

MINUTES

2010 COMMISSION

October 2, 2009
Room 535-N—Statehouse

Members Present

Rochelle Chronister, Chairperson
Dr. Ray Daniels, Vice-chairperson
Dennis Jones
Carolyn Campbell
Emile McGill
Terry Canfield
Barb Hinton
Stephen Iliff

Members Absent

Senator Jean Kurtis Schodorf
Representative Clay Aurand
Representative Marti Crow

Staff Present

Sharon Wenger, Kansas Legislative Research Department
Martha Dorsey, Kansas Legislative Research Department
Reagan Cussimanio, Kansas Legislative Research Department
Theresa Kiernan, Office of the Revisor of Statutes
Kristen Kellems, Office of the Revisor of Statutes
Dale Dennis, Kansas Department of Education
Janet Henning, Committee Assistant

Others Present

Scott Frank, Legislative Division of Post Audit
Tom Krebs, Kansas Association of School Boards
Dodie Wellshear, United School Administrators/Kansas
Mark Tallman, Kansas Association of School Boards
Mark Desetti, Kansas National Education Association
Mike Reece, K12, Inc.

Martin Hawver, Hawver Publications
Jennifer Crow, Topeka USD #501
Terry Forsyth, Kansas National Education Association
Sue Storm, Kansas State Board of Education
Val DeFever, Schools for Quality Education
Shannon Bell, Little Government Relations
Doug Bowman, Coordinating Council on Early Childhood Development Services
Doug Moeckel, Kansas Association of School Boards
Tiffany Fisher, KCSR
Senator Mary Pilcher Cook

Morning Session

The meeting of the 2010 Commission was called to order at 9:00 a.m. by Chairperson Chronister.

Presentation on Race to the Top Federal Funding

Dr. Alexa Posny, Commissioner of Education, Kansas State Department of Education, spoke to Commission members about Race to the Top (RTTT) federal funding for education. Dr. Posny told Commission members that almost 100 years ago, fewer than five percent of the total student population graduated from high school. Today, that number has increased to approximately 80 percent. She emphasized there is more work to be done for the remaining 20 percent of our students who do not graduate.

Dr. Posny noted that one of the biggest things is that we are no longer talking about "reforming" education, we're talking about "transforming" education. She stated the funds for this program will only be going to 10-12 states and will be going to states who are doing the best job. Kansas is among the top 10-12 states, she added.

Dr. Posny advised Race to the Top must be applied for by the state. But, in terms of the dollars and how they come back, 50 percent of all of the money that would be given, would have to go directly to the districts. However, they must all sign a memorandum of agreement as a part of this application, and they must agree to follow the plan in terms of what they are going to do and how to spend the money. That plan must be a part of the application process.

In discussing the Race to the Top program, there are four areas that will be focused on completely and every state must do the exact same thing:

- **Standards and Assessments**
 - Participate in a consortium of states to develop a common set of K-12 standards;
 - Adopt the common set of K-12 standards by June 2010;
 - Participate in a consortium of states to implement common, high quality assessments aligned with the common set of K-12 standards; and

- Align high school exit criteria and college entrance requirements with the new assessments.

- **Effective Teachers and Leaders**

- Allow alternative routes to certification for teachers and administrators;
- Have a high-quality plan and annual targets to:
 - Measure student growth;
 - Differentiate the effectiveness of teachers and principals using multiple rating categories;
 - Provide these data and ratings to each teacher and principal; and
 - Use this information when evaluating, annually compensating, promoting, granting tenure or dismissing.
- Increase the number and percentage of highly effective teachers and principals in high poverty schools;
- Increase the number and percentage of effective teachers teaching hard-to-staff subjects (math, science, special education, English Language Learners [ELL]);
- Implement incentives and strategies in recruiting, compensating, career continuum and human resources practices;
- Have a high-quality plan and annual targets to:
 - Link student achievement data to the student's teachers and principal;
 - Link this data to the preparation programs where they were credentialed;
 - Publicly report the findings for each credentialing program that has 20 or more graduates annually;
- Use rapid-time student data to inform and guide the supports (professional development, time for planning) to:
 - Improve the effectiveness of the instruction; and
 - Continuously measure and improve the effectiveness and efficiency of these supports.

- **Data Systems**

- Ensure that the statewide longitudinal data system is used to inform and engage key stakeholders;
- Ensure that the statewide longitudinal data system supports decision-makers in the improvement of instruction; and
- Have a high-quality plan that:

- Increases the use of instructional improvement systems;
- Makes these data available and accessible to researchers.

- **Struggling Schools**

- Have the authority to intervene directly with persistently low-performing schools;
 - Identify the five percent of schools or five schools (whichever is larger) that are the lowest achieving and support them by:
 - Putting in place new leadership, new staff, new governance and improved instructional programs;
 - Converting them to charter schools or contracting with educational management organizations;
 - Closing the school; and
 - Implementing a school transformation model.
- Employ a school transformation model that includes:
 - Hiring a new principal;
 - Measuring teacher and principal effectiveness;
 - Rewarding effective teachers and principals;
 - Improving recruitment, retention, and professional development;
 - Implementing comprehensive instructional reform; and
 - Extending learning time and community-oriented supports.
- Have a charter school law that does not prohibit or inhibit increasing the number of charter schools;
 - Have guidelines to approve, monitor, hold accountable, reauthorize and close charter schools based on student academic achievement;
 - Ensure charter schools receive equitable funding; and
 - Ensure charter schools receive facilities funding, able to share in bonds and mill levies that are the same as traditional schools.

Dr. Posny described to Commission members the many accomplishments already implemented in Kansas schools (Attachment 1).

A question and answer session followed the presentation. Commission members inquired of Dr. Posny as to what the 2010 Commission could do in support of this program. Dr. Posny advised letters of support from as many Commission members as possible would be extremely helpful.

Annual Yearly Progress

Dr. Posny and Dale Dennis, Deputy Commissioner, Kansas State Department of Education, spoke to Commission members of the requested information on the 2009 Annual Yearly Progress (AYP) status of Kansas school districts (Attachment 2).

Mr. Dennis told Commission members there were 21 schools in Kansas in which every student made proficiency. There also were over 100 schools that had 100 percent proficiency in reading and math. There were 1,217 schools that made AYP and 172 schools that did not. There were 261 school districts that made AYP and 34 school districts that did not. Mr. Dennis told Commission members that one school district that did not make AYP missed it by two students.

Handout material was presented to Commission members entitled *Kansas Education Summary - A Snapshot of Kansas by the Numbers* (Attachment 3).

Handout material also was given to Commission members regarding average salaries of public school teachers in the United States. Kansas is ranked 38th in the nation (Attachment 4).

A question and answer session followed the presentation.

Presentation on Activities and Results

Bill Sailors, Director of the Center for Innovative School Leadership (CISL), gave an overview to Commission members of the activities and results of the Center for Innovative School Leadership. Mr. Sailors told Commission members the function of CISL is to conduct effectiveness and efficiency reviews for volunteer school districts. The goal of CISL is to identify best practices, cost savings, and potential effectiveness and efficiency strategies for school districts in the four protocol areas of facilities management, human resources, leadership, and teaching and learning. The identified best practices, cost saving measures, and efficiency suggestions could be utilized by other districts for self-analysis of school operations (Attachment 5).

A question and answer session followed the presentation.

Chairperson Chronister asked Commission members if there were any changes or additions to the minutes of August 7, 2009. Mr. Jones advised he was not present at the August 7 meeting and requested the minutes be corrected to reflect this change.

Dr. Daniels moved to accept the minutes as approved without the proposed addition from Mr. Iliff. The motion was seconded by Carolyn Campbell.

Chairperson Chronister asked for discussion on the motion. After discussion between Commission members regarding the comments submitted by Mr. Iliff and Ms. Campbell, Chairperson Chronister ruled that neither of the comments submitted would be appropriate for the minutes but that they will be included with the Commission minutes only as testimony and therefore would be attachments.

Comments from Commission member Stephen Iliff to the 2010 Commission on August 7, 2009 (Attachment 6).

Comments from Commission member Carolyn Campbell in response to Mr. Iliff's comments (Attachment 7).

The motion carried.

Afternoon Session

Chairperson Chronister advised Commission members the next meeting for the 2010 Commission would be Monday, November 9, 2009.

Proposal for Resolution of the Catastrophic Aid Issue

Bruce Givens, Legislative Chairperson for the Kansas Association of Special Education Administrators (KASEA), spoke to Commission members regarding revisions to the "catastrophic aid" formula. Mr. Givens told Commission members the group had met on several occasions to discuss catastrophic aid and the complexity of the issues associated with this concept.

Mr. Givens indicated each KASEA region has been requested to vote on the proposed revisions to KSA 72-983:

- Everywhere the phrase "in excess of \$25,000" appears in the statute, replace it with "**two times the average cost of a full-time special education student of the preceding year**";
- Add language that would require the district to **subtract any state revenue** tied specifically to the resources provided in the application (excluding any revenues associated with Medicaid);
- Add a limit to the amount of appropriations that districts can receive *via* this statute that would be one-half of one percent of the state's total special education expenditures of the previous year;
- Add language that any funds left unapplied for shall be applied to the state's special education fund for all schools;
- Refer to this type of funding as Extraordinary Cost rather than "catastrophic"; and
- The revisions to KSA 72-983 should be enacted for the 2009-2010 school year (Attachments 8 and 9).

A question and answer session followed the presentation.

Summary of School Districts' Actions to Increase Efficiency

Sharon Wenger, Kansas Legislative Research Department, gave an overview to Commission members of recent surveys and studies conducted by various entities. This study consisted of cost-cutting or efficiency measures being taken by Kansas school districts. Ms. Wenger told Commission members that as might be expected, the largest cost savings have come from elimination of staff. It should be noted that professional development and new teacher orientation and induction have been cut in many districts when recent studies indicate these are areas needed the most for the best outcomes.

Ms. Wenger told Commission members the Standard & Poor's Efficiency Study makes the point that one of the most important "investments" a school district can make is in good professional development. The Study describes how this investment "optimizes returns (*i.e.*, student achievement) on resources."

Ms. Wenger also told Commission members that while comparing the cost-cutting and efficiency measures with the items included in the performance audit entitled "*K-12 Education: School District Efficiency Audits*" as examples of things districts could do to reduce various costs, it was found that the majority have been done by at least one school district, and in all likelihood several districts (Attachment 10).

A question and answer session followed the presentation

Possible Topics for Inclusion in the Final Report

Martha Dorsey, Kansas Legislative Research Department, gave an overview of topics discussed during the 2009 Commission meetings. Commission members were told this information could be used when considering topics to include in the final report. Commission members also received a Summary of 2010 Commission Recommendations to the Legislature from 2006-2009 and the statutory charge of the 2010 Commission (Attachments 11 and 12).

A question and answer session followed the presentation.

Status of 2010 Commission

Theresa Kiernan, Office of the Revisor of Statutes, spoke to Commission members regarding the status of the 2010 Commission. Ms. Kiernan told Commission members the 2010 Commission expires on December 31, 2010, unless the 2010 Legislature acts to extend its existence (Attachment 13).

A question and answer session followed the presentation.

Performance Audit Update

Scott Frank, Kansas Legislative Division of Post Audit, summarized for Commission members the Legislative Post Audit summary of school district performance audits currently under way or approved (Attachment 14).

Chairperson Chronister announced the next meeting for the 2010 Commission will be November 9, 2009. The meeting was adjourned at 2:35 p.m.

Prepared by Janet Henning
Edited by Martha Dorsey

Approved by Commission on:

November 9, 2009

Date

USA Regionals: Race to the Top

2009
Dr. Alexa Posny


Phil Schlechty

“Our schools are doing even better than they used to be...”

- 1890—Fewer than 5% of the total population graduated from high school
- 1940—24.5% graduated from high school
- 1950—50% of students did not dropout of high school—they never dropped in
- 2000—80.4% graduated from high school

School: A place where teachers teach or a place where students learn?

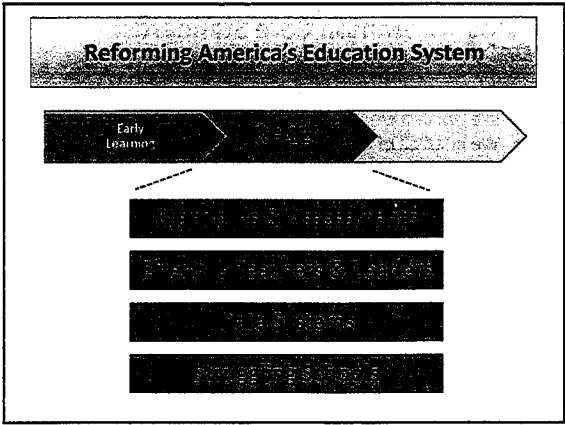
<p style="text-align: center;">From:</p> <ul style="list-style-type: none"> • Platform for instruction • Bureaucratic managers • Reforming • Grafting on new programs • Students molded into predetermined form • Teachers as instructors 	<p style="text-align: center;">To:</p> <ul style="list-style-type: none"> • Platform for learning • Moral leaders and capacity builders • Transforming • Re-planting the new system • Students as volunteers, valued knowledge workers and customers for engaging work • Teachers as designers of work and guides to instruction
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Race to the Top

“This competition will not be based on politics, ideology, or the preferences of a particular interest group. Instead, it will be based on a simple principle—whether a state is ready to do what works...Not every state will win and not every district will be happy with the results. But America’s children, America’s economy, and America itself will be better for it.”

President Barack Obama, July 24



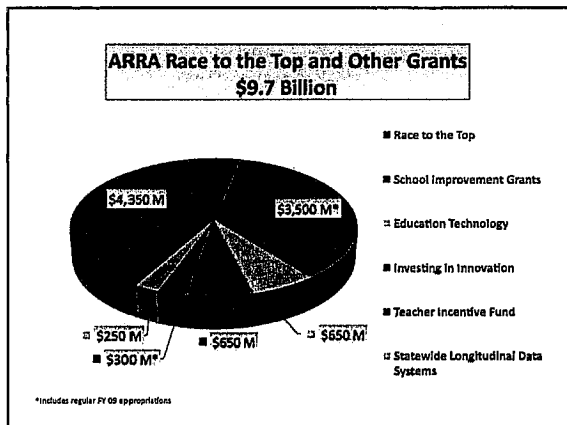


Race to the Top

“(F)or the first time in history, we have the resources at the federal level to drive reform...For states, for district leaders, for unions, for business, and for non-profits, the Race to the Top is the equivalent of education reform’s moon shot.”

Secretary of Education Arne Duncan, July 24

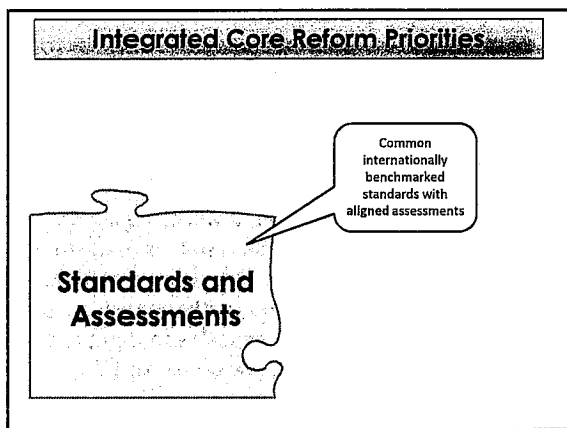
*2010 Commission
10-2-09
Attachment 1*



State and District Coordination

Who Applies

Who Spends	Who Applies	
	State	District
State	<ul style="list-style-type: none"> Statewide Longitudinal Data Systems: \$250 million Teacher Incentive Fund: \$300 million 	
Both	Race to the Top: \$433 billion 95% Explicitly Requires SEA – LEA Coordination	
District	<ul style="list-style-type: none"> School Improvement Grants: \$4.35 billion Ed Tech: \$300 million SFSF Phase Two: \$12.8 billion 	<ul style="list-style-type: none"> Investing in Innovation Fund: \$650 million Teacher Incentive Fund: \$650 million




RTTT Guidelines

“To reverse the pervasive dumbing-down of academic standards and assessments by states, Race to the Top (RTTT) winners need to work toward adopting common, internationally benchmarked K-12 standards that prepare students for success in college and careers.”

Arne Duncan


- ### RTTT Criteria
- Participate in a consortium of states to develop a common set of K-12 standards
 - Adopt the common set of K-12 standards by June 2010
 - Participate in a consortium of states to implement common, high quality assessments aligned with the common set of K-12 standards
 - Align high school exit criteria and college entrance requirements with the new assessments
 - Develop and implement formative and interim assessments and professional development

- ### Common Core Standards: What Has Changed...
- We live in a world without borders.
 - We need all of our students to have the skills, knowledge and expertise for the 21st century.
 - We need all of our students to have a fundamental knowledge base in English and mathematics.
 - This knowledge base is not bound by state lines.
 - Kansas standards are already based on the national standards developed by (for example):
 - National Council of Teachers of Mathematics
 - International Reading Association; National Council of Teachers of English
 - National Science Foundation




Common Core Standards: What We Need...

- A common core of standards that respect the traditional role of district decision-making in developing local curriculum and adopting local textbooks and are:
 - Internationally benchmarked
 - Aligned with work and post-secondary
 - Inclusive of higher order skills
 - Based on research and evidence
 - Inclusive of rigorous content and skills




KS Accomplishments: Common Core Standards

- On April 17, 2009, 41 State Chiefs and/or Governor's Offices' representatives met in Chicago to discuss what interest there was in developing a common core set of standards.
- Based on the overwhelming support for common core standards, CCSSO and NGA developed and released a Memorandum of Agreement (MOA).
- Governor Parkinson and I signed the MOA on May 5; it was due May 7.
- On June 1, a press release announced that 49 states and territories had signed the MOA.



KS Accomplishments: Common Core Standards

- On July 20, 2009, a confidential draft of the college- and career-readiness language arts and mathematics standards was sent to State Chiefs.
- By July 31, 2009, feedback from KS state department staff was sent in response to three questions:
 - What are your overall impressions of the college- and career-readiness standards?
 - What are your concerns regarding this current standards document?
 - What do you like about this current standards document?
- On Sept. 21, 2009 the draft common core college and career readiness standards were posted at www.corestandards.org.
- Comments on the standards are due by October 21.
- As a final step, a validation committee will review the standards.



KS Accomplishments: Common Core Standards

- Cheryl Semmel, executive director, USA|Kansas
- Jacque Feist, Dodge City - USA|Kansas president and KASSP
- Rod Garman, Marion - USA|Kansas president-elect and KAESP
- Billie Jo Drake, Fort Scott - KAESP
- John Morton, Newton - KASA
- Ron Vinduska, Seaman - KASSP
- George Leary, Newton - KAMSA
- Brenda Dietrich, Auburn Washburn - KASA
- Steve Splichal, Hlawatha - KASCD
- Gay Younkin, Mulvane - KASEA
- Joe Ryan, Smoky Hill Education Service Center - KCCTEA
- Becky Cazar, Haysville - KASEA (*participating via IDL*)
- Sharon Bell, Assistant Director - KNCA (*participating via IDL*)
- John Koepke, executive director, KASB
- Pam Robinson, president, KASB
- Blake West, president, KNEA

Math Common Core Draft Comparison

Common Core	Kansas High School
<p>3. Compare numbers and make sense of their magnitude.</p> <p>Include positive and negative numbers expressed as fractions, decimals, powers and roots. Limit to square and cube roots. Include very large and very small numbers.</p>	<p>1.1.K2</p> <p>compares and orders real numbers and/or algebraic expressions and explains the relative magnitude between them (2.4.K1a) (\$), e.g., will $(5n)^2$ always, sometimes, or never be larger than $5n$? The student might respond with $(5n)^2$ is greater than $5n$ if $n > 1$ and $(5n)^2$ is smaller than $5n$ if $0 < n < 1$.</p>

Reading Common Core Draft Comparison

Common Core	Kansas High School
<p>4. Summarize the ideas, events, or information in the text and determine the main ideas and themes.</p>	<p>1.4.9</p> <p>Uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details, underlying meaning) from appropriate level narrative, expository, technical, and persuasive texts in logical or sequential order, clearly preserving the author's intent.</p>

**KS Accomplishments:
Common Core Assessments**

- Created instructional reports and other database resources to link formative, summative and benchmark assessments with classroom instruction.
- Reduced the “footprint” of the assessments on students to increase instructional time.
- Created a flexible system that enables us to reformat rather than reinvent new assessments every few years.
- Created opportunities to use additional innovative assessment models, e.g., growth models, computer adaptive assessments and performance items.
- Integrated with other areas of accountability, including career and technical education, teacher education, English language learners and special education.

**KS Accomplishments:
Align K-12 and Higher Education**

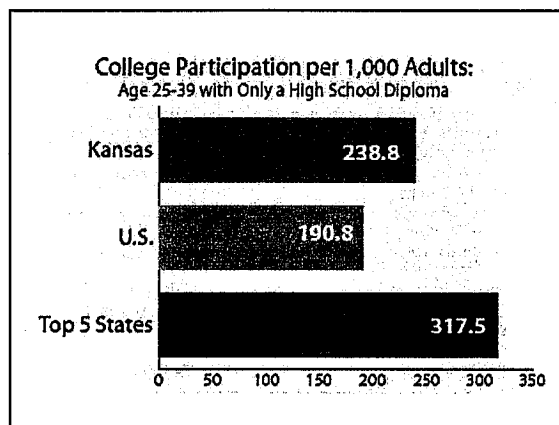
The diagram illustrates the Governor's P20 Education Council at the center, with four surrounding entities: Pre-K, K-12, Higher Education, and Business & Industry. Lines connect the central council to each of these four areas, representing the alignment of education levels and workforce needs.

Replacing a Disconnected System . . .

The diagram shows a 'Disconnected System' with separate boxes for Early Childhood, Elementary School, High School, Post Secondary, and Work/Career. Below it, a 'Connected Approach' is shown as a staircase where each level (Elementary, High School, Post Secondary, Work/Career) is built upon the previous one, indicating a continuous learning path.

At All Levels (P-20)

- Align standards, assessments, accountability and data systems from early childhood through college
- Recruit, train and retain high-quality teachers and education leaders
- Close achievement gaps among student groups
- Involve families as partners



Areas of Concern

- 4.2% of students take remedial courses at KS universities (\$907,042)
- 18.7% of students take remedial courses at KS community colleges (\$5,407,705)
- 45% of students who take one remedial course continue to graduation
- 18% of students who take three or more courses graduate
- Employers estimate 45% of HS graduates lack the skills to advance

Aligning Postsecondary Expectations and High School Practice: The Gap Defined

- Higher educators expect entering college students to know targeted and specific content than what high school teachers view as important.
- Remedial-course teachers' ratings of mathematics and reading skills align more closely with those of postsecondary instructors than with those of high school teachers.
- Most high school teachers believe that meeting their state's standards prepares students for college-level work, most postsecondary instructors disagree.

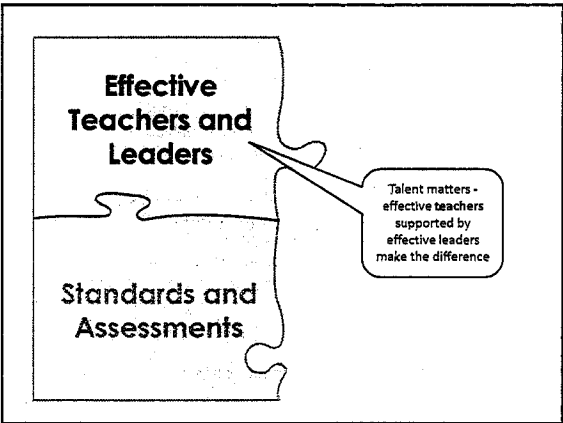
Aligning Postsecondary Expectations and High School Practice: The Gap Defined

There are specific differences between high school instruction and postsecondary expectations in every major curriculum area.

<p>English</p> <p>HS: Idea development HE: Writing mechanics</p>	<p>Math</p> <p>HS: Advanced math content HE: Rigorous fundamentals</p>
<p>Reading</p> <p>HS: Decreased reading strategies HE: Increased strategies with complex text</p>	<p>Science</p> <p>HS: Science content HE: Process and inquiry skills</p>

KS Accomplishments:
Align K-12 and Higher Education

- Partnered with Achieve, Inc. to conduct a gap analysis between proficiency at K-12 and college readiness at postsecondary.
- Joined the American Diploma Project Network to:
 - Align high school standards with the demand of postsecondary education and the workplace
 - Require students to complete a college- and career-ready curriculum to earn a high school diploma
 - Build college- and career-ready measures into statewide high school assessment systems
 - Hold high schools and postsecondary institutions accountable for student preparation and success



RTTT Guidelines

To boost the quality of teachers and principals, especially in high-poverty schools and hard-to-staff subjects, states and districts should be able to identify effective teachers and principals—and have strategies for rewarding and retaining more top-notch teachers and improving or replacing ones who aren't up to the job.


Arne Duncan

RTTT Criteria

- Allow alternative routes to certification for teachers and administrators
- Have a high-quality plan and annual targets to:
 - Measure student growth
 - Differentiate the effectiveness of teachers and principals using multiple rating categories
 - Provide these data and ratings to each teacher and principal
 - Use this information when evaluating, annually compensating, promoting, granting tenure or dismissing


RTTT Criteria

- Increase the number and percentage of highly effective teachers and principals in high-poverty schools
- Increase the number and percentage of effective teachers teaching hard-to-staff subjects (math, science, special education, ELL)
- Implement incentives and strategies in recruiting, compensating, career continuum and human resources practices




RTTT Criteria

- Have a high-quality plan and annual targets to:
 - Link student achievement data to the student’s teachers and principal
 - Link this data to the preparation programs where they were credentialed
 - Publicly report the findings for each credentialing program that has 20 or more graduates annually
- Use rapid-time student data to inform and guide the supports (professional development, time for planning) to:
 - Improve the effectiveness of the instruction
 - Continuously measure and improve the effectiveness and efficiency of these supports




KS Accomplishments: Alternative Routes

- Created and refined quality indicators to be used in the development of national standards for alternative programs
 - Establish consistent expectations inter- and intra-state.
- Implemented an alternative advisory committee composed of:
 - alternative candidates, alternative program completers, p-12 human resource directors, principals, superintendents, college instructors and deans.
- Developed a state alternative organization to enhance candidate networking opportunities and strengthen an already active group of program candidates.
- Ratcheted up recruitment efforts to include:
 - deployed, retired and state-side active duty troops
 - Increased the number of individuals taking advantage of the Troops to Teachers tuition subsidy program




KS Accomplishments: Alternative Routes

- Developed an on-line alternative curriculum used collaboratively to assure an accessible and quality preparation program regardless of geographic challenges.
- Monitored and evaluated the academic progress for alternative candidates to ensure quality indicators are met.
- Designed and implemented state-wide licensure fairs to ensure access and opportunity for candidates; included ample encouragement for local community members to attend representing numerous ethnic and cultural groups.
- Sustained the development of an alternative program after the start-up federal grant ended:
 - Increased enrollment from forty-eight to over seven hundred participants
 - Increased the number of participating institutions as well.




KS Accomplishments: Rating Categories

- Hosted superintendents and deans collaborative forums to share current initiatives related to P-20 work which heightened awareness among two groups that historically did not meet together.
- Formed an alliance with Kansas Board of Regents to host quarterly meetings bringing community colleges and four year institutions together to:
 - embrace articulated/integrated program opportunities.
- Formed post-secondary advisory committee over seen by KSDE and KBOR:
 - Consisting of community colleges and four year institutions
 - Meetings held quarterly
 - Continuing collaborative conversations.



KS Accomplishments: Rating Categories

- Revised all teacher preparation standards and programs to accommodate 21st century skills and knowledge as well as career technical education standards.
 - This work will reflect the national INTASC revisions as well as ISLLC and SPA revisions.
- Developed and adopted Professional Development School standards and essential elements that will be reflected in teacher education programs.
- Integrated a multiple methodology course throughout teacher preparation and clinical experiences:
 - To reflect rigor, relevance and results
 - The use of MTSS, differentiated instruction, and multi-sensory stimulation
 - The application in an authentic, real-world context.



KS Accomplishments: Rating Categories

- Secured a seat on the national NCATE State Partnership Board enabling Kansas to have a voice through the transformation.
- Hosted training for new NCATE chairs leading institution site visits for accrediting purposes in the state. NCATE provides the trainer.
- Developed a higher education longitudinal data system comparing entrance and exit student information related to programs across disciplines to include:
 - Average scores of those entering college,
 - Average scores of those entering the school of education,
 - Average scores of those exiting college, and
 - Clinical coursework averages.



KS Accomplishments: Pay for Performance

- Accepted into the National Governor's Association Policy Academy to develop compensation bands from pre-service through end-of-service educators
 - within a defined benefits program
 - rewarding exemplary accomplishments
 - with support of the professional educational organizations, governor's office and the teacher's union.
- Conducted a year-long study of current related research with all community stakeholders including members of state legislators as well as the business representatives to develop equitable compensation models to further refine rewarding teaching practices that lead to increased student learning.



KS Accomplishments: Pay for Performance

- Developed a white paper with constituency from the field addressing promising practices related to compensation alternatives from which a state model may perhaps evolve.
 - Conducted needs survey addressing current compensation practices as well as desired revisions to enhance student outcomes.
- Action needed:
- District community conversations engaging teachers and administrators to develop a local plan on linked data use in terms of reporting, evaluating and compensating.



KS Accomplishments: Career Continuum

- Formed a consortium of seven states collaborating to develop a career continuum beginning in pre-service through the first six years of service to the profession.
- Recommended pre-service practitioners through policy improvements to be compensated during student teaching
 - Enables candidates to focus attention on preparation practices including completion of the Kansas Performance Teaching Portfolio
 - Includes a state developed clinical performance based work sample.
 - Is designed to take into practice for continued educator development through high quality induction/mentoring.
- Engaged the novice practitioner in highly prescriptive professional learning along the career continuum
- Married induction/mentoring experiences to desired career pathway outcomes.
 - Teacher practitioner consults with a trained mentor to select coursework, workshops, etc. to enhance the developing portfolio evidenced by increased student learning.



KS Accomplishments: Career Continuum

- Determined that the developing practitioner in the fourth/fifth year of service, select a course of practice, such as:
 - Teacher leader,
 - Building leader,
 - School counselor, or
 - Library media specialist.
- Predetermined pathways and preparation requirements to complete
- Created greater opportunities for participants to actively engage with peers at a new level of expertise.
- Engaged experienced practitioners as mentors to provide support to the pre-service practitioner developing the mentor component of the continuum.
- Determined that during the sixth year of practice experienced practitioner/mentor demonstrates learned expertise.
- Developed institutional structures and learning teams to support students, families and colleagues within the school community.



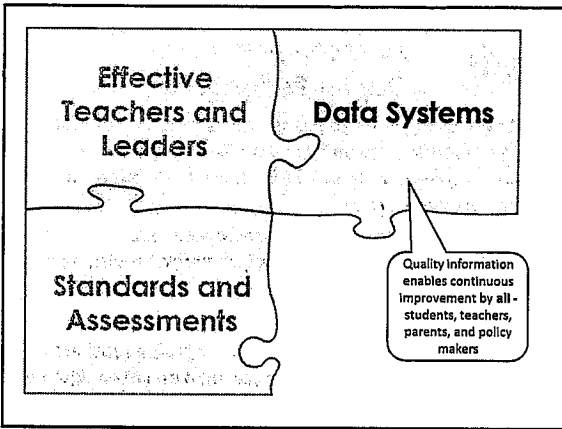

KS Accomplishments: Preparation Programs

- Revised preparation program standards to include contemporary research and rubrics that explicitly describe expectations.
 - Groups of stakeholders from the p-20 field assisted.
- Embedded ISTE/NETS Standards in preparation programs so that successful completers will be fully prepared to utilize technology with students.
- Aligned preparation standards with the revised INTASC standards.
 - Kansas is present at the table.
 - A cross-walk with the SPA standards as well as the ISLLC standards will be incorporated into the revision work.
- Required the state to approve preparation programs.



KS Accomplishments: Professional Development


- Developed a state-wide comprehensive professional learning system including working with a state task force, that:
 - Will develop and review a state-wide, comprehensive system
 - Ensure all Kansas educators engage in effective professional learning
 - Align with state initiatives, content standards, regulations and legislation.
- Hosted regional, state-wide, professional learning meetings for Kansas educators around topics selected via survey data
 - Assessment literacy, differentiated instruction and professional learning communities.
- Enhanced access to licensure renewal requirements through an on-line system and created a record of professional learning history for every Kansas educator.
- Hosted the Teacher Leader Advisory Committee to enhance networking opportunities as well as share learning experiences across the state.
- Continued to work across teams at KSDE to create a coherent professional learning experience for both pre-service educators and practitioners.

RTTT Guidelines


To close the data gap—which now handcuffs districts from tracking growth in student learning and improving classroom instruction—states will need to monitor advances in student achievement and identify effective instructional practices.

Arne Duncan




RTTT Criteria

- Ensure that the statewide longitudinal data system is used to inform and engage key stakeholders
- Ensure that the statewide longitudinal data system supports decision-makers in the improvement of instruction
- Have a high-quality plan that:
 - Increases the use of instructional improvement systems
 - Makes these data available and accessible to researchers




KS Accomplishments: Longitudinal Data System

- Assigned unique state student identifiers (SSIDs) to all students attending public and private accredited schools in 2005.
- Initiated the Data Quality Certification (DQC) Program in 2006 to improve the quality of data reported.
- Developed and implemented the Kansas Individual Data on Students (KIDS) system in the fall of 2005, a student level data collection and reporting system.




KS Accomplishments: Longitudinal Data System

- Implemented a Data Governance Program in 2005 which includes responsibilities for data ownership and data stewardship
 - Data Governance Board, the Data Steward Workgroup, and the Data Request Review Board.
- Integrated data through implementation of Master Data Management (MDM) processes to:
 - ensure core data are captured and defined consistently,
 - ensure that core student data, organization (school and district) data, and course data are collected and managed in one place, and
 - can be used by numerous applications.



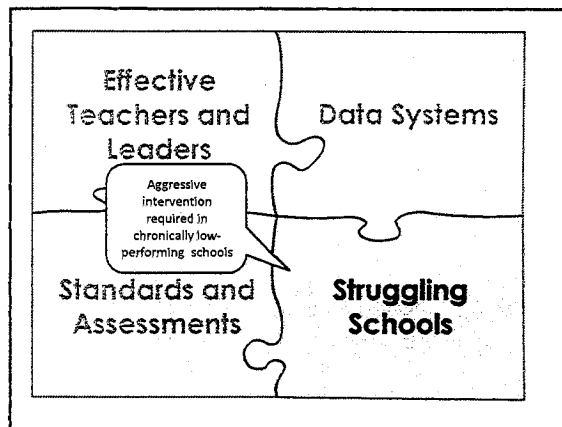

KS Accomplishments: Data Improves Instruction

- Established and implemented standard state course codes which allow:
 - the ability to maintain longitudinal student records electronically,
 - transmit course taking information for one student information system to another,
 - reduce the cost and burden of transcript studies and research, and
 - meet federal reporting requirements.



KS Accomplishments: Data Accessible


- Initiated the Enterprise Data System (EDS) in 2005 to integrate data from existing source collection systems
 - KIDS, Organization, Assessment, Title Programs, Special Education, Technical Education, Educator Licensure, Staff Assignment, and Finance systems.
- Investigated the connecting of education data between KSDE and KBOR.
- Implemented a process for connecting P-12 state student identifiers with the KBOR student identifiers.

RTTT Guidelines


To turn around the lowest-performing schools, states and districts must be ready to institute far-reaching reforms, from replacing staff and leadership to changing the school culture.

Arne Duncan




RTTT Criteria

- Have the authority to intervene directly with persistently low-performing schools
- Identify the 5% of schools or 5 schools (whichever is larger) that are the lowest achieving and support them by:
 - Putting in place new leadership, new staff, new governance and improved instructional programs
 - Converting them to charter schools or contracting with education management organizations
 - Closing the school
 - Implementing a school transformation model




RTTT Criteria

- Employ a school transformation model that includes:
 - Hiring a new principal
 - Measuring teacher and principal effectiveness
 - Rewarding effective teachers and principals
 - Improving recruitment, retention and professional development
 - Implementing comprehensive instructional reform
 - Extending learning time and community-oriented supports



RTTT Criteria

- Have a charter school law that does not prohibit or inhibit increasing the number of charter schools
- Have guidelines to approve, monitor, hold accountable, reauthorize and close charter schools based in student academic achievement
- Ensure charter schools receive equitable funding
- Ensure charter schools receive facilities funding, able to share in bonds and mill levies that are the same as traditional schools




What We Know

Students in poverty:

- Score lower on assessments
- Are less likely to graduate from high school
- Enter the school door lacking literacy skills and language


The gap between students in poverty and more advantaged students is difficult to close.



What We Know

Teachers must:

- Juggle the needs of more advanced students;
- Ensure the students in the middle are not left behind; and
- Provide intense interventions to the students who struggle the most.





What We Know

- Students who struggle the most require the greatest amount of resources—time, money, relationships.


Poverty is not an excuse—we must help every child learn.

What We Need: MTSS

KS Accomplishments: Struggling Schools

- Developed and implemented a framework of support to districts with schools that are actively engaged in continuous school improvement.
- Developed the Kansas System of School and District Support to assist schools and districts identified on improvement, corrective action or school restructuring.
- Formed the Kansas Learning Network with five districts (Kansas City, Topeka, Turner, Wichita, and Garden City), the Kansas State Department of Education and Cross & Jofus, LLC. These districts represented:
 - 20% of all students in Kansas
 - 50% of minority students in Kansas
 - 41% of all ELL students in Kansas
 - 33% of all low SES students in Kansas



KS Accomplishments: Struggling Schools

- Collaborated on solutions to build working relationships between LEAs and KSDE to improve academic success.
- Empowered district culture, human resources and professional development and academic performance.
- Scheduled on a regular basis network meetings.
- Did an intensive needs assessment conducted by district network members, Cross & Jofus consultants and KSDE staff.
- Defined a school improvement model and process for schools and districts on improvement, corrective action or school restructuring.
- Included assigning a primary KSDE contact for each district.



KS Accomplishments: Struggling Schools

- Provided staff development around root cause analysis and the school improvement process.
- Appointed an outside committee of experts for each school and facilitate a peer review of the final school improvement plan.
- Created documents, handbooks and resource materials to support districts and schools in the process.
- Awarded additional Title I, Part A, Sec. 1003(a) and 1003(g) money to schools based on their needs assessment and planning process.
- Sponsored opportunities for all districts to network informally at agency sponsored events such as the Phi Delta Kappa (PDK) Curriculum, Assessment, Design and Delivery training.



KS Accomplishments: School Transformation Model

- Established early intervention and high-quality instruction as the key for students to be successful in rigorous college and career-ready standards (MTSS).
- Provided a framework for schools to create an integrated system which is based on valid and reliable high-quality assessments that are appropriate:
 - For all students (including English language learners and students with disabilities);
 - And are predictive of future reading, math and behavioral success;
 - For research based curriculum and instruction provided with fidelity; and
 - For problem solving to customize instruction when necessary to ensure that all students are learning and will be successful.



KS Accomplishments: School Transformation Model

- Created materials and a statewide training network to provide support to school districts in the areas of literacy, mathematics and behavior pre-k-12.
- Funded 24 facilitators located in 12 education agencies across the state as well as a state team of 12 individuals to support the facilitators.



KS Accomplishments: School Transformation Model

- Created additional training and support materials to include:
 - www.kansasmtss.org
 - Kansas MTSS: Innovation Configuration Matrix
 - Kansas MTSS: Research Base
 - Kansas MTSS: Structuring Guide
 - Kansas MTSS: Beginning of Year Implementation Guide
 - Kansas MTSS: Middle of Year Implementation Guide
 - Kansas MTSS: End of Year Implementation Guide
- Demonstrated academic and social learning on a variety of measures from early literacy to the Kansas State Assessments.



KS Accomplishments: Charter Schools

- 1994 – Senate Bill 803 provided for the establishment of charter schools by boards of education with a cap of 15 charter schools statewide.
- 2000 – Senate Bill substitute for House Bill 2357 raised the cap to 30 statewide.
- 2002 – Senate Bill 402 changed the wording of the statute to ensure that all charters were schools as opposed to programs; dropped the cap.
- 2006 Session – Unsuccessful attempt to change statute to allow entities other than school districts as charter authorizers.



KS Accomplishments: Charter Schools

Federal Awards:

- 1997-2000: Awarded \$3,027,503
- 2001-2003: Awarded \$8,020,000
- 2004-2006: Awarded \$7,223,529
- 2007-2010: Awarded \$10,000,000
- 2009-2012: Applied for \$10 million

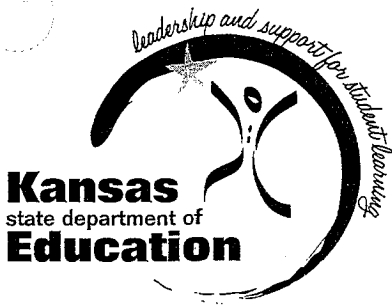
**KS Accomplishments:
Charter Schools**

- Currently have 38 charter schools in Kansas
 - 21 receive funding
- All charter schools in Kansas must be public schools

Michael Fullan

**“Change can be likened to a planned
journey into uncharted waters...**

**In a leaky boat with a mutinous
crew.”**



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October 2, 2009

TO: 2010 Commission

FROM: Dale M. Dennis, Deputy
Commissioner of Education

SUBJECT: 2009 Annual Yearly Progress (AYP)

In response to your request for information on the 2009 Annual Yearly Progress (AYP) status of school districts, attached is the following information.

- Summary of AYP Status of School Districts
- Table I--Schools with 100 percent proficiency.
There were no districts with 100 percent proficiency.
- Table II--Schools that made AYP.
- Table III--Schools that did not make AYP.
- Table IV--Unified school districts that made AYP.
- Table V--Unified school districts that did not make AYP.
- Annual Yearly Progress (AYP) targets and trends.

As you are aware, standards required for meeting proficiency increases each year and will continue to increase until 2014.

*2010 Commission
10-2-09
Attachment 2*

2009
ANNUAL YEARLY PROGRESS (AYP)

SCHOOLS

Schools with 100 percent proficiency	21
Schools that made AYP	1,217
Schools that did not make AYP	172

SCHOOL DISTRICTS

USD's that made AYP	261
USD's that did not make AYP	34

TABLE I

SCHOOLS WITH 100 PERCENT
PROFICIENCY

TABLE I

Schools with 100% Proficiency (there were no districts with 100% proficiency)

District	District Name	Bldg	Bldg Name
D0223	Barnes	628	Linn Elem
D0223	Barnes	630	Linn High
D0224	Clifton-Clyde	658	Clifton-Clyde Grade School K-3
D0242	Weskan	1122	Weskan High
D0267	Renwick	2070	Garden Plain High
D0269	Palco	2116	Palco High
D0272	Waconda	2170	Lakeside Intermediate School
D0272	Waconda	2174	Lakeside Elem at Downs
D0272	Waconda	2178	Lakeside Elem at Glen Elder
D0272	Waconda	2179	Tipton Community School
D0279	Jewell	2370	Jewell Elementary
D0365	Garnett	4600	Mont Ida Elem
D0379	Clay Center	4994	Longford Elem
D0380	Vermillion	5038	Frankfort High
D0384	Blue Valley	5160	Olsburg Elem
D0444	Little River	6728	Little River High
D0468	Healy Public Schools	7402	Healy Elem
D0475	Geary County Schools	7602	Franklin Elem
D0482	Dighton	7778	Dighton Elem
D0503	Parsons	8589	Parsons Health Careers Academy
D0504	Oswego	8624	Oswego High

TABLE II

SCHOOLS THAT MADE AYP

TABLE II

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0101	102	Erie Elem
D0101	105	Erie High Charter School
D0101	108	Galesburg Elem
D0102	124	Cimarron Elem
D0102	125	Cimarron High
D0103	2780	Cheylin West Jr/Sr High
D0103	3374	Cheylin West Elem
D0105	3348	Rawlins County Elementary
D0105	3350	Rawlins County Jr/Sr High School
D0106	2926	Western Plains North Elem
D0106	2928	Western Plains High
D0106	2966	Western Plains South Elem/Jr High
D0107	2976	Rock Hills Elementary School
D0107	2977	Rock Hills High School
D0107	2978	Rock Hills Middle School
D0108	2981	Washington County High School
D0108	2983	Washington Elementary
D0109	2972	Belleville East Elementary
D0109	2974	Republic County High
D0109	2975	Republic County Middle
D0110	192	THUNDER RIDGE ELEMENTARY
D0110	193	THUNDER RIDGE HIGH SCHOOL
D0110	194	THUNDER RIDGE MIDDLE SCHOOL
D0200	132	Greeley County Elem School
D0200	134	Greeley County Jr./Sr. High
D0202	154	Junction Elementary
D0202	155	Turner Early Learning Center
D0202	156	Morris Elem
D0202	157	Midland Trail
D0202	160	Oak Grove Elem
D0202	164	Turner Elem
D0202	168	Turner High
D0203	180	Piper Elem School East
D0203	188	Piper Elem School West
D0203	189	Piper Middle
D0203	190	Piper High
D0204	210	Bonner Springs Elementary
D0204	216	Edwardsville Elem
D0204	228	Delaware Ridge Elementary
D0205	238	Bluestem Elementary School
D0205	250	Bluestem Middle School
D0206	260	Frederic Remington High
D0206	274	Remington Middle School
D0207	286	Bradley Elem
D0207	288	Eisenhower Elem

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0207	290	MacArthur Elem
D0207	294	Patton Jr High
D0208	306	Trego Grade School
D0208	308	Trego Community High
D0209	342	Moscow Elem
D0209	344	Moscow High
D0210	356	Hugoton Elem
D0210	357	Hugoton Middle
D0210	358	Hugoton High
D0211	374	Eisenhower Elem
D0211	378	Norton Jr High
D0211	380	Norton High
D0212	404	Almena Elem
D0212	406	Northern Valley High
D0212	408	Long Island Elem
D0213	424	Lenora Elem
D0214	446	Ulysses High
D0214	447	Ulysses Career Learning Academy
D0214	450	Hickok Elem
D0215	466	Lakin Elem
D0215	468	Lakin High
D0216	482	Deerfield Elem
D0216	483	Deerfield Middle School
D0216	484	Deerfield High
D0217	496	Rolla Elem (PreK-5)
D0217	498	Rolla JH/HS (6-12)
D0218	516	Elkhart Elem
D0218	524	Point Rock Academy
D0219	536	Minneola Elem
D0219	538	Minneola High
D0220	552	Ashland Elem
D0220	553	Ashland Upper
D0220	554	Ashland High
D0223	620	Hanover Elem
D0223	622	Hanover High
D0223	628	Linn Elem
D0223	630	Linn High
D0224	658	Clifton-Clyde Grade School K-3
D0224	660	Clifton-Clyde Middle School 4-8
D0224	668	Clifton-Clyde Sr High
D0225	684	Fowler Elem
D0225	686	Fowler High
D0226	700	Meade Elem
D0226	702	Meade High
D0227	722	Jetmore Elem

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0227	724	Jetmore High
D0228	751	Pawnee Heights Jr. High School @ Hanston
D0229	756	Lakewood Elementary
D0229	757	Lakewood Middle
D0229	758	Cedar Hills Elementary
D0229	765	Liberty View Elementary
D0229	767	Oxford Middle
D0229	768	Stanley Elementary
D0229	769	Blue Valley North High
D0229	770	Blue Valley High
D0229	771	Morse Elementary
D0229	772	Valley Park Elementary
D0229	773	Leawood Elementary
D0229	774	Stilwell Elementary
D0229	776	Blue Valley Middle
D0229	777	Mission Trail Elementary
D0229	778	Leawood Middle
D0229	779	Overland Trail Elementary
D0229	780	Indian Valley Elementary
D0229	781	Overland Trail Middle
D0229	782	Oak Hill Elementary
D0229	783	Cottonwood Point Elementary
D0229	784	Harmony Middle
D0229	785	Harmony Elementary
D0229	7773	Prairie Star Elementary
D0229	7774	Blue Valley Northwest High
D0229	7775	Heartland Elementary
D0229	7776	Prairie Star Middle
D0229	7777	Blue Valley West High
D0229	7786	Blue River Elementary
D0229	7787	Pleasant Ridge Middle
D0229	7788	Sunset Ridge Elementary
D0229	7790	Sunrise Point Elementary
D0230	787	Spring Hill Elementary School
D0230	790	Spring Hill High School
D0230	791	Spring Hill Intermediate School
D0230	792	Spring Hill Middle School
D0230	793	Prairie Creek Elementary
D0230	794	Insight School of KS at Hilltop Ed Center
D0231	804	Gardner Elem
D0231	808	Gardner Edgerton High
D0231	812	Edgerton Elem
D0231	814	Sunflower Elementary
D0231	815	Moonlight Elementary School
D0231	816	Madison Elementary

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0231	817	Pioneer Ridge Middle School
D0231	818	Nike Elementary
D0231	819	Wheatridge Middle School
D0232	825	Clear Creek Elem
D0232	829	Horizon Elementary
D0232	832	De Soto High School
D0232	833	Mill Valley High School
D0232	835	Monticello Trails Middle School
D0232	836	Lexington Trails Middle School
D0232	841	Prairie Ridge Elementary School
D0232	842	Mize Elementary School
D0232	843	Riverview Elementary
D0232	844	Mill Creek Middle School
D0233	845	Olathe Northwest High School
D0233	846	Regency Place Elementary
D0233	847	Frontier Trail Jr High
D0233	849	Brougham Elem
D0233	850	Central Elem
D0233	852	Fairview Elem
D0233	853	Briarwood Elem
D0233	854	Ridgeview Elem
D0233	855	Walnut Grove Elem
D0233	856	Prairie Center Elem
D0233	857	Pioneer Trail Jr High
D0233	859	Countryside Elementary
D0233	860	Westview Elem
D0233	861	Santa Fe Trail Jr High
D0233	862	Oregon Trail Jr High
D0233	864	Olathe North Sr High
D0233	865	Olathe South Sr High
D0233	868	Meadow Lane Elem
D0233	870	Rolling Ridge Elem
D0233	871	Northview Elem
D0233	872	Havencroft Elem
D0233	874	Scarborough Elem
D0233	876	Black Bob Elem
D0233	877	Tomahawk Elem
D0233	885	Olathe East Sr High
D0233	2781	Green Springs Elem
D0233	2782	Mahaffie Elem
D0233	2783	Pleasant Ridge Elem
D0233	2784	Heatherstone Elem
D0233	2785	Bentwood Elem
D0233	2786	California Trail Jr High
D0233	2787	Cedar Creek Elem

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0233	2789	Madison Place Elementary
D0233	2790	Woodland Elem
D0233	9300	Sunnyside Elementary School
D0233	9301	Chisholm Trail Junior
D0233	9302	Arbor Creek Elementary
D0233	9304	Manchester Park Elementary
D0233	9305	Clearwater Creek Elementary
D0233	9306	Prairie Trail Junior High School
D0233	9307	Ravenwood Elementary
D0234	898	Eugene Ware Elem
D0234	900	Winfield Scott Elem
D0234	902	Fort Scott Middle School
D0234	904	Fort Scott Sr High
D0235	964	Uniontown High School
D0235	966	West Bourbon Elementary
D0237	1010	Smith Center Elem
D0237	1012	Smith Center Jr Sr High
D0239	1064	Minneapolis High
D0240	1078	Bennington Elem
D0240	1080	Bennington High
D0240	1088	Tescott Elem
D0240	1090	Tescott High
D0241	1104	Sharon Springs Elem
D0241	1106	Wallace County High
D0242	1120	Weskan Elem
D0242	1122	Weskan High
D0243	1134	Lebo Elem
D0243	1136	Lebo High
D0243	1140	Waverly High
D0244	1152	Burlington Elem K-5
D0244	1154	Burlington High
D0245	1174	LeRoy Elem
D0245	1176	Southern Coffey County High School
D0245	1178	Gridley Elem
D0245	1182	Southern Coffey County Jr. High School
D0246	1194	Northeast Elem
D0246	1198	North East High
D0247	1220	Cherokee Elem
D0247	1226	McCune Elem
D0247	1230	South East High
D0247	1232	Weir Elem
D0248	1258	R V Haderlein Elem
D0248	1260	Girard Middle
D0248	1262	Girard High
D0249	1287	Frank Layden Elem

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0249	1291	Frontenac Jr. High
D0249	1293	Frontenac Sr. High School
D0250	1302	Geo E Nettels Elem
D0250	1304	Lakeside Elem
D0250	1307	Meadowlark Elementary
D0250	1310	Westside Elem
D0251	1346	Admire Elem
D0251	1350	Americus Elem
D0251	1358	Northern Heights
D0251	1360	Reading Elem
D0252	1382	Hartford High/Neosho Rapids Jr. High
D0252	1388	Neosho Rapids K Thru 6
D0252	1392	Olpe Elem K-6
D0252	1394	Olpe Jr./Sr. High School
D0253	1406	Turning Point Learning Center
D0253	1414	Village Elem
D0253	1416	Walnut Elem
D0253	1418	W A White Elem
D0253	1424	Emporia High
D0253	1428	Logan Ave Elem
D0253	1429	Riverside Elementary
D0253	1430	Timmerman Elementary
D0254	1470	Medicine Lodge Middle School
D0254	1472	Medicine Lodge Grade School
D0254	1474	Medicine Lodge High
D0255	1516	South Barber Elem
D0255	1518	South Barber High
D0256	1536	Marmaton Valley Elem
D0256	1538	Marmaton Valley High
D0257	1556	Jefferson Elem
D0257	1558	Lincoln Elem
D0257	1560	McKinley Elem
D0257	1562	Iola Middle School
D0257	1564	Iola Sr High
D0257	1566	LaHarpe Elem
D0258	1590	Humboldt Elementary Charter School
D0258	1592	Humboldt High School
D0258	1600	Humboldt Middle School
D0259	1614	Adams Elem
D0259	1616	Blackbear Bosin Academy
D0259	1617	Marshall Middle School
D0259	1622	Benton Elem
D0259	1623	Beech Elem
D0259	1624	Black Traditional Magnet Elem
D0259	1625	Gordon Parks Academy

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0259	1627	Mead Middle School
D0259	1628	Jackson Elementary
D0259	1632	Bryant Core Knowledge Magnet
D0259	1636	Caldwell Elem
D0259	1640	Cessna Elem
D0259	1644	Chisholm Trail Elem
D0259	1646	Clark Elem
D0259	1648	Cleveland Traditional Magnet Elementary
D0259	1650	Cloud Elem
D0259	1652	College Hill Elem
D0259	1653	Colvin Elem
D0259	1659	Emerson Open Magnet Elem
D0259	1660	Enterprise Elem
D0259	1662	Dodge Literacy Magnet
D0259	1677	Gammon Elem
D0259	1684	Griffith Elem
D0259	1688	Harry Street Elem
D0259	1690	Hyde Intl Studies/Commun Elem Magnet
D0259	1694	Irving Elementary
D0259	1695	Isely Traditional Magnet Elem
D0259	1704	Kelly Liberal Arts Academy
D0259	1706	Kensler Elem
D0259	1708	Bostic Traditional Magnet Elem
D0259	1710	Lewis Open Magnet Elem
D0259	1736	McCollom Elem
D0259	1740	McLean Science/Tech Magnet Elem
D0259	1744	Minneha Core Knowledge Elem
D0259	1754	O K Elem
D0259	1756	Park Elementary
D0259	1758	Payne Elem
D0259	1760	Peterson Elem
D0259	1766	Riverside Leadership Magnet Elementary
D0259	1778	Pleasant Valley Elem
D0259	1796	White Elem
D0259	1800	Woodland Health / Wellness Magnet Elem
D0259	1804	Allison Traditional Magnet Middle
D0259	1818	Horace Mann Dual Language Magnet
D0259	1823	Northeast Magnet High School
D0259	1837	Metro Blvd Alt High
D0260	1926	Derby Middle Sch
D0260	1927	El Paso Elem
D0260	1929	Derby Sixth Grade Center
D0260	1930	Paul B Cooper Elem
D0260	1932	Pleasantview Elem
D0260	1934	Swaney Elem

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0260	1936	Wineteer Elem
D0260	1941	Derby Hills Elem
D0260	1944	Tanglewood Elem
D0260	1945	Park Hill Elementary
D0261	1955	Haysville West Middle School
D0261	1956	Campus High Haysville
D0261	1960	Freeman Elem
D0261	1964	Nelson Elem
D0261	1965	Ruth Clark Elementary K-5
D0261	1966	Oatville Elem
D0261	1968	Rex Elem
D0262	1980	Abilene Elem
D0262	1981	Wheatland Elem
D0262	1984	West Elem
D0262	1985	Valley Center Middle School
D0262	1986	Valley Center High
D0263	1989	Mulvane Academy
D0263	1992	Mulvane Elem W D Munson
D0263	1996	Mulvane High
D0263	1998	Mulvane Grade School
D0264	2010	Clearwater Elementary East
D0264	2011	Clearwater Elementary West
D0264	2012	Clearwater Middle
D0264	2014	Clearwater High
D0264	2016	Clearwater Intermediate Center
D0265	2025	Clark Davidson Elem
D0265	2026	Oak Street Elementary School K-4
D0265	2027	Goddard Middle School
D0265	2028	Challenger Intermediate School
D0265	2029	Dwight D. Eisenhower Middle School
D0265	2030	Goddard High
D0265	2031	Goddard Academy
D0265	2033	Amelia Earhart Elementary School
D0265	2034	Discovery Intermediate School
D0265	2035	Explorer Elementary School
D0266	2043	Pray-Woodman Elementary 2-5
D0266	2045	Maize South Elementary
D0266	2046	Vermillion Primary
D0266	2050	Maize Sr High
D0266	2051	Maize Central Elementary
D0267	2062	Andale Elem-Middle
D0267	2064	Andale High
D0267	2066	Colwich Elem
D0267	2068	Garden Plain Elem
D0267	2070	Garden Plain High

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0267	2074	St. Mark's Charter School
D0268	2090	Cheney Elem
D0268	2091	Cheney Middle School 6-8
D0268	2092	Cheney High
D0269	2110	Damar Jr High
D0269	2114	Palco Elem
D0269	2116	Palco High
D0270	2136	Plainville Elem
D0270	2138	Plainville High
D0271	2156	Stockton Elem
D0271	2158	Stockton High
D0272	2170	Lakeside Intermediate School
D0272	2171	Lakeside Junior High
D0272	2174	Lakeside Elem at Downs
D0272	2176	Lakeside High School at Downs
D0272	2178	Lakeside Elem at Glen Elder
D0272	2179	Tipton Community School
D0273	2214	Beloit Elem
D0273	2218	Beloit Jr-Sr High
D0274	2262	Oakley Elem
D0274	2266	Oakley Sr High
D0274	2268	Oakley Middle School
D0275	2286	Winona Elem
D0275	2288	Winona High
D0279	2370	Jewell Elementary
D0279	2372	Jewell Senior High
D0279	2374	Jewell Jr High
D0281	2412	Hill City Elem
D0281	2414	Longfellow Middle
D0281	2416	Hill City High
D0282	2442	Howard West Elk Jr-Sr High
D0282	2444	Moline Elem
D0282	2448	Severy Elem
D0283	2470	Elk Valley Elementary
D0283	2472	Elk Valley High School
D0284	2490	Chase Co Elem
D0284	2492	Chase County High
D0285	2518	Cedar Vale Elem
D0285	2520	Cedar Vale High
D0286	2544	Sedan Elem
D0286	2546	Sedan High
D0287	2559	Appanoose Elementary School
D0287	2562	West Franklin Learning Center High - Charter
D0287	2563	West Franklin Middle School
D0287	2564	Williamsburg Elementary School

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0287	2569	West Franklin High School
D0288	2584	Central Heights High
D0288	2585	Central Heights Elem
D0289	2620	Wellsville Elem
D0289	2621	Wellsville Middle School
D0289	2622	Wellsville High
D0290	2641	Eisenhower Elem
D0290	2642	Eugene Field Elem
D0290	2644	Garfield Elem
D0290	2648	Lincoln Elem
D0290	2650	Ottawa Middle School
D0290	2652	Ottawa Sr High
D0291	2666	Grinnell Grade School
D0291	2671	Grinnell Middle School
D0292	2689	Wheatland Elementary School
D0292	2691	Wheatland High School
D0293	2710	Quinter Elem
D0293	2712	Quinter Jr-Sr High
D0294	2738	Oberlin Elem
D0297	2812	St Francis Elem
D0297	2816	St Francis High
D0298	2840	Lincoln Elem
D0298	2842	Lincoln Jr/Sr High
D0299	2867	Sylvan Unified K-12
D0300	2890	South Central High School
D0300	2892	South Central Elementary School
D0300	2894	South Central Middle School
D0303	2948	Ness City Elem
D0303	2952	Ness City High
D0305	2985	Coronado Elem
D0305	2994	Heusner Elem
D0305	3000	Meadowlark Ridge Elem
D0305	3002	Oakdale Elem
D0305	3008	Schilling Elem
D0305	3014	Stewart Elem
D0305	3018	Sunset Elem
D0305	3022	Lakewood Middle School
D0305	3024	Salina South Middle
D0305	3026	Salina High Central
D0305	3027	Salina High South
D0306	3052	Southeast Saline High
D0306	3056	Southeast Saline Elem
D0307	3082	Ell-Saline Elementary
D0308	3101	Hutchinson Magnet School at Allen
D0308	3106	Faris Elementary

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0308	3108	Graber Elementary
D0308	3116	McCandless Elementary
D0308	3124	Wiley Elementary
D0308	3130	Hutchinson Middle School
D0308	3134	Hutchinson High School
D0309	3164	Nickerson Elem
D0309	3166	Nickerson High
D0309	3168	Reno Valley Middle School
D0309	3170	South Hutchinson Elem
D0310	3187	Fairfield East Elementary
D0310	3188	Fairfield High
D0310	3195	Fairfield Middle
D0310	3197	Fairfield West Elementary
D0311	3218	Pretty Prairie Elem
D0311	3220	Pretty Prairie High
D0311	3222	Pretty Prairie Middle
D0312	3232	Haven Elem
D0312	3233	Haven Middle School
D0312	3234	Haven High
D0312	3238	Yoder Charter Elem School
D0312	3240	Partridge Elem
D0312	3244	Mt Hope Elem
D0313	3252	Buhler Elem
D0313	3254	Buhler High
D0313	3258	Obee Elem
D0313	3260	Prosperity Elem
D0313	3262	Prairie Hills Middle
D0313	3264	Union Valley Elem
D0314	3276	Brewster Elem
D0314	3278	Brewster High
D0315	3290	Colby Elem
D0315	3292	Colby Middle School
D0315	3294	Colby Senior High
D0315	3296	Thomas County Academy
D0316	3314	Golden Plains Middle
D0316	3316	Golden Plains High
D0316	3318	Golden Plains Elem
D0320	3388	Wamego Middle School
D0320	3396	Central Elem
D0320	3398	Wamego High
D0320	3399	West Elem
D0321	3418	Delia Charter School
D0321	3420	Emmett Elem
D0321	3426	Rossville Elem
D0321	3428	Rossville Jr.-Sr. High School

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0321	3430	St Marys Elem
D0321	3432	St. Marys Junior Senior High
D0322	3456	Onaga Elem
D0322	3458	Onaga Senior High
D0323	3488	St George Elem
D0323	3492	Westmoreland Elem
D0323	3495	Rock Creek Jr/Sr High School
D0325	3538	Phillipsburg Elem
D0325	3540	Phillipsburg Middle
D0325	3542	Phillipsburg High
D0326	3562	Logan Elem
D0326	3564	Logan High
D0327	3594	Ellsworth Elem
D0327	3598	Ellsworth High
D0327	3600	Kanopolis Middle
D0328	3634	Wilson Elem
D0328	3636	Wilson Jr/Sr High
D0328	3638	Quivira Heights Elem/Jr Hi
D0328	3640	Quivira Heights High
D0329	3650	Alma Grade School
D0329	3652	Wabaunsee Sr High
D0329	3664	Mill Creek Valley Middle School
D0329	3665	Mill Creek Valley Junior High
D0329	3667	Maple Hill Elem
D0330	3686	Mission Valley High
D0330	3687	Mission Valley Elementary and Junior High
D0331	3714	Kingman Elem
D0331	3716	Kingman High
D0331	3724	Norwich High
D0332	3748	Cunningham Elem
D0332	3750	Cunningham High
D0333	3780	Concordia Elementary
D0333	3793	Concordia Middle
D0333	3794	Concordia Jr-Sr High
D0334	3832	Glasco Elem
D0334	3834	Glasco High
D0334	3836	Miltonvale Elem
D0334	3838	Miltonvale High
D0335	3861	Jackson Heights High
D0335	3870	Jackson Heights Elem
D0336	3886	Central Elem
D0336	3887	Colorado Elem
D0336	3890	Holton Middle
D0336	3892	Holton High
D0337	3916	Royal Valley Elementary

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0337	3918	Royal Valley High
D0337	3921	Royal Valley Middle School
D0338	3936	Valley Falls Elem
D0338	3938	Valley Falls High
D0339	3948	Jefferson Co North High
D0339	3950	Jefferson County North Elem/Middle
D0340	3968	Jefferson West Elem
D0340	3969	Jefferson West Intermediate
D0340	3970	Jefferson West High
D0340	3972	Jefferson West Middle
D0341	3988	Oskaloosa Elem
D0341	3991	Oskaloosa JR-SR High School
D0342	4006	McLouth Elem
D0342	4007	McLouth Middle
D0342	4008	McLouth High
D0343	4022	Lecompton Elem
D0343	4028	Perry Elem
D0343	4029	Perry-Lecompton Middle
D0343	4030	Perry Lecompton High
D0344	4038	Pleasanton Elem
D0344	4040	Pleasanton High
D0345	4056	East Indianola Elem
D0345	4058	Elmont Elem
D0345	4060	Indian Creek Elem
D0345	4064	Lyman Elem
D0345	4066	North Fairview Elem
D0345	4068	Pleasant Hill Elem
D0345	4070	Rochester Elem
D0345	4072	West Indianola Elem
D0345	4075	Seaman Middle School
D0345	4076	Seaman High
D0346	4092	Jayhawk Elementary
D0346	4094	Jayhawk-Linn High
D0347	4118	Kinsley Jr/Sr High School 7-12
D0347	4120	Kinsley-Offerle Elementary School K-6
D0348	4140	Baldwin Elem Primary
D0348	4141	Baldwin Junior High School
D0348	4142	Baldwin High School
D0348	4144	Marion Springs
D0348	4145	Baldwin Elementary Intermediate Center
D0348	4146	Vinland Elem
D0349	4158	Stafford Elementary
D0349	4164	Stafford Middle School/High School
D0350	4180	St John Elem
D0350	4182	St John High

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0351	4196	Macksville Elem
D0351	4200	Macksville High
D0352	4222	Central Elementary School
D0352	4224	Grant Junior High
D0352	4228	Goodland High
D0352	4231	North Elem Goodland
D0352	4239	West Elem Goodland
D0353	4260	Eisenhower Elem
D0353	4265	Kennedy Elem
D0353	4266	Lincoln Elem
D0353	4274	Washington Elem
D0353	4280	Wellington High School
D0354	4294	Clafin Elem
D0354	4296	Clafin Junior/Senior High
D0355	4318	Ellinwood Elem
D0355	4320	Ellinwood Middle School
D0355	4322	Ellinwood High
D0356	4340	Conway Springs Kyle Trueblood
D0356	4341	Conway Springs Middle School
D0356	4342	Conway Springs High School
D0357	4362	Belle Plaine Elem
D0357	4363	Belle Plaine Middle
D0357	4364	Belle Plaine High
D0358	4388	Oxford Elem
D0358	4390	Oxford Jr/Sr High
D0359	4404	Argonia Elem
D0359	4406	Argonia High
D0360	4420	Caldwell Elem
D0360	4422	Caldwell Secondary School
D0361	4438	Anthony Elem
D0361	4442	Chaparral High Anthony
D0361	4458	Harper Elem
D0362	4490	Fontana Elem
D0362	4496	Lacygne Elem
D0362	4502	Parker Elem
D0362	4504	Prairie View Middle
D0362	4505	Prairie View High
D0363	4516	Holcomb Elem 4-5
D0363	4517	Holcomb Middle
D0363	4518	Holcomb High
D0363	4519	Wiley Elem
D0364	4545	Marysville Elem
D0364	4548	Marysville Jr/Sr High
D0365	4586	Irving Primary
D0365	4590	Garnett Elem

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0365	4592	Greeley Elem
D0365	4600	Mont Ida Elem
D0365	4610	Westphalia
D0365	4612	Anderson County Jr/Sr High School
D0366	4639	Yates Center Elem
D0366	4646	Yates Center High
D0367	4664	Swenson Early Childhood Education Center
D0367	4665	Osawatomie Middle School
D0367	4666	Osawatomie High
D0368	4690	Sunflower Elem
D0368	4692	Hillsdale Elem
D0368	4694	Paola Middle
D0368	4700	Paola High
D0368	4701	Cottonwood Elem
D0369	4734	Burrton Elem
D0369	4736	Burrton High
D0371	4762	Montezuma Elem
D0371	4764	South Gray High
D0372	4776	Silver Lake Elem
D0372	4778	Silver Lake Jr-Sr High
D0373	4791	Walton Rural Life Center
D0373	4796	Northridge Elem
D0373	4799	Slate Creek Elementary
D0373	4800	South Breeze Elem
D0373	4802	Sunset Elem
D0373	4805	Chisholm Middle
D0373	4807	Santa Fe Middle
D0373	4810	Newton Sr High
D0374	4834	Sublette Elem
D0374	4836	Sublette High
D0374	4838	Sublette Middle
D0375	4850	Benton Elem
D0375	4852	Circle High
D0375	4854	Oil Hill Elem
D0375	4856	Towanda Elem
D0375	4859	Circle Middle School
D0376	4862	Sterling Academy
D0376	4864	Sterling Grade School
D0376	4865	Sterling Junior High
D0376	4866	Sterling High
D0377	4888	Cummings Elem
D0377	4890	Effingham Elem
D0377	4894	Atchison Co Community High
D0377	4906	Lancaster Elem
D0377	4916	Atchison Co Community Middle

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0378	4950	Riley County Grade School
D0378	4952	Riley County High School
D0379	4970	Garfield Elem
D0379	4972	Lincoln Elem
D0379	4974	Clay Center Community Middle
D0379	4976	Clay Center Community High
D0379	4994	Longford Elem
D0379	5014	Wakefield Elem
D0379	5016	Wakefield High
D0380	5032	Centralia Elem
D0380	5034	Centralia High
D0380	5036	Frankfort Elem
D0380	5038	Frankfort High
D0381	5058	Spearville Elem
D0381	5060	Spearville Jr/Sr High
D0382	5084	Mattie O Haskins Elem
D0382	5088	Southwest Elem
D0382	5090	Liberty Middle School
D0382	5092	Pratt Sr High
D0383	5112	Amanda Arnold Elem
D0383	5113	Frank V Bergman Elem
D0383	5114	Bluemont Elementary School
D0383	5124	Lee Elem
D0383	5128	Northview Elem
D0383	5130	Theo Roosevelt Elem
D0383	5132	Woodrow Wilson Elem
D0383	5135	Susan B Anthony Middle School
D0383	5136	Manhattan High School West/East Campus
D0384	5160	Olsburg Elem
D0384	5164	Randolph Middle
D0384	5166	Blue Valley High
D0385	5177	Cottonwood Elementary
D0385	5179	Andover Middle School
D0385	5180	Andover High
D0385	5181	Robert M. Martin Elementary
D0385	5182	Meadowlark Elementary
D0385	5184	Sunflower Elementary School
D0385	5185	Andover Central Middle School
D0385	5186	Andover Central High School
D0385	5187	Wheatland Elementary
D0386	5198	Madison Elem
D0386	5202	Madison High
D0387	5215	Altoona-Midway Elementary
D0387	5223	Altoona-Midway Middle/High School
D0388	5236	Washington Elem

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0388	5238	Ellis High
D0389	5268	Eureka Jr/Sr High
D0389	5287	Marshall Elementary School
D0390	5296	Hamilton Elem
D0390	5298	Hamilton High
D0392	5332	Osborne Elem
D0392	5334	Osborne Junior/Senior High
D0393	5354	Solomon Elem
D0394	5370	Rose Hill Primary
D0394	5371	Rose Hill Middle
D0394	5372	Rose Hill High
D0394	5374	Rose Hill Intermediate
D0395	5389	La Crosse Elementary
D0395	5390	La Crosse High
D0395	5396	La Crosse Middle School
D0396	5411	Leonard C Seal Elem
D0396	5413	Marvin Sisk Middle School
D0396	5414	Douglass High
D0397	5434	Centre Elem
D0397	5436	Centre Jr/Sr High
D0398	5460	Peabody-Burns Elementary
D0399	5486	Natoma Elem
D0399	5488	Natoma High (7-12)
D0400	5498	Smoky Valley Virtual Charter School
D0400	5504	Soderstrom Elem
D0400	5505	Lindsborg Middle School
D0400	5506	Smoky Valley High
D0400	5508	Marquette Elem
D0401	5534	Chase Elem
D0401	5536	Chase High
D0401	5538	Raymond Jr High
D0402	5554	Garfield Elem
D0402	5555	Ewalt Elementary
D0402	5556	Lincoln Elem
D0402	5558	Robinson Elem
D0402	5560	Augusta Middle School
D0402	5562	Augusta Sr High
D0403	5598	Otis-Bison Elementary
D0403	5600	Otis-Bison Junior/Senior High School
D0404	5620	Riverton Elem
D0404	5621	Riverton Middle
D0404	5622	Riverton High
D0405	5636	Lyons Central Elementary
D0405	5638	Lyons Park Elementary
D0405	5640	Lyons Middle School

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0405	5642	Lyons High
D0406	5674	Wathena Elem
D0406	5676	Wathena High
D0407	5708	Lucas-Luray High
D0407	5710	Luray-Lucas Elem
D0407	5718	Bickerdyke Elem
D0407	5720	Simpson Elem
D0407	5722	Ruppenthal Middle
D0407	5724	Russell High
D0408	5746	Marion Middle
D0408	5748	Marion High
D0408	5750	Marion Elem
D0409	5761	Atchison Elementary School
D0409	5770	Atchison High School
D0409	5775	Atchison Alternative School
D0409	5776	Atchison Middle School
D0410	5812	Hillsboro Elem
D0410	5814	Hillsboro High
D0410	5820	Hillsboro Middle School
D0411	5834	Goessel Elem
D0411	5836	Goessel High
D0412	5852	Hoxie Elem
D0412	5854	Hoxie High
D0413	5871	Chanute Elementary School
D0413	5880	Royster Middle School
D0413	5882	Chanute High
D0415	5936	Hiawatha Elem
D0415	5940	Hiawatha Sr High
D0415	5950	Hiawatha Middle School
D0416	5970	Broadmoor Elementary
D0416	5972	Louisburg High
D0416	5978	Louisburg Middle
D0416	5979	Peoria Street Learning Center
D0416	5980	Rockville Elementary School
D0417	5987	Prairie Heights Middle School
D0417	5990	Council Grove Elementary/Middle
D0417	5994	Council Grove High
D0417	5998	Prairie Heights Elem
D0418	6028	Eisenhower Elementary
D0418	6030	Lincoln Elem
D0418	6032	Roosevelt Elem
D0418	6034	Washington Elem
D0418	6038	McPherson Middle School
D0418	6039	Career Academy of McPherson County
D0418	6040	McPherson High

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0419	6064	Canton-Galva Elem at Canton
D0419	6066	Canton-Galva High
D0419	6070	Canton-Galva Elem at Galva
D0420	6088	Osage City Elem
D0420	6090	Osage City High
D0420	6091	Osage City Middle School
D0421	6102	Lyndon Elem
D0421	6104	Lyndon High
D0422	6118	Delmer Day Elem/Middle School
D0422	6122	Greensburg High
D0423	6140	Moundridge Elem
D0423	6142	Moundridge High
D0423	6146	Moundridge Middle
D0424	6156	Mullinville Elem
D0424	6158	Mullinville Junior High
D0425	6170	Highland Elem
D0425	6173	Doniphan West High School
D0426	6192	Pike Valley Elem
D0426	6194	Pike Valley Jr High
D0426	6206	Pike Valley High
D0428	6256	Eisenhower Elem
D0428	6268	Jefferson Elem
D0428	6270	Lincoln Elem
D0428	6274	Park Elem
D0428	6276	Riley Elem
D0428	6280	Great Bend Middle School
D0429	6324	Troy Elem
D0429	6326	Troy High and Middle School
D0430	6348	Horton Elem
D0430	6350	Horton High
D0431	6375	Lincoln Elementary
D0431	6377	Roosevelt Elementary
D0431	6378	Hoisington Middle
D0431	6380	Hoisington High
D0432	6400	Victoria Elem
D0432	6402	Victoria High
D0433	6422	Midway Elem
D0433	6428	Doniphan West Middle School
D0434	6440	Carbondale Attendance Center
D0434	6444	Overbrook Attendance Center
D0434	6446	Santa Fe Trail High
D0434	6448	Scranton Attendance Center
D0435	6464	Garfield Elem
D0435	6466	Kennedy Elem
D0435	6470	McKinley Elem

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0435	6475	Abilene Middle School
D0435	6476	Abilene High School
D0436	6490	Lincoln Memorial Elem
D0436	6492	Caney Valley High
D0437	6512	Auburn Elementary
D0437	6517	Indian Hills Elementary
D0437	6518	Pauline Central Primary
D0437	6522	Pauline South Intermediate
D0437	6527	Washburn Rural Middle School
D0437	6528	Wanamaker Elem
D0437	6530	Jay Shideler Elementary
D0437	6532	Washburn Rural High
D0438	6559	Skyline Elem
D0438	6560	Skyline High
D0439	6572	R L Wright Elem
D0439	6574	Sedgwick High
D0440	6586	Bentley Primary School
D0440	6592	Halstead Middle School
D0440	6594	Halstead High
D0441	6618	Sabetha Elem
D0441	6619	Sabetha Middle School
D0441	6620	Sabetha High
D0441	6622	Wetmore Elem
D0441	6624	Wetmore High
D0442	6652	Nemaha Valley Elementary & Middle School
D0442	6654	Nemaha Valley High
D0443	6674	Central Elem
D0443	6678	Miller Elem
D0443	6680	Northwest Elem
D0443	6682	Sunnyside Elem
D0443	6684	Dodge City Middle School
D0443	6685	Ross Elementary School
D0443	6686	Dodge City High School
D0443	6687	Beeson Elementary
D0443	6688	Linn Elementary
D0443	6689	Soule Intermediate Center
D0443	6702	Wilroads Gardens Elem
D0444	6726	Little River Junior High
D0444	6727	Kansas Career and Technical Virtual School
D0444	6728	Little River High
D0444	6734	Windom Elem
D0445	6756	Community Elementary
D0445	6772	Field Kindley High
D0446	6821	Eisenhower Elem
D0446	6822	Lincoln Elem

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0446	6826	Washington Elem
D0446	6830	Independence Sr High
D0447	6870	Lincoln Central Elem
D0447	6871	Thayer Schools
D0447	6876	Cherryvale Sr / Middle School
D0448	6896	Inman Elem
D0448	6898	Inman Jr/Sr High School
D0449	6917	Pleasant Ridge Middle
D0449	6918	Pleasant Ridge High
D0449	6919	Pleasant Ridge Elementary
D0449	6924	Salt Creek Valley Intermediate
D0450	6940	Shawnee Heights Elem
D0450	6944	Shawnee Heights High
D0450	6945	Shawnee Heights Middle
D0450	6946	Tecumseh North Elem
D0450	6948	Tecumseh South Elem
D0451	6962	Baileyville-St. Benedict High
D0451	6964	St Benedict Elem
D0452	6982	Stanton County Elementary
D0452	6984	Stanton County High
D0452	6990	Stanton County Middle
D0453	7002	Anthony Elem
D0453	7016	Nettie Hartnett/Ben Day Elem
D0453	7018	Leavenworth West Middle School
D0453	7022	Muncie Elem
D0454	7057	Burlingame Elementary
D0454	7058	Burlingame Junior/Senior High
D0456	7094	Marais Des Cygnes Valley Elem
D0456	7096	Marais Des Cygnes Valley High
D0456	7104	Marais Des Cygnes Valley Middle
D0457	7115	Edith Scheuerman Elem
D0457	7118	Alta Brown Elem
D0457	7119	Florence Wilson Elem
D0457	7120	Garfield Elem
D0457	7124	Buffalo Jones Elem
D0457	7131	Gertrude Walker Elem
D0457	7132	Jennie Barker Elem
D0457	7133	Jennie Wilson Elem
D0457	7140	Plymell Elementary
D0457	7143	Victor Ornelas Elem
D0457	7147	Bernadine Sitts Intermediate Ctr
D0458	7160	Basehor Elem School
D0458	7164	Basehor-Linwood High School
D0458	7170	Linwood Elem
D0458	7172	Basehor-Linwood Middle School

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0458	7175	Glenwood Ridge Elementary School
D0459	7184	Bucklin Elem
D0459	7186	Bucklin High
D0460	7206	Hesston Elem
D0460	7208	Hesston Middle
D0460	7210	Hesston High
D0461	7226	Heller Elem
D0461	7228	North Lawn Elem
D0461	7232	Neodesha High
D0462	7246	Central Elem
D0462	7254	Central Jr-Sr High
D0463	7270	Udall Elem
D0463	7271	Udall Middle School
D0463	7272	Udall High
D0464	7298	Tonganoxie High
D0464	7299	Tonganoxie Middle School
D0464	7300	Tonganoxie Elem
D0465	7310	Country View Elem
D0465	7324	Irving Elem
D0465	7326	Lowell Elem
D0465	7329	Webster Elem
D0465	7330	Whittier Elem
D0465	7332	Winfield High
D0465	7333	Winfield Middle School
D0466	7356	Scott City Lower Elem
D0466	7358	Scott City Middle
D0466	7360	Scott City High
D0467	7382	R B Stewart Elem
D0467	7383	Wichita Co Jr High
D0467	7384	Wichita Co High
D0468	7402	Healy Elem
D0468	7404	Healy High
D0469	7420	Lansing Middle 6-8
D0469	7423	Lansing Elementary School
D0469	7426	Lansing High 9-12
D0470	7442	Frances Willard Elem
D0470	7443	Jefferson Elem
D0470	7448	Roosevelt Elem
D0470	7454	Arkansas City Middle Sch
D0470	7456	Arkansas City High
D0470	7458	C 4 Elem
D0470	7466	I X L Elem
D0471	7492	Dexter Elem
D0471	7494	Dexter High
D0473	7534	Blue Ridge Elem

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0473	7540	Chapman Elem
D0473	7541	Chapman Middle School
D0473	7542	Chapman High
D0473	7546	Enterprise Elem
D0473	7552	Rural Center Elem
D0474	7574	Haviland Elem
D0474	7576	Haviland High
D0475	7592	Grandview Elem
D0475	7593	Spring Valley Elementary
D0475	7596	Custer Hill Elem
D0475	7598	Eisenhower Elem
D0475	7600	Fort Riley Elem
D0475	7602	Franklin Elem
D0475	7604	Jefferson Elem
D0475	7606	Lincoln Elem
D0475	7608	Morris Hill Elem
D0475	7610	Sheridan Elem
D0475	7612	Washington Elem
D0475	7614	Westwood Elem
D0475	7616	Fort Riley Middle School
D0475	7624	Milford Elem
D0475	7630	Ware Elem
D0476	7648	Copeland Elem
D0476	7651	South Gray Jr High
D0477	7664	Ingalls Elem
D0477	7666	Ingalls High School/Junior High
D0479	7692	Crest Elementary
D0479	7694	Crest High
D0480	7714	Garfield Elem
D0480	7716	Lincoln Elem
D0480	7718	MacArthur Elem
D0480	7720	McDermott Elem
D0480	7722	McKinley Elem
D0480	7724	Southlawn Elem
D0480	7726	Washington Elem
D0481	7750	Hope Elem
D0481	7752	Hope High
D0481	7758	White City Elem
D0481	7760	White City High
D0482	7778	Dighton Elem
D0482	7782	Dighton High
D0483	7798	Kismet Elem
D0483	7800	Plains Elem
D0484	7832	Lincoln Elementary
D0484	7836	Fredonia Middle

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0484	7838	Fredonia Sr High
D0486	7874	Elwood Elem
D0487	7888	Herington Elem
D0487	7890	Herington Middle Sch
D0487	7892	Herington High
D0488	7912	Axtell High
D0488	7914	Bern Elem
D0488	7916	Bern High
D0488	7920	Summerfield Elem
D0489	7942	Kennedy Middle
D0489	7946	Lincoln Elem
D0489	7948	Washington Elem
D0489	7950	Woodrow Wilson Elem
D0489	7952	Felten Middle
D0489	7954	Hays High
D0489	7956	Kathryn O'Loughlin McCarthy Elem
D0489	7959	Roosevelt Elem
D0490	7990	Grandview Elem
D0490	7992	Jefferson Elem
D0490	7994	Lincoln Elem
D0490	7996	Skelly Elem
D0490	7998	Washington Elem
D0490	8000	El Dorado Middle
D0490	8002	El Dorado High
D0490	8007	EXTEND High School
D0491	8023	Eudora High School
D0491	8025	Nottingham Elem School
D0491	8028	Eudora West Elem School
D0492	8038	Flinthills Primary School
D0492	8046	Flinthills Intermediate School
D0492	8048	Flinthills Middle School-High School
D0493	8064	Highland Elem
D0493	8066	Park Elem
D0493	8068	Central Elem
D0493	8070	Columbus High
D0493	8086	Scammon Elem
D0494	8110	Syracuse Elem
D0494	8114	Syracuse High
D0495	8132	Hillside Elem
D0495	8134	Northside Elem
D0495	8138	Phinney Elem
D0495	8142	Larned Sr High
D0496	8166	Pawnee Heights Elementary
D0496	8170	Pawnee Heights High
D0497	8185	Lawrence Virtual School

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0497	8189	Sunflower Elementary
D0497	8190	Prairie Park Elem
D0497	8191	Broken Arrow Elem
D0497	8194	Cordley Elem
D0497	8195	Deerfield Elem
D0497	8198	Hillcrest Elem
D0497	8200	Kennedy Elem
D0497	8202	Quail Run Elementary
D0497	8204	New York Elem
D0497	8206	Pinckney Elem
D0497	8208	Schwegler Elem
D0497	8210	Sunset Hill Elem
D0497	8212	Woodlawn Elem
D0497	8213	Langston Hughes Elem
D0497	8214	Lawrence Central Jr Hi
D0497	8215	Lawrence South Jr Hi
D0497	8216	Lawrence West Jr Hi
D0497	8217	Southwest Jr High
D0497	8222	Wakarusa Valley Elem
D0497	8224	Lawrence Free State High
D0498	8238	Valley Heights Elem
D0498	8246	Valley Heights Elem
D0498	8252	Valley Heights Jr/Sr High
D0499	8264	Liberty Elem
D0499	8268	Spring Grove Primary Center
D0499	8270	Galena Middle School
D0499	8274	Galena High
D0500	8280	Central Elementary School
D0500	8281	McKinley Elementary School
D0500	8282	Silver City Elem
D0500	8286	M. Holman Academy of Excellence Charter
D0500	8290	John Fiske Elem
D0500	8298	Mark Twain Elem
D0500	8303	Noble Prentis Elem
D0500	8305	Quindaro Elem
D0500	8308	Frank Rushton Elem
D0500	8309	New Stanley Elem
D0500	8311	Eugene Ware Elem
D0500	8319	West Middle
D0500	8320	Argentine Middle
D0500	8322	Sumner Academy of Arts & Science
D0500	8323	Wyandotte High
D0500	8326	Bethel Elem
D0500	8328	Coronado Middle
D0500	8329	F L Schlagle High

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0500	8330	Claude A Huyck Elem
D0500	8332	Hazel Grove Elem
D0500	8342	Lindbergh Elem
D0500	8346	Stony Point South
D0500	8348	Stony Point North
D0500	8352	Welborn Elem
D0500	8354	White Church Elem
D0500	8358	M E Pearson Elem
D0501	8462	Highland Park Central
D0501	8471	Linn Elem
D0501	8480	McCarter Elem
D0501	8482	McClure Elem
D0501	8484	McEachron Elem
D0501	8494	Quincy Elem
D0501	8496	Quinton Heights Elem
D0501	8498	Randolph Elem
D0501	8504	State Street Elem
D0501	8506	Stout Elem
D0501	8512	Whitson Elem
D0501	8513	Williams Science and Fine Arts Magnet School
D0501	8524	Eisenhower Middle School
D0501	8540	Topeka West High
D0502	8580	Lewis Elem
D0503	8586	Garfield Elem
D0503	8587	Guthridge Elem
D0503	8588	Lincoln Elem
D0503	8589	Parsons Health Careers Academy
D0503	8596	Parsons Sr High
D0504	8620	Oswego Middle
D0504	8622	Oswego Neosho Hgts Elem
D0504	8623	Service Valley Charter Academy
D0504	8624	Oswego High
D0505	8370	St. Paul Elementary School
D0505	8372	St. Paul High School
D0505	8373	St. Paul Middle School
D0505	8636	Chetopa Elem
D0505	8638	Chetopa High
D0506	8652	Altamont Elem
D0506	8658	Bartlett Elem
D0506	8666	Edna Elem
D0506	8680	Meadowview Elem
D0506	8684	Mound Valley Elem
D0507	8694	Satanta Elem
D0507	8696	Satanta Jr-Sr High
D0508	8702	Central Elem

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0508	8704	Lincoln Elem
D0508	8708	Baxter Springs Middle
D0508	8710	Baxter Springs High
D0509	8742	South Haven Elem
D0509	8744	South Haven High
D0511	8762	Puls Elem
D0511	8764	Attica High
D0512	8774	East Antioch Elem
D0512	8782	Belinder Elem
D0512	8784	Bluejacket-Flint
D0512	8786	Briarwood Elem
D0512	8787	Broken Arrow Elem
D0512	8788	Brookridge Elem
D0512	8790	Brookwood Elem
D0512	8791	Christa McAuliffe Elem
D0512	8793	Comanche Elem
D0512	8794	Corinth Elem
D0512	8796	Crestview Elem
D0512	8798	Dorothy Moody Elem
D0512	8806	Highlands Elem
D0512	8808	John Diemer Elem
D0512	8812	Shawanoe Elem
D0512	8814	Bonjour Elem
D0512	8815	Merriam Park Elementary
D0512	8816	Ray Marsh Elem
D0512	8819	Mill Creek Elem
D0512	8822	Nieman Elem
D0512	8824	Oak Park-Carpenter Elementary
D0512	8826	Overland Park Elem
D0512	8828	Pawnee Elem
D0512	8832	Prairie Elem
D0512	8834	Rhein Benninghoven Elem
D0512	8836	Rising Star Elem
D0512	8838	Roesland Elem
D0512	8842	Rosehill Elem
D0512	8844	Rushton Elem
D0512	8846	Santa Fe Trail Elem
D0512	8858	Tomahawk Elem
D0512	8860	Trailwood Elem
D0512	8864	Westwood View Elem
D0512	8874	Indian Hills Middle
D0512	8876	Mission Valley Middle
D0512	8880	Indian Woods Middle
D0512	8886	Shawnee Mission East High
D0512	8888	Shawnee Mission North High

Total :1217 Buildings Made AYP

District #	Building #	Building Name
D0512	8890	Shawnee Mission Northwest High
D0512	8892	Shawnee Mission South High

TABLE III

SCHOOLS THAT DID NOT

MAKE AYP

TABLE III

Total :172 Buildings did not make AYP

District #	Building #	Building Name
D0202	167	Turner Middle School
D0204	214	Bonner Springs High
D0204	221	Robert E Clark Middle
D0205	240	Bluestem High
D0206	272	Remington Elementary at Potwin
D0214	443	Kepley Middle School
D0214	444	Sullivan Elem
D0215	467	Lakin Middle
D0218	514	Elkhart Middle School
D0218	520	Elkhart High
D0232	837	Starside Elem
D0233	851	Indian Creek Elem
D0233	858	Washington Elem
D0233	863	Indian Trail Jr High
D0233	875	Heritage Elementary
D0239	1060	Minneapolis Elementary
D0243	1138	Waverly Elem
D0244	1162	Burlington Middle 6-8
D0250	1314	Pittsburg Middle School
D0250	1316	Pittsburg High
D0253	1415	Lowther South Intermediate School 5th
D0253	1422	Emporia Middle School
D0253	1423	Lowther North Intermediate School 6th
D0259	1618	Allen Elem
D0259	1634	Buckner Performing Arts Magnet Elem
D0259	1658	Earhart Environ Magnet Elem
D0259	1674	Franklin Elem
D0259	1678	Gardiner Elem
D0259	1686	Price-Harris Communications Magnet
D0259	1693	Spaght Multimedia Magnet
D0259	1698	Jefferson Elem
D0259	1712	Lawrence Elem
D0259	1716	Lincoln Elem
D0259	1718	Linwood Elementary
D0259	1724	L'Ouverture Computer Technology Magnet
D0259	1742	Metro Meridian Alt High Mueller Aerospace/Engineering Discovery
D0259	1746	Magne
D0259	1772	Seltzer Elem
D0259	1782	Stanley Elem
D0259	1785	Stucky Middle School
D0259	1790	Washington Accelerated Learning Elem
D0259	1798	Anderson Elem
D0259	1802	Woodman Elem

Total :172 Buildings did not make AYP

District #	Building #	Building Name
D0259	1806	Brooks Magnet Middle School
D0259	1808	Curtis Middle School
D0259	1810	Coleman Middle School
D0259	1812	Hadley Middle School
D0259	1814	Hamilton Middle School
D0259	1817	Jardine Technology Middle Magnet Mayberry Cultural and Fine Arts Magnet
D0259	1824	Middle
D0259	1828	Pleasant Valley Middle School
D0259	1830	Robinson Middle School
D0259	1833	Wilbur Middle School
D0259	1834	Truesdell Middle School
D0259	1836	East High
D0259	1838	North High
D0259	1840	South High
D0259	1842	Southeast High
D0259	1844	West High
D0259	1846	Heights High
D0259	1847	Northwest High
D0259	1852	Metro Midtown Alt High
D0260	1928	Oaklawn Elem
D0260	1942	Derby High School
D0261	1958	Haysville Middle School
D0261	1961	Prairie Elementary School
D0261	1963	Learning By Design - Charter School
D0263	1997	Mulvane Middle School
D0266	2044	Maize Middle School
D0266	2047	Maize South Middle School
D0284	2488	Chase Co Middle
D0294	2740	Decatur Community Jr/Sr High
D0305	3020	Cottonwood Elementary School.
D0307	3080	Ell-Saline Middle/High School
D0308	3102	Avenue A Elementary
D0308	3114	Lincoln Elementary School
D0308	3118	Morgan Elementary
D0312	3241	Pleasantview Academy Grade School
D0312	3242	Pleasantview Academy High School
D0331	3722	Norwich Elem
D0353	4276	Wellington Middle School
D0367	4662	Trojan Elem
D0373	4817	Eby Learning Center I
D0373	4818	Eby Learning Center II
D0382	5093	Walden Center
D0383	5126	Marlatt Elem
D0383	5137	Dwight D Eisenhower Middle School

Total :172 Buildings did not make AYP

District #	Building #	Building Name
D0383	5138	Ogden Elem
D0393	5356	Solomon High
D0398	5462	Peabody-Burns Jr/Sr High School 21st Century Learning Academy Charter
D0424	6160	Element
D0424	6162	21st Century Learning Academy Charter High
D0428	6284	Great Bend High School
D0430	6344	Everest Middle
D0443	6707	Comanche Intermediate Center
D0445	6770	Roosevelt Middle
D0446	6828	Independence Middle
D0450	6938	Berryton Elem
D0453	7004	David Brewer Elem
D0453	7008	Earl M Lawson Elem
D0453	7014	Howard Wilson Elem
D0453	7017	Richard W. Warren Middle School
D0453	7020	Leavenworth Sr High
D0453	7026	Leavenworth Virtual School
D0457	7126	Georgia Matthews Elem
D0457	7128	Abe Hubert Middle School
D0457	7130	Garden City Sr High
D0457	7138	Kenneth Henderson Middle
D0457	7148	Charles O Stones Intermediate Ctr
D0465	7331	Winfield Intermediate School
D0470	7440	Adams Elem
D0475	7618	Junction City Middle School
D0475	7620	Junction City Sr High
D0480	7715	Cottonwood Intermediate School
D0480	7725	Sunflower Intermediate School
D0480	7728	Liberal South Middle
D0480	7730	Liberal West Middle
D0480	7732	Liberal Sr High
D0483	7804	Southwestern Heights Jr/Sr High
D0486	7876	Elwood High
D0491	8029	Eudora Middle School
D0495	8140	Larned Middle School
D0497	8218	Lawrence High
D0499	8272	Cornerstone Alternative Charter High School
D0500	8279	Banneker Elem
D0500	8284	Chelsea Elem
D0500	8285	Douglass Elem
D0500	8287	Thomas A Edison Elem
D0500	8288	Emerson Elem

Total :172 Buildings did not make AYP

District #	Building #	Building Name
D0500	8292	Grant Elem
D0500	8293	Bertram Caruthers Elem
D0500	8294	Fairfax Campus
D0500	8297	Fairfax Learning Center
D0500	8312	Wm A White Elem
D0500	8313	Whittier Elem
D0500	8315	Frances Willard Elem
D0500	8316	Central Middle
D0500	8317	Northwest Middle
D0500	8321	Rosedale Middle
D0500	8324	Arrowhead Middle
D0500	8327	J C Harmon High
D0500	8331	D D Eisenhower Middle
D0500	8340	John F Kennedy Elem
D0500	8350	Washington High
D0501	8442	Avondale East Elem
D0501	8444	Shaner Elem
D0501	8446	Avondale West Elem
D0501	8452	Chase Middle School
D0501	8465	Ross Elementary
D0501	8467	Hope Street Charter Academy
D0501	8469	Hope Street Academy Charter Middle
D0501	8472	Lowman Hill Elem
D0501	8474	Lundgren Elem
D0501	8478	Maude Bishop Elem
D0501	8486	Meadows Elementary
D0501	8499	Scott Computer Technology Magnet
D0501	8501	Robinson Middle School
D0501	8530	Jardine Middle School
D0501	8532	Landon Middle School
D0501	8533	Marjorie French Middle School
D0501	8536	Highland Park High
D0501	8538	Topeka High
D0501	8552	Capital City
D0503	8594	Parsons Middle School
D0506	8654	Labette County High School
D0512	8776	Apache Elem
D0512	8857	Sunflower Elem
D0512	8868	Westridge Middle
D0512	8870	Hocker Grove Middle
D0512	8878	Antioch Middle
D0512	8884	Trailridge Middle
D0512	8894	Shawnee Mission West High

TABLE IV

USD'S THAT MADE AYP

TABLE IV

Total: 261 Districts that made AYP

District #	District Name
D0101	Erie-Galesburg
D0102	Cimarron-Ensign
D0103	Cheylin
D0105	Rawlins County
D0106	Western Plains
D0107	Rock Hills
D0108	Washington Co. Schools
D0109	Republic County
D0110	Thunder Ridge Schools
D0200	Greeley County Schools
D0202	Turner-Kansas City
D0203	Piper-Kansas City
D0206	Remington-Whitewater
D0207	Ft Leavenworth
D0208	Wakeeney
D0209	Moscow Public Schools
D0210	Hugoton Public Schools
D0211	Norton Community Schools
D0212	Northern Valley
D0213	West Solomon Valley Sch
D0215	Lakin
D0216	Deerfield
D0217	Rolla
D0218	Elkhart
D0219	Minneola
D0220	Ashland
D0223	Barnes
D0224	Clifton-Clyde
D0225	Fowler
D0226	Meade
D0227	Jetmore
D0228	Hanston
D0229	Blue Valley
D0230	Spring Hill
D0231	Gardner Edgerton
D0233	Olathe
D0235	Uniontown
D0237	Smith Center
D0239	North Ottawa County
D0240	Twin Valley
D0241	Wallace County Schools
D0242	Weskan
D0243	Lebo-Waverly
D0245	LeRoy-Gridley

Total: 261 Districts that made AYP

District #	District Name
D0246	Northeast
D0247	Cherokee
D0248	Girard
D0249	Frontenac Public Schools
D0251	North Lyon County
D0252	Southern Lyon County
D0253	Emporia
D0254	Barber County North
D0255	South Barber
D0256	Marmaton Valley
D0258	Humboldt
D0260	Derby
D0262	Valley Center Pub Sch
D0263	Mulvane
D0264	Clearwater
D0265	Goddard
D0266	Maize
D0267	Renwick
D0268	Cheney
D0269	Palco
D0270	Plainville
D0271	Stockton
D0272	Waconda
D0273	Beloit
D0274	Oakley
D0275	Triplains
D0279	Jewell
D0281	Graham County
D0282	West Elk
D0283	Elk Valley
D0284	Chase County
D0285	Cedar Vale
D0286	Chautauqua Co Community
D0287	West Franklin
D0288	Central Heights
D0289	Wellsville
D0290	Ottawa
D0291	Grinnell Public Schools
D0292	Wheatland
D0293	Quinter Public Schools
D0294	Oberlin
D0297	St Francis Comm Sch
D0298	Lincoln
D0299	Sylvan Grove

Total: 261 Districts that made AYP

District #	District Name
D0300	Comanche County
D0303	Ness City
D0305	Salina
D0306	Southeast Of Saline
D0307	Ell-Saline
D0308	Hutchinson Public Schools
D0309	Nickerson
D0310	Fairfield
D0311	Pretty Prairie
D0312	Haven Public Schools
D0313	Buhler
D0314	Brewster
D0315	Colby Public Schools
D0316	Golden Plains
D0320	Wamego
D0321	Kaw Valley
D0322	Onaga-Havensville-Wheaton
D0323	Rock Creek
D0325	Phillipsburg
D0326	Logan
D0327	Ellsworth
D0328	Lorraine
D0329	Mill Creek Valley
D0330	Mission Valley
D0332	Cunningham
D0333	Concordia
D0334	Southern Cloud
D0335	North Jackson
D0336	Holton
D0337	Royal Valley
D0338	Valley Falls
D0339	Jefferson County North
D0340	Jefferson West
D0341	Oskaloosa Public Schools
D0342	McLouth
D0343	Perry Public Schools
D0344	Pleasanton
D0346	Jayhawk
D0347	Kinsley-Offerle
D0348	Baldwin City
D0349	Stafford
D0350	St John-Hudson
D0352	Goodland
D0353	Wellington

Total: 261 Districts that made AYP

District #	District Name
D0354	Clafin
D0355	Ellinwood Public Schools
D0356	Conway Springs
D0357	Belle Plaine
D0359	Argonia Public Schools
D0360	Caldwell
D0361	Anthony-Harper
D0362	Prairie View
D0363	Holcomb
D0364	Marysville
D0365	Garnett
D0366	Woodson
D0368	Paola
D0369	Burrton
D0371	Montezuma
D0372	Silver Lake
D0373	Newton
D0374	Sublette
D0375	Circle
D0376	Sterling
D0377	Atchison Co Comm Schools
D0378	Riley County
D0379	Clay Center
D0380	Vermillion
D0381	Spearville
D0382	Pratt
D0383	Manhattan-Ogden
D0384	Blue Valley
D0385	Andover
D0386	Madison-Virgil
D0387	Altoona-Midway
D0388	Ellis
D0389	Eureka
D0390	Hamilton
D0392	Osborne County
D0393	Solomon
D0394	Rose Hill Public Schools
D0395	LaCrosse
D0396	Douglass Public Schools
D0397	Centre
D0399	Paradise
D0400	Smoky Valley
D0401	Chase-Raymond
D0402	Augusta

Total: 261 Districts that made AYP

District #	District Name
D0403	Otis-Bison
D0404	Riverton
D0405	Lyons
D0406	Wathena
D0407	Russell County
D0408	Marion-Florence
D0409	Atchison Public Schools
D0410	Durham-Hillsboro-Lehigh
D0411	Goessel
D0412	Hoxie Community Schools
D0415	Hiawatha
D0416	Louisburg
D0418	McPherson
D0419	Canton-Galva
D0420	Osage City
D0421	Lyndon
D0422	Greensburg
D0423	Moundridge
D0425	Highland
D0426	Pike Valley
D0428	Great Bend
D0429	Troy Public Schools
D0430	South Brown County
D0431	Hoisington
D0432	Victoria
D0433	Midway Schools
D0434	Santa Fe Trail
D0435	Abilene
D0436	Caney Valley
D0437	Auburn Washburn
D0438	Skyline Schools
D0439	Sedgwick Public Schools
D0440	Halstead
D0441	Sabetha
D0442	Nemaha Valley Schools
D0444	Little River
D0447	Cherryvale
D0448	Inman
D0449	Easton
D0450	Shawnee Heights
D0451	B & B
D0452	Stanton County
D0454	Burlingame Public School
D0456	Marais Des Cygnes Valley

Total: 261 Districts that made AYP

District #	District Name
D0458	Basehor-Linwood
D0459	Bucklin
D0460	Hesston
D0461	Neodesha
D0462	Central
D0463	Udall
D0464	Tonganoxie
D0465	Winfield
D0466	Scott County
D0467	Leoti
D0468	Healy Public Schools
D0469	Lansing
D0470	Arkansas City
D0471	Dexter
D0473	Chapman
D0474	Haviland
D0475	Geary County Schools
D0476	Copeland
D0477	Ingalls
D0479	Crest
D0481	Rural Vista
D0482	Dighton
D0486	Elwood
D0487	Herington
D0488	Axtell
D0489	Hays
D0490	El Dorado
D0492	Flinthills
D0494	Syracuse
D0495	Ft Larned
D0496	Pawnee Heights
D0498	Valley Heights
D0502	Lewis
D0504	Oswego
D0505	Chetopa-St. Paul
D0506	Labette County
D0507	Satanta
D0508	Baxter Springs
D0509	South Haven
D0511	Attica
D0512	Shawnee Mission Pub Sch

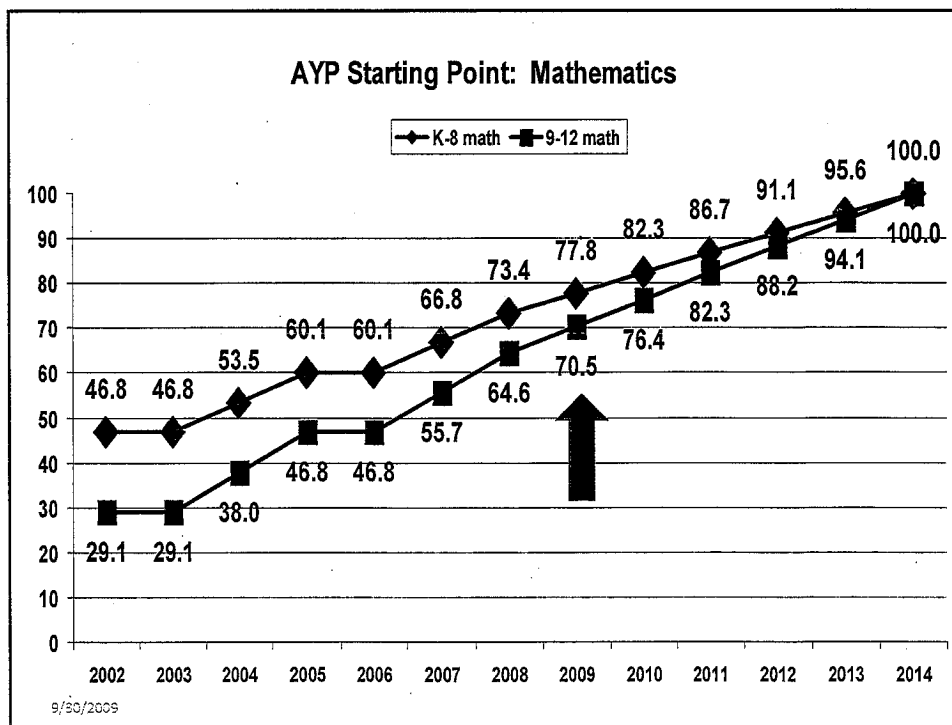
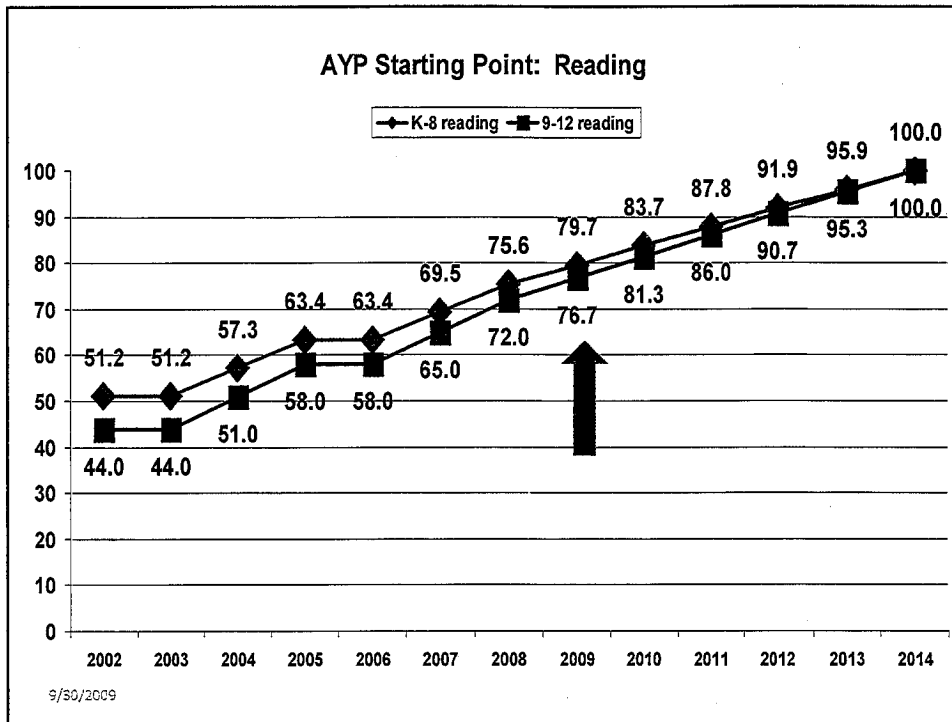
TABLE V

USD'S THAT DID NOT
MAKE AYP

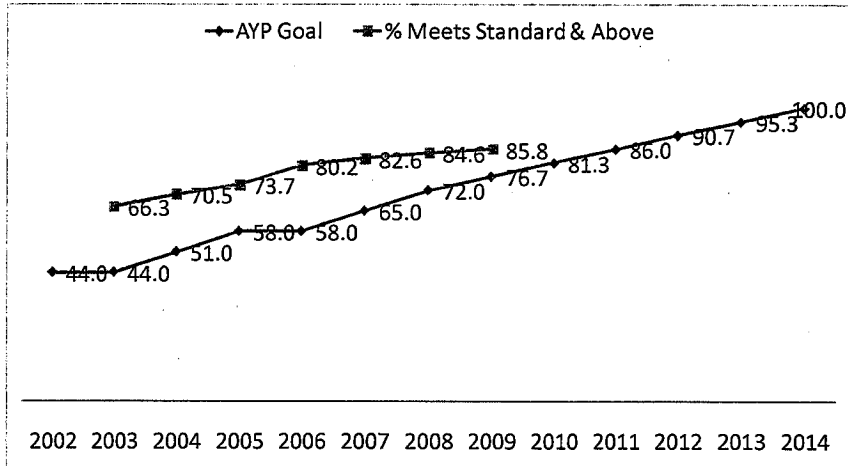
TABLE V

Total :34 Districts that did not make AYP

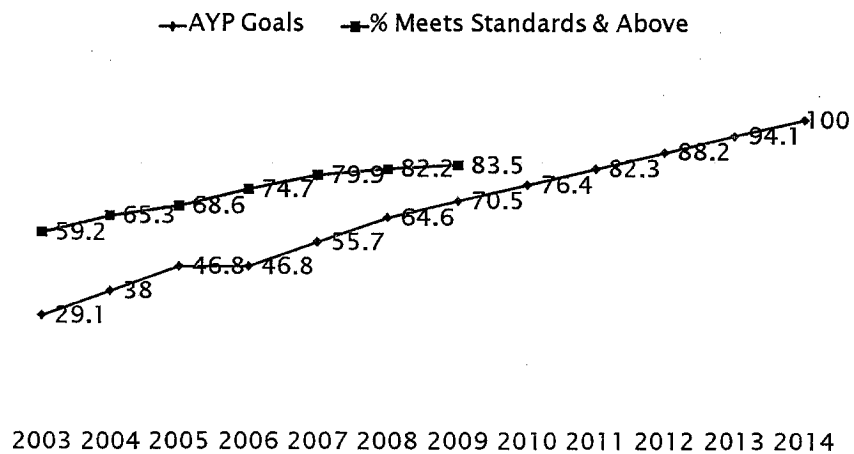
District #	District Name
D0204	Bonner Springs
D0205	Bluestem
D0214	Ulysses
D0232	De Soto
D0234	Fort Scott
D0244	Burlington
D0250	Pittsburg
D0257	Iola
D0259	Wichita
D0261	Haysville
D0331	Kingman - Norwich
D0345	Seaman
D0351	Macksville
D0358	Oxford
D0367	Osawatomie
D0398	Peabody-Burns
D0413	Chanute Public Schools
D0417	Morris County
D0424	Mullinville
D0443	Dodge City
D0445	Coffeyville
D0446	Independence
D0453	Leavenworth
D0457	Garden City
D0480	Liberal
D0483	Kismet-Plains
D0484	Fredonia
D0491	Eudora
D0493	Columbus
D0497	Lawrence
D0499	Galena
D0500	Kansas City
D0501	Topeka Public Schools
D0503	Parsons



Kansas AYP Reading Trends All Students - 2003-2009



Kansas AYP Math Trends All Students 2003-2009



National Tests

ACT and SAT

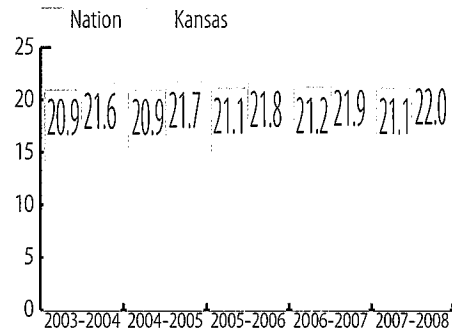
In 2008, Kansas students maintained their competitive edge and continued to perform well on the ACT and SAT college entrance exams. The ACT and SAT are two measures used to compare Kansas students'

performance with that of other students across the country.

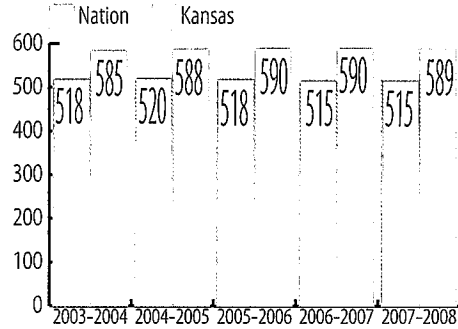
With 74% or 23,687 of the over 32,000 seniors taking the 2008 ACT exam, Kansas ranks in the top 20% in participation. The composite score of 22.0 ranks Kansas

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

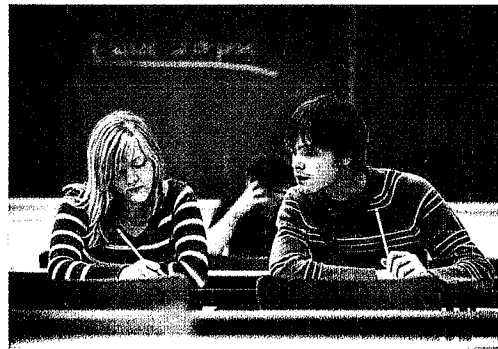
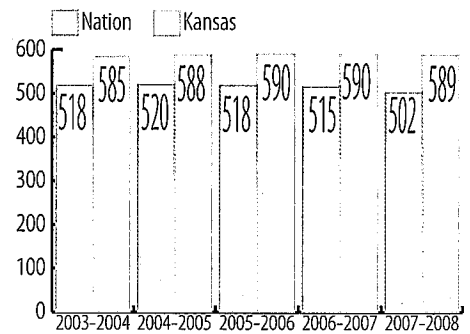
ACT Composite Scores 2003-2008



SAT Composite Scores Mathematics 2003-2008



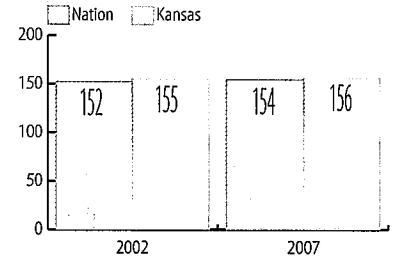
SAT Composite Scores Critical Reading 2003-2008



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

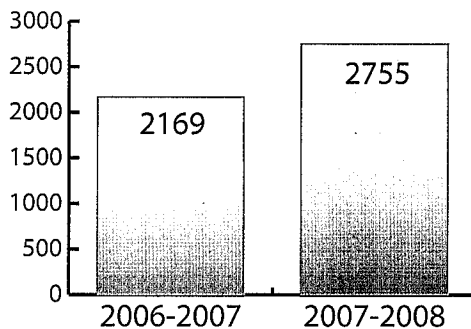
Kansas recognizes schools with the Standard of Excellence in reading and mathematics as well as history/government and science based on the 2007-2008 state assessments. This award acknowledges an increase in the number of students who perform at the highest level, along with a decrease in the number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

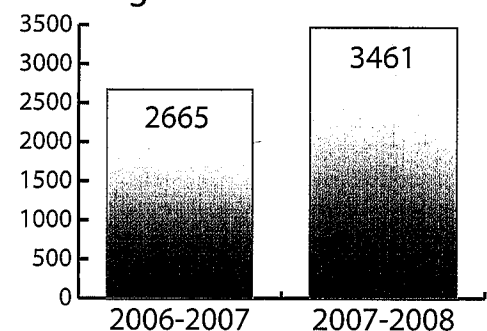
For a list of schools receiving Standard of Excellence certificates, go to <http://www.ksde.org/LinkClick.aspx?fileticket=ZrT8JpsOOwk%3d&tabid=2379&mid=5463>.



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.



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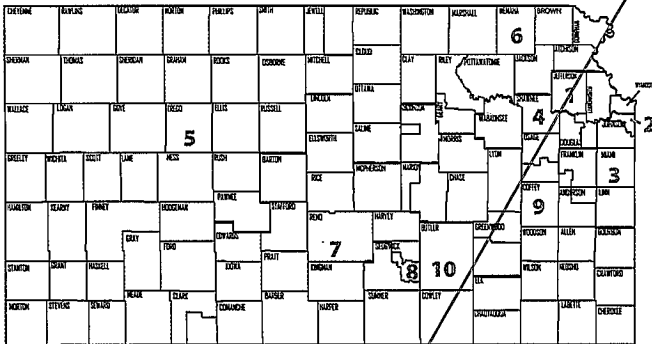


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Kansas State Board of Education
Adopted 9/2007



Kansas State Department of Education



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An Equal Employment/Educational Opportunity Agency

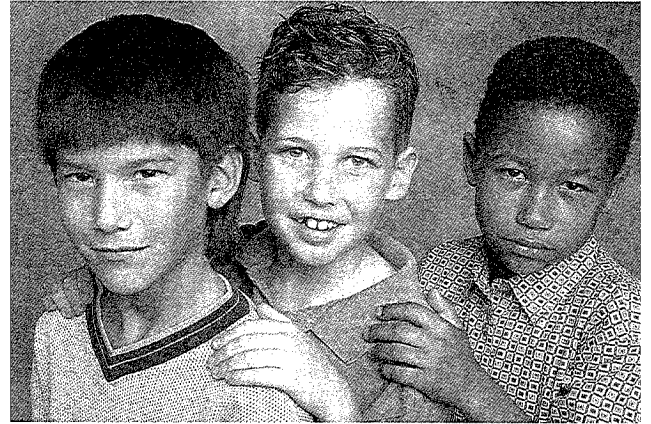
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3-6

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	93.6
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
Total	95.2	95.1	95.2	95.0	94.7



Attendance is compiled from the QPA 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	76.3	81.2	83.1	83.6	81.7
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
Total	87.6	89.1	90.2	90.7	89.4



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 GED 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	3.1	2.5	2.5	3.1	2.6
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
Total	1.5	1.4	1.5	1.7	1.8



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.

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

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.

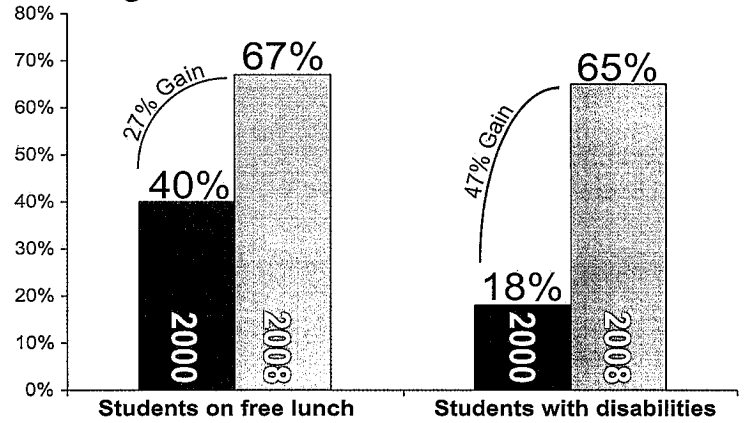
When compared with the results over the past nine years, reading, mathematics, history/government, and science scores all reflect a continuing upward trend. I have used the word phenomenal when describing the achievement of our students across all grade levels in Kansas.

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!

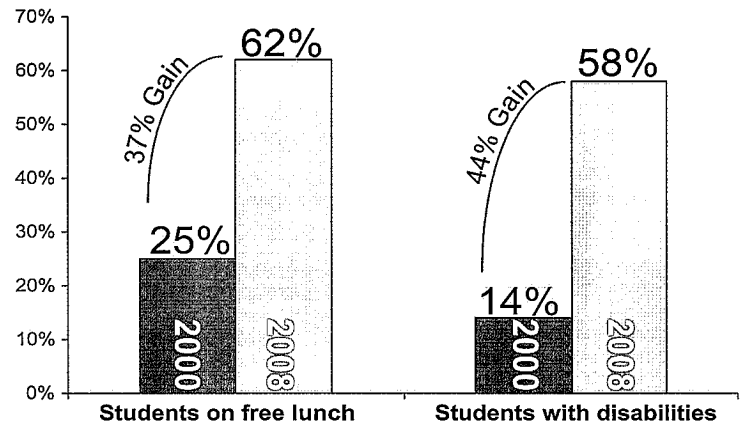
There has never been a more important time to focus on the students of tomorrow than today.

Alexa Posny, Ph.D.
Kansas Commissioner of Education

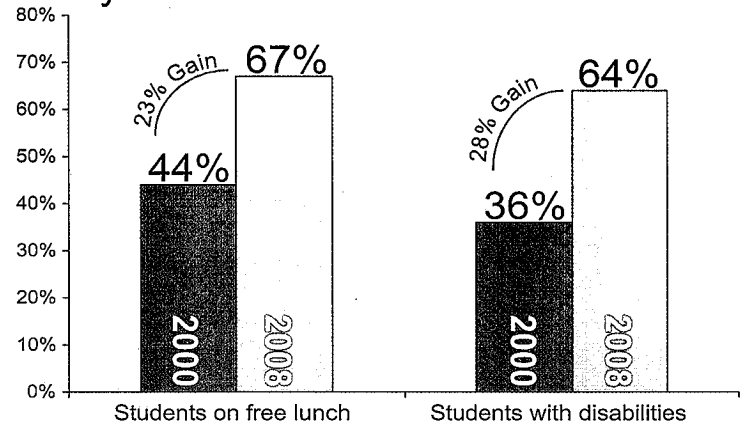
Reading



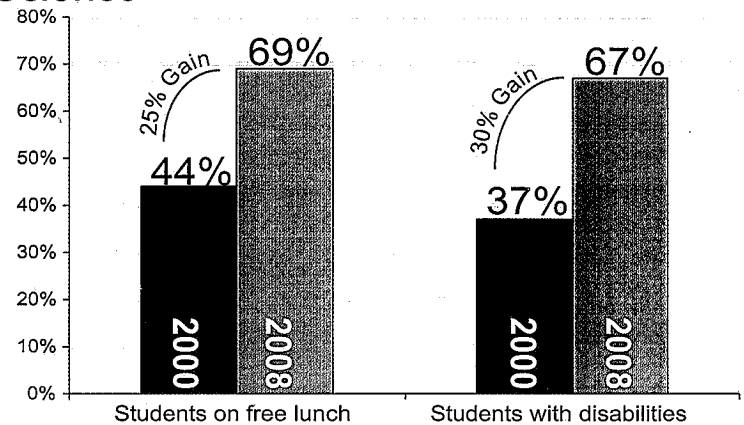
Mathematics



History/Government



Science





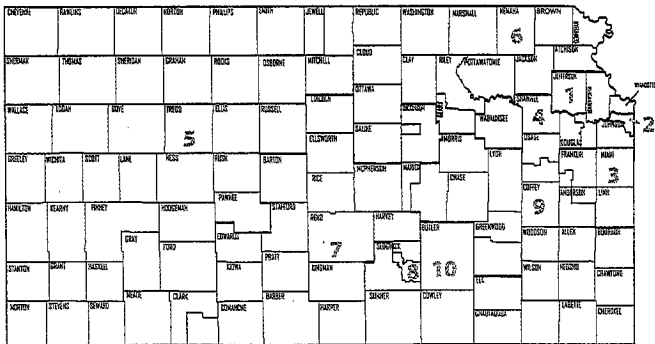
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**C-11. AVERAGE SALARIES OF PUBLIC SCHOOL
TEACHERS, 2007-08 (\$)**

1.	CALIFORNIA	64,424 *
2.	NEW YORK	62,832
3.	CONNECTICUT	61,976
4.	NEW JERSEY	61,277 *
5.	DISTRICT OF COLUMBIA	60,628 *
6.	ILLINOIS	60,474
7.	MASSACHUSETTS	60,471
8.	MARYLAND	60,069 *
9.	RHODE ISLAND	57,168 *
10.	ALASKA	56,758
11.	MICHIGAN	56,096 *
12.	DELAWARE	55,994
13.	PENNSYLVANIA	55,833
14.	OHIO	53,410
15.	HAWAII	53,400
16.	WYOMING	53,074
	UNITED STATES	52,308 *
17.	OREGON	51,811
18.	GEORGIA	51,560
19.	MINNESOTA	50,582
20.	WASHINGTON	49,884
21.	WISCONSIN	49,051
22.	INDIANA	48,508
23.	NEVADA	47,710
24.	NEW HAMPSHIRE	47,609
25.	NORTH CAROLINA	47,354
26.	COLORADO	47,248
27.	KENTUCKY	47,207
28.	LOUISIANA	46,964
29.	FLORIDA	46,930
30.	VIRGINIA	46,796
31.	IOWA	46,664
32.	ALABAMA	46,604
33.	VERMONT	46,593 *
34.	TEXAS	46,179
35.	ARKANSAS	45,773 *
36.	ARIZONA	45,772
37.	SOUTH CAROLINA	45,758
38.	KANSAS	45,136
39.	NEW MEXICO	45,112
40.	TENNESSEE	45,030 *
41.	IDAHO	44,099
42.	OKLAHOMA	43,551
43.	MAINE	43,397
44.	MISSOURI	43,206
45.	NEBRASKA	42,885
46.	MONTANA	42,874
47.	WEST VIRGINIA	42,529
48.	MISSISSIPPI	42,463
49.	UTAH	41,615
50.	NORTH DAKOTA	40,279
51.	SOUTH DAKOTA	36,674
	MEDIAN	47,248
	RANGE	27,750
	SDEV	6,733
	CV	14

NEA Research, Estimates Database (2008).

2010 Commission
10-2-09
Attachment 4

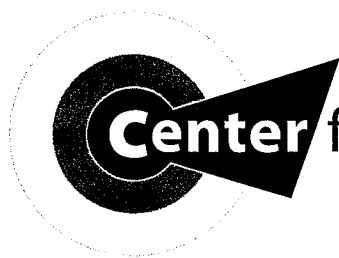
Effectiveness



EFFICIENCY

Overview

Prepared for the
Kansas 2010 Commission
October 2, 2009



Center for Innovative School Leadership

Emporia State University • Fort Hays State University • Pittsburg State University

*2010 Commission
10-2-09
Attachment 5*

OVERVIEW

What is CISL?

The function of the Center for Innovative School Leadership (CISL) is to conduct effectiveness and efficiency reviews for volunteer school districts. CISL was created through Kansas Senate Bill no. 304 in the 2004 legislative session as a cooperative endeavor between Emporia State University, Fort Hays State University, and Pittsburg State University. The review process used by CISL is modeled after successful programs conducted in Arizona, Texas, and Virginia. The goal of CISL is to identify best practices, cost savings, and potential effectiveness and efficiency strategies for school districts in the four protocol areas of facilities management, human resources, leadership, and teaching and learning. The identified best practices, cost saving measures, and efficiency suggestions could be utilized by other districts for self-analysis of school operations.

How does it work?

CISL executes the effectiveness and efficiency review over a period of approximately three months. Listed below is a brief overview of the process. Further explanation about the specific procedures can be found in the following sections and appendices.

Step 1: Board of education gives approval, to the CISL process.

Step 2: The district provides informational material to CISL.

Step 3: The district informs all stakeholders of the CISL process.

Step 4: A school climate survey is administered.

Step 5: An on-site visit is conducted with the school district.

Step 6: CISL will present a summary of its findings at an agreed upon board of education meeting approximately four to six weeks after the conclusion of the on-site visit.

Step 7: A full report detailing all findings from the review process will be created by CISL and provided to the district approximately one month after CISL's meeting with the board of education.

Step 8: A follow-up session will be conducted by CISL with the school district six months and one year after the initial review.

What are the protocols?

Facilities Management

School facilities and maintenance of those facilities are vital for creating a safe and healthy learning environment. The review process analyzes many aspects of facilities management including organizational structure, custodial operations, transportation, building and ground maintenance, energy efficiency, planning-facility usage, and safety and security.

Human Resources

School districts are only as effective as their employees. The human resource protocol reviews various aspects of hiring, evaluation, recruitment, retention, job descriptions, salary, benefits, and supervision.

Leadership

A district's structure, staff management, and planning process create the foundation for effective and efficient education of students. This protocol examines various leadership groups including the board of education, administration, site counsel, and parent-teacher association. Also included are legal services, district organization and management, and communication.

Teaching and Learning

Above all else, school districts must provide high quality educational services. This protocol identifies best practices to support student learning in the areas of curriculum, instruction, assessment, professional development, technology, special education, extracurricular activities, and staffing.

Why the Team?

CISL recruits team members in order to comply with state legislation which maintains that teams of professionals from business, civic, and school environments be utilized to ensure multiple perspectives are considered. Team members are a vital part of the review process as they are required to evaluate provided district information and determine its significance, perform interviews and observations during an on-site visit, and organize their findings in a written report. By combining the skills of civic leaders, business professionals, teachers, and other authorities, CISL is able to build a qualified and objective team that serves the district to the best of its abilities.

Sample Recommendations/Impact

Facilities Management

- Eliminating at least one central kitchen and eliminating open lunch period could provide savings and increased income for food service of approximately \$50,000 annually.
- Establishing K-2 and 3-5 schools could potentially provide staff savings of over \$100,000 annually.
- Turning on Windows XP Power Saving Option and establishing guidelines requiring staff to turn off computers, monitors, and printers when not in use, especially over the weekends and holidays, will save approximately \$50 per computer annually.
- Replacing traditional lighting with T8 bulbs and electronic ballast can save up to \$40,000 annually district wide.
- The fiscal impact of reducing the bus fleet will decrease insurance costs and reduce bus staff by at least two persons; the estimated savings of this item is \$20,000 to \$50,000.
- The projected savings of installing automatic chemical dispensers in all buildings is 20 to 40 percent.
- The fiscal impact of an energy audit and its implementation should create savings of 25 to 35 percent in energy savings over current expenses; estimated savings in this area is \$20,000 to \$50,000.
- An elimination of the regularly assigned overtime for custodians would gain the equivalent of 8.25 hours of straight custodial time. The potential direct financial impact of eliminating this regular daily overtime is over \$24,000 annually.
- If custodial labor were able to off-set 5% – 10% of the contracted services and/or other project labor requirements performed in the summer, the savings would net approximately \$3,250 to \$6,500 (based on the 2007-08 budget for outside labor of \$15,000 and contracted plumbers of \$50,000).
- Periodic/annual competitive solicitations are strongly encouraged to obtain the best and most appropriate costs. A savings of 5% - 10% through additional competitive solicitation would result in an annual savings of \$13,970 to \$27,940 based on the 2007-2008.
- A work order tracking system will improve communication district wide. The system will allow individuals to be informed of work order requests from beginning to close.

- The estimated cost of bringing the existing building up to current code requirements is between \$4.2 and 4.6 million dollars. The district would benefit by researching and planning to raze the current elementary building and construct a new one story building to meet all current ADA and safety code requirements. New construction of an elementary building would cost approximately \$160 per square foot.
- Developing a roof and equipment schedule would enable the district to establish a long-term replacement schedule and avoid large one-time unplanned expenses. The potential savings over present procedures could be \$10,000 annually.
- The most efficient housekeeping activities are best performed when the students and/or staff are not present in the building. Almost 36% (25 of the 69.5 daily assigned man-hours) of the daily assigned custodial time is worked during regular school hours or timeframes when the teaching staff is likely to be still present in their classrooms. Shifting more of these assigned hours to non-occupied timeframes would allow the custodians to more efficiently and effectively perform their housekeeping duties.
- The formation of a long range facilities planning group will give the board of education a partnership with the community and give the community confidence in its use of taxpayer money. The group should include three or four community members, two board members, a cross section of two teachers and two classified staff. Building repair issues and maintenance needs are solicited from staff, brought to the planning group for acceptance and prioritized.

Sample Recommendations/Impact

Human Resources

- If the district conducted in-house new employee orientations, it would save the district the cost of 16 hours of college classes.
- The team was informed by district personnel that a previously conducted study had forecast annual savings of \$125,000 - \$180,000 by joining a special education cooperative.
- The district's administrative staff ratio of 7.6 per 1,000 students is 1.4 below the regional average. Potential savings (using the district's average salary) is \$91,000.
- Time cards of rule 10 coaches should be completed and reviewed to ensure that the district is in compliance with minimum wage and overtime laws.
- There were several reports of classified employees working overtime hours but not reporting them. Additionally, a review of the work agreements used at the district contain language regarding a "1/2 time method." The language is confusing and team members do not believe the "1/2 time method" is applicable.
- An insurance company audit of policies and procedures is usually free of charge; identification of current and potential problems could reduce the liability insurance premiums and save the district money.
- A return-to-work policy can reduce worker's compensation payments and premium dollars.
- By paying the first \$250 or \$300 of a workman's compensation medical claim, the district holds down the amount the insurance carrier has to pay and should reduce premiums. It will also help control the district's workman's compensation mode rate set by the state and is a factor in establishing the worker's compensation premium. This can result in reduced premiums and savings to the district
- If the district modifies the 45-hour schedule for custodians to a 40-hour work week and determines overtime only on hours worked, the savings would be approximately \$24,000 annually which could be reallocated to hire another full-time custodian.
- Annual performance evaluations should assist in providing quality feedback to maximize employee performance, thereby improving district efficiency. Inconsistent implementation of human resources policies and practices (i.e. annual performance appraisals and the performance pay scale) can lead to employee confusion, communication issues, and potential legal difficulties.

- An exit interview provides the district with an opportunity to verify all information the employee and the district need in order to fulfill legal and other obligations is available. An exit interview also gives the district an opportunity to assess the conditions which motivated an employee to leave. Consistent gathering of this data may indicate areas that the district can improve in order to retain employees.
- Updating job descriptions of all personnel when a vacancy occurs provides a systematic process of review and revision. When job descriptions are updated, it is appropriate to review evaluation instruments. By integrating evaluation standards with job responsibilities, the district can increase management and employee accountability.
- Written Classified Handbook will provide for a better informed staff regarding HR. This handbook will be readily available to all staff. Book should be updated yearly by Classified HR team, which has been created, along with the Superintendent and the District Office staff.
- Current evaluations taking place appear to depend upon my position and the disposition of my supervisor a good way for the district to enter litigation. A written schedule for all classified staff will eliminate this haphazard approach to evaluations. Also, certified staff should be evaluated as per their negotiated agreement which does not happen in all cases.

Sample Recommendation/Impact

Leadership

- Quarterly meetings between the board and college representatives will form the basis for improved communication and cooperation with the college. Both entities can help each other meet their respective challenges. The current facilities study might be enhanced through exploring ways the college and district can cooperate in regard to the facility issues facing both organizations.
- The current administrative structure does not seem to support the teaching and learning process in a way that allows staff to meet the learning needs of all students. A study, by an unaffiliated third party, will provide the administration with the strengths and weaknesses of their current structure.
- When constituents cannot hear or see what is happening at board meetings, the results are seldom good: those who arrive with an issue become more irritated and often will not profit from the excellent presentations that deserve to be heard and appreciated; those who attend because they are excited about a recognition will leave dissatisfied if they have not been able to see and/or hear well.
- Adherence to an agreed upon code of ethics will ensure that the boards use their authority properly, act with integrity, conduct the public's business with the proper decorum, are consistent in their actions, and have a basis for member discipline.
- Using executive sessions less frequently and per statute will increase trust between the boards, those they serve, and employees. Less time in executive session discussing personnel issues that should be handled by administration will also provide the board additional time for planning and policy development.
- Reducing the length of board meetings to two hours or less will require board members to prioritize and focus on planning, policy, superintendent evaluation, paying bills, and approving contracts. Such adherence will improve trust with all stakeholders.
- The board of education meeting time would be better used if a formal procedure was developed for public comments. Some rules and regulations to be followed would make this a more consistent use of time and allow the board to be prepared to ask questions or suggest solutions.
- Conducting annual board self evaluations would improve the board's understanding of their successes and challenges. It would provide the opportunity for the board to set improvement goals and increase their capacity to lead the policy arm of the school district.

- Regular staff meetings will increase the level of trust between the teaching staff and principal as well as increase commitment and “buy-in” of the teaching staff to the district goals.
- Training building principals to lead effective meetings will create an environment of trust between the teaching staff and principal.
- Asking for an annual report from the site councils will provide several benefits all of which, in the long run, will make a difference for students. Annual reports to the board will help improve the level of communication between the councils and the board.
- Inviting students to present at board meetings would increase awareness of learning and provide valuable firsthand knowledge as board members make decisions about issues such as curriculum, adequate staffing, and technology.
- Creating a long range plan will improve the board of education’s ability to budget their resources more efficiently. A long range strategic plan will map the district’s priorities and guide the board in the efficient and effective use of their limited resources. The strategic plan should include goals for facilities, student learning, community and staffing.
- The board of education’s role should be one of determining long range vision, goals, and policies. The focus of the board should be to monitor the accomplishment of these goals and insure the resources for the district. Although tempting, micromanagement of the district staff will reduce the overall effectiveness of both the board and staff.



Sample Recommendations/Impact

Teaching and Learning

- Additional courses offered at the high school with dual credit from the Community College will provide a savings in post-secondary education for high school graduates.
- Utilizing Kan-Ed Live saves the cost of travel, hotel, and time involved in professional development.
- It is recommended some classes be combined to eliminate a teaching position, which could save approximately \$40,000 based on the salary information provided.
- It will be important to maintain the newly developed teacher induction program. Expanding the new teacher mentor program through a grant offered from the Kansas State Department of Education will enhance the information provided to new teachers as well as reward and inspire tenured teachers.
- As a responsible fiscal management practice, the district should look at the training of trainers model to decrease the amount of funding used to send staff to one-time workshops. Using the model, staff will train other staff after returning from a workshop.
- Allowing teachers with expanded technology knowledge a half day substitute to assist teachers with technology integration would be a cost saving way to promote integration of technology into instruction. Use of substitutes would be a savings for the district rather than paying technology consultant fees.
- A process for purchasing technology would increase the efficiency of purchases, deal with fairness, and support alignment of instructional and managerial technology goals.
- The utilization and implementation of student improvement plans will assist with maximizing learning opportunities for all students.
- Reviewing the district technology goal and addressing staff concerns pertaining to resources and instructional technology support will assist with decision making that directly affects the efficiency of technology usage for teaching and learning.
- The professional development for classified staff alongside the certified staff will build cohesive relationships and increase job importance of para-educators and teaching assistants. They will know the importance of their role in working directly with students.

- Presently the intentions to make improvements in curriculum and instruction are good; however, the people to make those improvements happen are not in place. The curriculum/technology director would provide the jumpstart that is needed to move the district forward in curriculum and instruction. With the reassignment of these positions, the development of curriculum guides and curriculum mapping could proceed.
- The use of web-based templates for the curriculum map and curriculum guides would provide a user-friendly format that is easily accessible to teachers and administrators. Their availability on the internet would not add additional cost.
- Increasing the number of dual-credit courses and advanced placement courses would provide a solid foundation for college bound students.
- Reserving one professional learning community meeting per month for the group to learn new technology skills will give teachers a non-threatening environment to learn and experiment. Technology integration research points out that most adults have a tendency to be more afraid of new technologies and advancements than school age students.
- Implementation of an on-line reading diagnostic test will provide quicker identification of student reading deficiencies. The NRP determined that effective reading instruction includes teaching children to break apart and manipulate the sounds in words (phonemic awareness).
- Interviews with school personnel and community members did not elicit any evidence that partnerships with the community college were benefiting the two school districts. The community college could play a strong role in assisting with long term strategic planning for the two cooperating districts.

Steve Iliff's comments to the 2010 Commission on August 7, 2009

We have been hearing for the last two meetings from superintendents, school boards, teachers unions and other school administrative representatives that Kansas should do whatever it takes to continue funding an ever increasing amount of new money into the school system.

The only problem with continued funding is the worldwide economic downturn that has bankrupted and closed many businesses. Kansas has not been immune. Kansas does not have the money. Mr. Tallman, I believe, has made the point that money put into the educational system (salaries, textbooks, etc) should match the average increase in personal income in Kansas. The numbers for 2008-2009 are not yet in but I can't imagine they are increasing. Many companies are requiring unpaid time off, reducing salaries, laying employees off or closing. Our schools have not had to do that. If the schools increase every year whether or not state revenues increase then the state will gradually reach a point of bankruptcy.

Let us look at the increases already given over the last few years to teachers and compare them to the private sector.

Teacher's salaries have gone up 40% in 10 years and 20% in the last 4 years. Principals are not far behind¹. The average teacher's salary is now over \$46,000 before benefits. Now a starting teacher in many districts is over \$40,000. With health benefits of 10% and pension benefits of another 20% (see Pension below) the total wage and benefit is \$52,000. If the average teacher works 1600 hours that is equal to \$32.50 per hour or the equivalent of \$67,600 per year for a full time position.

I know some teachers work far more than 1600 hours per year and some work less.

Those increases may have compared to the private sector up until October of 2008, but not after. Teachers in general have not had to take a pay cut or lose their jobs in Kansas. Granted the federal government has come up with enough money in the bailout to keep district budgets afloat.

A generous pension

According to KPERs.org/benefitcalcKPERs.htm, a teacher who has worked 40 years and leaves with a final average salary of \$55,000 will receive \$38,500 a year the rest of her life. If you go to immediateannuities.com you find that in order to buy a payout of that magnitude you would have to pay about \$520,000. In order to save that much based on a teachers salary, the school would have had to contribute about 20% of the teacher salary in addition to the 4% the

¹ Kansas State Dept of Education April 2009

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employee already contributes to KPERS for every year the teacher worked. This is an extremely generous plan. I don't think many private firms can afford that kind of a pension.

Pension Crisis

At the end of 2007, the portion of KPERS pension allocated to education was only funded at 63%. After the downturn at the end of 2008 it was funded at 52%. This represents a 5 billion dollar unfunded liability that will likely double within 10 years according to actuaries. This means the State has promised pensions to teachers and principals it cannot afford to pay. Either taxpayers are going to be sold into slavery or someone is not going to get their pension in full. The current legislature has put off raising enough taxes to fully fund the pension because taxpayers would likely revolt. But it has not ceased making extremely generous promises of pension payouts to those that work for the school system. This seems to be an ethical dilemma.

Currently if you look on the KPERS website you will find the following question and answer reassuring school employees that their pension are safe. But they are not.

Is my Retirement System money safe?

KPERS retiree benefits are safe and guaranteed by Kansas law. A retiree will receive his or her benefit for life, no matter the economic condition.

Many municipalities and large companies have gone bankrupt because of too generous unfunded health and pension benefits. Kansas is not immune to economic principles.

TEACHERS SALARIES FOR STATE OF KANSAS:

STARTING: Median districts for 2009/10
\$36,809.00, includes fringe benefits

AVERAGE: Median districts for 2008/09
\$48,198.00, includes fringe benefits &
Supplemental contracts

Source: Kansas Association of School Boards

SHAWNEE COUNTY STARTING SALARIES ONLY:

Topeka Public School	\$35,040.00
Seaman	33,200.00
Auburn-Washburn	34,900.00
Shawnee Heights	33,925.00

Carolyn L. Campbell
10-2-09

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**DISTRICT COMPARISON ANALYSIS
BENEFITS, SALARY, 09-10
(Shawnee County Only)**

TOPEKA PUBLIC SCHOOL – USD 501
(785) 295-3000
WWW.TOPEKAPUBLICSCHOOLS.NET

Starting Salary	\$35,040.00
District Health Contribution	\$5,106.00
Total	\$40,146.00

Health/RX/Dental		Employee Pays	\$20.00
District Pays	\$425.50		

SEAMAN SCHOOL DISTRICT – USD 345
(785) 575-8600
WWW.USD345.COM

Starting Salary	\$33,200.00
District Health Contribution	\$3,660.00
Total	\$36,860.00

Health Only (dental/RX not included)		Employee Pays	\$113.04
District Pays	\$305		

AUBURN-WASHBURN DISTRICT – USD 437
(785) 339-4000
WWW.USD437.NET

Starting Salary	\$34,900.00
District Health Contribution	\$3,220.20
Total	\$38,120.20

Health/RX Only (dental not included)		Employee Pays	\$41.97
Districts Pays	\$268.35		

SHAWNEE HEIGHTS DISTRICT – USD 450
(785) 379-5800
WWW.SMH450.K12.KS

Starting Salary	\$33,925.00
District Health Contribution	\$4,258.00
Total	\$38,183.00

Health/RX Only (dental not included)		Employee Pays	\$0.00
District Pays *\$354.84		Employee Pays	\$57.97
District Pays **\$412.04			

*low option
**high option

TO: KASEA Membership
FROM: Bruce Givens, KASEA Legislative Chair
RE: Revisions to KSA 72-983

As you know, several members of KASEA have been working on revisions to the "catastrophic aid" formula. A group of special education administrators met on August 13 and again on August 31, 2009. Emails and phone conversations have been passed around the state. At our meeting on Monday, one director traveled 300 miles to be a part of the discussion.

This group discussed catastrophic aid in ways it has never been discussed. Even at the creation of catastrophic aid, the complexity of the issues with this concept, were never discussed. The immediate charge for KASEA was to look at this issue and develop a recommendation. It is important to note that the proposal from these meetings were not unanimous. I recommend that KASEA continue to look at the special education distribution formula, but that is for another day. Coleen Riley has offered to assist us with a facilitator if we choose to continue.

It is imperative that each KASEA Region vote on the proposal attached. I ask the each Region Representative to report to Gay Younkin (gyounkin@usd263.com) the results of your region's decisions. After KASEA regions act (assuming KASEA endorses the proposal) information will be given to Dale Dennis. He will work with KSDE's "revisor of statutes" to create language that will be considered into law. Hearings will be held for individuals to present their support or differences to the bill.

The next page of this file is the current law. Please note that the word catastrophic is not in this bill. The third page is a list of the proposed revisions to the statute.

If you have any questions feel free to call me 316-788-8460 or email bgivens@usd260.com.

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K.S.A. 72-983 (Commonly referred to as "catastrophic aid")

Chapter: 72

Schools

Article: 9

Special Education

Title: Special education; provision of excess cost services; grants of state moneys, application and disposition; duties of state board.

Text: (a) In each school year, to the extent that appropriations are available, each school district which has provided special education or related services for an exceptional child whose IEP provides for services which cost in excess of \$25,000 for the school year is eligible to receive a grant of state moneys in an amount equal to 75% of that portion of the costs, incurred by the district in the provision of special education or related services for the child, that is in excess of \$25,000. (b) In order to be eligible for a grant of state moneys provided for by subsection (a), a school district shall submit to the state board of education an application for a grant, a description of the special education or related services provided, and the name or names of the child or children for whom provided. The application and description shall be prepared in such form and manner as the state board shall require and shall be submitted at a time to be determined and specified by the state board. Approval by the state board of applications for grants of state moneys is prerequisite to the award of grants. (c) Each school district which is awarded a grant under this section shall make such periodic and special reports of statistical and financial information to the state board as it may request. (d) All moneys received by a school district under authority of this section shall be deposited in the general fund of the school district and transferred to its special education fund. (e) The state board of education shall: (1) Prescribe and adopt criteria for identification and determination of excessive costs attributable to the provision of special education and related services for which an application for a grant of state moneys may be made under this section; (2) approve applications of school districts for grants; (3) determine the amount of grants and be responsible for payment of such grants to school districts; and (4) prescribe all forms necessary for reporting under this section. (f) If the amount of appropriations for the payment of grants under this section is insufficient to pay in full the amount each school district is determined to be eligible to receive for the school year, the state board shall prorate the amount appropriated among all school districts which are eligible to receive grants of state moneys in proportion to the amount each school district is determined to be eligible to receive.

History: L. 1994, ch. 307, § 10; L. 1999, ch. 116, § 29; L. 2001, ch. 215, § 13; July 1.

PROPOSAL TO REVISE KSA 72-983

1. Everywhere the phrase "in excess of \$25,000" replace with "**two times the average cost of a full-time special education student** of the preceding year."
2. Add language that would require the district to **subtract any state revenue** tied specifically to the resources provided in the application (excluding any revenues associated with Medicaid).
3. Add a limit to the amount of appropriations that districts can receive via this statute that would be one-half of one percent of the state's total special education expenditures of the previous year.
4. Add language that any funds left unapplied for shall be applied to the state's special education fund for all schools.
5. Refer to this type of funding as Extraordinary Cost rather than "catastrophic."
6. The revisions to KSA 72-983 should be enacted for the 2009-2010 school year.

Notes:

1. While it is only an estimate by KSDE, the average cost of a full time special education student is \$29,755.
2. Right now the estimate of the total special education expenditures is \$816,700,000. One half of one percent of this would be \$4,083,500. Therefore the "cap" on the availability of funds for "extraordinary costs" would be just over 4 million.
3. After applying the proposed formula to the nearly 790 "catastrophic aid" claims from last year, Last year's catastrophic aid would total just over 3.1 million dollars. This "run" was made without backing out categorical aid.

EXAMPLE:

PROPOSAL

COST OF SPECIAL ED SERVICES TO STUDENT	\$75,000
LESS SPECIAL ED STATE AID (teachers, paras, transportation)	\$0
NET COST TO USD/INTERLOCAL/COOP	\$75,000
LESS TWO TIMES PRIOR Years Average Cost per SP. Ed. Student	
YEAR: 2 29775	\$59,550
 DIFFERENCE	 \$15,450
PERCENTAGE DETERMINED BY STATE LAW	0.75
ADDITIONAL STATE AID - CATASTROPHIC:	\$11,588

REGION 1

Kansas Association of Special Education Administrators

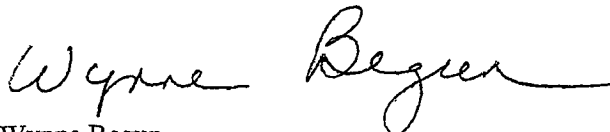
TO: Gay Younkin, KASEA President
CC: Bruce Givens
FROM: Wynne Begun, Region 1 Representative
DATE: September 21, 2009
RE: Catastrophic Aid Proposal

On Friday, September 18, 2009, Region 1 voted on the proposed changes to the catastrophic aid formula. Region 1 commends the efforts that have been taken by Bruce Givens and the other members who attended meetings to try to resolve the problems with the catastrophic aid formula. After a lengthy discussion, Region 1 voted unanimously (31 votes) to oppose the proposal. The opposition to these proposed changes is based on the following factors:

- a. Region 1 membership believes that the catastrophic aid formula has serious shortcomings and needs to be modified but it is only one variable in a flawed special education funding system. The distribution of special education funding in Kansas is not equitable. According to a study published by the Legislative Post Audit, the percentage of excess costs that is reimbursed to districts ranges from a low of 45% to 207%. Region 1 membership cannot support a modification to catastrophic aid without a serious attempt to remedy other major inequities in special education funding. Region 1 proposes that the discussion of the catastrophic aid formula continue in the context of overall special education funding.
- b. The proposal as presented was incomplete. The example that was included did not back out categorical aid and other state revenue. The catastrophic aid total that was included in the example was not accurate and would result with a significantly less disbursement than shown on the document.
- c. The catastrophic aid proposal was hastily constructed with very little rational basis. The formula as written would for all practical purposes do away with funding to support very high cost students and is still unpredictable.

The members of Region 1 acknowledge that this has become a potentially divisive issue for KASEA. We urge KASEA members to keep in mind that we are all trying to serve our students with limited resources. We would appreciate additional opportunities to come together as an organization to further the understanding of the concerns we face in our respective districts and to reach consensus on special education funding.

Respectfully Submitted,



Wynne Begun
KASEA Region 1 Representative

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Attachment 9

KANSAS LEGISLATIVE RESEARCH DEPARTMENT

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<http://www.kslegislature.org/kldr>

September 22, 2009

To: 2010 Commission Members
Legislative Educational Planning Committee Members

From: Sharon Wenger, Principal Analyst

Re: Cost-Cutting and Efficiency Measures Undertaken by Kansas School Districts

After reviewing the surveys, studies, and work described below, I have compiled a list of cost-cutting or efficiency measures undertaken by Kansas school districts in the recent past.

- Standard & Poor's Kansas School District Efficiency Study (7/2007);
- Testimony of School District Superintendents to the Kansas House Appropriations Committee (August 2009);
- Kansas Department of Education (Survey of USDs in 2009 and 2004 Cost Savings Survey);
- Site Visits by the Center for Innovative School Leadership; and
- Information from Selected School District Superintendents.

I have compressed the various items mentioned in these documents and with these individuals into broad categories. As might be expected, in the information presented above, the largest cost savings have come from elimination of staff. It also is interesting to note that professional development and new teacher orientation and induction have been cut in many districts, when the studies I have reviewed indicate these are the areas needed the most for the best outcomes.

The Standard & Poor's Efficiency Study makes the point that one of the most important "investments" a school district can make is in good professional development. The Study describes how this investment "optimizes returns (*i.e.*, student achievement) on resources."

On a final note, I compared the cost-cutting and efficiency measures listed on the attached document with the items included in the performance audit entitled "K-12 Education: School District Efficiency Audits" as examples of things districts could do to reduce various costs. Out of all the examples, the majority have been done by at least one school district, and in all likelihood several districts, in efforts to cut costs.

Enclosure

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Attachment 10

**Cost-Cutting and Efficiency Measures Accomplished by
Kansas School Districts as Described by:**

- **Standard & Poor's Kansas School District Efficiency Study (7/2007)**
- **Testimony of School District Superintendents to the Kansas House Appropriations Committee (August 2009)**
- **Kansas Department of Education (Survey of USDs in 2009 and 2004 Cost Savings Survey)**
- **Site visits by the Center for Innovative School Leadership (at Emporia State)**
- **Selected School Superintendents**

Staff Cost-Cutting and Efficiency Measures

Eliminated 2,101 licensed positions in the 2009-10 school year.

Eliminated 1,603 non-licensed positions in the 2009-10 school year.

Some specific examples, include:

Used early retirement options.

Froze salaries.

Reduced or eliminated professional development.

Shared food service manager with local hospital.

Shared a school nurse with the county health department.

Reduced or eliminated out-of-state conference travel.

Shared staff with other districts, such as a technology coordinator.

Eliminated bonuses for teachers in high-poverty schools.

Reduced new teacher orientation and induction.

Reduced and eliminated school resource officers, counselors, librarians, educational aides, administrators, paraprofessionals, social workers, school nurse, and parent educators.

Filled a coaching position with private funds from the community.

Used part-time staff.

Reduced overtime for non-licensed staff.

Utility-Related Cost-Cutting and Efficiency Measures

Contracted with a company to evaluate energy systems and recommend replacement and savings.

Created an "energy czar" position which monitors energy use and implementation of energy cost-saving measures.

Retrofitted buildings with energy saving lights.

Updated heating and cooling systems.

Installed new energy-efficient heating and cooling systems.

Lowered room temperatures in the winter and increased room temperatures during the summer.

Purchased natural gas via a bulk-buying group.

Created a student advisory council who assisted with finding energy savings through the district's buildings.

Programming Efficiencies

Increased pupil-teacher ratio.

Reduced or eliminated early childhood programs.

Reduced the number of activity buses taken to out-of-town athletic events.

Reduced the number of activity trips.

Reduced the number of curriculum-related field trips.

Reduced extracurricular activities, such as clubs, organizations, etc.

Reduced alternative school programs.

Reduced or eliminate before school, after school, and summer school programming.

Reduced or eliminated support to Parents as Teachers programs.

Reduced or eliminated fine arts, language arts, and family and consumer science programs.

Reduced athletic programs.

Reduced tutoring.

Reduced instructional time.

Lengthened school day and shortened school year, which saved money on custodial, utility, and transportation services.

Eliminated field trips, unless paid for by parents or boosters.

Raised class sizes in some or all subjects.

Revenue Increases

Increased school lunch, drivers' education, and facility rental fees.

Increased scrutiny of Medicaid-eligible services so billing of services increased.

Operations and Maintenance

Closed school buildings.

Discontinued contracted bus service.

Eliminated or reduced bus routes, making some routes longer than one hour.

Deferred maintenance, repairs, and improvements to buildings and equipment.

Bid large ticket items such as milk, fuel, technology software/hardware/services, telecommunications, vehicles, and other large equipment.

Installed hand blowers in restrooms to reduce paper towel use.

Installed automatic flush toilets to reduce custodial time.

Joined cooperative buying units.

Used State contract when purchasing various equipment and supplies.

Delayed purchases of textbooks, supplies, and school buses.

Entered into agreements with local units of government for some services, such as school security services with a local police department.

Reduced maintenance to a minimum.

Eliminated transportation of students to day care providers.

Used bigger buses or passenger vans.

Reduced funding available to purchase necessary school supplies, which increases the cost to teachers and parents, who still must provide supplies.

Finance

Refinanced bonded indebtedness.

Reduced cash reserves (which is of concern for future budgets.)

Insurance

Promoted wellness and safety issues in an attempt to keep health insurance renewal rates as low as possible.

Changed to higher deductibles on insurance policies.

Joined the State Health Insurance Plan (while initial costs are high, the long term benefit of the larger group helps keep annual increases low.)

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October 1, 2009

To: Members of the 2010 Commission
From: Martha B. Dorsey, Principal Analyst
Re: Topics Discussed During 2009 Commission meetings for use when considering topics to include in Final Report

Following is a summary, in outline form, of the topics discussed during the Commission's 2009 meetings. The purpose of this document is to remind members of the material covered this year for consideration in the Commission's final report. Please contact me or Sharon Wenger if you have any questions.

January 30

- Computing Graduation Rates
- NCLB Assessments
- Federal Stimulus Package Funding
- Update on Early Childhood Programs
 - Early Childhood Block Grant Program
 - Strengthening Families Plan

April 17

- Legislative Activities and the Federal Stimulus
 - Legislative
 - SB 41 - include personal financial literacy in math curriculum at all grade levels
 - SB 84 - amend current cash-basis law and create exceptions for school districts if expenditures exceed current revenues due to late payment of state aid, alternative formula for calculating LOB (using \$4,433 base state aid per pupil [BSAPP] amount for current school year in any year in which BSAPP is less than that amount)
 - Also summarized: SB's 161, 7, 40 and original 41, H. Sub. for SB 98, HB 2072, Sub. for HB 2008, and HCR 5015
- Summary of budget changes for the 2009-2010 school year, money contained in the American Recovery and Reinvestment Act (ARRA)
- Audit Report: "Low-Priority Programs in Kansas"

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- Merit Pay for Teachers
 - Introductory review
 - = Each state is unique in how teachers are compensated under these systems
 - = Reasons for not implementing such systems reviewed
 - KNEA - Teachers need to be included in the decision-making process

May 28-29

- School Finance: Primer and Update
 - Summary of commitments and changes to BSAPP and other finance items
 - Special Education Catastrophic Aid (NOTE: Also discussed below)
- Legislative Post Audit and its Future Role
 - Changing the direction of the efficiency audit (requests from school districts)
 - Additional possible school district performance audit topics
 - Approved: Medicaid Reimbursement for Special Education Services and School District Health Care Benefits
- Catastrophic Aid
 - Consensus decision: Recommend a change in calculation to be based upon twice the previous year's categorical aid per teacher less any special education state aid
- Future Meetings: Discussion Items
 - Results of increased funding
 - Revenue enhancements for the state
 - Consolidation of school districts
 - Early childhood issues - review to determine status of collaboration and increased funding via Children's Initiatives Fund
 - Future of education in the 21st Century
 - Year-round schools

June 29

- School District Survey Data - Total estimated reductions: \$167,213,916
- School Superintendent Presentations Regarding Budget Cuts and Future Priorities
 - Jim Lentz, USD 402, Augusta - 2009-10 budget cuts totaling \$615,353
 - John Heim, USD 253, Emporia - use of district resources and effects; demographic changes in the district
 - Brenda Dietrich, USD 437, Auburn-Washburn - schools continued to perform at a high level
 - Destry Brown, USD 250, Pittsburg - achieving high standards through growth and changes (including demographic); progress possible due to increased at-risk funding; all-day kindergarten is important
 - Dennis Stones, Sabatha USD 441 - concern expressed regarding the district's ability to maintain high standards in light of budget cuts
 - Beth Reust, Plainville USD 270 - Rural district issues, including funding sources and declining enrollment; assessment score improvement due to mandatory summer school and other extra programs and instruction; critical issues: funding, professional support, educational reform, and early childhood reform
 - Marvin Estes, USD 465, Winfield - effects of added funding, then reduced funding

- Jill Shackelford, Kansas City, Kansas USD 500 – relationship between a student's zip code and the socioeconomic conditions they bring with them to school; funding issues: decreased state aid, increase in delinquent property tax payments and reduction in assessed valuation
- Tom Trigg, Blue Valley USD 229 – Commission should be focused on legislative charge stating "Review the amount of BSAPP and determine if the amount should be adjusted," concern regarding the 2010 Commission's attention to Catastrophic Aid - i.e., focusing on one aspect of the special education distribution formula without examining the entire formula for disparate impact
- Legislative Post Audit Update
 - Included a motion to authorize the study entitled *K-12 Education: Reviewing Issues Related to Catastrophic Funding for Special Education*
- Kansas Association of School Boards (KASB) Comments – cost of meeting new educational outcomes

August 7

- State General Fund Tax Receipts: Short-, Medium-, and Long-Term Issues
 - Long-Term examples: elasticity, technological changes, competitiveness with other states
 - Medium-Term examples: K-12 dependency after 1992 (more state aid to reduce mill levies), exemptions and narrowing of tax bases, proliferation of tax credits and incentives
 - Short-Term examples: length and severity of recession, continuation of Estate and Franchise Tax phase-outs, and ephemeral 2009 revenue enhancements (settlement authority and statute-of-limitation changes)
- Selected Portion of Performance Audit: "Economic Development: Determining the Amounts the State has Spent and the Impacts" – Findings
 - Economic development spending had a small impact on job growth, accounting for only 4 percent of the measurable impact; pre-existing jobs and population levels were much stronger predictors of the growth in jobs in a county than other factors
 - Economic development spending was a somewhat better predictor of the growth in business than it was in the growth in jobs
 - The analysis did not identify a statistical relationship between economic development spending and per-capita wage rates
- Taxes, Education and Economic Status - KASB
 - Education essentially is the driver of increased productivity, which drives economic development, the economy, and prosperity
 - To maintain educational quality, Kansas must consider changes in its tax policy, i.e., review its policy regarding tax exemptions, abatements, credits, and other devices that reduce the tax base
- Forward-Looking Approaches to Education from Performance Audits, and Performance Audit Update
 - See attachment on Forward-Looking Approaches
- School District Efficiency Audit
 - Summary
 - Comment by Chairperson Chronister that the Commission's decision to suspend the second phase of the audit was only a suspension, not a permanent discontinuation of that phase

- Early Childhood Programming
 - Most Early Childhood Program action is on the federal level; 13 to 14 new Early Head Start Programs are being proposed using federal dollars
 - Two federal funding streams will have an impact on Kansas and Early Childhood:
 - Early Childhood Advisory Council funding (\$331,000 over the next three years; coordination and collaboration)
 - Early Childhood Challenge Grants (\$3 billion over the next eight years; standards reform; quality initiatives improving programs for benefit of disadvantaged children; increase number of children entering kindergarten and parents' access to early learning programs)
- Update Regarding Catastrophic Special Education Aid Hearing at LEPC Meeting: LEPC Recommendations
 - Implement 2010 Commission recommendation
 - Cap a pool of catastrophic aid money at a funding level that could not be increased
 - Make current criteria for funding more clear
 - Increase the threshold from \$25,000 to a higher amount
 - Deduct state and federal aid from the gross amount per student
- Parental Involvement: Best Practices - How Parental Involvement Boosts Student Outcomes (Kansas Parent Information Resource Center)
- Comments – Commission Member Steve Iliff
 - Problem with continued education funding – worldwide economic downturn; has affected Kansas; the state does not have the money
 - Comparison between teacher salary increases and private sector salaries – October 2008 marked a divergence in their comparability. Teachers in general have not had to take a pay cut or lose their jobs in Kansas
 - Pension comparison between Kansas Public Employees Retirement System (KPERs) and private pensions; guarantee versus economic realities

Forward-Looking Approaches to Education As Summary of Findings from School District Performance Audits

As a result of its charge to "review studies relating to the improving, reforming, or restructuring of the educational system," the 2010 Commission has directed the Legislative Division of Post Audit to complete 15 school performance audits since 2006. Several of those audits explored innovative formats and methods of providing K-12 education. A summary of the most significant findings related to innovations follows.

Educational Settings

In recent years, parents have advocated for choice in the public school system. Many see charter, magnet, and alternative schools as a way to allow that choice. Kansas offers all three:

- **Charter schools** are innovative public schools that operate under local boards of education. In many cases, charter schools receive waivers that free them from some of the rules and regulations other schools must follow. Research on the effectiveness of charter schools is mixed. Some of the studies found that charter schools outperformed traditional public schools, while others have found that they performed worse. In Kansas, charter schools tended to have fewer special education and free-lunch students than traditional schools. Overall, charter school students scored lower on the 2005-06 State assessments than students in traditional settings.
- **Magnet schools** typically have a theme and try to attract a diverse group of students from across a city. Overall, research results on magnet schools were limited and mixed. In Kansas, magnet schools tended to have a slightly lower percentage of special education students than traditional schools, but a greater percentage of free-lunch students. On the 2005-06 State assessments, magnet schools outperformed traditional schools at the high school level, but performed worse at the elementary and middle school levels.
- **Alternative schools** generally serve students who have difficulty in the traditional school environment. State law limits these schools to grades seven through 12. While more recent research is limited, older research showed that alternative schools can have a small positive effect on student performance. In Kansas, alternative schools have fewer special education students but more free-lunch students than traditional schools. Their students performed significantly worse than traditional-school students on the 2005-06 State assessments. Because alternative schools generally serve students who have not been successful in traditional schools, it's not surprising that their test scores tended to be lower.
- **Virtual schools** offer all coursework online so students may access it at any time. Some offer the same curriculum that the "bricks-and-mortar" schools use. This format offers flexibility for students who may need to attend class outside of traditional hours. It also allows tailoring of coursework and instruction for a particular learning pace or style. On the 2005-06 State assessments, virtual school students tended to perform worse than students in traditional schools. Given that virtual schools often attract students who are struggling or have dropped out of school, it seems likely that those students' test scores would be lower.

Instructional Methods

In 1983, the National Commission on Excellence in Education released the report, *A Nation at Risk*. This report discussed some of the problems in American education and highlighted the need for reform. Since then, demands from parents, falling test scores, and pressure to meet state standards have prompted many schools to attempt a variety of school reforms. Major approaches to the reforms include:

- **Alternative Scheduling** – Alternative schedules are designed to increase the time students spend in school, or to use that time more effectively. Alternative schedules are used to organize the school day, week, or year differently than is typical in traditional schools. Approaches like extended days or weeks are used to increase the total time students spend in school, while block or year-round schedules are used to organize instruction time more effectively.
- **Theme-Based Programs** – Theme-based programs are designed to keep students engaged in learning and to connect their education to their plans for after high school. Schools may offer one or more programs that are centered on a theme, such as technology, fine arts, or communications. The programs are designed to keep students engaged in their coursework by tailoring it to their interests, and to connect students' high school experiences to their plans for after high school.
- **Small Learning Communities** – Small learning communities are designed to foster the relationship between teachers and students, and among students. These schools divide the student body into smaller groups, sometimes based on a theme or career interest. Often, students will remain together with the same teachers for multiple years, which encourages better relationships. These small groups also simulate the small school environment, which fosters collegiality among students.
- **Individualized Learning** – Schools tailor the content and pace of the curriculum to each student. This method can accommodate many different paces and styles of learning. In recent years, the Department of Education has encouraged districts to use the Multi-Tier System of Supports (MTSS). The framework helps districts develop their core curriculum and supplemental services for students who are at-risk for academic failure. This framework is based on the philosophy that every child can learn and educators are responsible for student learning.
- **Comprehensive School Reform** – Many models of comprehensive school reform have been developed that change all aspects of a school. Rather than changing individual areas of a school, such as scheduling, curriculum, or school size, these reforms address many areas, including instructional format, staff development, and the structure of the day. Comprehensive school reform models that have been used in Kansas include High Schools That Work, First Things First, and America's Choice.

Summary of 2010 Commission Recommendations to the Legislature 2006 – 2009

Education Funding

- Change the Bilingual Student Weighting from a full-time equivalent weighting with contact hours to headcount and adjust to 0.2 from the current 0.395. (2006, 2007)
- Revise the high density formula to include a linear transition calculation. (2007, 2008)
- After a review on the topic, continue to distribute at-risk funding based upon the number of federal free lunch students in each district. (2007)
- Provide flexibility in funding to fund all-day kindergarten and four-year old at-risk programs. (2006, 2007)
- Fund the school finance formula in multi-year increments including annual inflation factor adjustments. (2006, 2008, 2009)
- Continue the military second count date. (2009)
- Increase the threshold amount per student of the Special Education Catastrophic State Aid Program to \$36,000. (2008)

Professional Support

- Annual recommendations, often including monetary recommendations, regarding the importance of quality professional development, teacher mentoring programs, and leadership academies. (2006, 2007, 2008)
- Create a Teacher Retention Incentive Program targeted at teachers eligible for retirement teaching in hard-to-fill disciplines. (2008, 2009)

Educational Reform

- Research and replicate successful innovative programs, such as professional learning communities and schools within schools. (2007)

Early Childhood Programming Reform

- After a comprehensive review, recommendations to the 2008 Legislature included recommendations for shifting the Infant-Toddler (tiny-k) program from the Department of Health and Environment to the Department of Education; shifting the Early Head Start Program from the Department of Social and Rehabilitation Services to the Department of Education; and shifting the Pre-K Pilot Program from the Children's Cabinet to the Department of Education. In addition, the Commission recommended the Children's Cabinet move forward leading the Early Learning Coordinating Council in improving coordination and expanding services in early childhood programs not in the Department of Education. (2008)

Other

- Make school districts' assessment data readily available to communities. (2007)
- Improve transparency and consistency related to school district accounting via improved accounting handbook training and revising accounting systems to provided requested data. (2008)

Statutory Charge to the 2010 Commission

- Conduct continuous and ongoing monitoring of the implementation and operation of the School District Finance and Quality Performance Act and other provisions of law relating to school finance and the quality performance accreditation system;
- Evaluate the School District Finance and Quality Performance Act and determine if there is a fair and equitable relationship between the costs of the weighted components and assigned weightings;
- Determine if existing weightings should be adjusted;
- Determine if additional school district operations should be weighted;
- Review the amount of base state aid per pupil and determine if the amount should be adjusted;
- Evaluate the reform and restructuring components of the Act and assess the impact;
- Evaluate the system of financial support, reform, and restructuring of public education in Kansas and in other states to ensure that the Kansas system is efficient and effective;
- Conduct other studies, as directed by the Legislative Coordinating Council, relating to the improving, reforming or restructuring, and financing of the educational system;
- Conduct hearings and receive and consider suggestions from teachers, parents, the Kansas Department of Education, the Kansas Board of Education, other governmental officers and agencies and the general public concerning suggested improvements in the educational system, including financing of the system;
- Make any recommendations necessary to guide the Legislature in meeting its constitutional duties to provide for the intellectual, educational, vocational, and scientific improvement in public schools; and make suitable provision for the finance of the educational interests of the state; and
- Direct the work of the school district audit team within the Division of Post Audit.

The 2010 Commission expires on December 31, 2010 unless the 2010 Legislature acts to extend its existence.

Does the Commission want to request LEPC to introduction of a bill to continue the existence of the 2010 Commission?

If the Commission chooses not to request introduction of a bill to continue the existence of the 2010 Commission, it probably should consider requesting the introduction of a bill to make some "house-keeping" amendments:

Subsection (b) of KSA 46-1208a, which concerns the duties of LEPC, provides that "*Except for matters or issues relating to school finance*, the legislative educational planning committee shall plan for public and private postsecondary education in Kansas, including vocational and technical education; explore, study and make recommendations concerning preschool and K-12 education in Kansas;....." The phrase in italics was added in 2005 when the 2010 Commission was created for the purpose of studying matters or issues relating to school finance.

Does the Commission want to request introduction of a bill to strike that phrase from KSA 46-1208a?

Two other provisions that may need to be cleaned up (or repealed) if the existence of the 2010 Commission is not continued are KSA 46-1130 and 46-1132, which concern the school district audit team. KSA 46-1130 established the school district audit team. KSA 46-1132 provides that the school district audit team "shall conduct performance audits and shall monitor school district funding and other oversight issues through audit work as directed by the 2010 Commission." Unlike the statute creating the 2010 Commission, these statutes do not expire on December 31, 2010. KSA 46-1132 does not specify who will direct the work of the team when the 2010 Commission expires. There is a sentence in the section which states, "Except as specifically provided by this section, school district performance audits shall be conducted in the manner provided by the legislative post audit act." This sentence might be construed to mean that the legislative post audit committee would direct the activities of the team (since the 2010 Commission is no longer in existence to provide otherwise).

The next sentence in the section adds confusion to this construction; it states "The scope of such audit work may not be modified by the legislative post audit committee."

Does the Commission want to request introduction of a bill to specifically address the issues that arise if the 2010 Commission is not continued in existence?

Options in such a bill could include:

- Give the legislative post audit committee (or other committee) the authority to direct the scope of the audits performed by the school district audit team (the team would still conduct school audits only).
- Amend the law to allow members of the school district audit team to conduct performance audits at the direction of the legislative post audit committee, just like any other Post Audit staff (although the committee may approve some audits of school districts, this option wouldn't focus their work exclusively on school audits).

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**Legislative Post Audit Summary of School District
Performance Audits Currently Under Way or Approved
October 2009**

Audit Title (Requestor)	Main Concerns	Questions Asked	Estimated Availability
Performance Audits			
K-12 Education: Reviewing Issues Related to Catastrophic Funding for Special Education (Rochelle Chronister)	Under a 1994 provision added to the special education funding statutes, districts and cooperatives can receive an extra reimbursement for "catastrophic" special education cases—those that cost at least \$25,000 per year. Members of the 2010 Commission have become concerned about the dramatic increase in catastrophic cases. Specifically, they are concerned that districts may not be applying the same types of costs toward meeting the \$25,000 threshold for catastrophic aid.	<ol style="list-style-type: none"> 1. Do school districts include the same types of expenditures when calculating the costs for "catastrophic" special education cases? 2. How many "catastrophic" special education cases is the State likely to have over the next few years? 	<p align="center"><i>October 2009</i></p>
K-12 Education: Reviewing the Potential for Cost Savings From Reorganization of Kansas School Districts (Legislative Post Audit Committee)	Currently, Kansas has 295 school districts compared to 2,600 in 1960. Several studies have been done over the past decade about reorganizing and reducing the number of school districts, including one completed in 1999 by the education consulting firm Augenblick and Myers. Also in 1999, the Legislature provided financial incentives for school districts to voluntarily consolidate. The law essentially allows districts that consolidate to receive additional funding for several years after the consolidation. In 2008-2009, 10 districts had fewer than 100 students enrolled. Given the fiscal crisis that has faced the State, the Legislature is again interested in looking at school boundaries to determine whether there are less costly ways to configure school districts in Kansas.	<ol style="list-style-type: none"> 1. What opportunities exist to restructure Kansas school districts to more cost-efficiently educate students? 	<p align="center"><i>January 2010</i></p> <p align="center"><i>Because this topic was approved by LPAC, the 2010 Commission won't get an advance copy.</i></p>
K-12 Education: Reviewing Issues Related to the Cost of the Health Care Benefits Provided By School Districts (2010 Commission)	Employee insurance costs—primarily health insurance—have grown substantially over the last several years, from just more than \$195 million for the 2003-04 school year, to almost \$250 million for the 2007-08 school year. Overall, employee insurance costs represent nearly 5% of school districts' total reported expenditures for 2007-08. Because health insurance costs represent such a large and growing cost for school districts, members of the 2010 Commission are interested in finding out whether there are ways districts could better control these costs.	<ol style="list-style-type: none"> 1. Could school districts obtain costs savings by reducing health insurance costs? 	<p align="center"><i>February 2010 (Not Started)</i></p>
K-12 Education: Reviewing School Districts' Use of Medicaid Reimbursements To Pay for Special Education Services (2010 Commission)	Because some special education services are health-related, school districts and special education cooperatives can bill Medicaid to help pay for these services if the students are eligible. Medicaid rules make it difficult for school districts to bill for all the health-related services they provided. As a result, members of the 2010 Commission are concerned about whether school district are missing out on large amounts of Medicaid funding for special education services.	<ol style="list-style-type: none"> 1. To what extent have school districts billed Medicaid to receive reimbursement for eligible special education services? 	<p align="center"><i>March 2010 Not Started</i></p>

School District Efficiency Audits			
K-12 Education: Efficiency Audits of the Select School Districts	<p>In May 2009, the 2010 Commission recognized that some districts may want to take advantage of the opportunity to have an external efficiency audit to help them identify opportunities to operate more efficiently. The Commission directed us to contact school districts to see if any of them would like to volunteer for such an audit. So far, four districts have volunteered:</p> <ul style="list-style-type: none"> • <i>Derby</i> • <i>Ellinwood</i> • <i>Renwick</i> • <i>Winfield</i> 	<p>1. Could the school district achieve cost savings by improving the management of its non-instructional personnel, facilities, or other resources</p>	<p style="text-align: right;"><i>14-2</i></p> <p style="text-align: center;"><u>Started</u> <i>Derby – Oct 2009</i></p> <p style="text-align: center;"><u>Not Started</u> <i>Ellinwood – Jan 2010</i> <i>Renwick – March 2010</i> <i>Winfield – May 2010</i></p>