an additional tax amnesty program. Among the accelerators proposed by the Governor was a property tax accelerator that would move up the second half payment of property taxes by one month. Because property tax payments from the statewide education mill levy go directly to local school districts, moving the second half property tax payments from June to May brings an extra property tax payment to schools in the fiscal year and, for that one year, allows a lower payment from the state. Therefore, expenditures from the State General Fund were lowered by approximately \$161 million.

By the end of the session, the Governor and Legislature had attained a balanced budget with no cuts to education. Legislation enacted during the 2003 session included the following:

Finance

Senate Bill 4 was a result of the state's worsening budget situation. The bill amends the Cash Basis Law by adding an exception for school districts. The exception exempts school districts from the law's provisions when they experience a shortage of revenue due to late payments of general state aid. The exemption is retroactive and applies to school year 2001-02 and to school years 2002-03 through 2006-07. House Bill 2399 amends Senate Bill 4 by applying the exception to supplemental general state aid payments as well as general state aid payments. It also makes it clear that a payment is late when it is made after the specific date prescribed by the State Board of Education, not just when it is not made in the month in which it is due.

Senate Bill 83 concerns schools and school district budgets. It implements recommendations of the School District Budget Task Force appointed by the Legislative Educational Planning Committee and makes a number of other changes. The bill's impact on school district budget documents and materials is as follows:

- ◆ The Director of Accounts and Reports in the Department of Administration is to prescribe forms for school district budgets that take into

account recommendations of the State Department of Education. Beginning on July 1, 2004, the State Department's recommendations must take into consideration the best practices and standards established by the Government Finance Officers Association and the Association of School Business Officials. A copy of each district's budget must be kept on file in the district's administrative office and be made available upon request.

- ◆ The school district budget must include a table showing expenditures for salaries and wages aggregated by category, including certified and non-certified administrators, full-time teachers, other certified employees who are not teachers, classified employees, substitutes and other temporary employees or other positions designated by the State Department of Education. A list of the number of full-time employee positions in each employment category identified in the bill (except for substitutes and other temporary employees) and the average salaries or wages for such positions is also required.

Senate Bill 120 makes changes to school district bidding requirements and to regulations concerning the provision of meals by school districts. The changes to the bidding requirements include expanding the exception to the bidding requirement that applies to perishable foods and foodstuffs used for school lunch programs to any child nutrition program; increasing to \$20,000 the previous \$10,000 threshold above which expenditures for construction, reconstruction, remodeling or the purchase of materials or goods or wares must be bid; and allowing school districts to take advantage of multi-state buying cooperatives. The bill also allows a school district board of education to provide meals under contract to the following entities:

- ◆ A nonpublic school or child-care institution, by virtue of a contract with the governing board of the school or institution;
- ◆ A municipality for the provision of meals to persons for whom the municipality is responsible for providing meals, by virtue of a contract with the governing body of the municipality; and
- ◆ To a state educational institution or corporation whose operations are substantially controlled by a state educational institution for the provision of meals to students, alumni and other members of the public who attend the institution's functions or activities.

Any contract entered into by a board of education must provide for payment to the district for the cost

Finance Continued

incurred to provide the meals. Money received by a school district under a contract for meals must be credited to the district's food service fund and may be expended whether budgeted or not.

House Bill 2397 provides for acceleration of the payment date for the second half of the prior year's property taxes from June 20 to May 10, beginning in 2004, should the Governor determine in August or September 2003 that such action is necessary due to the fiscal condition of the state. Also contingent upon that determination, the bill changes a number of other statutory dates related to that policy decision, including various property tax receipt distribution dates, motor vehicle receipt distribution dates, dates relating to when county treasurers are required to mail delinquency notices, and dates relating to the computation of interest on delinquent taxes. Various adjustments to state property tax levies, should the Governor make the determination to implement the property tax accelerator, are also included in the bill. For tax year 2003 only, the current levy of 1 mill for the Kansas Educational Building Fund (EBF) would be reduced to 0.6 mills, the current levy of 0.5 mills for the State Institutions Building Fund (SIBF) would be reduced to 0.3 mills; and a new temporary levy of 0.6 would be imposed for the State General Fund (SGF). The levies for the EBF and SIBF would return to their current levels beginning in tax year 2004, and no levy would be imposed for the SGF in that year.

Prior to making a determination under the bill, the Governor is required to consult with the Director of the Budget, the Secretary of Revenue, each legislative member of the State Finance Council and other such officials as the Governor deems appropriate. Should the Governor decide to implement the property tax accelerator and other provisions, notice of such must be published in the *Kansas Register* on or before September 30, 2003. The Governor did, in fact, choose to implement the property tax accelerator and other provisions, with a projected benefit to the State General Fund of approximately \$178 million in fiscal year 2004.

House Bill 2399 also provides that if any amount of general or supplemental general state aid that is due to be paid in June is not paid in June, the payment must be made on July 1 or as soon thereafter as money is available. Any payment of general or supplemental general state aid that is due to be paid in June of a school year that is not paid until the next fiscal year will be recorded and accounted for by school districts as a receipt for the school year ending on June 30. The delayed state aid provision also requires that, if a district is legally required to make a payment during June and there is not enough money to do so because state aid payments are late, the school district must make the payment as soon as

money is available. This provision addresses the concern of districts that they are legally bound to make lump-sum payments in June to employees who request their July and August salaries.

The bill also contains provisions that apply to school districts that have been approved to consolidate. In such a case, following the election to consolidate, the temporary board of education, which is required under law to be in place until the new board has been elected, is given power to enter into contracts, adopt resolutions, recognize bargaining units and take other action necessary to provide for the maintenance, finance and operation of the consolidated school districts. The temporary board is granted the power to enter into contracts of employment for all personnel it considers necessary to operate the consolidated school district. The temporary board's power could not be exercised more than 90 days prior to the consolidation of the districts.

The bill also reenacts for the 2003-04 and 2004-05 school years the 20-mill mandatory school district general fund property tax levy and the \$20,000 residential exemption there from.

Local Boards of Education

Senate Bill 55 requires that school district boards of education publish a resolution each July indicating the day of the week and the week of the month that board meetings will be held for the upcoming year. In addition, the resolution shall specify alternative meeting dates if the regular meeting date falls on a legal holiday or holiday specified by the board. When an emergency situation occurs, the board is required to notify the public within 24 hours following the cancellation of the meeting when the meeting has been rescheduled.

Under Senate Bill 57, school district boards of education are given the authority to transact business and adopt policies they deem appropriate to operate local public schools. Under prior law, school districts generally were able to do only those things that were specifically authorized in the law. The delegation of power under SB 57 does not relieve other governmental units of duties and responsibilities prescribed by law or require school districts to assume duties and responsibilities required of



Local Boards of Education continued

other governmental units. The expanded authority also does not allow school boards to circumvent existing law, such as taking action that is contrary to law pertaining to teacher due process and continuing contracts.

Senate Bill 82 repeals some obsolete statutes and adds some new reporting requirements. The requirement that board of city school districts publish the salaries of various school officials is deleted and a new requirement is added that each local board of education provide to a newspaper of general circulation a statement showing the name, position and salary of the superintendent, deputy superintendents, assistant superintendents, directors, principals and any other administrator with district-wide responsibilities. Publishing the information is at the discretion of the newspaper. This requirement sunsets June 30, 2006.

The bill also allows the board of education of USD 512 Shawnee Mission to decide to abolish the five-member advisory boards that are now required for each member district to serve as a liaison between the patrons of the district and the board. However, a decision by the board to terminate existing advisory boards would be subject to a protest petition signed by 5 percent of the qualified voters in the district calling for an election. The requirement that boards of education file copies of personnel evaluation policies with the State Board of Education is deleted and school districts are authorized to charge fees for preschool programs. The fees charged for preschool programs can only be in an amount to recover the direct costs to provide the program.

Also in SB 82, conflicting sections of the law or duplicative sections that are the result of sections being amended by two different bills during the 2002 session are deleted. The sections that are affected pertain to the definition of a juvenile detention facility, the number of students counted for the four-year-old at-risk program, and criteria that the State Board of Education may consider in hearings on transfers of school district territory.

One provision of Senate Bill 33 amends a statute regarding speed limits for school buses. Under the change, the bill allows a board of education in a school district to establish, by board policy, lower maximum speed limits regarding school buses. Current law specifically designates speed limits for school buses.

State Board of Education

Senate Bill 74 requires the State Board of Education to develop curriculum, materials and guidelines for local boards of education to use in implementing a program on personal financial literacy. The State Board of Education is required to make all information and materials available

to all accredited schools. The curriculum is not limited to, but is required to include, consumer financial education, personal finance, and personal credit.

Senate Bill 118 deletes the requirement that the State Board of Education publish the full text of all proposed rules and regulations in the *Kansas Register* when notice of public hearings on the rules and regulations is given. Prior to the enactment of the bill, the State Board was the only state entity that was required to publish a complete copy of all proposed rules and regulations.

Senate Bill 119 brings teachers at the State School for the Blind and at the State School for the Deaf under the same teacher due process law that applies to teachers employed by public school districts. The bill also makes two additional amendments to the teacher due process law. First, the Commissioner of Education is required to provide a list of five (not nine as in prior law) qualified hearing officers from whom boards of education and teachers would select one individual to conduct a due process hearing. Second, the school districts will pay the charge submitted by the hearing officer selected by the school board and the teacher to conduct the hearing. Under prior law, the hearing officer was reimbursed \$240 per day of hearing.

House Bill 2179 would permit officers and employees of the state, a school district or a community college to serve on the State Board of Education. Previously, the statutes prohibited these individuals from serving on the State Board.



Transportation

House Bill 2159 amends previous legislation to authorize cities, counties, townships or school districts that lease vehicles to register those vehicles in the same manner as vehicles owned by those units of government.

House Bill 2220 makes numerous changes to the Uniform Commercial Drivers License Act, including some school bus provisions. These provisions implement a new endorsement for commercial drivers licenses (CDL) for school bus drivers. The bill also waives until Sept. 30, 2005, the driving test for applicants for a school bus endorsement if they are currently licensed, have experience driving a school bus, and have a good driving record. In addition, these applicants must provide evidence that during the two-year period immediately prior to applying for the endorsement they have been regularly employed as a school bus driver and have held a valid CDL with a passenger vehicle endorsement to operate a school bus representative of the group the applicant will be driving; have not had their driver's license or CDL suspended, revoked or canceled or been disqualified from operating a commercial motor vehicle; have not been convicted of any disqualifying offenses related to DUI, leaving the scene of an accident, using a commercial vehicle in the commission of a drug offense or refusal to take a DUI test; have not had more than one conviction of any serious traffic violations enumerated under KSA 8-2-128; have not had any conviction for violations of state or local law relating to motor vehicle

traffic control, other than a parking violation, arising in connection with a traffic accident; and have not been convicted of a motor vehicle traffic violation that resulted in an accident.

Miscellaneous

Under House Bill 2006, the State Inservice Education Opportunities Act is renamed the Education Professional Development Act. In addition, the words inservice education are replaced with professional development wherever they occur in the Act.

House Concurrent Resolution 5008 urges that school nurses be designated as first responders. Subsequent to September 11, 2001, bio-terrorist attacks and threats of future attacks point out the need for persons to be prepared to respond to those affected by the attacks. Because school nurses are in close proximity to children who might be first affected by a bio-terrorist attack, and because school nurses are a critical link in the nation's health and defense, state and local representatives are urged to remove any legal or regulatory barrier that would prevent a school nurse from responding to a biological or chemical attack. The term first responder used in the resolution does not refer to the Kansas Board of Emergency Medical Services First Responder level of certification.





What Did We Learn?

In 2003, Kansas students made remarkable progress on state assessments in all subject areas. Given the incremental increases in achievement experienced in the previous three years, it is natural to ask what triggered the significant improvements experienced this year – what was different? There is no doubt that the federal No Child Left Behind (NCLB) legislation had some impact on these results. However, we have learned that the answer to this important question does not lie in any one thing experienced in any one year, but in a sustained and focused approach that emphasized clear and challenging standards for all students.

In 2000, Kansas implemented new standards that were as clear and specific as any the state had adopted up to that time. The revised state assessments that were developed from these standards were also designed with greater clarity and specificity than had been achieved in the past. At the same time, the state implemented modified and alternate assessments. These assessments provided students who, because of disabilities, would have been unable to participate in the general assessment, an avenue to demonstrate performance to the same high standards that had been established for other students. These improvements in identifying the expectations for students and in developing assessments that were clearly linked to those standards formed the building blocks to the successes evident in the 2003 state assessment results.

These innovations did not happen by accident. For a number of years, the State Board of Education has made helping all students meet or exceed academic standards one of its primary goals. In adopting new curricular standards and developing new state assessments, the State Board realized the need for educators to be able to clearly define what their students needed to know and be able to do in the core curriculum areas. They also understood the benefit of assessments that provide specificity as to the areas in which students are excelling and those in which they struggle. Having these things in place over a number of years has given educators the ability to make data-based decisions regarding instruction to better ensure that students receive the assistance needed to achieve in all areas. It was this sustained focus on standards and on helping all students achieve that resulted in the high achievement experienced in 2003.

The State Board has maintained its focus on helping students and schools succeed, and the effort is evident in the Quality Performance Accreditation (QPA) regulations adopted by the State Board in December 2002. The revised regulations bring the state's accountability system in line with the requirements of NCLB, while retaining the flexibility schools will need to be successful. The new

regulations clearly indicate the importance of both quality and performance indicators. Among the quality indicators are increased state graduation requirements. The new requirements add an additional unit of math, an additional unit of science and a fine arts credit. This change is expected to help students be prepared for whatever path they decide to take following high school. The new regulations take effect in the 2005-06 school year.

The State Board's focus on student improvement and the dedication of schools and educators to helping all students achieve has shown results. We cannot now abandon this path. It is essential that we work to continually increase student performance, particularly in light of the NCLB legislation that requires all students to reach proficiency in core subject areas by 2014. In our efforts to achieve this lofty goal, we must not forget that an essential element to achievement is clear and sustained focus. Our state cannot afford to back away from the emphasis on standards or the efforts to help every student meet those standards, even though the challenges we face in bringing all students to the same high level of performance are great. Performance among minority and low-income students has improved, but gaps in performance still exist. Significantly narrowing this achievement gap will require the implementation of effective strategies for working with our state's lowest performing students.

We know that poverty is a prime indicator of student performance, and we understand many of the factors that impact the ability of children from poverty to learn at the same rate as other children. For example, we know that students from high poverty populations tend to enter school with low literacy skills. These children are often significantly behind their peers in the development of these critical skills and without the programs and additional time necessary they are unlikely to ever catch up to them. Providing these children with access to high quality early childhood programs is an important building block in ensuring all students enter school equally prepared to learn. Providing these students with a solid learning foundation will also require additional time for work on literacy skills during the primary grades.

Quality programs and additional time for students who need it are important to closing the achievement gap, but these factors alone cannot achieve the results we seek. Having high quality educators in every classroom in our state, as well as quality leaders at all levels, are also important factors in improving student achievement. Recognizing this, the State Board of Education made the recruitment, retention and preparation of quality teachers and school leaders another of its primary areas of focus.

What Did We Learn?

Maintaining a high quality teaching staff will require providing quality, ongoing professional development to ensure educators have the most current knowledge and skills to help all students learn well. A teaching force equipped with knowledge of content and research-based instructional methodologies is essential to helping all students achieve the high standards that have been set for them.

We have also learned that making the kinds of changes necessary to close the achievement gap and bring all students to proficiency in the time frames envisioned by the federal government will require fundamental changes to the system itself - changes that will accommodate students who learn at different rates and in different ways. This will be essential to meeting educational needs in the new century. The State Board of Education saw the need for this kind of fundamental change even before the implementation of No Child Left Behind. That is why another of the State Board's primary areas of focus for the past four years has been redesigning the educational delivery system to ensure learning for all.

As part of its work in this area, the State Board adopted core principles to guide system changes, maintaining a focus on helping all students achieve high standards. That is just the first part of this effort. Work must continue to ensure schools provide the flexibility to allow students to learn in the manner best suited to them, as well as multiple pathways for students to demonstrate

their ability to achieve academic standards. This will require system changes, implementation of new programs and services, and a wealth of resources. The task is daunting, particularly in light of the fiscal challenges facing our state. But we cannot allow that to become an excuse for inaction. Our responsibility is to our children and to the future of our state. We must remain committed to the goal of ensuring that all students achieve the high standards we have established and to overcoming whatever obstacles may stand in the way.

Finally, we have learned from a review of research studies that there are common indicators present in schools where a large proportion of all students are learning well. Looking at these broadly, they include instructional capacity, school and district focus, and leadership. Specifically, the studies indicated the following were present in schools and districts where nearly all students were learning well:

- ◆ Early intervention
- ◆ High expectations for all students
- ◆ A curriculum that is aligned to standards
- ◆ Decisions based on data that result in changes in instruction
- ◆ Frequent and ongoing monitoring of pupil progress
- ◆ Ongoing professional development that utilizes research-based information and approaches
- ◆ Highly qualified teachers
- ◆ Redefined leadership roles that include the principal as an instructional leader
- ◆ Active engagement of parents and the community as partners
- ◆ A system-wide approach to improving instruction

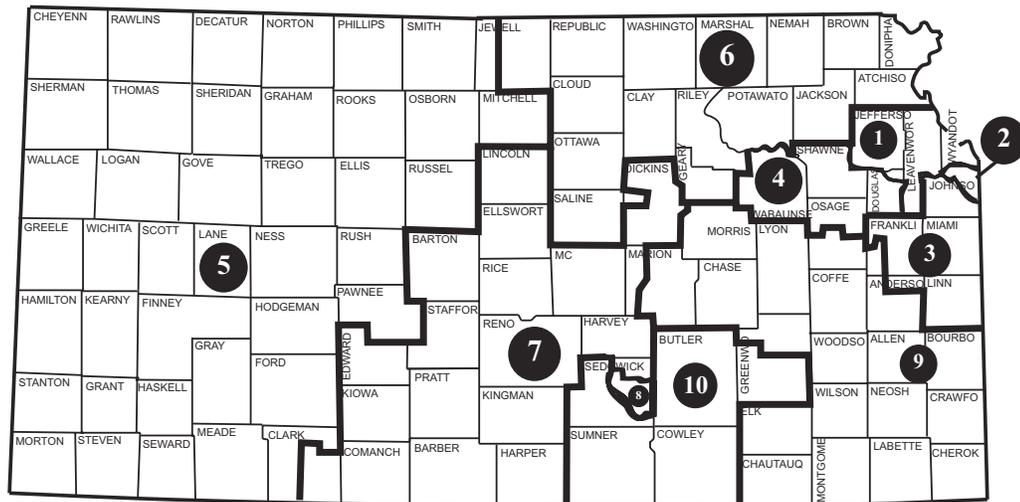
If the new mission of learning for all as envisioned by the State Board and NCLB are to become a reality, these indicators must form the basis for the focus of our efforts. We believe that no state in the nation is better positioned to achieve this new mission.

However, the real question will come down to *do we have the will and are we willing to commit the resources to realize this new mission?*



Education Priorities for a New Century

To assist in fulfilling its responsibility to provide direction and leadership for the supervision of all state educational interests under its jurisdiction, the Kansas State Board of Education has adopted as its mission promoting student academic achievement through vision, leadership, opportunity, accountability and advocacy. The State Board believes that the key to ensuring the fulfillment of its mission lies in helping schools to work with families and communities to prepare students for success.



Kansas State Board of Education

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