

# *Education in Kansas*

## Accountability Report



# 2005-2006

Kansas State Board of Education

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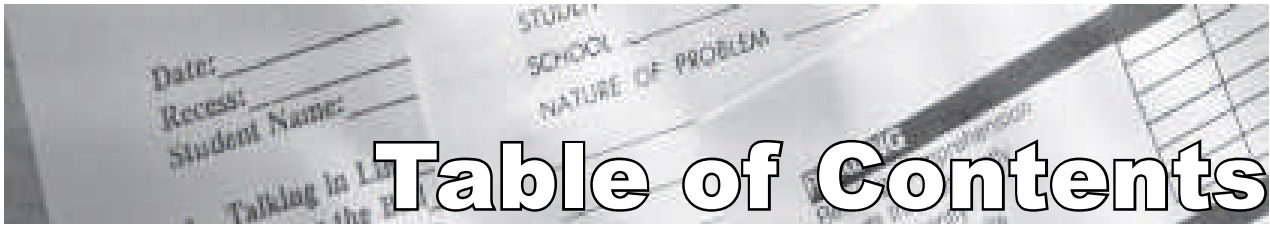


**Kansas State Board of Education**

Kansas State Education Building

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





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# What Did We Learn?

## Kansas is Special

The story of Kansas education, by many standards, is an enviable one. Eighty-six percent of Kansas schools made adequate yearly progress (AYP) in 2006, compared to the national average of 71 percent. In the 2005-06 school year, 95 percent of Kansas teachers held a degree and license in their assigned position. In national assessments, Kansas students continue to score above the national average on the SAT and ACT. And Kansas students are ranked 13 or better on the most recent National Assessment of Educational Progress (NAEP) reading and mathematics exams.

The accolades don't stop there. Five Kansas schools were named No Child Left Behind (NCLB) Blue Ribbon Schools and thousands of Standard of Excellence awards were earned in 2006. Kansas also has finalists in the 2007 national teacher and superintendent of the year competitions.

Kansans, indeed, have much of which to be proud. Still, educators, parents, and students are not content to rest on their laurels. Many realize that Kansas' public school system is grappling with some tough issues that, if not addressed, could reverse these academic gains in the coming years.

## Solving the Teacher Shortage

A high quality teaching workforce remains a priority for Kansas public schools. Highly qualified teachers not only play a key role in student achievement, they are a requirement in order for the state to comply with No Child Left Behind (NCLB) legislation.

There is a big concern throughout Kansas that we could lose ground in fulfilling this need as more teachers retire. The issue of teacher shortages is addressed in the July 2006 legislative post audit entitled "K-12 Education: Reviewing Issues Related to Developing and Retaining Teachers and School Principals." According to the audit, only 0.5 percent of all teaching positions were vacant in the 2005-06 school year. However, 5.4 percent of all positions were not filled by a fully qualified teacher.

The shortages are most severe in districts with high poverty, those in western Kansas, and in some subjects such as mathematics, science, special education, and foreign language. The shortages are nearly twice as great in high schools as compared to middle and elementary schools.

Teacher mobility, recruitment, and retention also are major concerns. About 9 percent of teachers leave the Kansas public school system each year. Another 7 percent move within the school system.

Legislative post auditors caution that teacher retention and mobility may worsen over the next several years as the number of teachers eligible to retire increases. In the 2004-05 school year, 23.9 percent of teachers were eligible to retire and nearly 34 percent were over 50 years of age.

Unfortunately, the growth in the number of teachers eligible to retire in the coming years is not being offset by the number of teachers entering the system. Nearly 6.4 percent fewer new teacher licenses were issued in the 2004-05 school year than had been issued in the 1999-00 school year.

Post audit concludes that unless the state is better able to attract new teachers or retain current teachers, the pending growth in retirement is likely to exacerbate the teacher shortage; especially in regions of the state that already are struggling to fill positions with qualified teachers.

Kansas was ranked 38th nationally in teacher salaries in the 2005-06 school year – up from 41st nationally the previous school year. The ranking may raise concerns that teacher salaries in Kansas aren't adequate to attract and retain enough quality teachers. We hope to continue to improve our ranking as a result of the legislature's three-year funding plan.

It's essential that Kansas provide greater opportunities and support to new and current teachers. The Kansas State Department of Education believes a way to do that is to provide greater support for our teachers entering the system and scholarship loans to education program students entering our higher education institutions. Recipients can repay the scholarship loans by teaching in Kansas public schools.

## No Child Left Behind (NCLB)

The federal No Child Left Behind (NCLB) legislation mandates that every child be able to read and do math at their grade-level. The required annual achievement targets for schools, districts, and states increase each year under current law, reaching 100 percent in 2014. However, meeting the goal of 100 percent of the nation's public school population performing at or above grade-level standards by 2014 presents unique challenges for public schools. While Kansas educators support the concept of continual improvement and student achievement, they are hoping for changes in the re-authorization of the NCLB law to provide greater flexibility in meeting the needs of all learners. Students in poverty, English Language Learners, and students with disabilities are examples of student population groups that present particular

## What Did We Learn?

challenges for schools and where additional help is necessary.

Despite these challenges, teachers and school leaders have done an excellent job of improving student achievement at all levels. We are committed to continuing the process of improvement as we work toward our goal of student success and will continue to work with legislators to provide resources and flexibility to schools in their efforts to help all students learn.





# Executive Summary

## Financing and Shaping Kansas Education

In July the Kansas Supreme Court dismissed the *Montoy vs. State of Kansas* lawsuit, which challenged the equity of the distribution of school funding. The ruling in the case, which Chief Justice Kay McFarland, called the most important to come before the Court during her 30-year tenure, cleared the way for the Kansas Legislature's three-year funding plan for public schools to move forward. The State Board of Education played a major role in helping to bring an end to the case by providing information to the Court and Legislature that would help both systems arrive at a decision on school finance.

Kansas schools began the 2006-07 school year with \$194.5 million in additional funding and permission to use at-risk funds to help pay for all-day kindergarten programs. The Legislature's three-year funding plan also gave Kansas educators an opportunity to plan for two subsequent years.

The Kansas State Department of Education, meanwhile, continued to work with educators to develop and implement new assessments in reading and mathematics for Grades 3 through 8, as required by No Child Left Behind (NCLB).

## Student Performance

Overall the results of the 2005-06 state assessments in reading and mathematics indicate strong student achievement in both areas. In reading, 76 percent or more of the students tested at each grade level met or exceeded standards. And in mathematics, 58 percent or more of the students tested at each grade level met or exceeded standards.

In the 2005-06 school year, Kansas students were given new assessments that were developed from new Kansas State Board of Education approved curricular standards. Although comparisons between the 2005-06 assessment results and prior years would not be valid, the Kansas State Department of Education was able to draw some conclusions about student achievement from the criteria it uses to award Standard of Excellence. Kansas schools earned a collective 4,567 Standard of Excellence awards in 2006, a substantial increase over the previous year. These awards are a testament to Kansas students' dedication and teachers' commitment to student improvement.

Here's an overview of Kansas students' performance on state and national assessments.

- In reading assessments, 76 percent or more of the students tested performed in the top three performance categories (meets standards, exceeds standards, or exemplary). The collective achievements, and a low percentage of students on academic warning, resulted in 2,689 Standard of Excellence awards, including 720 building-wide awards, in reading. Substantially more Standard of Excellence awards were given in reading to the same grades tested in 2005 – up from 407 awards to 862. Eighth-grade reading saw the biggest gain from 2005, increasing from 87 awards to 269 awards.
- Kansas schools earned 1,878 Standard of Excellence awards in mathematics in 2006, including 452 building-wide honors. However, fewer grade-level awards were given to the same grades tested a year earlier – down from 707 to 517. Fourth-grade mathematics saw the biggest decline from 464 awards in 2005 to 280 awards in 2006. It is unknown at this time what factors may have contributed to the decrease.
- Achievement scores improved among many of the subgroups. Teaching English Language Learners reading and raising the mathematics achievement levels for students in poverty represent the greatest challenge for Kansas schools. Achievement gaps remain a concern for educators and will need additional attention and resources in the years ahead.
- In college entrance exams, Kansas students continue to top the national average for reading and mathematics on both the ACT and SAT exams. In 2006, Kansas students participating in the SAT exams posted a mean score of 582 on critical reading, compared to the national average of 503. In mathematics, the mean score for Kansas students was 590, compared to the nationwide mean score of 518. In 2006, the SAT exam included a writing component for the first time. Kansas students posted a mean score of 566 in that category. Nationwide, the mean score in writing was 497.

## Executive Summary

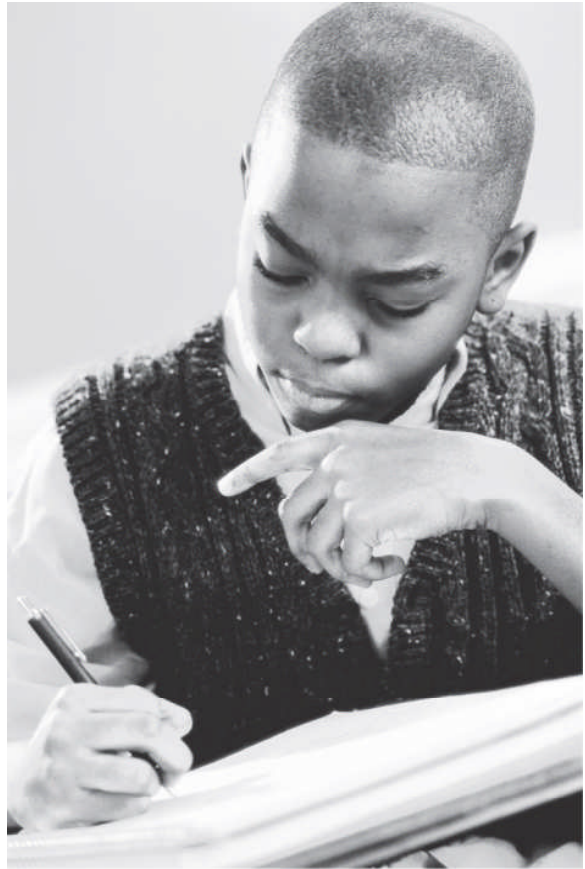
- In 2006, the ACT national average score of 21.1 rose from 20.9 the previous year. Still, Kansas students continued to perform better with an average composite score of 21.8. The score was the highest recorded by Kansas students in the past five years. With 75.4 percent of all seniors in Kansas taking the ACT, Kansas ranks in the top 10 percent in participation and the five year trend on Kansas students is continuing upward. However, the data continues to show a low participation rate among minority students, which is of concern to the Kansas State Department of Education.

Although challenges still remain, Kansas students are making gains as reflected in the thousands of Standards of Excellence awards earned in 2006. And educators are working diligently to meet the requirements of No Child Left Behind.

### What's Next?

In the 2007-08 school year new science and history/government assessments will begin, and new writing assessments are scheduled to be administered in the 2008-09 school year.

Science assessments will be given annually to one grade each at the elementary, middle, and high school levels. History/government and writing assessments will continue to be offered every other year to one grade at each educational level. The new assessments will be based on revised standards.





# National Tests

In 2006, 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 the measures used to compare Kansas students' performance with that of other students across the country. Traditionally, a high percentage of graduating seniors choose to take the ACT while a smaller percentage of Kansas students take the SAT. In 2006, 75.4 percent of graduating seniors in Kansas took the ACT, making Kansas one of 14 states where 70 percent or more of graduating seniors took the exam. Although the national composite score on the ACT rose two-tenths percentage points to 21.1 in 2006, Kansas students had an average composite score of 21.8, the highest recorded by Kansas students in the past five years. Six seniors in Kansas scored a perfect 36 on the ACT.

In addition, Kansas students topped national averages in each of the subscale scores for English, math, reading and science reasoning. However, the data continues to show a low participation rate among minority students. Of the 30,572 Kansas graduating seniors taking the ACT, only 5 percent were self-reported African American students. Four percent self-reported as Hispanic. Average composite scores for African American students taking the test was 17.4, well above the national average of 16.2; and Hispanic students had an average composite score of 19.3, well above the national average of 17.6.

In Kansas 63 percent of students who took the ACT exam indicated they had completed a typical college preparatory program. That represents a three point drop from the prior year. Statistically, students who complete college preparatory coursework score better on the ACT exam than those students who do not.

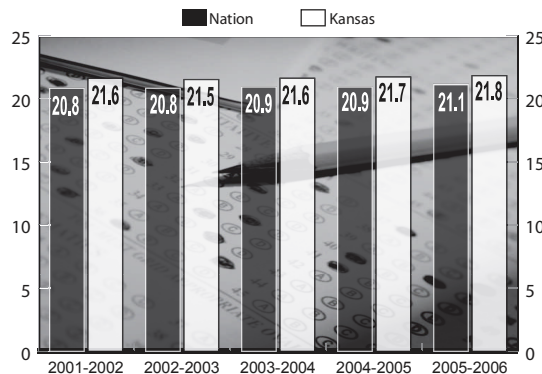
Given the lower ACT participation rates among Kansas minorities and the drop in Kansas students taking college preparatory programs, the Kansas State Department of Education unveiled the Student Engagement Project last fall to help address these issues. The program, through a scholarship provided to school districts, would pay the cost of the ACT exam for thousands of Kansas students.

Traditionally, fewer Kansas students take the SAT college entrance examination, primarily because it is used for admission and scholarship programs for colleges and universities outside the Midwest. In 2006, 8 percent of Kansas' high school seniors took the SAT.

Kansas students posted a mean score of 582 on critical reading, compared to the national average

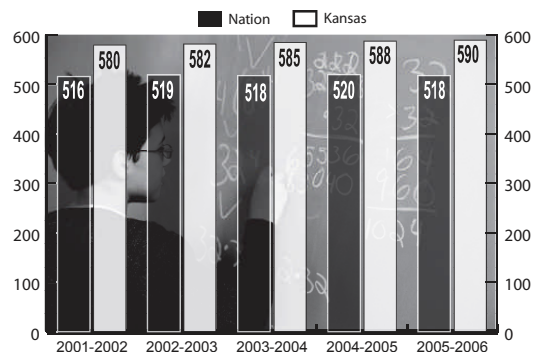
mean score of 503. In mathematics, the mean score for Kansas students was 590, compared to the nationwide mean score of 518. The 2006 SAT test included a writing component for the first time. Kansas students posted a mean score of 566 in that category. Nationally, the mean score for writing was 497. Five Kansas students scored a perfect 2,400 on the three-

## ACT Composite Scores, 2001-2006

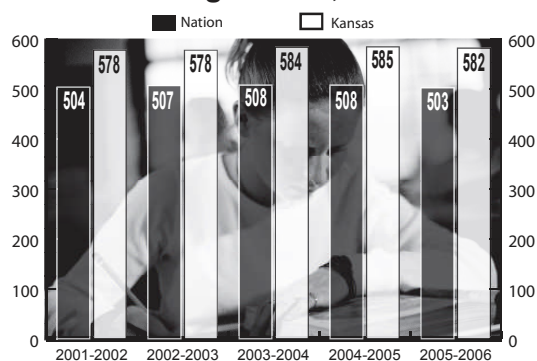


Source: ACT [www.act.org](http://www.act.org)

## SAT Mathematics Scores, 2001-2006



## SAT Reading Scores, 2001-2006



## National Tests

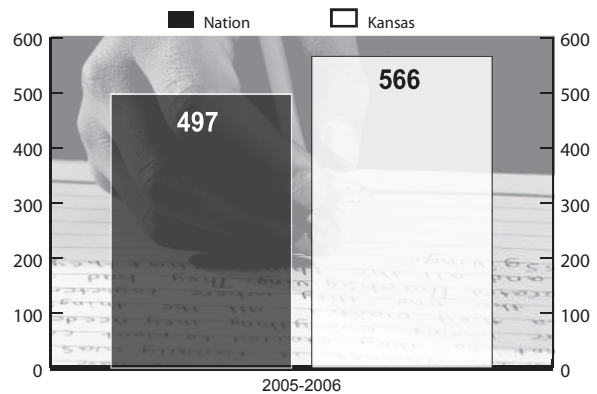
part exam.

The critical reading scores posted by Kansas students show a three-point decrease from 2005, while mean mathematics scores increased two points from 2005. Nationally, the mean score in critical reading dropped five points and the mean score in critical mathematics dropped two points. Over the last 10 years, mean scores in critical reading in Kansas have increased by three points, while mean scores in critical mathematics are up 19 points.

Minority students comprised 19 percent of the 2,545 Kansas students who took the 2006 SAT exam. Asians comprised the largest minority group participating in the exam. In the critical reading category, mean scores for minority participants ranged from 512 to 566 points. The largest difference in the critical reading scores between ethnic groups was 82 points.

There continues to be a gap between Caucasian and African American students who took the test. Caucasian students posted the highest mean score of 594 in critical reading and African American students posted the lowest mean score of 512 in critical reading. In mathematics, Asian students posted the highest mean score of 635 and African American students posted the lowest mean score of 488.

### SAT Writing Scores, 2005-2006



Note: 2006 is the inaugural year for the SAT writing exam.  
Source: The College Board, [www.collegeboard.com](http://www.collegeboard.com)



# Kansas Assessments

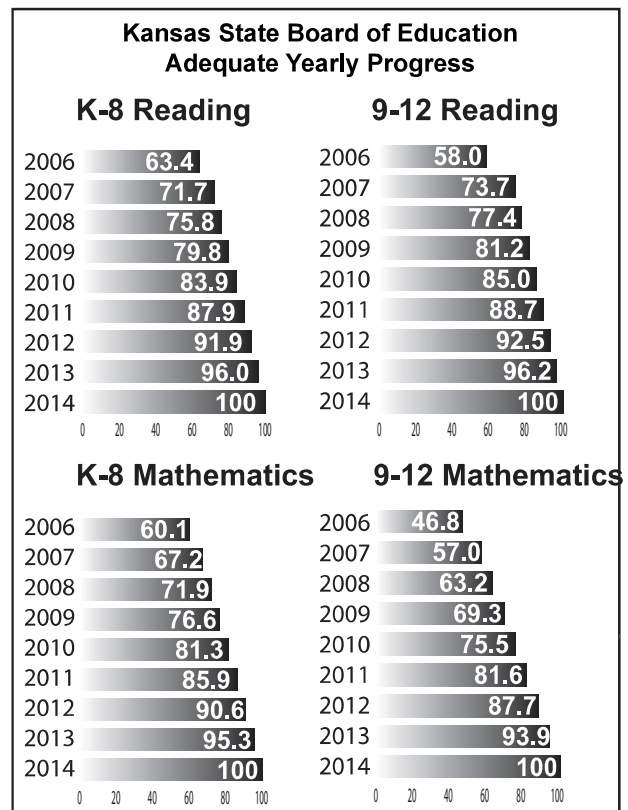
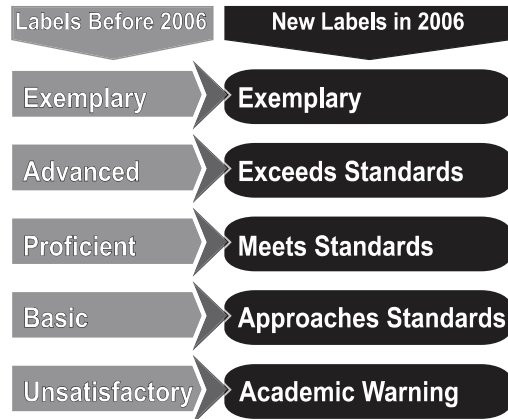
## Kansas Begins Administration of New NCLB-Mandated Reading and Mathematics Assessments

States were required by No Child Left Behind (NCLB) to administer annually reading and mathematics assessments to students in Grades 3 through 8 and once in high school no later than the 2005-06 school year. Kansas began administering minimum competency tests in 1980 and in 1992, implemented reading and mathematics assessments in one form or another. However, Kansas did not assess all students in Grades 3 through 8 annually in both subjects. New assessments for all those grades were developed and administered for the first time from March 1 through mid-April, 2006.

The new assessments were available in both computerized and paper/pencil testing format. Approximately two-thirds of Kansas students took the assessments by computer, allowing school personnel to receive immediate feedback on the student's performance. Scores on paper/pencil tests were available to schools before May 2, 2006.

State assessments are a major component of the accountability focus of NCLB. Student participation and student scores are used to measure whether or not schools make Adequate Yearly Progress (AYP). AYP measures the progress individual schools, districts, and states are making toward meeting the NCLB target of having 100 percent of a state's student population meet the required performance levels on assessments by 2014. Schools are required to assess at least 95 percent of their students, both in the aggregate and in each subgroup in order to meet AYP.

Student scores are reported in terms of performance levels. Kansas introduced new performance labels in 2006. To comply with NCLB, Kansas also was required to set percentage targets that building-level centers must meet to achieve AYP. The targets were filed with the U.S. Department of Education in 2002. The adjacent charts show the established targets, in terms of percentage of students falling into the "meets standards" category or above, that building-level centers must meet to make AYP through 2014.



# Kansas Assessments

## Developing the New Assessments

When the new assessments were being developed, the Kansas State Department of Education elected to maintain as much instructional focus as possible. Early in the process of writing academic content standards, the reading and mathematics curriculum committees determined that results should be reported by number of correct items per indicator. While this had been reported in the past at the level of the classroom, it was decided that, beginning in 2006, those results should be reported at the level of the individual student, thereby allowing teachers an important source of instructional feedback.

Curriculum committees limited the number of indicators tested to between 10 and 16 indicators per grade level, with enough items tested per indicator to give some idea of the student's knowledge on each indicator. WestEd, Inc., housed in San Francisco, California, was contracted to write items for the Kansas assessments. Items went through two or more content reviews by Kansas educators and another review for cultural bias. Items were then piloted and arranged on forms by the state's primary assessment contractor, the Center for Educational Testing and Evaluation at the University of Kansas.

After administration of the assessments, the different forms were equated, further bias studies were done, and performance level cut-scores were set by two different groups of Kansas educators. This year represents a new baseline for reading and math assessments from which comparisons may be made in future years.

History, science, and writing assessments were not administered in the 2005-06 school year. The current writing assessments will be administered in the 2006-07 school year. New science and history/government assessments will begin in the 2007-08 school year and new writing assessments are scheduled to be administered in the 2008-09 school year.

Science assessments will be given annually to one grade each at the elementary, middle, and high school levels. History/government and writing assessments will continue to be offered every other year to one grade at each educational level. The new assessments will be developed from revised standards.

The charts show the cut-scores used to assign performance levels on the general reading and mathematics assessments.

## General Reading Assessment % Correct

Grade	Academic Warning	Approaches Standards	Meets Standards	Exceeds Standards	Exemplary
3rd	0-54	55-66	67-79	80-88	89-100
4th	0-56	57-67	68-80	81-88	89-100
5th	0-56	57-67	68-79	80-87	88-100
6th	0-51	52-63	64-78	79-87	88-100
7th	0-49	50-62	63-76	77-86	87-100
8th	0-49	50-63	64-78	79-88	89-100
11th	0-53	54-67	68-80	81-88	89-100

## General Mathematics Assessment % Correct

Grade	Academic Warning	Approaches Standards	Meets Standards	Exceeds Standards	Exemplary
3rd	0-57	58-69	70-84	85-92	93-100
4th	0-53	54-62	63-79	80-88	89-100
5th	0-53	54-61	62-77	78-87	88-100
6th	0-52	53-62	63-78	79-89	90-100
7th	0-43	44-55	56-70	71-83	84-100
8th	0-44	45-57	58-72	73-85	86-100
10th	0-37	38-49	50-67	68-81	82-100

The Kansas State Department of Education established cut-scores for other assessment exams, such as the alternate assessment pre-reading, alternate assessment reading and the Kansas English Language Proficiency assessment. These scores can be found at [www.KSDE.org](http://www.KSDE.org) on the main assessment page.



# Reading Results

Kansas students performed well on the new assessments that were administered for the first time in the 2005-06 school year. At each grade level tested, 76 percent or more of the students met or exceeded standards.

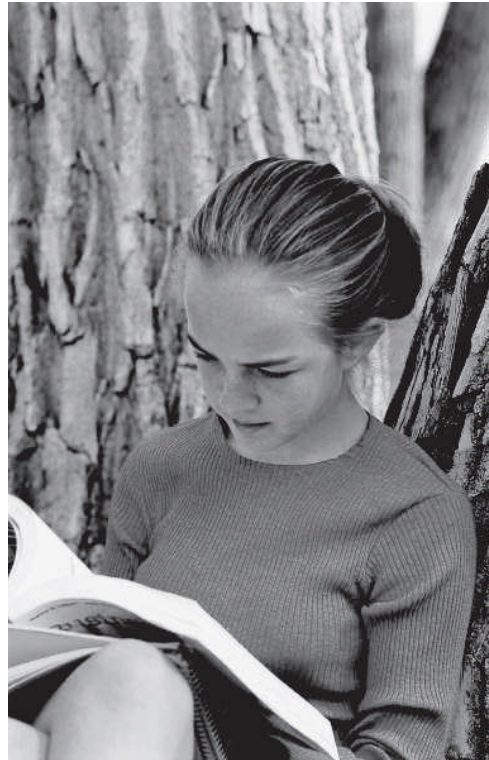
The chart below shows the percentage of all students across the state at each grade level and how they performed in reading at the five performance levels.

Given the test's redesign, a new baseline for reading assessment data began in the 2005-06 school year along with the start of new assessment trends. Therefore, valid comparisons cannot be made between the reading assessments administered in the 2005-06 school year and prior year assessments.

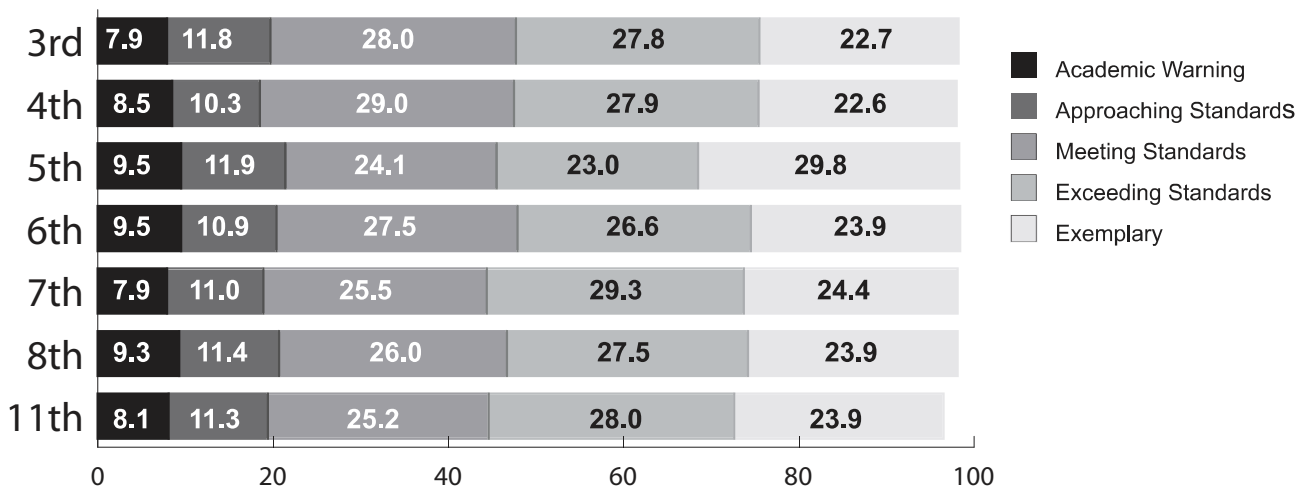
Still, the percentage of students performing in the top three categories is encouraging. The Kansas State Department of Education is hopeful that greater percentages of students will perform in the top three categories as teachers gain more information about student's instructional needs through the assessment results.

An important aspect of redesigning the reading assessments is that teachers can better identify from the test results those areas in the curriculum with which the student has the greatest or least understanding. For example, how well the student can identify cause and effect can be demonstrated by the number of correct items completed for that indicator.

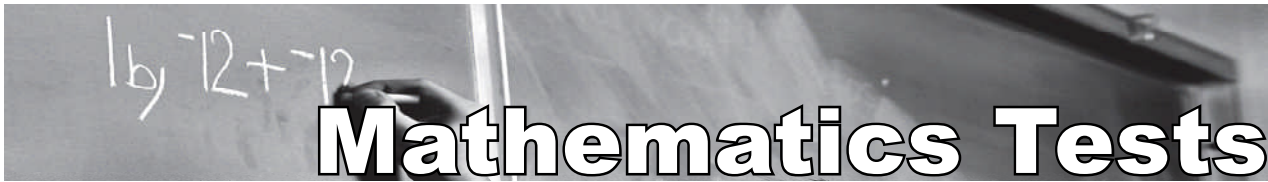
All students in Grades 3 through 8 were assessed in reading. Only 11th grade students were assessed in reading at the high school level. In prior years, students were assessed in reading at Grades 5, 8 and 11.



**Scores for the New Reading Assessments Implemented in 2005-06**



Source: Kansas State Department of Education 2005-06 State Assessment Results  
<http://www.ksde.org>



# Mathematics Tests

The results of the 2005-06 mathematics assessments are encouraging. In Grades 3 through 8, 66 percent or more of all students tested met or exceeded standards. At the 10th grade level, 58 percent of the students tested met or exceeded standards.

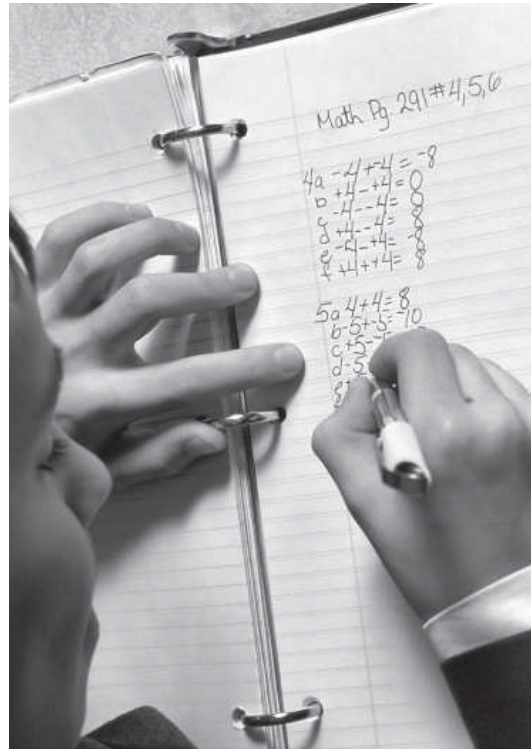
The 2005-06 academic year marks the beginning of a new trend line that shows more than half of Kansas students meeting or exceeding the standard in mathematics. We hope those percentages will increase each year now that the new mathematics assessments provide more instructionally relevant information about each student's performance. For example, how well the student can add two three-digit numbers can be demonstrated by the number of correct items completed for that indicator. Such information will help teachers tailor lesson plans to individual student needs. The potential result of that tailored instruction could help students increase their understanding of certain math concepts and perform better on future assessments.

It's important to note that because a new baseline for mathematics assessment data began in the 2005-06 school year, no valid comparisons can be made between the mathematics assessments administered in the 2005-06 academic year and those administered in prior years.

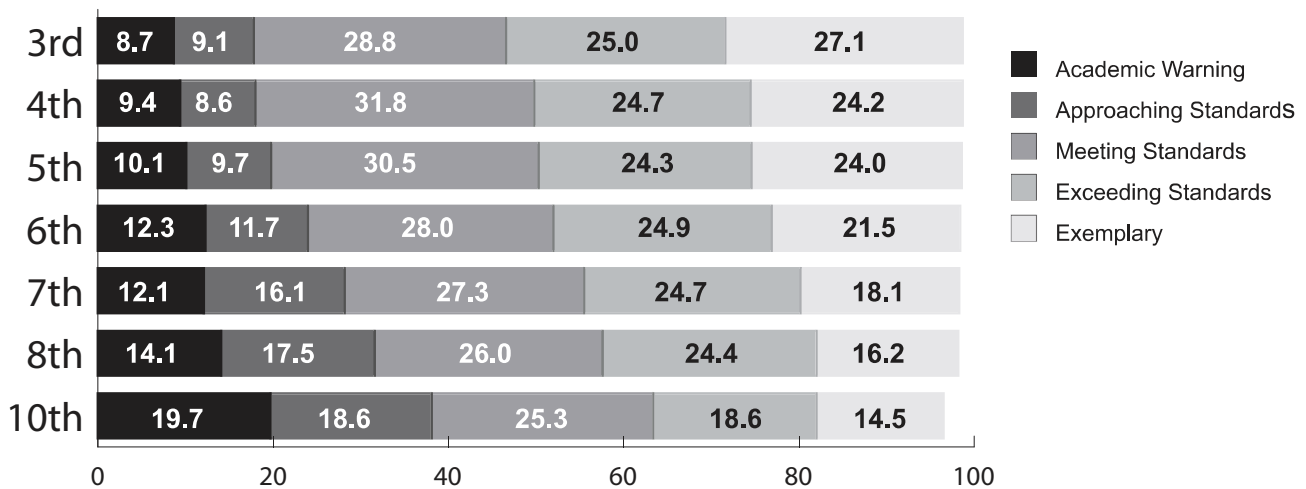
Additionally, in prior years, students were assessed in mathematics at Grades 4, 7 and 10 only. In the 2005-06 school year, students in Grades 3 through 8 were assessed in mathematics. Only 10th grade

students were assessed at the high school level.

The chart below shows the percentage of all students across the state at each grade level and how they performed in mathematics at the five achievement levels.



**Scores for the New Mathematics Assessments Implemented in 2005-06**



Source: Kansas State Department of Education 2005-06 State Assessment Results  
<http://www.ksde.org>





# No Child Left Behind Accountability

No Child Left Behind (NCLB) regulations require states to publish a state and district report card; calculate adequate yearly progress (AYP) for all public schools, school districts, and the state; and determine the number of Title I schools on improvement.

In the 2005-06 school year Kansas implemented a new assessment system which included testing students in Grades 3 through 8 and once in high school. Over 475,000 assessments were taken by Kansas students, more than twice the number of assessments taken in any previous year. The results from the assessments are used to determine whether or not schools made adequate yearly progress.

AYP is a method for determining the progress all public schools, districts, and states are making in meeting the NCLB goal of having 100 percent of their students perform at or above grade-level standards in reading and mathematics by 2014. To meet AYP measures, annual percentage 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, English proficiency or students with special needs. Improvements in attendance and graduation rates among the all-student population also are necessary to make AYP.

As a result of assessing Grades 3 through 8 and once in the high school instead of one grade in the elementary school, one grade in the middle school and one grade in the high school in a specific subject, more schools and districts have more subgroups of students. For example, an elementary school may only have had 20 students on free or reduced price lunch in Grade 4 under the previous assessment system. Now that elementary school has a total of 70 students on free or reduced price lunch in the grades assessed: 3, 4, 5 and 6.

A total of 1,227 schools, which equals 86.8 percent of Kansas public schools, made AYP in the 2005-06 academic year. In the 2004-05 school year 1,246 schools, or a total of 92 percent of Kansas public schools, made AYP.

Of the 187 schools that did not make AYP in the 2005-06 school year, 124 did not make it in reading and 136 missed it in mathematics. Some schools missed AYP targets in both subjects.

In the 2005-06 academic year, 270 or 90 percent of Kansas school districts made AYP. This is a decrease

from the previous year, when 281 or 93.4 percent of the districts made AYP. Kansas did not make AYP in reading in the 2005-06 school year.

If Title I schools and districts do not make AYP for two consecutive years, they are identified for improvement. Title I schools are those schools that receive NCLB Title I funds to provide supplemental support in reading and mathematics. In the 2005-06 school year, all but one district received Title I funds. There were 672 Title I schools in the 2005-06 school year, of which 93 percent made AYP.

Title I schools and districts identified for improvement are provided technical assistance from the Kansas State Department of Education to improve performance in the areas that are causing them to fall below AYP targets.

In the 2006-07 school year, there are 11 districts and 25 schools on improvement. During the prior school year, there were 7 districts and 15 schools on improvement. The number of years a school is on improvement determines the level of consequences it faces. Those consequences include offering parents the choice of sending their child to another school in the district and/or providing the child tutoring at the school's expense. Other consequences a school could face for being on improvement include taking corrective action, such as making changes to its instruction or staff, or preparing and implementing a restructuring plan.

Once identified for improvement, a school or district must make AYP for two consecutive years to be removed from the improvement list.

## Schools & Districts Making AYP 2005-2006

	Schools	Districts
<b>Made AYP</b>	<b>1227</b>	<b>270</b>
<b>Did Not Make AYP</b>	<b>187</b>	<b>30</b>
<b>Total Number Public</b>	<b>1414</b>	<b>300</b>

*Source: Kansas State Department of Education*

The Kansas State Department of Education maintains a report card on each public school and district in the state. The 2005-06 report cards are available on the KSDE website, [www.ksde.org](http://www.ksde.org). The report cards provide information on assessment results, progress toward AYP measures, teacher qualifications and other factors for each school building and school district in the state. Statewide performance also is included on the report cards.



## Attendance Rates

Attendance rates remained high across Kansas in the 2005-06 school year. At 95.2 percent, attendance rates are up one-tenth of a percent from the previous year. Attendance rates also are high among ethnic and socioeconomic groups, with the largest increase seen among special education students whose attendance rate increased seven-tenths of a percent. Although still high, attendance among African American students declined 1.1 percent.

The state has included attendance as one of its indicators of adequate yearly progress (AYP) under the federal No Child Left Behind (NCLB) legislation. The state established the standard for attendance at 90 percent or better, or improvement 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 chart below 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 2002-2006

	2002	2003	2004	2005	2006
Males	95.0	94.9	95.3	95.1	95.3
Females	94.8	94.8	95.0	95.0	95.1
Free/Reduced	93.5	93.2	93.2	93.6	94.2
Special Education	92.4	93.2	93.8	93.5	94.2
Caucasion	95.2	95.2	95.5	95.4	95.4
African American	92.6	92.5	93.4	93.1	93.7
Asian/ Pacific Islander	96.1	96.0	96.2	96.3	96.4
<b>Total</b>	<b>94.9</b>	<b>94.9</b>	<b>95.2</b>	<b>95.1</b>	<b>95.2</b>

Source: The Kansas State Board of Education

## Graduation Rates

Graduation rates reported in 2006 were at an all-time high in Kansas at 90.2 percent. This is an increase of 1.1 percent from the previous year and a 4.5 percentage point increase over five years.

Increases occurred among all ethnic and socioeconomic groups except Asian/Pacific Islanders. The graduation rate among that group declined eight-tenths of a percent to 91.2 percent, second only to Caucasian students who graduated 91.9 percent of that population.

The Hispanic student population posted the largest five-year increase in graduation rates with a 13.5 percent gain over the period. African American student graduation rates increased 11.9 percent over the same five-year period.

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.

The chart below shows data for the past five years disaggregated by gender, students eligible for free or reduced price lunch programs, and ethnicity/race.

### Graduation Rates 2002-2006

	2002	2003	2004	2005	2006
Males	83.9	84.8	86.2	87.3	88.6
Females	87.5	88.8	89.0	90.9	91.9
Free/Reduced	73.8	75.6	78.2	81.6	83.9
Special Education	80.3	82.4	86.5	86.8	87.1
Caucasion	88.8	89.2	90.1	90.9	92.8
African American	71.2	75.5	76.3	81.2	83.1
Hispanic	65.5	69.5	72.1	77.9	79.0
Native American	74.8	77.9	80.7	79.9	81.5
Asian/ Pacific Islander	86.6	89.8	90.9	92.0	91.2
<b>Total</b>	<b>85.7</b>	<b>86.7</b>	<b>87.6</b>	<b>89.1</b>	<b>90.2</b>

Note: Reported data represents percentages and each year reported represents the prior year's graduation class.

Source Kansas State Department of Education

## Dropout Rates

The state's reported dropout rate increased one-tenth of a percent to 1.5. However, over the most recent five-year reporting period, the dropout rate among all student populations is down half a percentage point.

Dropout rates are calculated using dropouts reported for the year for Grades 7 through 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.

The chart below shows data for the past five years disaggregated by gender, students eligible for free or reduced price lunch programs, and ethnicity/race.



## Dropout Rates

	2002	2003	2004	2005	2006
Males	2.2	1.8	1.8	1.6	1.7
Females	1.8	1.3	1.3	1.2	1.2
Free/Reduced	2.7	2.1	1.6	1.4	1.4
Special Education	2.3	1.9	1.9	1.4	1.4
Caucasion	1.7	1.3	1.2	1.2	1.2
African American	3.5	2.6	3.1	2.5	2.5
Hispanic	3.7	3.1	2.8	2.4	2.5
Native American	3.5	2.5	2.6	2.3	2.4
Asian/ Pacific Islander	1.6	1.3	1.7	0.9	1.0
<b>Total</b>	<b>2.0</b>	<b>1.6</b>	<b>1.5</b>	<b>1.4</b>	<b>1.5</b>

*Note: Reported data represents percentages and each year reported represents the prior year's dropout rate.*

*Source Kansas State Department of Education*



# School Violence

Violence committed by students against students and teachers in Kansas schools remains extremely low. From 2002 through 2005, Kansas schools recorded a small decrease in the number of violent acts against students. However, a slight increase in violent acts against students occurred in the 2005-06 school year. When compared to the previous year, the greatest increase in the number of violent acts against students was among African American students.

It is important to note the low number of violent acts against school staff. Violent acts against staff committed by Hispanic students recorded the greatest decrease. Among this group, no violent acts occurred.

The accompanying charts detail the total number of violent acts committed in Kansas schools over the past five school 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 2002-2006

(per 100 students)

	2002	2003	2004	2005	2006
Males	2.05	2.09	2.10	2.03	2.47
Females	0.65	0.71	0.73	0.69	0.78
Free/Reduced	2.35	2.41	2.33	2.35	2.32
Special Education	3.30	3.05	2.90	2.71	2.87
Caucasion	1.09	1.13	1.12	1.10	1.31
African American	3.48	3.55	3.54	3.52	4.41
Hispanic	1.88	1.84	1.96	1.71	1.93
Native American	1.97	2.62	2.38	1.85	2.62
Asian/ Pacific Islander	0.54	0.64	0.59	0.61	0.80
<b>Total</b>	<b>1.37</b>	<b>1.42</b>	<b>1.44</b>	<b>1.38</b>	<b>1.65</b>

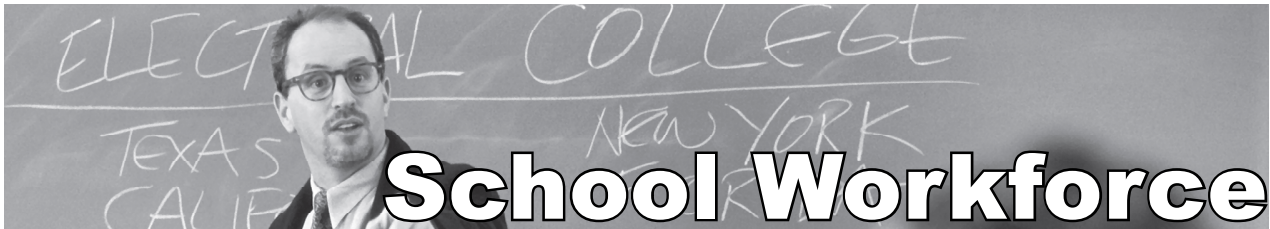
Source: Kansas State Department of Education

## Violent Acts Against Teachers 2002-2006

(per 100 students)

	2002	2003	2004	2005	2006
Males	0.21	0.18	0.21	0.22	0.27
Females	0.05	0.05	0.06	0.06	0.27
Free/Reduced	0.26	0.24	0.27	0.26	0.25
Special Education	0.26	0.24	0.27	0.26	0.25
Caucasion	0.10	0.09	0.09	0.10	0.13
African American	0.49	0.43	0.58	0.59	0.64
Hispanic	0.11	0.07	0.1	0.06	0.00
Native American	0.12	0.23	0.3	0.16	0.31
Asian/ Pacific Islander	0.04	0.05	0.02	0.04	0.14
<b>Total</b>	<b>0.13</b>	<b>0.12</b>	<b>0.14</b>	<b>0.14</b>	<b>0.18</b>

Source: Kansas State Department of Education



It takes a lot of dedicated people to keep Kansas schools running. In fact, it takes more than 65,000 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

A total of 33,479 full-time equivalent (FTE) teachers were employed in Kansas K-12 public schools in the 2005-06 academic year. Classroom teachers made up 51.5 percent of all school employees.

There were 7,500 teacher assistants providing direct classroom support for teachers in Kansas schools. They made up 11.5 percent of all school employees.

Principals and assistant principals provide instructional leadership in our schools. The 1,738 principals and assistant principals in Kansas public schools in the 2005-06 academic year made up nearly 3 percent of school employees.

Combined, teachers, teacher assistants, and principals make up 65 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 25,220 people who did this work in the 2005-06 school year made up 38.8 percent of public school employees. Of those employees, 1,164 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 3,056 of these professionals working in our schools in the 2005-06 school year, comprising about 5 percent of public school employees.

There were 976 central office administrators, managers, curriculum specialists, and other directors setting policies and directing operations for local schools in the 2005-06 academic year. These superintendents, assistant superintendents, school business officials, and directors of district-wide programs made up 1.5 percent of school employees.

## Who is Teaching in Kansas Schools?

In the 2005-06 school year, there were 20,542 classroom teachers in Kansas who held graduate degrees. The National Board for Professional Teaching Standards had certified 204 of those teachers.

Of the 33,479 teachers in Kansas public schools in the 2005-06 school year, pre-kindergarten teachers comprised 1 percent of the group, 43 percent were elementary teachers; 17 percent were middle school/junior high teachers; 28 percent were high school teachers; and 11 percent were special education teachers.

Men comprised 26.1 percent of the Kansas teaching workforce that year, while women comprised the remaining 73.9 percent. Approximately 95.7 percent of the teachers were Caucasian, 1.8 percent were African American and 1.5 percent were Hispanic. Asian and Native American teachers comprised the remaining 1 percent of the teaching workforce.

The estimated average teacher salary in Kansas in the 2005-06 school year, excluding fringe benefits, was \$41,369 compared to the national average of \$49,109. This ranked Kansas 38th among the 50 states in terms of average teacher salary, up from 41st the previous academic year.

However, teacher vacancies have grown and the number of teachers eligible to retire is growing. On August 1, 2005, Kansas schools had nearly 483 vacancies, with the majority in special education and mathematics. On August 1, 2006, the number of vacancies had increased to 497.

More than 35 percent of Kansas teachers leave the profession in the first five years of practice. Returning teachers comprised approximately 88.7 percent of the teaching personnel in the 2005-06 school year, while new teachers comprised 4 percent. Teachers who came from other schools within the state also totaled 4 percent of the teaching staff, while teachers who came from outside the state totaled just 1 percent.

Approximately 50.8 percent of the certified personnel in Kansas schools in the 2005-06 school year were over age 45 and 37 percent were over age 50. Nearly 24 percent of teachers were eligible to retire in the 2004-05 school year, according to the July 2006 legislative post audit. However, during the 2005-06 school year, the Kansas State Department

# School Workforce

of Education's licensure division issued 1,620 initial licenses to graduates with education degrees from the state's colleges and universities. The licensure division issued more than 7,050 emergency substitute licenses during the same period.

The situation has led some districts to recruit teachers from other countries. For example, USD 259, Wichita; USD 501, Topeka; and USD 437, Geary each have teachers from the Philippines teaching in their schools. Topeka also has teachers from India and Spain. And a memorandum of understanding between Kansas and China will bring more Chinese language teachers to the state in future years.

As a result of these recruiting efforts, 84 teachers whose education was completed outside the United States were licensed and are teaching in Kansas for the 2006-07 school year. Additional teachers whose education was completed outside the United States also may be employed in Kansas school districts because these teachers always have been eligible for a Kansas license if they meet all licensure requirements.

The Kansas State Department of Education expects the trend of Kansas school districts recruiting teachers from abroad to continue until more teachers are available in state. The July 2006 legislative post audit notes that 147 more bachelor degrees in education were awarded in the 2004-05 school than in the 1999-00 academic year. However, fewer new teacher licenses (204) were issued in the 2004-05 academic year, according to the post audit report. This could suggest that graduates have decided to delay or decline teaching, or that they are opting to leave the state to pursue a teaching career.

The adjacent table summarizes the July 2006 legislative post audit report on teacher shortages, turnover, age, retirement and supply in Kansas.

## Summary of Kansas Teacher Shortages, Turnover, Age, Retirement and Supply

(1999-00 and 2004-05 School Years)

	School Year 1999-00	School Year 2004-05
<b>Teacher Shortages</b>		
Vacancies	486 0.6%	154 0.5%
Teaching a Class Not Full-Qualified to Teach (Out-of-Field)	1,508	1,828
Fully Licensed	31,934 95.0%	31,837 94.1%
<b>Teacher Turnover (a)</b>		
Teachers Leaving Kansas Schools	3,034	2,806
Non-Retirees	2,444 7.3%	2,806 8.4%
Retirees	590	744
Teachers Moving Between Kansas Schools	2,434 7.3%	2,574 7.7%
Total Turnover	5,468 16.4%	5,380 16.2%
<b>Teacher Age and Retirement</b>		
Percent of Teachers Over the Age of 50	26.7%	33.7%
Percent of Teachers Eligible or Soon to be Eligible to Retire	18.3%	23.9%
<b>Teacher Supply</b>		
Educational Bachelor Degrees Awarded	1,200	1,347
New Teacher Licenses Issued	3,272	3,063

(a) Data on teacher turnover are from 1999-00 and 2003-04.  
Source: Legislative Post Audit of Findings, July 2006



# Profiles in Kansas Education

The federal No Child Left Behind Act (NCLB) has had its greatest impact yet on the practices of schools, districts, and the Kansas State Department of Education (KSDE). In 2006, NCLB required states to administer new assessments to students in Grades 3 through 8 and once in high school. As a result, KSDE - with the help of educators throughout the state - developed new assessments in reading and mathematics.

The number of students taking the assessments more than doubled and schools that administered the assessments by computer were able to receive immediate feedback on student performance. Scores on paper/pencil tests were available to schools before May 2, 2006.

The state assessments are used to determine if schools, districts, and the state made adequate yearly progress (AYP) by increasing the percent of students who meet academic standards as required by NCLB legislation. The law, in an effort to close the achievement gap among students, mandates that all schools, districts, and states must have 100 percent of the student population perform at grade-level in reading and mathematics by 2014.

The annual percentage target of students needed to pass state assessments for a school to make AYP typically increases each year. However, in September 2006 the Kansas State Board of Education voted to maintain the original AYP targets it had set for the 2005-06 school year. For that academic year, 187 public schools and 30 school districts in Kansas did not make AYP.

Most schools miss AYP targets because of assessment results. But an elementary and middle school cannot make AYP if it misses the required attendance targets. Likewise, a high school cannot make AYP if it misses the required graduation rate.

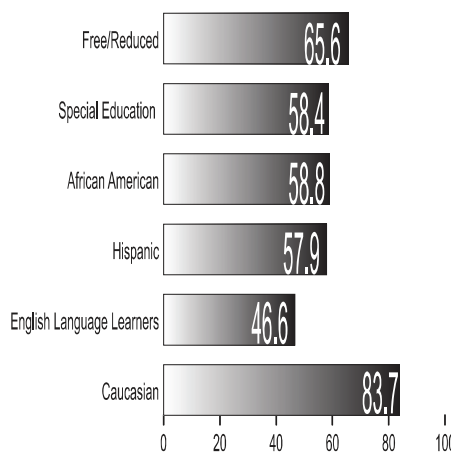
In future years, Kansas schools will be able to better track student performance on the assessments and the other categories of student data needed to comply with NCLB through the Enterprise Data System. The system allows students to be followed throughout their elementary and secondary education career. As a result, the effects of differing school conditions and programs will be easier to measure and complex data will be easier to analyze.

Given the state and federal sanctions schools likely would face as a result of NCLB, parts of the law probably will be changed when it faces re-authorization. But data-intensive accountability is likely to remain a component of NCLB.

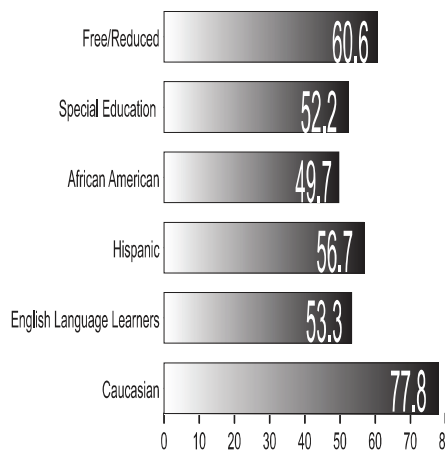
Eighty-six percent of Kansas schools made AYP in 2006, well above the national average of 71 percent, according to Education Week, a national publication on American education. But assessment results show that a significant achievement gap remains between Caucasian students and African American and Hispanic students. Nearly 84 percent of the Caucasian students tested in reading met or exceeded standards, while 58.8 percent of African American students and 57.9 percent of Hispanics students met or exceeded standards.

The charts below indicate the percentage of students tested in reading and mathematics across Kansas in each subgroup that met or exceeded standards.

2005-2006 Reading - Meets Standards or Above



2005-2006 Mathematics - Meets Standards or Above



Source: Kansas State Department of Education 2005-06 Assessment Results, [www.ksde.org](http://www.ksde.org)

# Profiles in Kansas Education

## Nationally, a Cut Above

On the National Assessment of Educational Progress (NAEP), a national test for comparing states, Kansas students continue to be among the top performers. In the 2005 NAEP assessment, 52 jurisdictions participated: the 50 states, the District of Columbia, and the Department of Defense Schools (domestic and overseas). The NAEP test is given to a sample of students in each of the 52 jurisdictions. Approximately 12,000 Kansas 4th and 8th grade students participated in NAEP.

NAEP has four performance levels (below basic, basic, proficient, and advanced). NAEP's basic performance level may be most comparable to Kansas' "meets standards" performance level. In 4th grade mathematics, Kansas students ranked second in the nation with 88 percent of the students tested scoring basic or above in 2005. In 8th grade mathematics, Kansas students ranked third in the nation, with 76 percent of its tested students scoring basic or above. In reading, 4th-graders ranked 13th in the nation and 8th graders ranked 8th in the nation.

## Significant Achievement Gap remains

Although the achievement gap has narrowed in Kansas between Caucasian students and their African American and Hispanic peers, NAEP results show that a significant achievement gap remains.

For example, in 4th grade reading there was an achievement gap of 29 points between African American and Caucasian students. And in 8th grade reading, African American students scored an average of 24 points less than Caucasian students. Hispanic students scored an average of 22 points less than their Caucasian peers in 4th and 8th grade reading.

In 4th grade mathematics, African American students scored an average 22 points less than Caucasian students and Hispanic students had an average score that was lower than Caucasian students by 16 points.

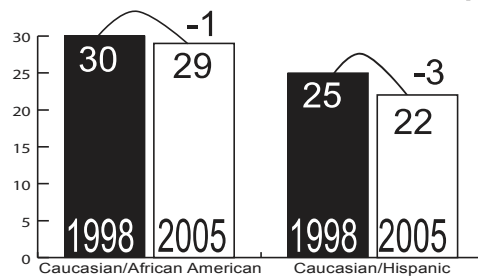
In 8th grade mathematics, African American students scored an average 33 points less than Caucasian students and Hispanic students had an average score that was lower than Caucasian students by 24 points.

The achievement gap must remain an area of concentration for educators. But Kansas educators are making progress. From 1998 through 2005 the gap between Caucasian and these minority students narrowed. The most significant decrease in the performance gap occurred in 8th grade mathematics. In 2000, the gap between African American and Caucasian students was 43 points. In 2005, the gap

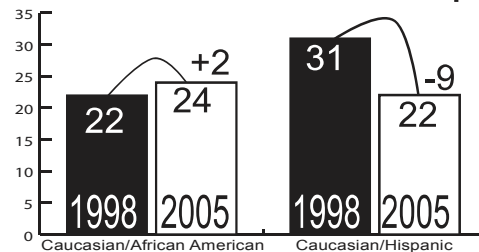
had decreased to 33 points – a 10 point reduction.

For other examples of how the performance gap has narrowed on the NAEP exams between Caucasian and African American and Hispanic students, refer to the charts below.

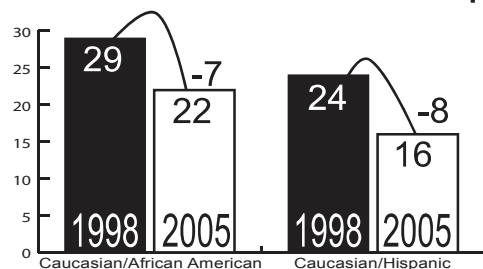
**Reading - 4th Grade  
1998 and 2005 Performance Gap**



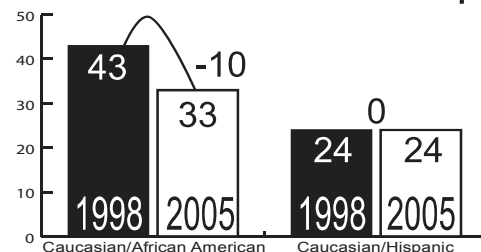
**Reading - 8th Grade  
1998 and 2005 Performance Gap**



**Mathematics - 4th Grade  
1998 and 2005 Performance Gap**



**Mathematics - 8th Grade  
1998 and 2005 Performance Gap**



*Note: NAEP prefers to use a minimum of three tests to establish trend data. NAEP tested reading in 1998, 2003, and 2005. NAEP tested math in 2000, 2003, and 2005.*

*Source: NAEP, <http://nces.ed.gov/nationsreportcard/states/>*





# Legislation

The 2006 legislative session began with education finance facing as much uncertainty as in the previous three sessions.

The Legislature was still under the Kansas Supreme Court order to develop a school finance formula. The Court's mandate was in response to a 1999 lawsuit against the state that was filed by parents and administrators in the Dodge City and Salina school districts. The petitioners argued that Kansas provided too little money to schools and distributed the money unfairly, hurting poor and minority students.

With that in mind, the Legislature commissioned the Division of Legislative Post Audit to review and make recommendations for the school finance formula. After a lengthy study, post audit provided a final report prior to the start of the 2006 legislative session. The Legislature then crafted a three-year school finance plan based on input from many sources, including the Kansas State Board of Education. The plan was approved by the Governor and submitted to the Court. In July, the Supreme Court ruled that the bill passed by the Legislature met the criteria established in the case and dismissed the lawsuit.

## Summary of Legislation

Following is a summary of legislation affecting K-12 schools enacted during the 2006 session. As the dust settled in early July, the changes to financing Kansas public education were contained in two pieces of legislation, House Bill 2809 and Senate Bill 549. Combined, the bills appropriate an additional \$194.5 million in state funds for school districts for school year 2006-07. For school years 2007-08 and 2008-09 the amounts for schools are \$149 million and \$122 million, respectively.

## Changes in the School Finance Formula

Listed below are the significant changes in the school finance law.

- Provides school districts that have free meal percentages between 40.0 and 49.9 percent will receive an additional weighting of 4 percentage points, and districts with 50 percent or more free meals will receive an additional weighting of 8 percentage points for 2006-07; for 2007-08, 5 percent and 9

percent; and for 2008-09, 6 percent and 10 percent. Districts with a density of 212.1 students per square mile and a free lunch rate of 35.1 percent and above would receive .08 weighting in 2006-07; .09 weighting in 2007-08; and .10 weighting in 2008-09 (high-density at-risk).

- Increases the base state aid per pupil (BSAPP) in 2006-07 from \$4,257 to \$4,316, increases to \$4,374 in 2007-08, and \$4,433 in 2008-09.
- Increases at-risk weighting from 19.3 to 27.8 in 2006-07, increases to 37.8 in 2007-08, and 45.6 in 2008-09.
- Authorizes increases in the local option budget from 27 to 30 percent in 2006-07 and 31 percent in 2007-08 and thereafter. An election must be held for an authority over 30 percent.
- Provides high enrollment weighting (formerly referred to as correlation weighting) by decreasing 25 students (1,637) in 2006-07 and 15 students (1,622) in 2007-08.
- Provides school districts could spend money received for at-risk, four-year old at-risk and bilingual programs for any of those programs. All expenses attributable to these programs must be paid from the appropriate fund. School districts would be required to make reports on expenditures and other information.
- Provides additional funding for students that are not eligible for free lunch and are not proficient in reading or math on state assessments in 2004-05 (non-proficient pupil weighting). The percentage of students below proficient that took the math and reading test is applied to the total enrollment of the district to determine the number of students eligible to receive this weighting. The weighting is .029.
- Provides special education excess cost will increase from 89.3 percent in 2005-06 to 92 percent in 2006-07 and thereafter.

# Legislation

## Reporting Requirements by Schools and Conducting Needs Assessments

- Requires reporting requirements for at-risk, four-year old at-risk and bilingual programs to include: the number of pupils served; type of services provided; research upon which district relied to determine the need for services; and results of providing such services.
- Requires that each school district conduct a needs assessment of every attendance center and use this information in preparing the school district budget.

## Provisions for Kindergarten

- Provides that at-risk funds may be used for all-day kindergarten for any portion not funded by the state.
- Provides that school districts that provide all-day kindergarten also must provide half-day kindergarten.
- Provides that school districts would be allowed to charge a fee for all-day kindergarten for that portion not funded by the state.

## General Summary of Other Legislation Affecting Schools

### Strobe Lights on School Buses

The bill requires the use of strobe lights on new school buses put into service after July 1, 2007. The lights will be placed on the roof of the school bus to afford maximum visibility.

### Special Education Teacher Service

The bill creates a special education teacher service scholarship program to be administered by the Kansas Board of Regents. The bill limits the number of scholarships to 50 a year and allows \$3,000 to be given to qualified students each semester or its equivalent for a one-year course of study. Students not enrolled on a full-time bases may take up to five years to complete the requisite one-year course of study and receive a proportionate amount of \$3,000. Acceptance of the scholarship requires the recipient to teach special education for children with disabilities on a full-time basis for at least three years,

or an equivalent length of time on a part-time basis. Scholarships will be awarded based on scholastic ability, and preference will be given to students who are licensed teachers and are employed by or under contract with a school district. If the employment requirement is not met, the recipient of the scholarship will be required to repay the full scholarship amount received plus interest at a specified rate. The bill does provide some exceptions or delays to the repayment provisions. The bill sunsets on June 30, 2011.

## Local Board of Education Boundaries

The bill requires local boards of education to change member districts if the population of a member district is more than 5 percent above or below the mean population of other member districts in the school district. Determination of population would be based upon the most recently published federal decennial census or upon population estimates determined by the county election officer of the school district's home county. Boards would be required to draw member districts as compactly and equally as possible and to include whole voting precincts, to the extent practical.

## Child Passenger Safety Act

The bill amends prior law regarding child passenger safety regulations and establishes the following guidelines:

- A child under the age of 4 years must have the most appropriate child safety restraining system for the age of that child. The bill uses the federal motor vehicle safety standard number 213 for setting regulations.
- A child 4 years of age through 7 years of age, when the child weighs less than 80 pounds or is less than 4 ft. 9 inches in height, must have a child safety passenger restraining system that meets or exceeds the number 213 standard.

## Kansas Public Employer Retirement System

### Changes Affecting School Employees

The 2006 Legislature was fairly quiet for KPERS, but the following changes may affect some members.

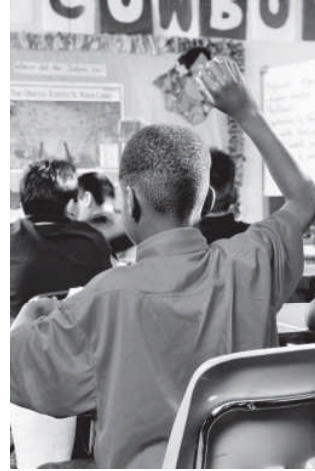
KPERS members planning to return to work for the same employer they retire from may earn up to \$20,000, up from a previous limit of \$15,000.

If a KPERS member returns to work after retirement for a different employer – one you didn't

## Legislation

work for during the last two years of your KPERS participation – you will not have an earnings limit. You will not make any contributions and your employment will not affect your retirement benefits. However, your employer needs to make KPERS contributions for the position you fill:

- if you were first employed on or after July 1, 2006.
- the position would otherwise be a KPERS-covered position.





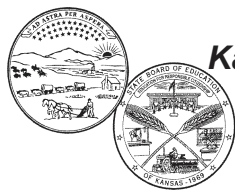
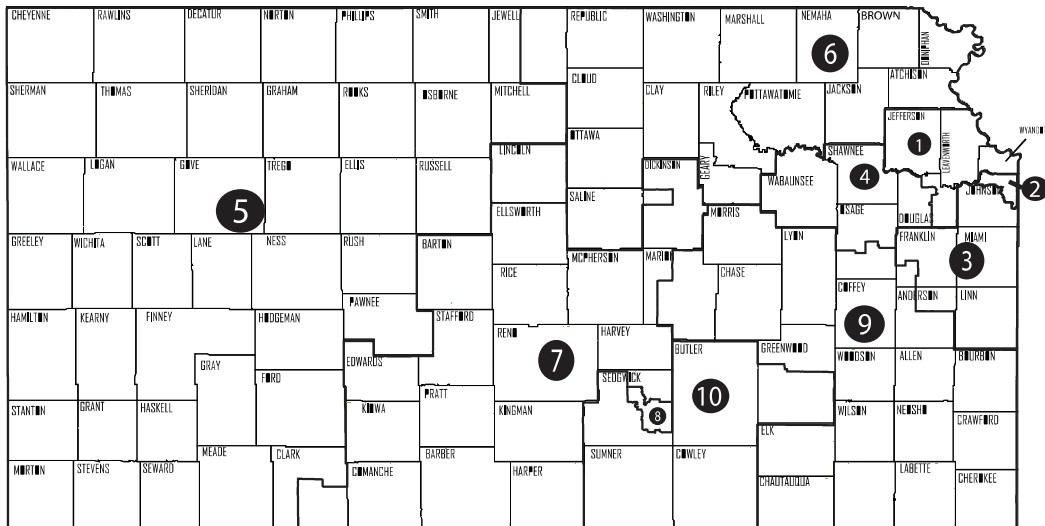
# Education Priorities for a New Century

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  
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District 2

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