

MINUTES OF THE HOUSE EDUCATION COMMITTEE

The meeting was called to order by Chairman Clay Aurand at 9:00 a.m. on January 15, 2009, in Room 785 of the Docking State Office Building.

All members were present except:

Representative Lana Gordon- excused  
Representative Steve Huebert- excused

Committee staff present:

Sharon Wenger, Kansas Legislative Research Department  
Reagan Cussimano, Kansas Legislative Research Department  
Theresa Kiernan, Office of the Revisor of Statutes  
Dale Dennis, Kansas State Department of Education  
Janet Henning, Committee Assistant

Chairman Aurand introduced staff members to Committee members and welcomed new Committee members to the Education Committee.

Dr. Alexa Posny, Commissioner, Kansas State Department of Education, gave an overview to Committee members of the progress of education in Kansas. Committee members were advised the State Board of Education's goals and objectives include:

- Ensuring that all students meet or exceed high academic standards and are prepared for their next steps
- Redesigning the delivery system to meet the students' changing needs
- Providing an effective educator in every classroom
- Ensuring a visionary and effective leader in every school
- Improving communication with all constituent groups and policy partners

Dr. Posny told Committee members that children who have not been exposed to early learning opportunities have one-third less language capabilities. She advised that ninety-eight percent of Kansas children attend kindergarten, even though kindergarten is not mandatory in Kansas. She also advised that seventy-eight percent of Kansas children attend an all-day everyday kindergarten.

Dr. Posny told Committee members that ninety-seven percent of Kansas children are entering kindergarten with good oral language skills. She also advised that children who were read to every day had higher reading scores and scored higher on all academic achievement areas. Dr. Posny told Committee members that children who attended preschool for a great number of years prior to kindergarten scored higher in academic areas and children in full-day kindergarten classrooms have higher spring scores in the academic area as well.

Dr. Posny told Committee members that Kansas student performance results have been phenomenal. Dr. Posny advised that in reading, math, and science testing, student scores have raised dramatically.

Dr. Posny advised the American Legislative Exchange Council's 2007 report card listed Kansas seventh in the nation for its academic achievement. Kansas students rank in the top ten percent for reading and mathematics on the ACT.

Dr. Posny advised that students who take challenging courses and meet high standards in middle school are much more likely to enter high school ready to succeed. She further stated that research has shown that a powerful predictor of whether high school students will graduate and earn a college degree is the rigor of the high school curriculum they complete. Advance Placement (AP) exams show how many students are taking challenging courses and attempting to earn college credit while still in high school. She also advised that 500 more students took the ACT test last year.

Dr. Posny told Committee members that seventy percent of the fastest growing jobs will require education beyond high school. Forty percent of all new jobs will require at least an associates degree and thirty percent of all new jobs will require postsecondary education with less than an associates degree

Dr. Posny spoke to Committee members of teacher shortages and advised that forty percent of the teachers leave the field after seven years. Thirty-six percent of the current teachers can retire within five years. She advised fifty percent of reported personnel are over 45 and thirty-six percent are over 50. She stated twelve percent fewer students have gone into teaching over the past six years. Fifty percent of administrators can retire in five years. However, she advised that when the economy goes down, more students choose education because it is a stable career. (Attachments 1 and 2)

A question and answer session followed the presentation.

The meeting was adjourned at 10:00 a.m. The next meeting is scheduled for Tuesday, January 20, 2009.



# Kansas Education Summary

A Snapshot of Kansas by the Numbers

January, 2009



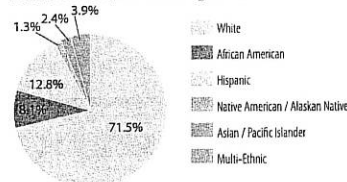
Dr. Posny and students at Lowman Hill Elementary School, USD 501 Topeka.  
 This Wordle (<http://www.wordle.net>) was created from Dr. Posny's web message (November, 2008 <http://www.ksde.org/LinkClick.aspx?fileticket=EFuhxCc0rvQ%3d&tabid=2601&mid=6486>).

## Student, School District Characteristics

### Public School Students 2007-2008

Number Enrolled	471,566
Number of Title 1 Schools	652
Percent of Title 1 Schools Making AYP	94.5%

### Student Racial/Ethnic Background



### School/District Characteristics

Number of School Districts	296
Number of Schools	1,365
District Per Pupil Expenditures	\$9,488

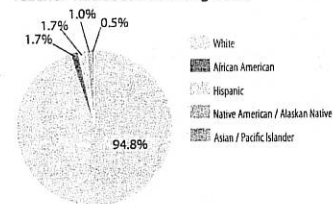


### Teachers

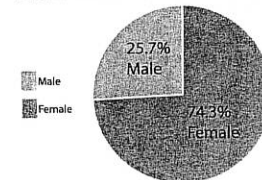
Average Age	43.66
Average Years of Experience	15.29
Number of Full Time Equivalents Teachers	34,958
Teachers' Average Salary*	\$45,136
Teacher/Pupil Ratio	13.5

\*NEA Report 2007-2008 Ranks Kansas 38th in the U.S. in salaries

### Teacher Racial/Ethnic Background



### Teacher Gender



House Education Committee

Date 1-15-09

Attachment # 1

## National Tests

### ACT and SAT

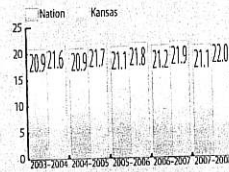
In 2008, Kansas students maintained their competitive edge and continued to perform well on the ACT and SAT college entrance exams. The ACT and SAT are two measures used to compare Kansas students'

performance with that of other students across the country.

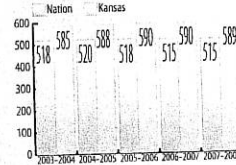
With 74% or 23,687 of the over 32,000 seniors taking the 2008 ACT exam, Kansas ranks in the top 20% in participation. The composite score of 22.0 ranks Kansas

students among the best in the nation when compared to states where at least seventy percent of graduating seniors participate in the ACT.

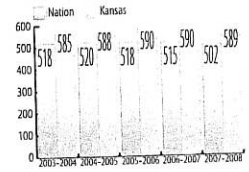
### ACT Composite Scores 2003-2008



### SAT Composite Scores Mathematics 2003-2008



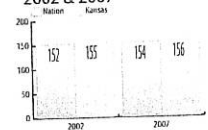
### SAT Composite Scores Critical Reading 2003-2008



### NAEP Writing Assessment

On the National Assessment of Educational Progress (NAEP) exam, students are provided a writing prompt (narrative, expository, or persuasive) and are allowed 25 minutes in which to complete an essay. That differs significantly from the way students are tested in writing on the Kansas state assessments, in which students are provided considerably more time to respond, draft, edit, and revise their response.

### NAEP Composite Scores 8th Grade Writing 2002 & 2007



## Standard of Excellence

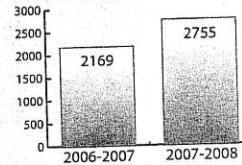
Kansas recognizes schools with the Standard of Excellence in reading and mathematics as well as history/government and science based on the 2007-2008 state assessments. This award acknowledges an increase in the number of students who perform at the highest level, along with a decrease in the number of students who perform in the lowest level. The Standard of Excellence can be earned at individual grade levels as well as building-wide.

The charts below reflect the increase in the number of certificates issued in reading and mathematics for the 2007-2008 assessments as compared to the 2006-2007 assessment data.

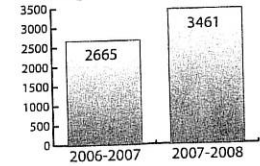
For a list of schools receiving Standard of Excellence certificates, go to <http://www.ksde.org/LinkClick.aspx?fileticket=ZRT8Jps0OwK%3d&tabid=2379&mid=5463>.



### Mathematics



### Reading



## Accolades

### Challenge Award Recipients

One hundred eleven Certificates of Merit were presented to 51 Kansas public school districts as part of the Confidence in Kansas Public Education Task Force celebration held at Junction City Middle School. The Challenge Awards are designed to recognize Kansas schools making significant difference in student achievement despite facing significant challenges in school population. For a list of awardees, go to <http://www.ksde.org/Default.aspx?tabid=95&ctl=Details&mid=444&itemID=354>.

### Governor's Achievement Awards

Forty-four Kansas elementary schools, twelve middle/junior high schools, and eighteen high schools were part of the third annual Governor's Achievement Awards, which honor top performing schools in the state. For a list of awardees, go to <http://www.ksde.org/Default.aspx?tabid=95&ctl=Details&mid=444&itemID=360>.

### Kansas Horizon Award Program

Thirty-two beginning educators from around the state were named 2009 Kansas Horizon Award recipients. The Kansas Horizon Awards are sponsored by the Kansas State Department of Education. The award recognizes exemplary first-year educators.

The Horizon Award program, currently in its seventh year, allows all school districts in the state an opportunity to nominate one elementary and one secondary teacher for the award. To be eligible for a Horizon Award, teachers must have successfully completed their first year of teaching and have performed in such a way as to distinguish themselves as outstanding. The Horizon Award program is a regional competition with four regions corresponding to the state's U.S. Congressional districts. Four elementary and four secondary classroom teachers may be selected for the award from each region. For a list of awardees, go to <http://www.ksde.org/Default.aspx?tabid=2233>.

### Kansas Teacher of the Year

Cindy Couchman, a mathematics teacher at Buhler High School, Buhler USD 313, is the 2009 Kansas Teacher of the Year. Cindy has been a mathematics teacher at Buhler High School for the past 14 years and has a total of 19 years experience in the classroom. She was a state finalist for the Presidential Awards for Excellence in Mathematics and Science Teaching in 2007 and is also a National Board Certified Teacher in Adolescence and Young Adulthood, Mathematics.



### Milken Family Foundation National Educator



Vanessa Martinez was named the 2008 Milken Family Foundation (MFF) National Educator in a surprise ceremony held at Horace Mann Dual Language Magnet School, Wichita USD 259, Ms. Martinez currently serves as the assistant principal at Horace Mann.

### No Child Left Behind - Kansas Blue Ribbon Schools



Five nominations were sent to U.S. Secretary of Education Margaret Spellings for the 2008-2009 No Child Left Behind—Blue Ribbon Schools Awards Program. The five schools receiving the 2008 award are Beeson Elementary School, Dodge City USD 443; Lincoln Elementary School, Lincoln USD 298; Syracuse High School, Syracuse USD 494; Blue Valley North High School, Blue Valley USD 229; and Ellsworth Elementary School, Ellsworth USD 327.

### Presidential Awards in Math and Science

Awardees are selected from mathematics and science teachers in all 50 states and the District of Columbia, with the competition alternating each year between kindergarten through sixth grade and seventh through twelfth grade teachers. After an initial selection process at the state level, a national panel of distinguished scientists, mathematicians, and educators recommend teachers to receive the Presidential Awards. The awards are administered by the National Science Foundation. Carrie Newdigger, science teacher at Macksville High School, Macksville USD 351; and Steven Obenhaus, mathematics teacher at Olathe North High School, Olathe USD 233, were named National Finalists in May 2008.

## Kansas Statistics

### Average Student Attendance Rates 2003-2008

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Males	95.3	95.1	95.3	95.1	94.8
Females	95.0	95.0	95.1	94.2	94.6
Free/Reduced Lunch	93.2	93.6	94.2	93.7	93.7
Special Education	93.8	93.5	91.2	94.0	93.7
White	95.5	95.4	95.4	95.3	95.0
African American	93.4	93.1	93.7	93.8	93.9
Hispanic	94.3	94.4	94.6	94.4	93.9
Native American/Alaskan Native	93.4	93.1	93.2	93.4	93.2
Asian/Pacific Islander	96.2	96.3	96.4	96.1	96.2
<b>Total</b>	<b>95.2</b>	<b>95.1</b>	<b>95.2</b>	<b>95.0</b>	<b>94.7</b>



Attendance is compiled from the OPA Annual Report submitted yearly by each unified school district. The percentages are computed by dividing daily attendance by daily membership.

### Average Student Graduation Rates 2002-2007

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Males	86.2	87.3	88.6	89.4	88.0
Females	89.0	90.9	91.9	82.1	91.0
Free/Reduced Lunch	78.2	81.6	83.9	85.2	80.9
Special Education	86.5	86.8	87.1	95.7	93.9
White	90.1	90.9	92.8	92.8	91.7
African American	76.8	81.2	83.7	83.6	84.7
Hispanic	72.1	77.9	79.0	79.1	79.9
Native American/Alaskan Native	80.7	79.9	81.5	82.5	78.2
Asian/Pacific Islander	90.9	92.0	91.2	92.0	88.1
<b>Total</b>	<b>87.6</b>	<b>89.1</b>	<b>90.2</b>	<b>90.7</b>	<b>89.4</b>



The graduation rate is determined by adding the total number of seniors with the two year dropouts (when seniors were juniors), the three year dropouts (when seniors were sophomores), and the year one dropouts (when seniors were freshmen). The number of non-traditional graduates (those who earn a CED or graduate in more than four years) is then subtracted from the total. The number is divided into the number of traditional graduates and the resulting number is then multiplied by 100 to arrive at the graduation rate.

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

### Average Student Dropout Rates 2002-2007

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Males	1.8	1.6	1.7	1.8	2.1
Females	1.3	1.2	1.2	1.5	1.6
Free/Reduced Lunch	1.6	1.4	1.4	2.2	2.5
Special Education	1.9	1.4	1.4	1.7	2.0
White	1.2	1.2	1.2	1.3	1.5
African American	2.1	2.5	2.5	3.0	2.9
Hispanic	2.8	2.4	2.5	2.9	3.0
Native American/Alaskan Native	2.6	2.3	2.4	3.0	3.5
Asian/Pacific Islander	1.7	0.9	1.0	1.7	1.7
<b>Total</b>	<b>1.5</b>	<b>1.4</b>	<b>1.5</b>	<b>1.7</b>	<b>1.8</b>



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 single year indicator of students who left school and not the inverse of graduation rates.

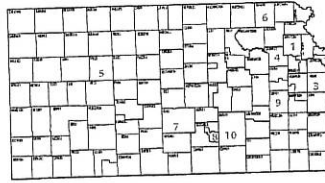
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## Education Priorities of the Kansas State Board of Education

- Ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or post secondary education) by:
- redesigning the delivery system to meet our students' changing needs;
- providing an effective educator in every classroom;
- ensuring a visionary and effective leader in every school; and
- improving communication with all constituent groups and policy partners.

Kansas State Board of Education  
Adopted 9/2007



### Board Members



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Deputy Commissioner  
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#### An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave., Topeka, KS 66612 (785) 296-3201

# Executive Summary



Results released in October from the 2008 Kansas Statewide Assessments show continued strong performance results in reading, mathematics, science, and history/government for all students. With over 99% participation by all students in each of these content areas, student performance is continuing an upward trend.

Across all of Kansas, the percent of students reading at the proficient level or above has risen from 59% in 2000 to 84% in 2008. This is a 25% gain. Math has risen from 50% to 81%, a 31% gain. The gains have been just as strong in history/government and science. Additionally, the achievement gaps among various groups of Kansas students in reading, mathematics, history/government, and science are closing. Participation rates on all assessments in Kansas are above 99% for all students. This indicates that educators take the assessments seriously, make sure that all students are counted, and have been working tirelessly to ensure that all children achieve to high levels.

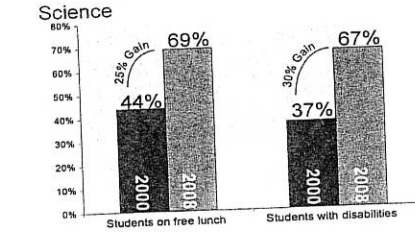
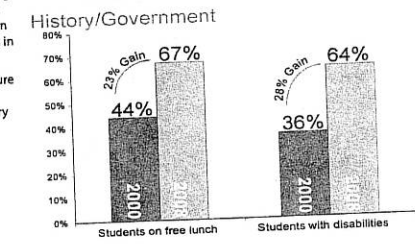
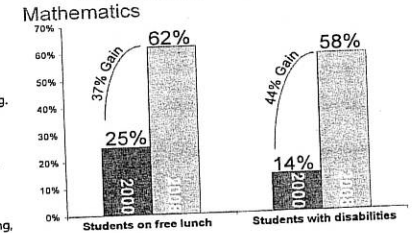
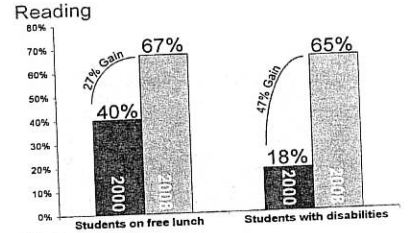
The charts and subsequent statistics on the right highlight the incredible gains Kansas students have achieved.

When compared with the results over the past nine years, reading, mathematics, history/government, and science scores all reflect a continuing upward trend. I have used the word phenomenal when describing the achievement of our students across all grade levels in Kansas.

Congratulations, Kansas educators, on a job well done! The future of the world is in your classrooms, a future with the potential to improve tomorrow. What a responsibility you fulfill each and every day and how well you do it!

There has never been a more important time to focus on the students of tomorrow than today.


Alexa Posny, Ph.D.  
Kansas Commissioner of Education





**Kansas: State of Education  
January 2009**

Dr. Alexa Posny



**State Board Goal and Objectives**

Ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or post-secondary education) by:

- Redesigning the delivery system to meet our students' changing needs
- Providing an effective educator in every classroom
- Ensuring a visionary and effective leader in every school
- Improving communication with all constituent groups and policy partners

**Early Learning Opportunities**

**"First, we must invest in early childhood education. Too many children show up for kindergarten already behind. Many never catch up."**

Arne Duncan

**Early Learning Opportunities in Kansas**

- Not all children attend a formal preschool
- 98% of children attend Kindergarten
- Most preschool programs are targeted
- Many programs overlap
- Programs are funded through different sources

**Children Served in PreK**

Program	Number of Children
All day, everyday Kindergarten	27,559 (78%)
Half-day Kindergarten	7,854 (21%)
Four-Year-Old At-Risk	6,263
Pre-K Pilot	1,400 to 1,500
Head Start	8,300
Early Childhood Special Education	5,497
Early Head Start	1,699
Parents as Teachers	18,256
Part C (Infant-Toddler SPED)	6,643



## Early Learning Outcomes

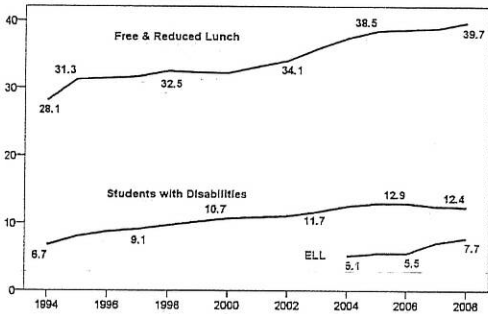
- Children are entering kindergarten with good oral language skills (97% of parents report that they talk with their child daily)
- Children have adequate social skills
- Children who were read to every day had higher reading scores and scored higher on all academic achievement areas (69.5% of parents)
- Written language was the lowest area of skill
- Children who are considered "at-risk" do not have as high a level of skill in all domains
- Children who attended preschool for a greater number of years prior to Kdg scored higher on academic areas (87 to 89% of parents report their child received preschool)
- All domains of learning showed improved scores across the kindergarten year
- Children in full-day kindergarten classrooms had higher spring scores in academic areas

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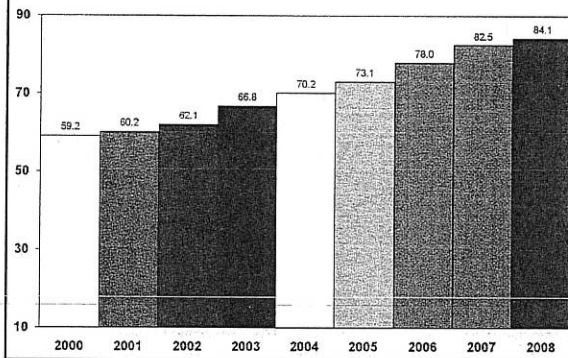
## Student Performance Results: State

### Swimming Against the Trends

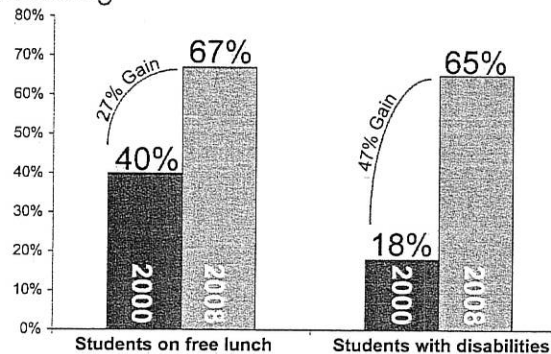
Kansas Student Population Trends  
Percent of K-12 Enrollment



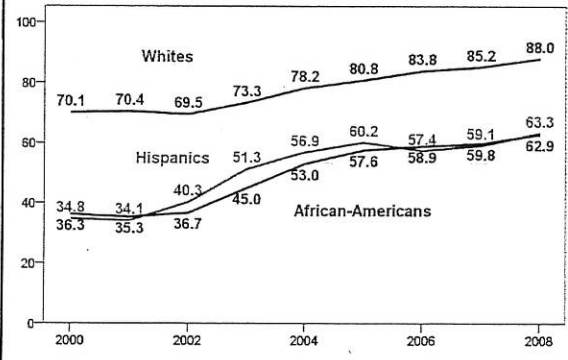
### Kansas: Reading

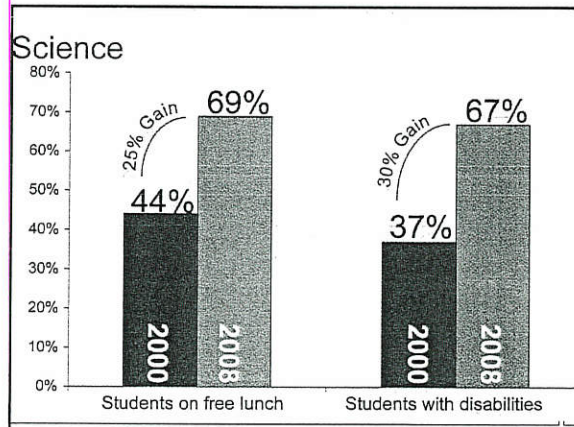
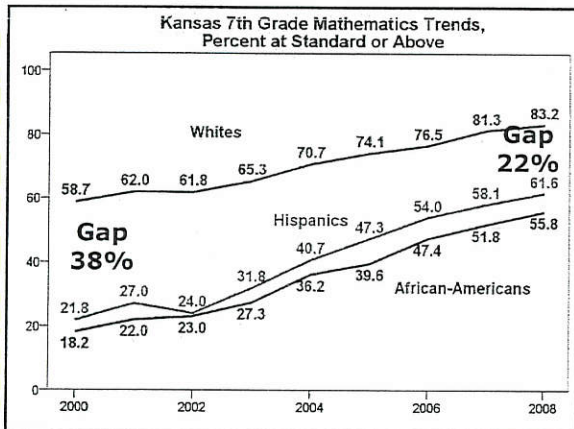
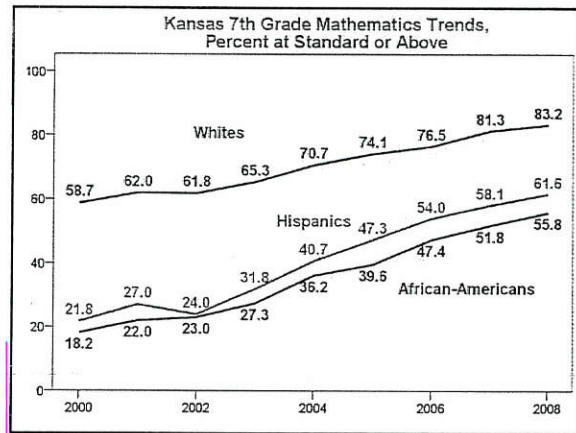
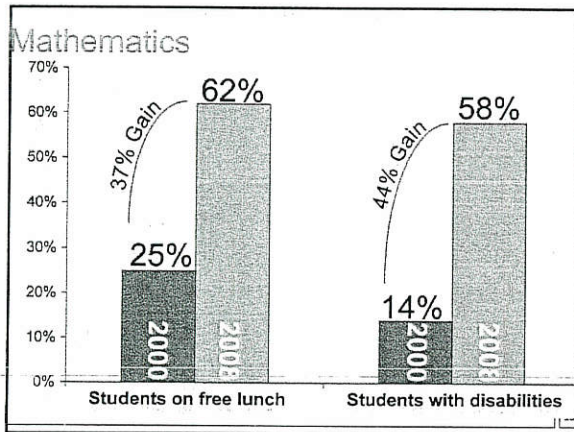
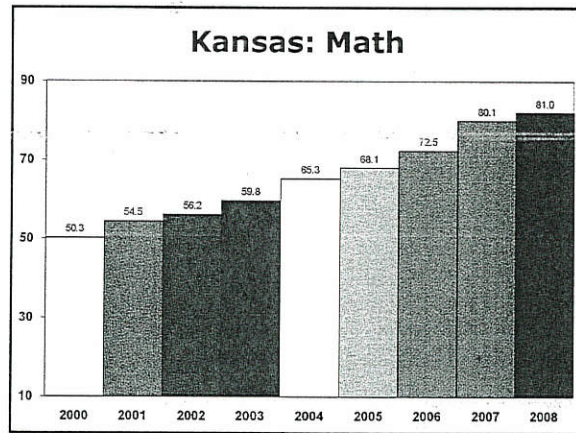
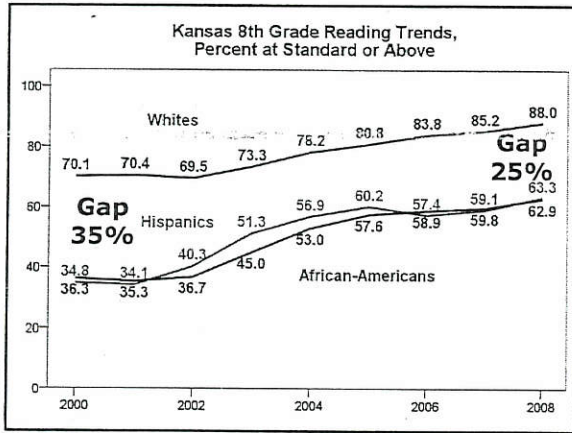


### Reading



Kansas 8th Grade Reading Trends,  
Percent at Standard or Above



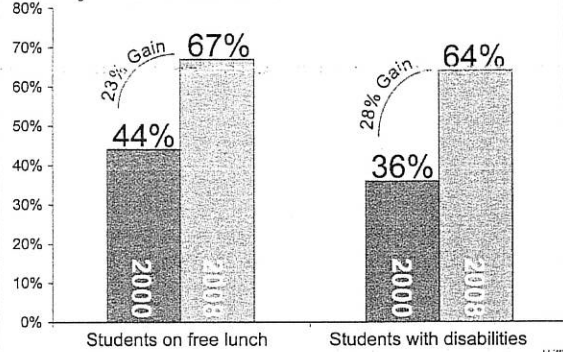


### Assessment Highlights: Science

Percentage Scoring at or above Standard	2003 7 <sup>th</sup> Grade	2005 7 <sup>th</sup> Grade	2008 7 <sup>th</sup> Grade
Free/Reduced Lunch	43.7	49.4	69.4
Students with Disabilities	37.5	45.2	67.4
English Language Learners	17.0	17.3	52.4
African-American	29.6	32.2	57.3
Hispanics	31.1	38.3	60.6

Data Current as of 10.8.08

### History/Government



### Assessment Highlights: History/Government

Percentage Scoring at or above Standard	2003 8 <sup>th</sup> Grade	2005 8 <sup>th</sup> Grade	2008 8 <sup>th</sup> Grade
Free/Reduced Lunch	44.0	49.5	66.9
Students with Disabilities	36.1	44.9	64.0
English Language Learners	18.1	16.8	51.7
African-American	33.1	37.7	54.3
Hispanics	34.5	41.3	60.8

Data Current as of 10.8.08

### Cost Study Analysis Legislative Post Audit, p. 40

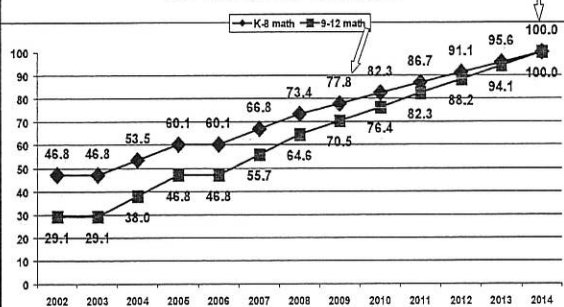
January 2006

"We found a strong association between the amounts districts spend and the outcomes they achieve.

*In the cost function results, a 1.0% increase in district performance outcomes was associated with a 0.83% increase in spending—almost a one-to-one relationship. This means that, all other things being equal, districts that spend more had better student performance. The results were statistically significant beyond the 0.01 level, which means we can be more than 99% confident there is a relationship between spending and outcomes."*

### Performance Criteria: Mathematics

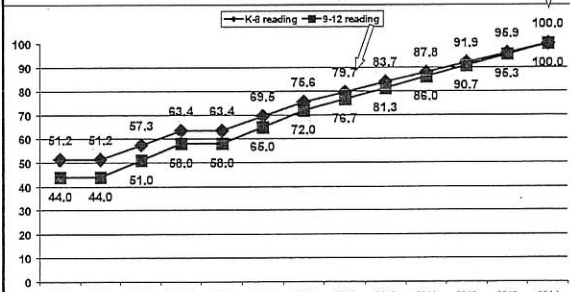
AYP Starting Point: Mathematics



1/15/2009

### Performance Criteria: Reading

AYP Starting Point: Reading

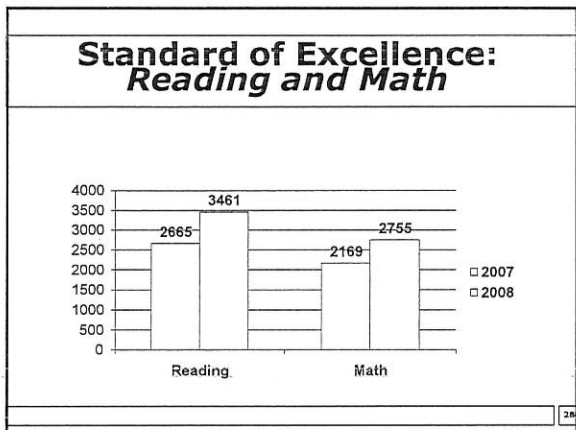


1/15/2009

<b>AYP State Profile</b>				
	Made AYP		Didn't Make AYP	
	2007	2008	2007	2008
Public Districts:	263	271	33	25
	88.9%	90.9	11.1%	9.1
Public Schools:	1,229	1,228	152	137
	89.0%	89.3	11.0%	10.7

<b>Quality Performance Accreditation</b>	
Accredited Schools	Accredited On Improvement
1309	79
94%	6%

<b>Schools with 100% meeting or exceeding the standard</b>		
Math	Reading	Both Math and Reading
Total: 1,349 public schools		
108	96	94

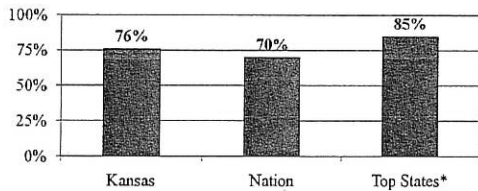


**Student Performance Results: Graduation**

	Graduation	Attendance
All Students	89.4	94.7
Free/Reduced Lunch	80.9	93.7
Students with Disabilities	83.3	93.7
English Language Learners	79.4	94.6
African-American	81.7	93.6
Hispanics	79.9	93.9

## How many high school students graduate on time?

Freshmen Graduating On Time with a Regular Diploma (2003)

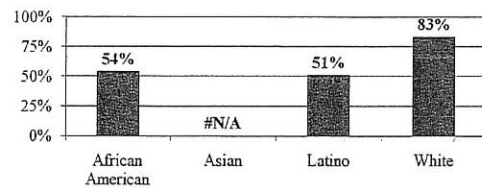


\*Median of top five states.  
Source: Manhattan Institute, April 2006, Leaving Boys Behind: Public High School Graduation Rates.

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## Are graduation rates equitable in Kansas?

Freshmen Graduating On Time with a Regular Diploma (2003)



Source: Manhattan Institute, April 2006, Leaving Boys Behind: Public High School Graduation Rates.

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## Student Performance Results: National

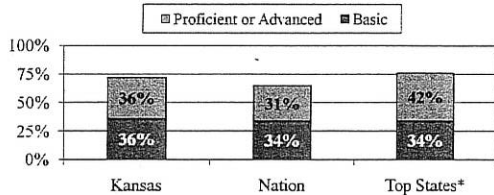
## KS Education Shines!

- The American Legislative Exchange Council's 2007 report card listed KS 7<sup>th</sup> in the nation for its academic achievement
- KS students rank in the top 10% for reading and mathematics on the ACT
- On the 2007 NAEP, KS:
  - 4<sup>th</sup> graders ranked 2<sup>nd</sup> in the nation on math
  - 8<sup>th</sup> graders ranked 2<sup>nd</sup> on math
  - 4<sup>th</sup> graders ranked 6<sup>th</sup> on reading
  - 8<sup>th</sup> graders ranked 6<sup>th</sup> on reading

34

## Are elementary school students achieving "proficiency" in reading?

4th Grade Reading Achievement (NAEP 2006)

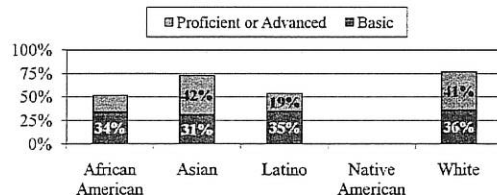


\*Median of top five states in percent proficient or advanced.  
Source: National Assessment of Educational Progress. Analysis of data downloaded from [www.nces.ed.gov/nationreportcard/index/](http://www.nces.ed.gov/nationreportcard/index/)

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## Are there inequities in reading achievement in Kansas?

4th Grade Reading Achievement (NAEP 2006)

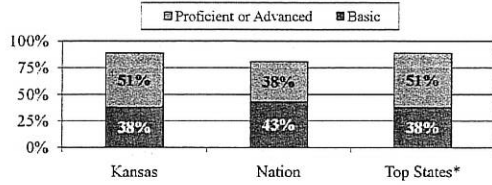


Source: National Assessment of Educational Progress. Analysis of data downloaded from [www.nces.ed.gov/nationreportcard/index/](http://www.nces.ed.gov/nationreportcard/index/)

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### Are elementary school students achieving "proficiency" in math?

4th Grade Math Achievement (NAEP 2006)

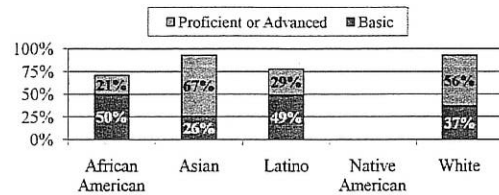


\*Median of top five states in percent proficient or advanced.  
Source: National Assessment of Educational Progress. Analysis of data downloaded from www.nces.ed.gov/nationsreportcard/index/

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### Are there inequities in math achievement in Kansas?

4th Grade Math Achievement (NAEP 2006)

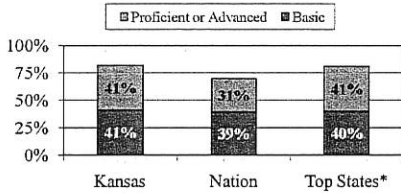


Source: National Assessment of Educational Progress. Analysis of data downloaded from www.nces.ed.gov/nationsreportcard/index/

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### Are middle school students achieving "proficiency" in math?

8th Grade Math Achievement (NAEP 2006)

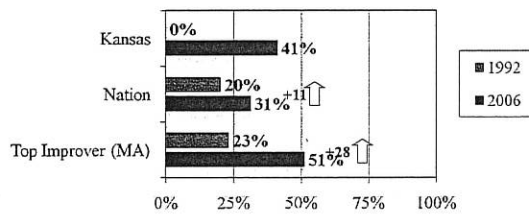


\*Median of top five states in percent proficient or advanced.  
Source: National Assessment of Educational Progress. Analysis of data downloaded from www.nces.ed.gov/nationsreportcard/index/

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### Is math achievement improving?

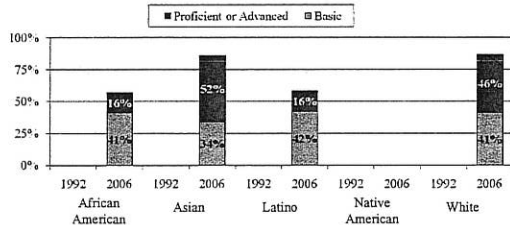
8th Graders Scoring At or Above Proficient in NAEP Math: 1992-2006



40

### Are there inequities in math achievement in Kansas? Have gaps narrowed?

8th Grade Math Achievement (NAEP 2006)

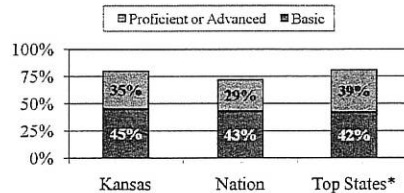


Source: National Assessment of Educational Progress. Analysis of data downloaded from www.nces.ed.gov/nationsreportcard/index/

41

### Are middle school students achieving "proficiency" in reading?

8th Grade Reading Achievement (NAEP 2006)



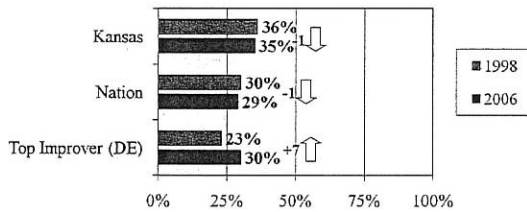
\*Median of top five states in percent proficient or advanced.  
Source: National Assessment of Educational Progress. Analysis of data downloaded from www.nces.ed.gov/nationsreportcard/index/

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### Is reading achievement improving?

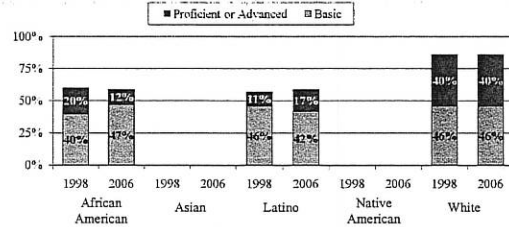
#### 8th Graders Scoring At or Above Proficient in NAEP Reading: 1998-2006



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### Are there inequities in reading achievement in Kansas?

#### 8th Grade Reading Achievement (NAEP 2006)

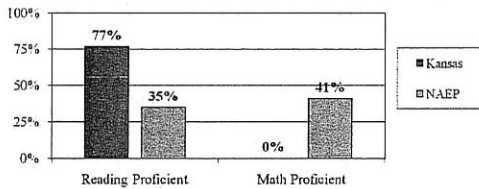


Source: National Assessment of Educational Progress. Analysis of data downloaded from www.nces.ed.gov/nationreportcard/index/

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### Is there a gap between achievement on state assessments and NAEP?

#### 8th Grade Achievement on State Assessment v. NAEP (2006)



Source: National Assessment of Educational Progress. Analysis of data downloaded from www.nces.ed.gov/nationreportcard/index/ and 2005 Kansas State Assessment results taken from 2004-05 Accountability Report at http://www.kstate.org/accounability/accounability.htm.

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### Middle School

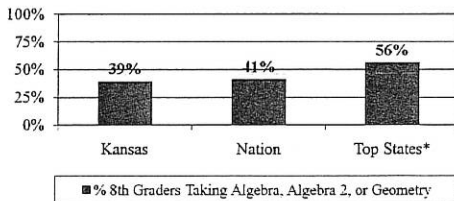
- Students who take challenging courses and meet high standards in middle school are much more likely to enter high school ready to succeed.

Algebra is widely recognized as a "gateway" course—students who take it by the end of 8th grade are much more likely to take rigorous courses in high school that lead to a college degree.

46

### Are students taking "gateway" courses?

#### 8th Graders Taking Algebra (2005)

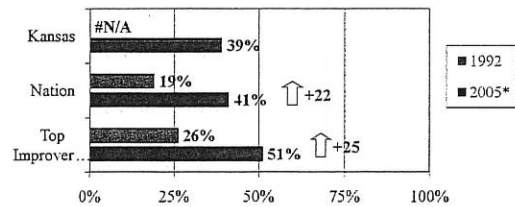


\* Median of top five states. Source: Analysis of data from www.nces.ed.gov/nationreportcard/index/

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### Are more students taking gateway courses over time?

#### 8th Graders Taking Algebra: 1992-2005



\*Includes students taking Algebra, Algebra 2 or Geometry. \*\* Median of top five improvers.

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## High School

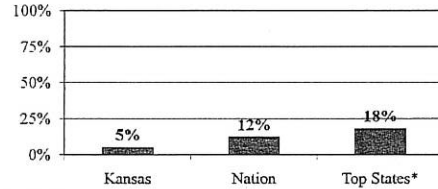
- Research has shown that a powerful predictor of whether high school students will graduate and earn a college degree is the rigor of the high school curriculum they complete.

Advanced Placement (AP) exams show how many students are taking challenging courses and attempting to earn college credit while still in high school.

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## Are students participating in AP courses?

11th and 12th Graders Taking AP Exams (2004)

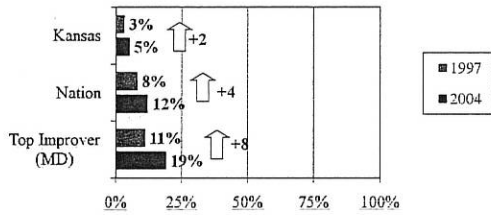


\* Median of top five states.  
Source: Analysis of data from College Board AP Summary Reports for 2004 and NCES Common Core of Data. Includes public school student only.

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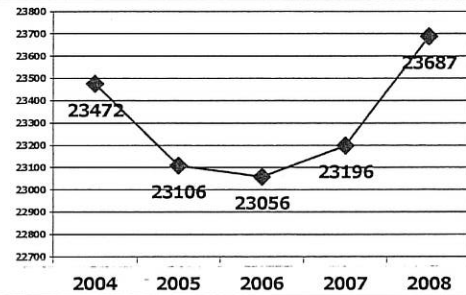
## Are more students participating in AP over time?

11th and 12th Graders Taking AP Exams: 1997-2004



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## Number Tested: ACT



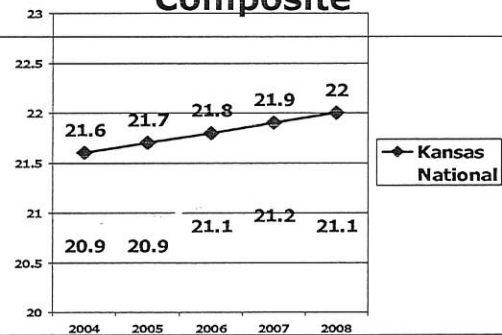
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## News from ACT

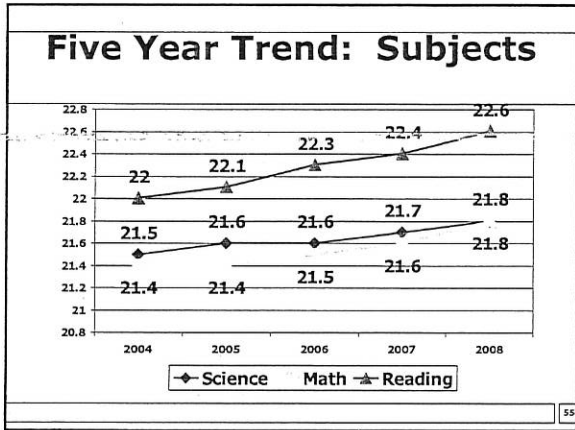
	% Tested	Comp Ave.	Math	Reading	Science
Kansas	76%	21.9	21.6	22.4	21.7
Colorado	100%	20.4	20.1	20.8	20.4
Missouri	74%	21.6	21.0	22.1	21.5
Nebraska	77%	22.1	21.8	22.4	21.9
Oklahoma	71%	20.7	19.8	21.3	20.5
Texas	30%	20.5	20.8	20.6	20.4

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## Five Year Trend: Composite



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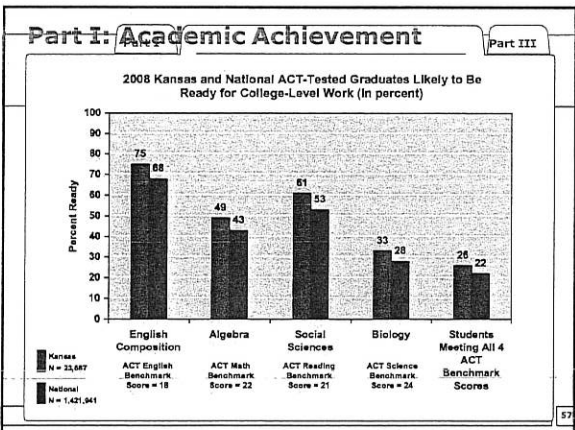


### Part I: Academic Achievement

Kansas and National Average ACT Composite Scores by Race/Ethnicity, 5-Year Trends

		2004	2005	2006	2007	2008
All Students	State	21.6	21.7	21.8	21.9	22.0
	National	20.9	20.9	21.1	21.2	21.1
African Am./Black	State	17.6	17.4	17.4	17.7	17.9
	National	17.1	17.0	17.1	17.0	16.9
Am. Indian/Alaska Native	State	20.5	20.2	20.3	20.4	20.2
	National	18.8	18.7	18.8	18.9	19.0
Caucasian Am./White	State	22.0	22.1	22.2	22.3	22.5
	National	21.8	21.9	22.0	22.1	22.1
Hispanic	State	19.4	19.1	19.3	19.3	19.4
	National	18.5	18.6	18.6	18.7	18.7
Asian Am./Pacific Islander	State	22.0	21.8	22.0	22.2	22.6
	National	21.9	22.1	22.3	22.6	22.9
Other/No Response	State	21.1	21.6	21.6	22.0	22.3
	National	20.9	20.9	21.1	21.5	21.7

Note: A "\*" means an insufficient number of students in that category took the ACT.



### "The Proficiency Illusion"

Fordham and NWEA

"This study linked data from the 2006 administration of Kansas's reading and math tests to the MAP assessment... We found that Kansas's definitions of "proficiency" in reading and mathematics are relatively consistent with the standards set by the other 25 states... In other words, Kansas's tests are about average in terms of difficulty."

### "Mapping 2005 State Proficiency Standards Onto the NAEP Scales"

"Kansas's standards (are) in the middle-third of the distribution of all states studied in grade-8 reading."

"Kansas's math proficiency cut scores are not smoothly calibrated across grades, however, (and) students who are proficient in 3<sup>rd</sup> grade math are not necessarily on track to be proficient by the 8<sup>th</sup> grade."

### Leaders and Laggards: A State-by-State Report Card on Educational Effectiveness

Center for American Progress

- Certain states with a large percentage of low-income and minority students score far better than others on achievement tests. Those seeking to improve their own students' academic results should look to high-achieving states with large percentages of traditionally low-scoring demographic groups, such as Florida, Kansas, Texas, and Virginia, to figure out how to succeed with low-income and minority students. Because they are serving those students relatively well, they earned As in this category.



## Course Completion Opportunities

Course Completion Opportunities	# of Responses	% of Total
No course completion opportunities	32	9.4%
Advanced Placement(AP)	128	37.8%
International Baccalaureate (IB)	6	1.8%
Credit Recovery	263	77.6%
Other (dual/concurrent enrollment; virtual or online; summer programs)	85	25.1%



## Career Preparation

**“School matters, but only insofar as it yields something that can be used once students leave school.”**

**Howard Gardner, 1997**



## Workforce Connections

- 70% of the fastest growing jobs will require education beyond high school
  - 40% of all new jobs will require at least an associates degree
  - 30% of all new jobs will require postsecondary education with less than an associates degree

## Board Policy Initiatives

- Improve access to Career and Technical Education (CTE): dual enrollment; qualified admissions; promote partnerships
- Implement integration of academics and CTE standards: integrated standards based on 16 career clusters; gold standard assessments
- Require career planning and awareness: personalized/individualized career plans of study (ICPS)
- Promote multiple strategies: data reporting across and through secondary and postsecondary programs
- Support funding at federal/state/local level: additional funding based on output (results-based) versus input

Career Preparation	# of Responses	% of Total
Career Clusters (a classification system for careers)	189	55.8%
Career Academies (small learning communities based on common career interests)	28	8.3%
Career Pathways (a specific sequence of courses that leads to something beyond school)	169	49.9%
Other	64	18.9%

Personal Career Plans	# of Responses	% of Total
Not implementing	178	52.5%
Am implementing	143	42.2%
Grade Levels		
5 <sup>th</sup>	10	2.9%
6 <sup>th</sup>	3	0.9%
7 <sup>th</sup>	3	0.9%
8 <sup>th</sup>	57	16.8%

High to Low Results at 75th Percentile or Higher as of October, 2008

Cluster	Interests
Finance	14,512
Architecture and Construction	12,839
Information Technology	12,711
Government and Public Administration	12,414
Manufacturing	12,342
Transportation, Distribution and Logistics	12,301
Science, Technology, Engineering and Mathematics	11,966
Human Services	11,425
Health Science	11,170
Agriculture, Food, and Natural Resources	10,772
Arts, Audio-Video Technology and Communications	10,164
Law, Public Safety, Corrections and Security	9,235
Education and Training	9,202
Hospitality and Tourism	8,809
Marketing, Sales and Service	6,801
Total Number of Students	43,279

Teacher Shortages

**Core Content Classes Taught by Highly Qualified Teachers**

2008 Building Report Card Data

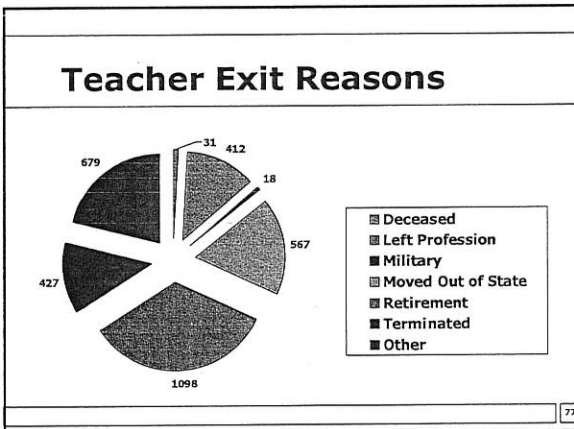
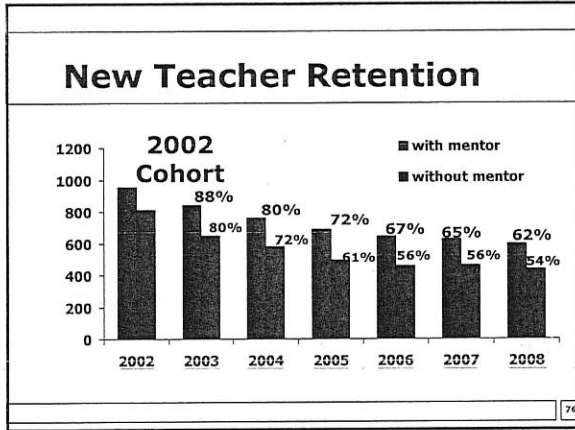
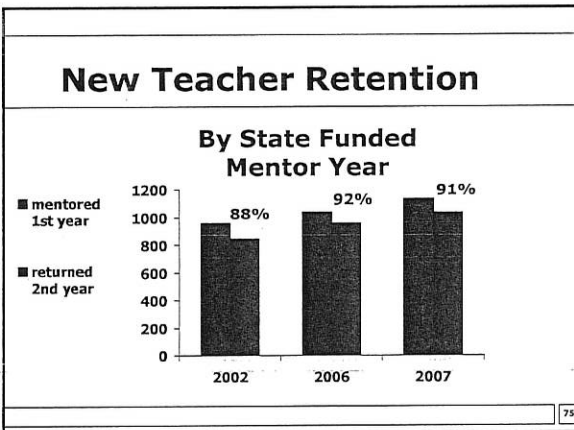
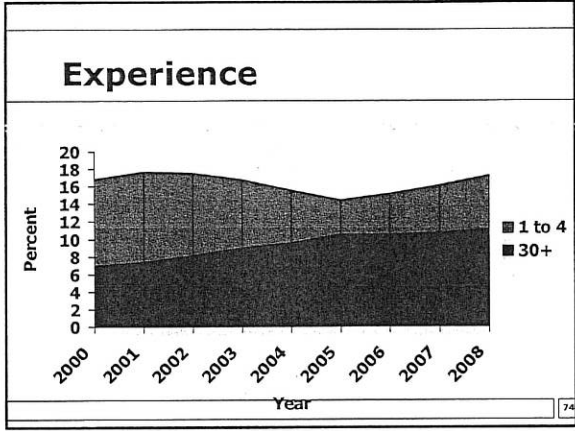
Elementary	98.2
English/Language Arts, Reading	93.3
Fine Arts: Music, Art, Theater	95.6
Foreign Language	89.1
Mathematics	91.2
Natural Science	89.2
Social Studies, History, Government, Geography, Economics	94.7
Special Education	82.4
ESL/Bilingual	80.3

**KS 2008 Data Says...**

- 40% of our teachers leave the field after seven years
- 36% of our teachers can retire within 5 years
- 50% of reported personnel are over 45; 36% are over 50
- 12% fewer students have gone into teaching over the past six years
- In 2007, there were 55 teacher biology licenses; in 2008 there were 82
- In 2007, there were 33 chemistry licenses; in 2008 there were 35
- In 2007, there were 24 physics licenses; in 2008 there were 28

### KS Teacher Vacancies

	2007	2008
June	1,144	846
August	476	351



### Leadership

