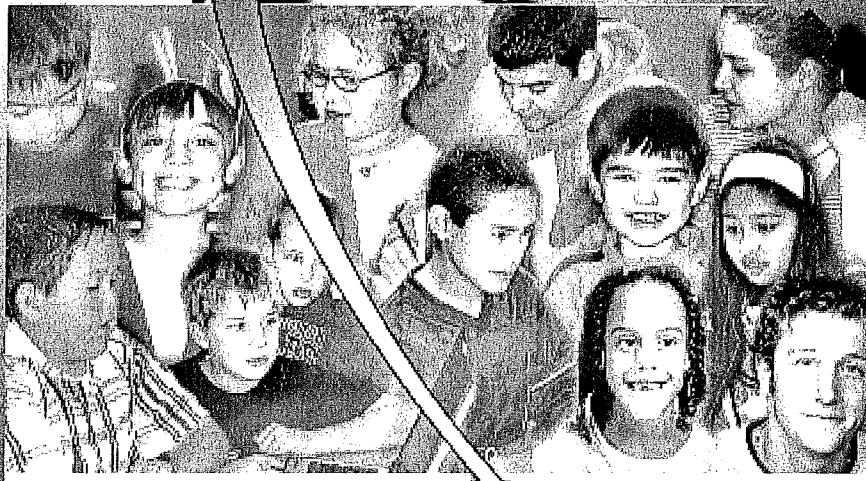


EDUCATION IN KANSAS



2004-2005 Accountability Report

The Kansas State Board of Education

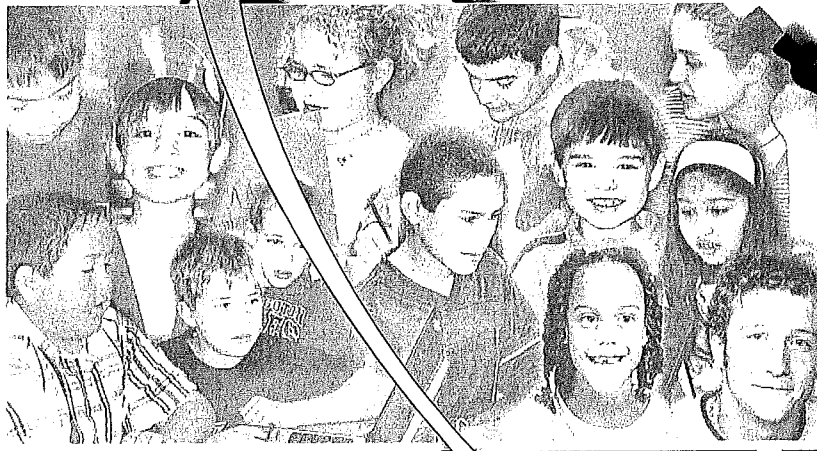
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EDUCATION IN KANSAS



Kansas State Board of Education

Kansas State Education Building
120 S.E. 10th Avenue Topeka, Kansas 66612-1182



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On the surface, the news concerning the academic performance of Kansas students appears good. Achievement is high, performance gaps are narrowing, and the state continues to do well against the rest of the nation on national measures. A look below the surface, however, reveals areas of concern that, if not addressed, could reverse these academic gains in a matter of years.

Our First Defense--Teachers

One of the major concerns is the availability of a high quality teaching force. A look at the makeup of Kansas' current teaching force shows that 35 percent of teachers employed today will be eligible to retire in the next five years. Likewise, the number of individuals entering teacher preparation programs has dropped by 25 percent over the past five years. Add to that the fact that 35 percent of teachers will leave the profession in the first five years of practice and it becomes clear that our state will likely experience a serious teacher shortage in the coming years. We will have great difficulty meeting the requirements for highly qualified teachers contained in the federal No Child Left Behind (NCLB) legislation.

The single greatest impact on a student's learning is the quality of the classroom teacher. It is critical that we begin attracting high quality people to the profession and to take the necessary measures to ensure that they will stay in the profession beyond five years. Salary and benefits are certainly a focus of recruitment and retention efforts. The average teacher salary in Kansas is \$8,000 below the national average and ranks 41st in the nation. In some Kansas school districts, the monthly rate for family health insurance is more than \$1,200 a month. Nine school districts in the state are unable to offer health insurance benefits to their teachers.*

While addressing these problems will be important, they cannot be the only areas addressed if we are to continue making progress. Beyond offering a competitive salary and ensuring that teachers have access to affordable health insurance, we must also improve the working conditions for teachers. We cannot continue to increase the demands for performance and accountability while at the same time increasing class sizes and reducing classroom resources. In addition, we must provide mentoring programs for new teachers and end the practice of saving the least desirable duties for the newest teachers.

Even if we are able to make these changes, attract more talented people to the profession and keep them there, it still will not be enough. We must ensure that the knowledge and skills of our teachers continue to grow, or we will not be able to maintain the academic gains we are experiencing now, much less build upon them. This is one of the lessons we are learning as we get deeper into our implementation of both federal and state legislation.

The Implications of NCLB

One of the primary provisions of the federal NCLB is a requirement to have ever-growing numbers of students performing at the proficient level or above. The ultimate goal is to have 100 percent of students proficient by 2014. Achieving this goal will require providing the resources necessary to address the learning needs of each individual student. For some, it may mean additional learning time. For others, it may mean an alternative setting in which to learn. And, for many it will mean accommodating a specific learning style. In order to be able to diagnose the specific needs of each student, and then meet those needs, teachers will need to understand and be able to use many different teaching strategies. It will require ongoing professional development to build teachers' knowledge and skills.

Additionally, the state's school accreditation process has underscored the need for alignment of curriculum to state standards. Certainly, a portion of the gains made in state assessments in 2005 can be credited to an increased focus on alignment. While recognizing the need for alignment, it is also important to realize that becoming too narrow in focus can be dangerous. While a strong focus on achievement has been placed in reading and mathematics, concentrating only on those skills will tend to tilt the system in such a way that students will leave school without the varied skills they will need in the "real world." It cannot be forgotten that one of the primary purposes of public schools is to create good, contributing citizens. For that reason, it is important to provide not only depth of knowledge, but breadth of knowledge as well. This includes attention to skills in writing, and education in science and history/government.

**based on the most recent information available.*

What Did We Learn?

Among the things we have learned about our assessment program is that providing educators with immediate and specific feedback assists in making the assessments relevant and valuable. By offering the option of computerized testing, we are able to give teachers immediate results, which allows them to make instructional adjustments as necessary. Students have also responded favorably to the computerized assessments with anecdotal evidence showing that students are more engaged in the assessments if they take them on a computer. It is planned that most assessments will be given by computer to handle the increased volume of testing in every grade third through eighth, and once in high school. One of the difficulties in reaching that point will be ensuring that all schools have the capacity to offer computerized assessments. Rural schools will be challenged with having system capacity to offer the testing, while larger schools will be faced with the dilemma of too few computers to accommodate the testing.

The process of implementing increased performance requirements has helped to confirm what we have known for a number of years—we can reduce the achievement gap between our highest and lowest performing students without negatively impacting the performance of our best students. Over the past five years, we have seen achievement improve among most groups of students, but those students who have traditionally not performed as well, have actually improved at a greater rate than even our best students. The result is an overall improvement in performance with an accompanying reduction in the achievement gap.

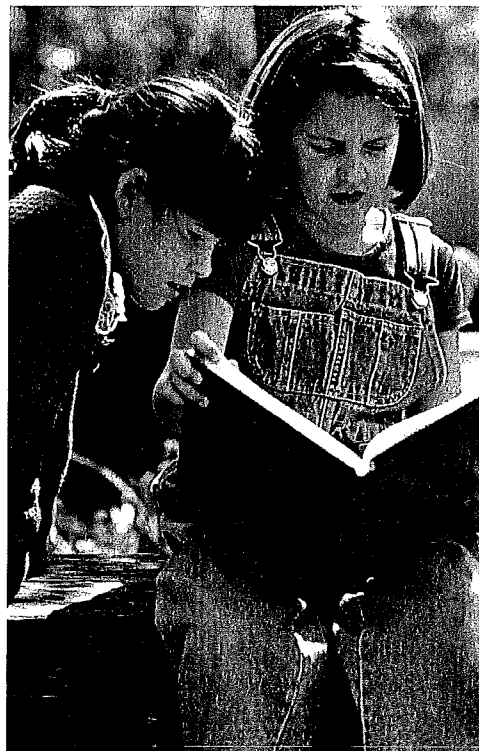
However, looking at the achievement in secondary schools, it must be noted that in mathematics, science and history/government, the gap between ethnic groups has increased.

This is one example where studying performance subgroups of students is beneficial. In fact, understanding the challenges and successes of specific subgroups is important in developing teaching strategies for the success of all students. The danger that may occur as a result of focusing on the performance of subgroups is labeling entire schools based on the performance of a small group of students. Through the Adequate Yearly Progress (AYP) requirements of NCLB, a school can be placed on improvement based on the performance of one subgroup of students. This creates a false perception of the school's performance and certainly is not reflective of the total work of the school. We have learned that this can create additional difficulties for schools as they work to address the needs of their most challenging populations.

Our Future

In the years ahead, it will be imperative that we work to recruit high quality individuals into the teaching profession, while also attempting to improve working conditions such that those individuals will want to stay in the profession. We will need to continue our focus on academic achievement, particularly on narrowing the achievement gap while maintaining the strong performance of our best students. Finally, a focus on secondary schools will be needed as achievement among subgroups has not decreased as it should.

We will continue our efforts to implement the requirements of both state and federal programs, while working with legislators to adjust those provisions of the law that tend to hinder schools' efforts to help all students. Providing the flexibility in the system to allow students to demonstrate learning in many ways, as well as ensuring that sufficient resources are available to meet the needs of all students, will also be important areas of focus in the years ahead. No doubt this will be hard work and require a great commitment of time, effort and resources. The future of our state depends upon our ability and our willingness to make the commitment.





Executive Summary

Kansas educators and Kansas schools faced many challenges in the 2004-05 school year.

Financing Kansas Education

For the first time in four years, Kansas schools received a sizable infusion of new money. In March the Legislature passed a sizeable school finance package which Governor Kathleen Sebelius signed. However, in June the Kansas Supreme Court declared the Legislature's funding inadequate and ordered them to increase the total funding by July 1.

As the summer dust settled, the changes to financing Kansas public education were contained in four pieces of legislation. Combined, the bills appropriate an additional \$289.5 million in state funds for school year 2005-06. The breakdown includes \$261.8 million in increased state aid to schools, and \$27.7 million in potential local option budget property tax relief for qualifying school districts. The funding helped schools across the state to breathe a sigh of relief and move ahead with the business of educating our children, coordinating the staff and administration, and planning for the opening of school in the fall of 2005.

Student Performance

Kansas students continued to post high performance results from grade school through high school and on national college entrance exams. This speaks volumes regarding our students' dedication, our teachers' commitment, and our schools' success.

- In reading assessments, fifth and eighth grade students neared the 80 percent mark in students performing in the top three performance levels (proficient, advanced, or exemplary), 11th graders had 64.1 percent of those taking the assessment scoring in the top three performance levels.
- In mathematics, students again posted one-year gains in all three grade levels tested. Fourth grade students achieving in the top three performance levels increased by 4.7 percent; eighth grade students increased by 3 percent; and 10th grade students increased by 1 percent.
- In science assessments, students posted modest gains over 2003 scores. Fourth grade students achieving in the top three performance levels increased by 4 percent; eighth grade and 10th grade students each increased by 3 percent.

- In history/government assessments, formerly called social studies, students improved the number of students performing in the top three performance levels at approximately 4 percent at fourth, eighth and 10th grade levels. The assessment was last given in 2003.
- In college entrance exams 75.7 percent of Kansas' graduating seniors took the ACT, making Kansas one of 13 states where 70 percent or more graduating seniors take the exam. Kansas' composite score of 21.7 on a scale from 0 to 36, was the second highest composite score.
- Nine percent of Kansas' graduating seniors took the SAT in 2005. Scores on the verbal and the math portion of the 2005 SAT exam were up from 2004.

The corresponding news that the achievement gap continues to narrow at the elementary and middle school levels is clearly a result of our students' determination and our teachers' commitment.

An indication of the gains students are making on state assessments is reflected in the number of schools achieving the standard of excellence. The number of buildings reaching the standard of excellence is up in all subjects and in all but one grade level. Over the five-year period, in most cases, the number of schools reaching standard of excellence have doubled and tripled in all grades and subject matter.



Executive Summary

The improvement in performance was also evident in NCLB. In its third year of compliance:

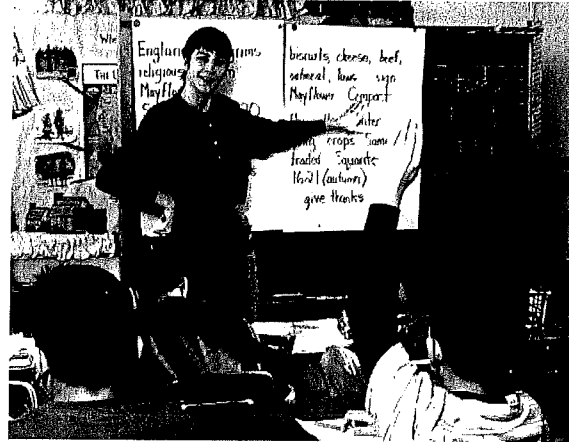
- 91 percent of Kansas schools made adequate yearly progress (AYP);
- 19 additional schools joined the list of schools that did not make AYP;
- 15 Kansas Title 1 schools were placed on improvement; and
- 6 Kansas school districts remained on improvement.

(Title 1 schools and districts are placed on improvement when they do not make AYP for two consecutive years.)

The Future is Now

Overall, the academic performance of Kansas students is good—achievement is high, performance gaps are narrowing, and the state continued to keep pace with the rest of the nation on national measures.

As the number of assessments by subject and grade levels increase, Kansas will need to be diligent to maintain the pace of achievement. Again, the untiring forces of our students' determination, our teachers' commitment, our schools' perseverance, and our public's support will create the momentum to maintain our success rate.





National Tests

In 2005, Kansas students maintained their competitive edge and continued to perform well on the ACT and SAT college entrance examinations.

The ACT and SAT are two of many measures used to compare Kansas students' performance with that of other students across the country. A high percentage of graduating seniors choose to take the ACT while a smaller percentage of Kansas students take the SAT. In 2005, 75.7 percent of Kansas' graduating seniors took the ACT, making Kansas one of 13 states where 70 percent or more graduating seniors take the exam. Kansas' composite score of 21.7 on a scale from 0 to 36, was the second highest composite score. The national composite score of 20.9 remained unchanged.

In addition, Kansas students topped national averages in each of the subscale scores for English, math, reading and science reasoning. A gap in performance between students eligible for national school lunch program and those not eligible, as well as between majority and minority students, those populations in Kansas still outscored similar students around the nation.

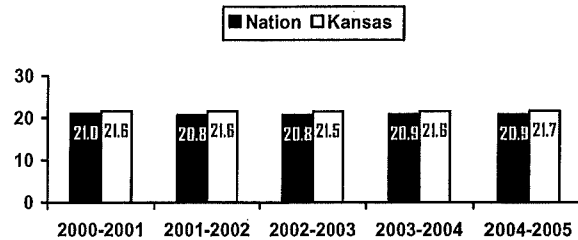
Unchanged in Kansas is the 66 percent of students who indicated they had completed "core or more" coursework, which is defined as a typical college preparatory program and matches the qualified admissions requirements for Kansas Board of Regents schools.

Statistically, students who complete "core or more" coursework score better on the exam.

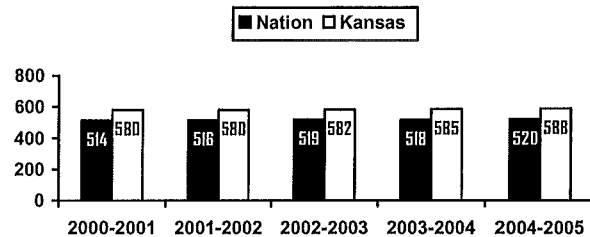
Traditionally, fewer Kansas students participate in the SAT college entrance examination, primarily because it is used for admission and scholarship programs for colleges and universities outside the Midwest. Nine percent of Kansas' graduating seniors took the SAT in 2005. Scores on the verbal portion of the 2005 SAT exam were up from 578 to 585 from 2004, and up from 585 to 588 in the math portion of the exam.

Nationally, the average score on the verbal portion of the exam held at 508 and increased from 518 to 520 in the math portion of the exam. The highest score possible on both portions of the test is 800.

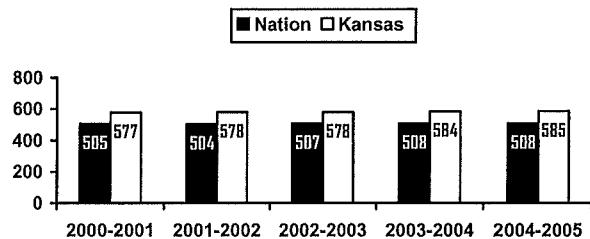
ACT Composite Scores, 2000-2005

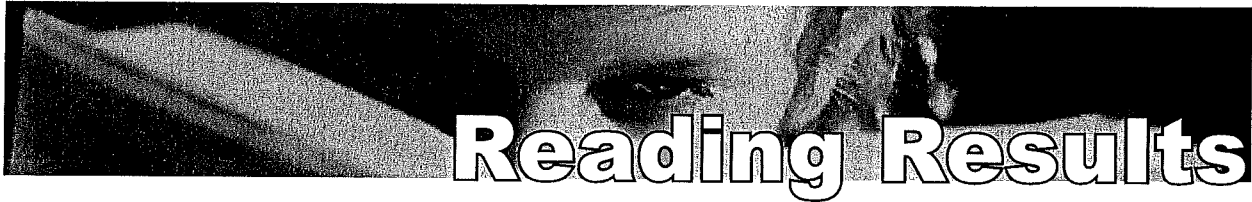


SAT Mathematics Scores, 2000-2005



SAT Verbal Scores, 2000-2005





Reading Results

Scores on the Kansas Reading Assessment increased significantly at all grade levels for the third consecutive year. Over the five-year period students have steadily posted improving scores in the top three performance levels (proficient, advanced, or exemplary).

Fifth Grade:

- 77.6 percent of students performed at the top three performance levels, increasing more than five percentage points from 2004 and 10.1 percentage points since 2001;
- 66.8 percent of students with limited English proficiency performed at the top three performance levels, representing a 13.9 percentage point increase since 2004, and a 47.6 percentage point increase since 2001; and
- Students with disabilities showed improved reading assessment scores by 7.4 percentage points in 2004 and 32.6 percentage points since 2001.

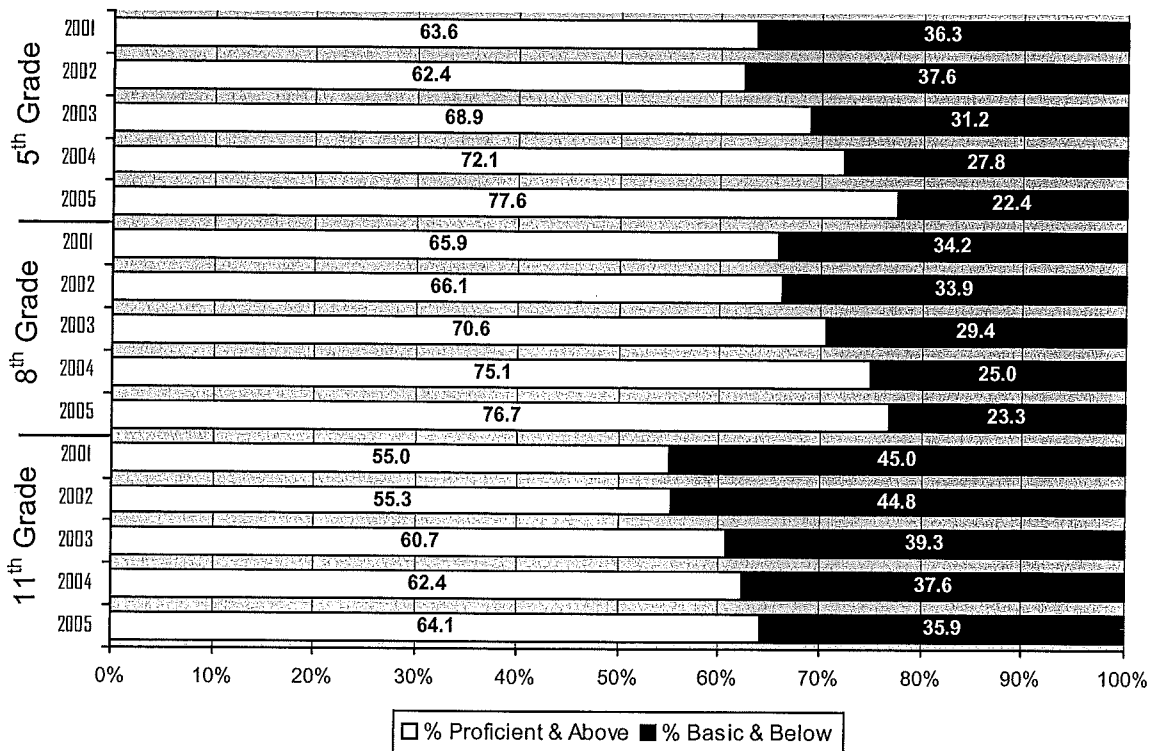
Eighth Grade:

- 76.7 percent of students performed at the top three performance levels, increasing 1.6 percentage points since 2004, and 6.5 percentage points since 2001;
- 59.9 percent of students with limited English proficiency performed at the top three performance levels, posting a 2.4 percentage point increase from 2004, and 40.6 percentage point increase since 2001;
- Students with disabilities showed improved reading assessment scores by 3.7 percentage points over 2004 and 29.1 percentage points since 2001.

Eleventh Grade:

- 64.1 percent of students performed at the top three performance levels, an increase of 1.7 percentage points from 2004, and more than 6.1 percentage points from 2001;

READING SCORES 2001-2005
All Students



Reading Results

- 51.6 percent of students with limited English proficiency performed at the top three performance levels, posting a 17.3 percentage point gain over 2004; and an overall improvement of 37.4 percentage points since 2001.
- Students with disabilities showed improved reading assessment scores of 4.2 percentage points over 2004, and an overall improvement of 20.2 percentage points since 2001.

There continues to be a disparity in performance between ethnic groups. However, the gap in performance between white students and African American and Hispanic students has narrowed in almost all cases. The exception is at the high school level, where the percentage of white students in the top three performance levels has increased by 1.3 percentage points from the previous year and African American performance has also increased by 2.2 percentage points in one year. In grade five the performance gap between white students and African American students has narrowed by 1.5 percentage points and the performance gap between white students and Hispanic students has decreased by 3.7 percentage points. In the eighth grade, the gap in performance between white students and African American students has narrowed by 2.4 percentage points, while the performance gap between white students and Hispanic students remains almost even.

Since 2001, the performance gap between white students and African American students has narrowed by 12.4 percentage points in the fifth grade and by 12.7 percentage points in the eighth grade. By the 11th grade, the performance gap between white students and African American students has decreased to just 3 percentage points. The difference between white students and Hispanic students has narrowed by 2.8 percentage points in the fifth grade since 2001 and by almost 14.1 percentage points in the eighth grade. In the 11th grade, the performance gap between white students and Hispanic students has narrowed by 14 percent.

Differences in performance are also evident among students eligible for National School Lunch programs as compared to those who are not eligible. Students ineligible for the National School Lunch programs perform significantly higher than those who are eligible. The difference in performance is 16.5 percentage points in the fifth grade, 20.2 percentage points in the eighth grade, and 21 percentage points in the 11th grade. Since 2001 the performance gap between those who are eligible for the lunch programs and those who are not has narrowed by 9.8 percentage points in the fifth grade, by 4.6 percentage points in the eighth grade and by .9 percentage points in the 11th grade.





Mathematics Tests

Mathematics assessment scores increased in all grades and across all socio-economic, racial and ethnic groups in 2005. Over the five-year period, students have posted improving scores in the top three performance levels (proficient, advanced or exemplary).

Fourth grade:

- Student assessments increased 4.7 percentage points over 2004. Overall assessment results are down 15.6 percentage points since 2001.
- Students with disabilities improved scores by 6.1 percentage points from 2004, and more than 28.7 percentage points since 2001.
- Students with limited English proficiency (LEP) also improved scores by 3.1 percentage points in one year and 25.3 percentage points over 2001.

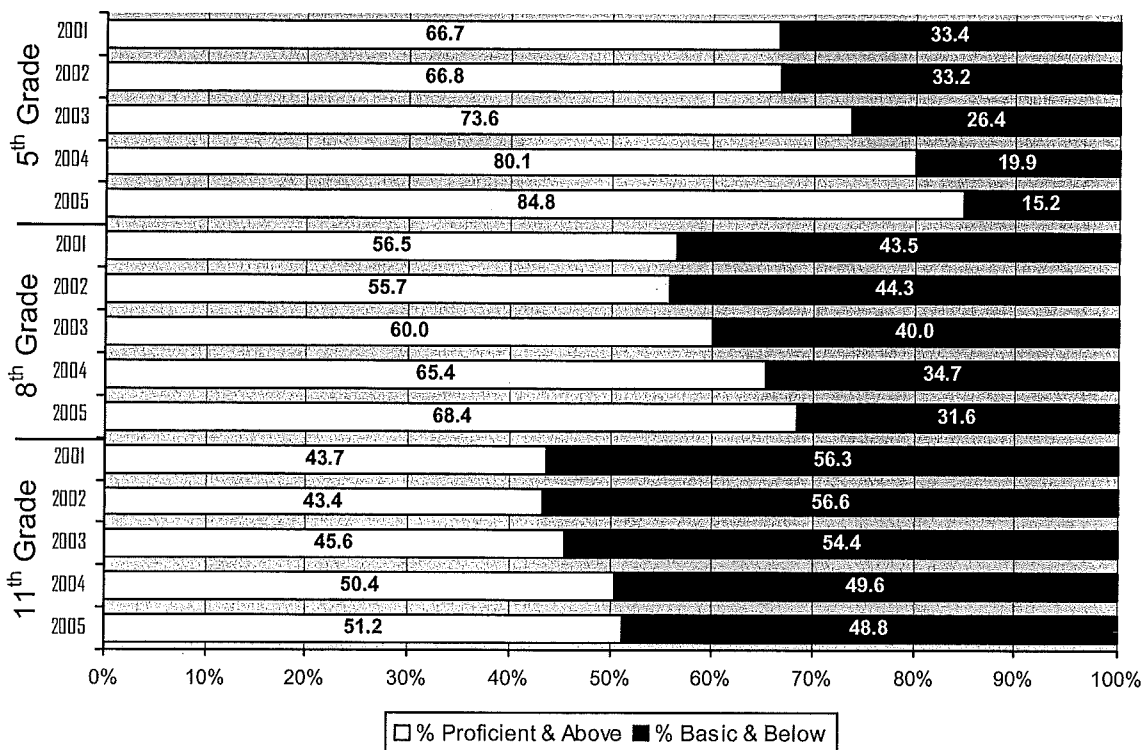
Seventh grade:

- Student assessments increase 3.0 percentage points over 2004, and decreased 8.5 percentage points from assessments in 2001.
- Students with disabilities improved scores by 4.3 percentage points over 2004, and 18.6 percentage points over 2001.
- Students with LEP increased 6.5 percentage points in one year and 24 points from 2001.

Tenth grade:

- Student assessments increased less than 1 percent over 2004, and showed a total decrease of 4.6 percentage points over 2001.
- Students with disabilities increased scores by 2.2 percentage points over the previous year, and 11.5 percentage points over 2001.
- Students with LEP showed a one-year decrease of 2.1 percentage points and a decrease of 7.8 percentage points over five years.

MATHEMATICS SCORES 2001-2005 All Students



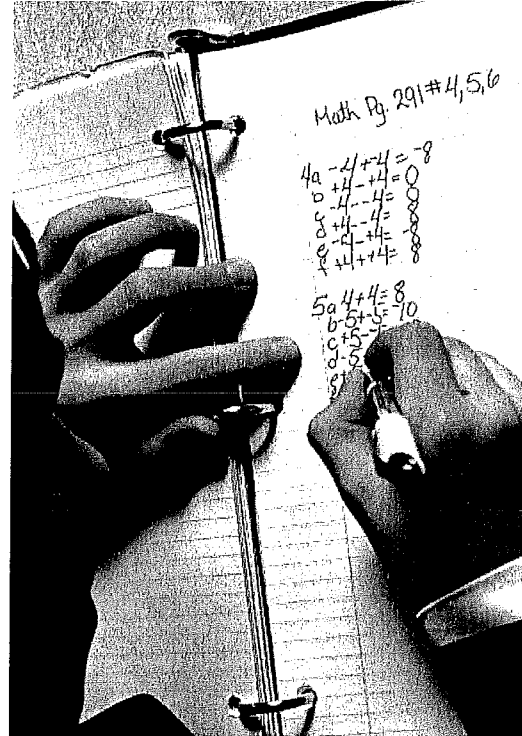
Mathematics Results

Mathematics scores among all racial and ethnic groups improved again in 2005. African American and Hispanic students had greater increases than white students, creating a narrowing of the achievement gap in most instances. The gap between white and African American fourth grade students has narrowed by 3.2 percentage points in one year and by 7.8 points over five years.

In seventh grade, the gap closed by .2 percent since 2004 and to 9.8 percentage points over five years. Among 10th grade students, the gap has narrowed 3.2 percentage points. Performance between white students and Hispanic students has narrowed by 1.5 percentage points among fourth grade students, and by more than 10.5 percentage points over five years. At the seventh grade level, the gap is closing more rapidly, by 2.9 percentage points since 2004 and decreased to 8.7 percentage points since 2001.

At the 10th grade, the achievement gap between white students and Hispanic students has narrowed to less than one percentage point in a year and remains at less than one percentage point over five years.

The same positive results were seen among students eligible to participate in National School Lunch Programs, except those among the high school level. The achievement gap between students who are not eligible for the lunch programs and those who are eligible decreased by 6.3 percentage points among fourth grade students, and by 5.0 percentage points among seventh grade students. At the 10th grade, the achievement gap increased by 1.8 percentage points. Since 2001 the gap between those eligible for National School Lunch programs and those who are not eligible has narrowed more than 5.9 percentage points at the fourth grade. At the seventh grade level, the gap widened by 12.4 percentage points, and in the 10th grade, the gap widened by 6.9 percentage points.



History/Government Results

The improvement trend noticeable in the 2005 state reading, math and science assessments was also seen in the history/government assessment. Over the five-year period, students have posted improving scores in the top three performance levels (proficient, advanced or exemplary). History/government assessments were last taken by Kansas students in 2003.

Sixth grade:

- Student assessments increased 4 percentage points over 2003.
- Students with disabilities improved scores by 7.5 percentage points from 2003.
- Students with limited English proficiency (LEP) improved 1.5 percentage points in two years.

Eighth grade:

- Student assessments increase 3.9 percentage points over 2003.
- Students with disabilities improved scores by 10.2 percentage points over 2003.
- Students with LEP increased less than one percentage point in two years.

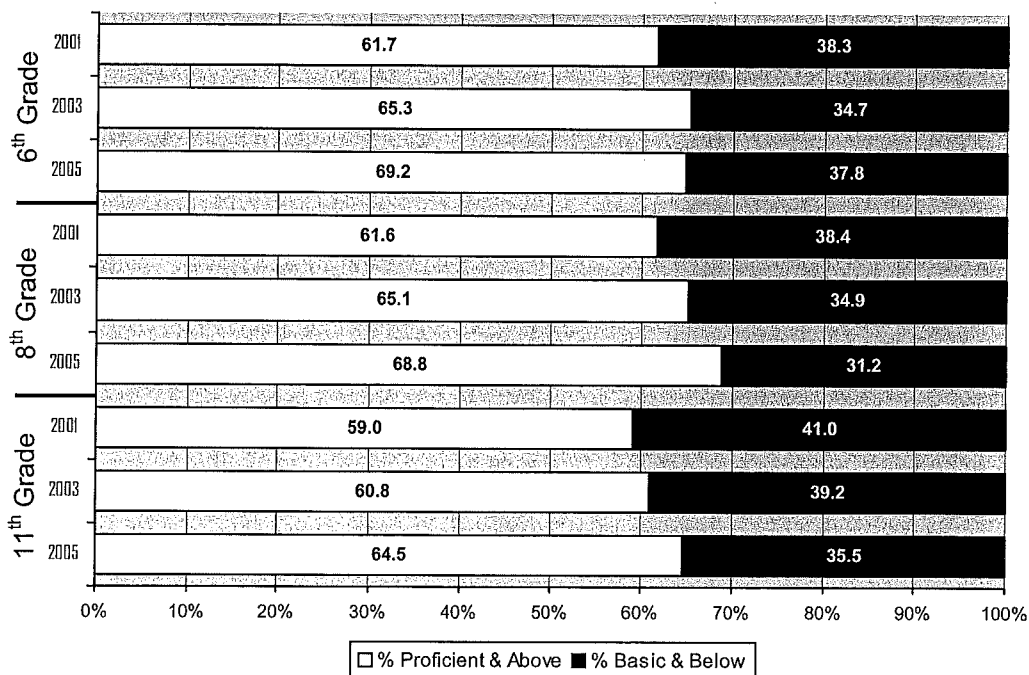
Eleventh grade:

- Student assessments increased less than 3.9 percent over 2003.
- Students with disabilities increased scores by 12.1 percentage points over the previous year.
- Students with LEP showed a two-year increase of only 1.1 percentage points.

Performance among minority students at the top three performance levels also was up in nearly all cases. On the sixth grade history/government assessment, the percent of African American students performing at the proficient level or above increased by 5 percentage points from 2003. Hispanic students increased by 5.3 percentage points while white students improved performance at the top three levels by 4.4 percentage points. Among eighth grade students, 5.2 percent more African American students performed in the top three performance levels than in 2003. Hispanic eighth graders saw an increase of 7.0 percentage points in the percent of students at proficient or above and white students increased the percent of students at the top three performance levels by 4.2 percentage points. On the 11th grade history/

HISTORY/GOVERNMENT SCORES 2001-2005

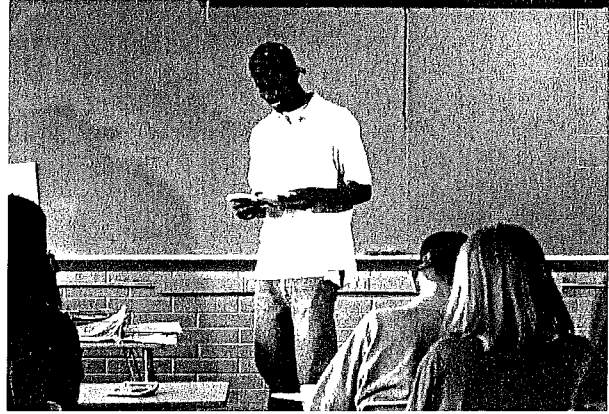
All Students



History/Government Results

government assessment, African American students increased the percent of students performing at the proficient level or above by 3.9 percentage points. Hispanic students experienced an increase of 3.9 percentage points in the percent of students in the top three performance levels. White students increased by 4.5 percentage points the percent of students at proficient or above.

Performance on the history/government assessment among students eligible for free or reduced price lunch programs was down at all grade levels. In all cases, the performance gap is increasing. Sixth grade students eligible for National School Lunch programs decreased by the percent of students performing at the top three levels by .5 percentage points from 2003. Eighth grade students eligible for National School Lunch programs decreased performance by .3 percentage points. On the 11th grade history/government assessment, students eligible for National School Lunch programs decreased the percent of students at proficient or above by .5 percentage points from 2003.





Scores on the Kansas science assessment were up in all three grade levels in 2005. Over the five-year period, students have posted improving scores in the top three performance levels (proficient, advanced or exemplary). Science assessments were last taken by Kansas students in 2003.

Fourth grade:

- Student assessments increased 4 percentage points over 2003 and total of 10.1 percentage points over 2001.
- Students with disabilities improved scores by 9.2 percentage points from 2003, and more than 22.2 percentage points since 2001.
- Students with limited English proficiency (LEP) also improved scores by 2.8 percentage points in one year and 4.8 percentage points over 2001.

Seventh grade:

- Student assessments increase 3.0 percentage points over 2003, and 6.3 percentage points over assessments in 2001.
- Students with disabilities improved scores by 8.7 percentage points over 2003, and 19.8 over 2001.

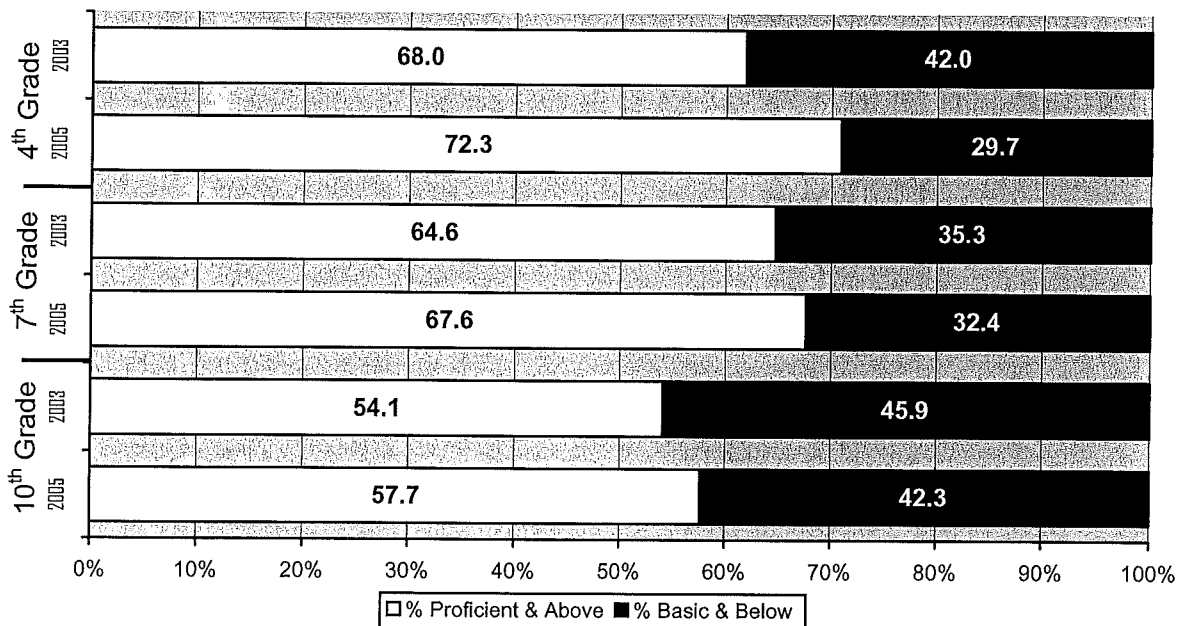
- Students with LEP increased 1.6 percentage points in one year and 9.9 points from 2001.

Tenth grade:

- Student assessments increased more than 3 percentage points over 2003, and showed a total increase of 17.3 percentage points over 2001.
- Students with disabilities increased scores by 4.5 percentage points over the previous year and 18.1 percentage points over 2001.
- Students with LEP showed a one-year decrease of 4.1 percentage points and 2.7 percentage points over five years.

The performance of minority students also improved from 2003. African American students performing in the top three levels on the fourth grade assessment increased 8.9 percentage points, while performance among Hispanic students rose 6.3 percentage points. White students in the top three performance levels increased 8.6 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 4.8 percentage points. Hispanics increased performance in the top three levels by 7.1 percentage points and white

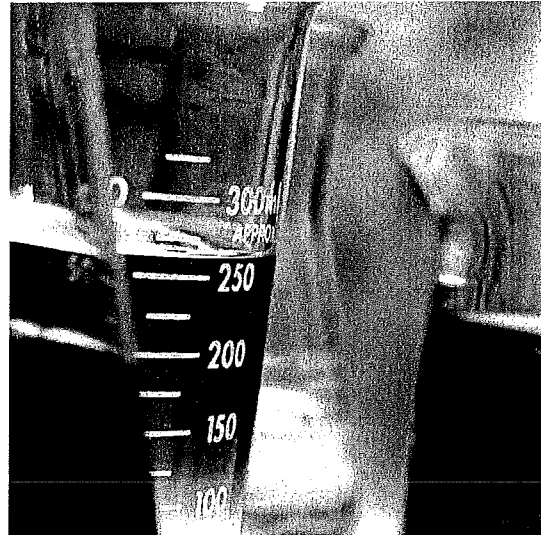
SCIENCE SCORES 2002-2005
All Students



Science Results

students saw an increase of students in the top three performance levels of 3.7 percentage points. In the 10th grade, African American students increased the percent of students in the top three performance levels by 7.7 percentage points, while Hispanic students increased by 4.2 percentage points. White students saw an increase of 4.8 percentage points.

On the science assessment, students who are not eligible for National School Lunch programs continued to outperform students who are eligible for the programs, 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 more than 2 percentage points since 2003, dropping from 27.8 to 25.5. On the seventh grade assessment, the gap has narrowed by 1.3 percentage points, from 29.6 to 28.3 percent. The 10th grade gap in performance increased by only one-tenth percentage point over 2003. There was a 5.2 percent increase in the percent of eligible students performing in the top three levels and an increase of 5.3 percent of non-eligible students.





Kansas schools improved their performance toward the goals of the federal No Child Left Behind (NCLB) legislation in 2004-05, the third year in which states were required to implement the provisions of the legislation.

NCLB requires states to publish a state and district report card; calculate adequate yearly progress (AYP) for all schools, school districts and the state; and determine the number of schools on improvement. In 2004-05 just 15 Kansas Title I schools were on improvement, compared to 32 schools the previous year. Seven school districts were on improvement, the same number as the previous year. Title I Schools and districts are on improvement when they do not meet AYP for two consecutive years.

In 2004-05, the state as a whole did not meet AYP.

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 the goal 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 or English proficiency; or any group of 40 or more students with special needs. Improvements in attendance and graduation rates among the all-student population are also necessary to make AYP.

Ninety-one percent of Kansas schools made AYP in 2004-05, a decrease of 19 schools from the previous year. 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 2004-05, there were 201 districts and 978 schools that met AYP through this method.

Another method for making AYP employs the use of confidence levels. This method is used as a means of verifying the data, particularly when the performance of a small group of students is being considered. Since small numbers can skew data, a statistical measure, known as a confidence level, is applied to the data for the group to ensure that the results are accurate. In 2004-05, 69 districts and 261 schools made AYP after confidence levels were applied to their data.

The final method for determining AYP is known as "safe harbor." Safe harbor can be applied wherever a subgroup of students 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 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 at proficient or above on reading and mathematics assessments increased by at least 10 percent or more from the previous year. In 2004-05, five districts and nine schools met AYP through the safe harbor method.

Title I schools and districts that do not make AYP for two consecutive years are placed on improvement. That means they will be provided technical assistance from the State Department of Education to improve performance in the areas that are causing them to fall below AYP measures.

These results can be viewed in detail on the building, district and state report cards released by the Kansas State Department of Education in October 2005. The online report cards are available on the KSDE website, 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.

Schools & Districts Making AYP 2004-05

	Schools	Districts
Met Annual Targets	978	201
Through Confidence Levels	261	69
Through Safe Harbor	7	5



Attendance Rates

Student attendance rates in Kansas remain high in 2005. At 95.1 percent, attendance rates are down one-tenth of a percent from 2004. Attendance rates are also high among ethnic and socio-economic groups, with the largest increase seen among African American students whose attendance rate increased 2.1 percent.

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 at 90 percent or better, or an improvement standard has 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 for the past five years disaggregated by gender, students eligible for free or reduced price lunch programs and ethnicity/race.

Average Student Attendance Rates 2001-2005

	2001	2002	2003	2004	2005
Males	95.0	95.0	94.9	95.3	95.1
Females	94.9	94.8	94.8	95.0	95.0
Free/Reduced	93.4	93.5	93.2	93.6	93.6
Special Education	93.1	92.4	93.2	93.8	93.5
White	95.2	95.2	95.2	95.5	95.4
African American	93.4	93.5	93.2	93.3	95.4
Hispanic	94.0	94.0	94.0	94.3	94.4
Native American	93.0	92.6	92.5	93.4	93.1
Asian/Pacific Islander	95.9	96.1	96.0	96.2	96.3
Total	94.9	94.9	94.9	95.2	95.1

Graduation & Dropout Rates

Graduation rates in Kansas were at an all-time high in 2005 at 89.1 percent. This is an increase of 1.5 percent since 2004 and 3.9 percentage points since 2001.

Increases occurred among all ethnic and socio-economic groups with the largest increase of 8.9 percentage points in the African American population.

In 2005, 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 freshman). The number of non-traditional graduates (those who earn a GED or graduate in more than four years) is then subtracted from the total. The number is then divided into the total number of traditional graduates. That number is then multiplied by 100 to arrive at the graduation rate.

In 2005 the state's dropout rate reached its lowest level in more than five years at 1.4 percent. The rate dropped among all populations. African Americans saw the largest one year decrease among ethnic groups at six-tenths of a percentage point. Since 2001 the dropout rate among Hispanics is down 2.3 percentage points. Special education students saw a one-year decrease of five-tenths of a percentage.

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.

Graduation Rates 2001-2005

	2001	2002	2003	2004	2005
Males	83.5	83.9	84.8	86.2	87.3
Females	87.0	87.5	88.8	89.0	90.9
Free/Reduced	73.0	73.8	75.6	78.2	81.6
Special Education	78.2	80.3	82.4	86.5	86.8
White	88.1	88.8	89.2	90.1	90.9
African American	72.3	71.2	75.5	76.3	81.2
Hispanic	63.4	65.5	69.5	72.1	77.9
Native American	72.0	74.8	77.9	80.7	79.9
Asian/Pacific Islander	88.1	86.6	89.8	90.9	92.0
Total	85.2	85.7	86.7	87.6	89.1

Dropout Rates 2001-2005

	2001	2002	2003	2004	2005
Males	2.3	2.2	1.8	1.8	1.6
Females	1.8	1.8	1.3	1.3	1.2
Free/Reduced	2.8	2.7	2.1	1.6	1.4
Special Education	2.2	2.3	1.9	1.9	1.4
White	1.7	1.7	1.3	1.2	1.2
African American	3.5	3.5	2.6	3.1	2.5
Hispanic	4.7	3.7	3.1	2.8	2.4
Native American	3.7	3.5	2.5	2.6	2.3
Asian/Pacific Islander	1.5	1.6	1.3	1.7	.9
Total	2.1	2.0	1.6	1.5	1.4



School Violence

Kansas schools recorded a small decrease in the number of violent acts in 2005, and overall, violence against students and teachers in Kansas schools remains extremely low. Over the past five years, violent acts against students have steadily declined, while the percentage of violent acts against teachers have remained the same. The greatest increase in the number of violent acts against students in the previous year was two-tenths of a percentage point among Asian/Pacific Islander students. Almost all populations saw small decreases last year in the number of violent acts against students of all races. The largest decrease in violent acts against came in the Native American group.

The accompanying charts detail 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.

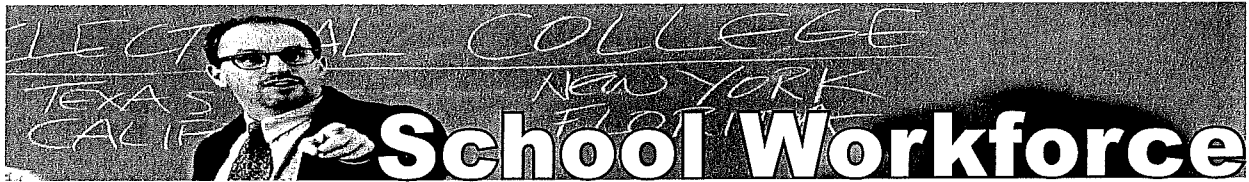
Violent Acts Against Students 2001-2005

	2001	2002	2003	2004	2005
(per 100 students)					
Males	2.28	2.05	2.09	2.1	2.03
Females	0.75	0.65	0.71	0.73	.69
Free/Reduced	2.84	2.35	2.41	2.33	2.35
Special Education	3.7	3.3	3.05	2.9	2.71
White	1.12	1.09	1.13	1.12	1.1
African American	4.72	3.48	3.55	3.54	3.52
Hispanic	2.37	1.88	1.84	1.96	1.71
Native American	2.33	1.97	2.62	2.38	1.85
Asian/ Pacific Islander	0.73	0.54	0.64	0.59	.61
Total	1.54	1.37	1.42	1.44	1.38

Violent Acts Against Teachers 2001-2005

	2001	2002	2003	2004	2005
(per 100 students)					
Males	0.23	0.21	0.18	0.21	0.22
Females	0.05	0.05	0.05	0.06	0.06
Free/Reduced	0.29	0.26	0.24	0.27	0.26
Special Education	0.69	0.62	0.53	0.57	0.58
White	0.11	0.1	0.09	0.09	0.1
African American	0.55	0.49	0.43	0.58	0.59
Hispanic	0.1	0.11	0.07	0.1	0.06
Native American	0.26	0.12	0.23	0.3	0.16
Asian/ Pacific Islander	0.07	0.04	0.05	0.02	0.04
Total	0.14	0.13	0.12	0.14	0.14





It takes a lot of dedicated people to keep Kansas schools running. In fact, it takes more than 63,000 caring, committed administrators, teachers, assistants, and support personnel to keep our schools operating each day. Here's a look at the breakdown....

School Based Instruction

In 2004-05 a total of 32,588 (FTE) teachers were employed in Kansas' K-12 public schools. Classroom teachers made up 51 percent of all school employees.

There were 7,108 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 1,709 principals and assistant principals in Kansas public schools in 2004-05 made up nearly .03 percent of school employees.

Teachers, teacher assistants and principals combined made up 62 percent of all public 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 24,526 people who did this work in 2004-05 made up 38 percent of public school employees. Of those employees, 1,176 served as directors, supervisors and coordinators of these services.

Guidance counselors, school psychologists, social workers, audiologists, speech therapists, school nurses and other professionals play a vital role in our schools. There were 3,098 of these professionals working in our schools in 2004-05, comprising .05 percent of public school employees.

There were 926 central office administrators, managers, curriculum specialists and other directors setting policies and directing operations for local schools in 2004-05. These superintendents, assistant superintendents, school business officials and directors of district-wide programs made up .016 percent of school employees.

Who is Teaching in Kansas Schools

Kansas schools started the 2004-05 year with nearly 176 vacancies, with the majority in special education, mathematics and elementary music. 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 2004-05, there were 16,303 classroom teachers in Kansas who held advanced degrees.

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

Of the 32,588 teachers in Kansas public schools in 2004-05, approximately 1 percent were pre-kindergarten teachers, 39 percent were elementary teachers, 17 percent were middle school/junior high teachers, 30 percent were high school teachers, and 13 percent were special education teachers.

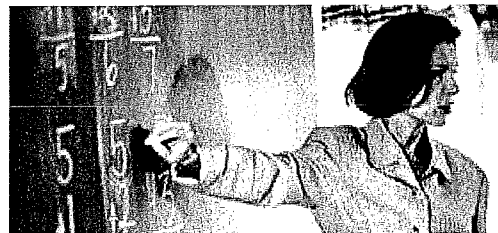
Within the 2004-05 Kansas teaching force, 26.1 percent were male and 73.4 percent were female. Approximately 95.8 percent of teachers were white, 1.8 percent were African American, 1.5 percent were Hispanic, and fewer than 2 percent were Asian or Native American.

The average teacher salary in Kansas in 2004-05 was \$39,175 compared to the national average of \$47,808. This ranked Kansas 41st in the 50 states in terms of average teacher salary.

More than 35 percent of Kansas teachers leave the profession in the first five years of practice.

Approximately 90 percent of personnel were returning teachers, 4 percent were new teachers and 4 percent came from other schools within the state. Just 1 percent of teachers came from outside the state.

Approximately 52 percent of the certified personnel in Kansas schools in 2004-05 were over age 45 and 37 percent were over age 50.





Profiles in Kansas Education

The effects of the federal No Child Left Behind Act (NCLB) continue to influence the practices of schools, districts and the Kansas State Department of Education (KSDE). Schools and districts must meet state-wide goals in attendance and graduation. In an effort to close gaps, the law expects all student subgroups—like students with disabilities, students receiving subsidized lunches, and various ethnic groups—to meet the same rising levels of proficiency.

For 2006, NCLB requires that all grades from 3 through 8 be tested in reading and math. The number of state assessments will more than double.

Entering its fifth year, several features of NCLB remain controversial. Like all student subgroups, students with disabilities and English-language learners must achieve 100-percent proficiency by 2014. Schools with high numbers of disadvantaged students may face sanctions even if their students show relatively high rates of academic growth.

Parts of the law will probably be changed when it faces re-authorization in 2007, but data-intensive accountability is likely to remain.

In order to comply with NCLB, the schools, districts and KSDE had to gather new categories of data, as well as build a new data system. The cornerstone of the new system is the Kansas Individual Data on Students (KIDS). Because it allows students to be followed over time, the effects of differing school conditions and programs will be easier to measure. While data analysis is becoming more complex, the data used to evaluate schools and districts are also becoming much more accurate.

Despite increasing rates of poverty and disability, Kansas students continue to show academic progress. Consider these trends: the percentage of Kansas students receiving free or reduced lunches—39 percent—is more than 10 points higher than it was in 1994. In the last five years, the increases have been from those receiving free lunches: in other words, those at a more severe level of poverty. Over the same period, the proportion of Kansas students classified as having a disability has nearly doubled—from 7 percent in 1994 to 13 percent today. English-language learners now comprise 5 percent of Kansas' students. Despite these increasing disadvantages, most Kansas students have made yearly advances on state assessments, and NCLB.

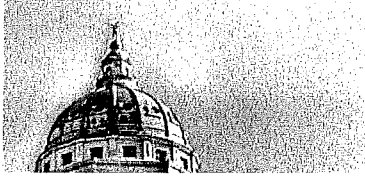
On the National Assessment of Educational Progress (NAEP), a national test for comparing states, Kansas 4th graders did show a 4-point decline between the 1998 and 2003 tests. But with the 2005 exam, this decline ended and Kansas' 4th graders held a 4-point advantage over the national reading average. In math, 4th graders have made consistent improvements, with a gain of 12 points from 1998 to 2005. Over the same period, 8th graders have maintained their 9-point advantage over the national average. When taking student trends into account, Standard and Poor's identified Kansas as one of a small number of states that outperformed others in math (see "Leveling the Playing Field 2005: Identifying Outperforming and Underperforming States on the NAEP in Demographic Context").

There are other notable demographic changes. From 1994 to 2005, whites have declined from 84 to 74 percent of Kansas students, while Hispanics have increased from 5 to 12 percent. African-Americans have been stable at 8 percent, and multi-ethnic students, at least since they've been counted in the last 3 years, have increased from 1 to 3 percent.

**2002-2005
Average Yearly Improvement
in Percent Scoring at Proficient or Above**
(rounded percentage points)

	Grades		
	5 th	8 th	11 th
Reading			
All Students	5	4	3
Free/Reduced	7	5	4
Special Education	8	6	4
African American	8	7	3
Hispanic	9	6	4

	Grades		
	5 th	8 th	11 th
Mathematics			
All Students	6	4	3
Free/Reduced	8	6	3
Special Education	9	5	4
African American	10	6	2
Hispanic	8	8	2



Legislation

For the most part, the 2005 Legislative Session began with education on rocky footing just as in the previous two sessions. One week prior to the opening of the session the Kansas Supreme Court issued an opinion that the public school finance system in Kansas was unconstitutional because the legislature had failed to fund it properly. In its unanimous decision, the Court gave lawmakers 100 days, or until April 12, 2005, to fix the problems and increase funding to schools.

The Court's call to action followed six years of discourse based on a 1999 lawsuit by parents and administrators in the Dodge City and Salina school districts who sued the state, arguing that Kansas provides too little money to its schools and distributes the money unfairly, hurting poor and minority students. In 2001, Shawnee County District Court Judge Terry Bullock dismissed the lawsuit, only to have the Kansas Supreme Court reverse the decision, and order a trial in the fall of 2003. In December 2003, Bullock issued a preliminary order calling the school finance formula unconstitutional based on both adequacy and equity, and ordered the Legislature and executive branch to fix the flaws.

The Legislature chose a wait-and-see attitude during the 2004 Session, hoping the Court might rule on the appeal of Judge Bullock's final order before they attempted to make changes in the school finance system. In the end, funding remained stagnant, and no changes in funding of public schools occurred during 2004. The January 2005 ruling by the Supreme Court gave educators hope that the 2005 legislative session would have a more positive outcome.

By March 30, the Legislature passed a \$142 million school finance package, and Governor Kathleen Sebelius sent the new law to the Court for review in April. In early May, the Supreme Court allowed attorneys to file arguments regarding the Legislature's plan to determine if the package satisfied the Jan. 3 ruling.

On June 3, the Justices declared the Legislature's package inadequate and ordered them to increase the total package to \$285 million by July 1. Governor Sebelius called legislators to Topeka for a Special Session beginning June 22, just eight days before the July 1 deadline given by the court.

Summary of Legislation

Following is a summary of legislation affecting K-12 schools enacted during the 2005 Session and the ensuing 2005 Special Session.

As the dust settled in early July, the changes to financing Kansas public education were contained in four pieces of legislation, HB 2247, HB 2059, SB 43, and House Substitute for SB 3 (2005 Special Session). Combined, the bills appropriate an additional \$289.5 million in state funds for school year 2005-06. The breakdown includes \$261.8 million in increased state aid to schools, and \$27.7 million in potential local option budget property tax relief for qualifying school districts.

Changes in the School Finance Formula

The 2005-06 school year will record a Base State Aid Per Pupil (BSAPP) increase of \$394 per student, from \$3,863 to \$4,257. Two amounts factored into the BSAPP based on the increases resulting from the passage of HB 2247 in late March and the second infusion of money in the Special Session through House Substitute for SB 3. In addition, new legislation establishes a public policy goal that 65 percent of money provided by the state be used for classroom or instructional purposes and that all money derived from the \$35 increase in BSAPP under House Substitute for SB 3 be used for classroom or instructional purposes.

Correlation weighting was restored; the threshold at which school districts qualify decreased from 1,725 to 1,662 for the 2005-06 school year.

At-risk weighting of pupils increased from 0.10 to 0.193.

The amount of state aid for the provision of special education and related services increased from 81.7 to 89.3 percent for the 2005-06 school year, and from 89.3 percent to 92 percent for the 2006-07 school year and thereafter.

The school district Capital Outlay state aid fund is based on the amount of the assessed valuation per pupil and a formula that equalizes schools at the 8 mill levy limit. If the district has already adopted a higher mill levy prior to the effective date of the bill, the 8 mill limit is not applicable.

Legislation

Local Option Budget (LOB) maximum authorization increased from 25 percent to a maximum 27 percent in school year 2005-06; to 29 percent in school year 2006-07; and to 30 percent in school year 2007-08, and thereafter. For school year 2005-06, the increase in the LOB is not subject to publication, protest, or election for USD's with a 25 percent LOB in 2004-05.

The definition of declining enrollment is clarified. Declining enrollment weighting is applicable to a school district that has lost students during the preceding three school years by 15 percent per year, or by at least 150 students per year. Qualifying districts must have adopted a local option budget that is equal to the state prescribed percentage. Eligible school districts could appeal to the State Board of Tax Appeals for permission to levy a property tax for up to two years.

Bilingual education weighting increased from 0.2 to 0.395 for school year 2005-06 and thereafter.

Tax increment financing requires that county clerks delete from the assessed valuation of any school district the amount of property within a redevelopment district with respect to general state aid, supplemental state aid, and the School District Capital Improvement Program.

The federal impact aid deduction decreased from 75 percent to 70 percent.

Policies Affecting Student Counts

Policies affecting the September 20 student count date include: not counting a foreign exchange student unless that student enrolled for at least one semester or two quarters; and, not counting an out-of-state student unless the receiving school district has entered into an agreement with the sending state for payment of tuition, or the district has applied to the State Board of Education which has authority to approve hardship applications. Hardship applications are granted in cases when the student has a parent who is an employee of the school where the student is enrolled, a student whose parent has paid taxes on real property in Kansas during the current or preceding school year; or who has attended public school in Kansas during the 2004-05 school year.

New law also allows an alternative date on which certain districts may count the number of pupils who are military dependents. The new date is February 20 for school years 2005-06 and 2006-07. Qualifying districts must have an increase of a minimum of 25 students or 1 percent of students considered dependents of full-time active duty member of the military service or military reserve.

Changes to other programs

Legislation created an At-Risk Education Fund that covers all programs in the School District At-Risk Plan as well as the four-year-old At-Risk Program. This Fund allows the school district to carry forward balances from the at-risk, bilingual, and vocational education funds from year to year without penalty.

Two provisions approved by the Legislature but stayed by the court include:

Cost of living weighting which would allow districts with family residences appraised at 25 percent higher than the state average to levy a property tax.

Cost of Education Studies

The Legislative Division of Post Audit is directed to conduct two separate studies and deliver a professional cost analysis of providing kindergarten through grade 12 curriculum and related services and programs which are mandated by the state. The first study will focus on inputs to the education process based on statutory requirements; the second will focus on outputs based on state statutes and the State Board of Education rules and regulations and standards. In addition, the School District Audit Team is created within the Legislative Division of Post Audit to perform these duties.

New law provides that even though cost studies and audits may be commissioned or funded by the legislature, the results are not binding nor required to be considered in future legislation.

Instruction and Standards Policies

New legislation mandates that in addition to the statutory requirements, every accredited school in Kansas teach the subjects and areas of instruction in requirements adopted by the State Board of Education as of January 1, 2005. Every high school must teach the subjects necessary to meet the State Board of Education's graduation requirements. Goals for areas of instruction are outlined in the legislation.



Other Policy Changes

New legislation prohibits school districts from making expenditures from their general fund in support of litigation against the state; however, the law allows expenditures for the same litigation to be made from the LOB.

In future years, there can be no threat of school closure. New law specifies that no court, court appointee or judicial panel may close public schools or prevent distribution of funds for public schools.

For individual school districts the law extends the deadline to submit school district budgets to county clerks from August 25 to September 7 for the school year 2005-06 only. In addition, the contingency fund cap for districts increased from 4 percent to 6 percent for the 2005-06 school year only.

2010 Commission on Education

Legislation calls for establishment of a 2010 Commission on Education. The 11-member Commission will oversee school finance and other aspects of elementary and secondary education. Legislative and gubernatorial appointments are outlined in the law, and the Legislative Post Auditor and the Attorney General serve as ex officio nonvoting members. By statute, the Commission will be charged with evaluating school costs by looking at reform and restructuring opportunities, by examining availability of revenue, and by reviewing use of best practices among school districts. The Commission sunsets December 31, 2010.

At-Risk Council

Legislation also included the creation of a six-member At-Risk Council. The chair shall be appointed by the Governor from a list of four nominees, two each named by the Senate President and the Speaker of the House. The remaining five members of the council shall be individuals who have expertise in serving at-risk students. Appointees may not include a member of the legislature.

The At-Risk Council shall be charged with:

- Identifying conditions or circumstances that contribute to a student being at-risk of not succeeding in school;
- Developing and recommending public school programs and services to meet the needs of at-risk students and to help close the achievement gap;
- Developing and recommending tools to evaluate the effectiveness of approved at-risk programs and the funding alternatives for those programs; and

- Reporting its activities to the Governor and the 2010 Commission by Oct. 1, 2006. A final report shall be made to the Governor and the 2010 Commission no later than Oct. 1, 2007. The Council sunsets June 30, 2007.

Self-Administration of Medications

SB 10 amends existing law regarding self-administration of medications used by elementary and secondary students to treat serious allergic reactions and asthma.

The law:

- Requires each school district to adopt a policy authorizing self-administration of medication for students kindergarten and grades 1 through five, in addition to the currently authorized grades 6 through 12.
- Requires that the student demonstrate to the student's health care provider, the school and/or school nurse that he or she has the skill level necessary to use the medication.
- Requires that the health care provider submit a written treatment plan for managing the illness and for medication use during school hours.
- Requires written documentation be completed and submitted to the school by the student's parent or guardian, plus the written treatment plan and documents related to liability.
- Requires school personnel who supervise students authorized to self-medicate be notified of the authorization.
- Requires that the school district annually renew the parental authorization.
- Specifies that school district officers are not liable for damage or death resulting from self-administration of medication.
- Requires schools to seek annual parental authorization.
- Requires schools to hold back-up medication if requested.
- Requires that information regarding self-administration of medication be kept on file at the student's school in an easily accessible location.
- Requires that the student's self-administration authorization allow the student to possess and use the medication wherever the student is subject to jurisdiction or supervision of the school district (such as on a field trip).
- Permits school board policy adoption of provisions as set out in the law.
- Eliminates a one-year sunset provision.

Legislation

Contract & Fee Policy Changes

New law (SB 42) removes the limit on the amount of money that can be charged teachers and administrators for initial licenses, license renewals, duplicate licenses, and license reinstatements. Effective July 1, 2005, the Kansas teaching license fee increased to \$36. This applies to all types of license requests including emergency substitute licenses, initial Kansas licenses, renewals, and duplicate licenses. The fee for a fingerprint background check for an initial license remains \$44.

New legislation in SB 48 clarifies and defines policies and amends previous statutes regarding teacher contracts.

The bill clarifies that it is the policy of the State of Kansas that a school board's actions relating to a contract are the sole responsibility of the school district, and those contracts entered into by any representative of the school board carry the same provision. The law prohibits the use of language in the contract that would indemnify or hold harmless other parties against damages, injury or death resulting from the action of any party other than the school board or district. In addition, all contracts entered into by the school district would be governed by and interpreted in accordance with the laws of the State of Kansas.

In a new requirement, the bill mandates that all contracts incorporate the provisions prescribed by the Kansas Department of Administration form DA-146a. Entities may opt out of the mandate by a majority vote of the ruling board.

Statutes Regarding the Teacher Service Scholarship program for students planning to teach in a hard-to-fill discipline or underserved geographic area are amended to specify that the hard-to-fill discipline is one in which there is a critical shortage of teachers as determined by the State Board of Education and adds math and science instruction for grades five through 12.

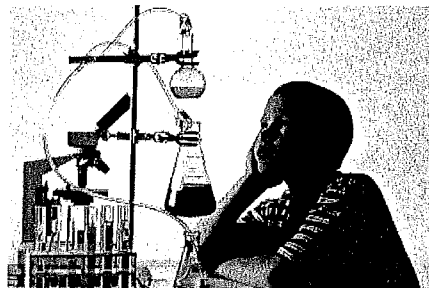
The bill amends statutes governing the National Board Certification program to allow teachers attaining certification to receive an annual salary bonus from the state of \$1,000 per year for 10 years. The bill removes the 10-year limit and expands the salary bonus to be provided for teachers re-certified for an additional 10 years.

Teachers participating in the standards program prior to initial certification previously received a scholarship to assist with the costs of the program. New legislation codifies this scholarship at \$1,100 and provides for a \$500 scholarship to assist with the costs of re-certification.

State Use Law

Under previous law, state agencies and Unified School Districts were required to purchase products manufactured or supplied by entities employing the blind or severely disabled.

- In SB 118 passed during the 2005 session, references to specific vendors is replaced with the term qualified vendor, and that term is defined as a not-for-profit entity incorporated in Kansas that: primarily employs the blind or disabled; is operated in the interest of and the benefit for both the blind and those with severe disabilities; the net income shall not financially benefit any one shareholder or individual; and the entity's primary purpose is to provide employment for persons who are blind or have other severe disabilities.
- The bill calls for the Director of Purchases to approve prices of the products and services available although each qualified vendor is responsible for publishing its own catalog. And, if a qualified vendor is unable to supply needed products or services or unable to meet delivery requirements, the Director of Purchases may issue a waiver to the appropriate procurement and exempt the purchaser from the provisions of the law.



Math & Science Teachers - Income Tax Credits & Scholarship Program

New legislation (SB 138) allows an income tax credit for tax years 2005-2007 for business firms that enter into partnership agreements with school districts to employ teachers when schools are not regularly in session. To qualify, the teachers must hold Kansas teaching certificates with endorsements in mathematics, science, physics, chemistry or biology, and are required to be employed in positions requiring math or science skills commensurate with the classes they regularly teach. The tax credits, which sunset after tax year 2007, are provided in the amounts equal to 25 percent of amounts paid to eligible teachers

under the partnership agreements, except that credit equal to 30 percent of the amounts paid are available when the teachers are hired from rural, underserved or underperforming urban districts.

The new law also establishes the Mathematics and Science Teacher Scholarship Program which will sunset in 2010.

Under the new law, qualified applicants may receive a scholarship of \$2,500 per semester for not more than two years. Awards are limited to 50 new awards each year. Eligibility includes Kansas residency, enrollment in a program leading to certification as a math or science teacher for grades six through 12, and demonstrated scholastic ability to succeed. Preference will be given to students who have completed at least 60 hours in their course of study.

The bill includes a service obligation to teach full-time math or science in grades six through 12 in Kansas for not less than four years. If the obligation is not fulfilled, the student must repay the amounts received with interest.

Reduction of Childhood Obesity

New legislation directs the State Board of Education to develop nutritional guidelines for all foods and beverages made available to public school students during the school day. The Board is directed to consult with other state agencies, private foundations and other public entities, and to give particular attention to providing healthful foods and beverages, physical activities, and wellness education.

School districts must develop a wellness policy for the district, and take into consideration the standards developed by the State Board of Education.



Individuals with Disabilities Education Act

New state law incorporates into state statutes those changes made by the U.S. Congress to the Federal Individuals with Disabilities Education Act.

The law:

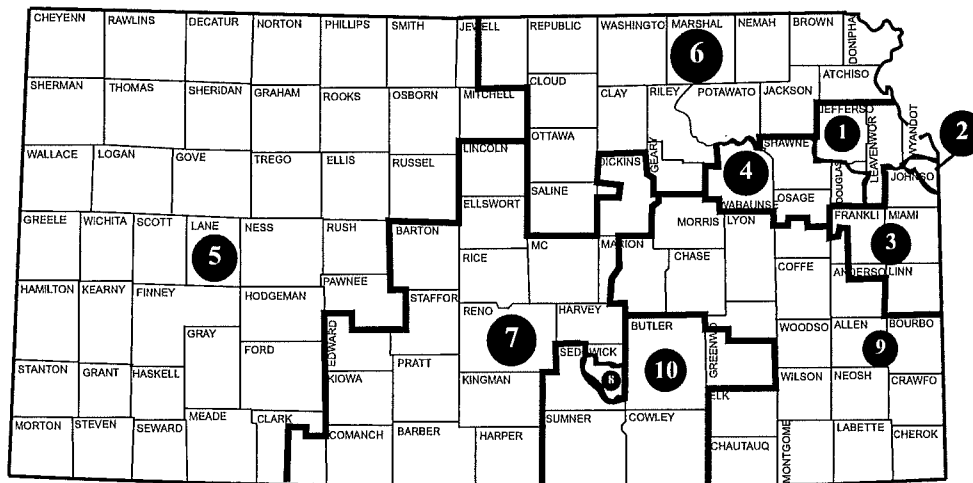
- Allows districts to spend up to 15 percent of federal funding they receive on early intervention services;
- Gives districts the option of mediation to resolve conflicts between a school district and parents prior to a due process hearing. In addition, the bill requires that a hearing officer decision be based on whether the school provides a free appropriate education, not on technical violations for procedural requirement except under certain conditions, and provides a two-year statute of limitations for filing complaints. The bill allows school districts to recover attorney's fees for frivolous complaints;
- Provides for the conduct of an individual education plan (IEP meeting, and the content of the IEP). It also prohibits a school district from having its attorney present at the IEP meeting unless the parents are represented by an attorney at the meeting;
- Expands the definition of parent to include foster parents if they are appointed the education advocate;
- Allows the State Board of Education to participate in any pilot project authorized by federal law;
- Requires school district to identify disabled children who are homeless and who are limited English proficient;
- Requires that records of an exceptional child who transfers from one school district to another be transferred with the child or as soon thereafter as possible;
- Specifies what school districts must do when a child who received special education services transfers from one school district to another;
- Specifies numerous requirements for the discipline of children with disabilities;
- Requires parental consent for evaluation and for the initial provision of services; and
- Retains the law as it pertains to the ages when transition services must be provided but adds the requirement in conformity with federal law, that the child's IEP include appropriate measurable postsecondary education goals based on age appropriate transition assessments.

Education Priorities for a New Century

To assist in fulfilling its responsibility to provide direction and leadership for the supervision of all 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 for all. The State Board believes that the key to ensuring the fulfillment of its mission lies in helping schools work with families and communities to prepare students for success.

With that in mind, the State Board has established the following priorities to guide its work in the next century:

- Ensure that all students meet or exceed academic standards by:
 - Redesigning the delivery system to meet our state's changing needs,
 - Providing a caring, competent teacher in every classroom,
 - Ensuring a visionary leader in every school,
 - Improving communication with all constituent groups.



Kansas State Board of Education
Kansas State Education Building
120 S.E. 10th Avenue Topeka, Kansas 66612-1182

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