

HISTORY OF KANSAS EDUCATION

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**Dr. Sherrill Martinez and
Lue Ann Snider
Planning and Research
Kansas State Department of Education**

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Introduction

The history of Kansas public education closely parallels that of the nation. It is difficult to understand why events happened in the state environment without some understanding of what was occurring in the nation during the same time period. Therefore, in this report, four questions important to education are asked. Historical answers to the questions are then given: first for the nation and then for the state. At the end of the report, a chronology of important events with a rationale for each event is given. This section is divided into Kansas School Governance, Kansas Teacher Preparation/Certification, Kansas School Accreditation/Improvement, Kansas Special Education, Kansas School Unification/Finance Issues, Kansas Postsecondary Education, National Scene, and Technology. The report ends with an appendix of historical data tables.

In the year 2000, one in four Americans was involved in formal education as a student, teacher, administrator, or support staff member. Hundreds of billions of dollars were spent for education. This report attempts to explain why education has been and is valued so highly in Kansas and the nation.

Question 1: What should be the mission of the public school system?

Mission In the Nation's History

The founders of this country realized how important a public education system could be to the country's social well-being. Education could be used to transform a diverse group of immigrants and persons with beliefs that varied greatly from the majority norms into citizens who more nearly conformed to the norms. In the beginning, the potential economic benefits of education were not fully understood. Before long, however, leaders began to see the benefits of keeping children in school and out of the labor market during times of economic depression and of using public schools to provide students with vocational skills as well as with basic literacy and citizenship skills. During this early period, memorization of a common knowledge base, not creative thinking, was the goal of education. Thus, the first schools were established to teach English, reading, writing, arithmetic and values essential to a democratic society. Through the years, as society became more complex, a number of additional responsibilities were assigned to schools.

- Health programs and health education,
- Physical education,
- Breakfast and lunch programs,
- Driver education,
- Foreign language education,
- Science education,
- Consumer education,
- Career education,
- Drug and alcohol abuse education,
- Character education,

- Parent education,
- Special education,
- Technology,
- English-as-a-Second Language and migrant education,
- Early childhood education,
- Counseling and social work services,
- Before and after school programs, and
- Safety education.

With changes in responsibilities came changes in the expected outcomes of schooling. Until the 1900s, only a select group of students were expected to complete a secondary school education, let alone college. Variance in educational opportunities afforded different student groups and the appropriateness of the education provided were never studied. Educators and the public were satisfied if most students gained basic literacy, vocational, and citizenship skills before leaving elementary school for the workplace. Then, in the first half of the twentieth century, there were two world wars separated by a lengthy economic depression. These events led policy makers to heighten, for economic and national defense reasons, the importance of keeping more children in school until high school graduation. As a result, more money was earmarked for schools, the years of compulsory attendance were extended, school attendance laws were enforced, and the high school graduation rate rose from 6 percent in 1900 to 59 percent by 1950.

Even though student numbers rose dramatically in the 1950s, 1960s, and 1970s, communities managed to increase the percentage of young people who remained in school until high school graduation. This was, after all, the period of the cold war and the space program. In 1969, Neil Armstrong walked on the moon; in 1957 Sputnik was launched; and in 1971, the first microcomputer was developed. Jobs for unskilled workers were disappearing and the economic base was shifting away from manufacturing into an information management and technological era. There was a knowledge explosion as well as a population explosion and creative thinkers were needed. Education--especially in the areas of math, science, and technology--was thought to be key to the nation's survival.

Throughout the 1960s and 1970s, school and government leaders promoted programs to ensure equality of education opportunities for all students, including disabled and economically disadvantaged students. The Civil Rights Act and first Elementary and Secondary Education Act were passed. Federal funds were given to districts to assist them in providing special assistance programs for educationally deprived students, and school districts were forced to desegregate and to offer the same level of education to minority students as they did to majority students. For the first time, a national assessment was given to evaluate how students were achieving across districts and states. With the *Goss vs. Lopez* decision in 1975, education became recognized as an important property right because it could be used to grant adults more equal access to economic opportunities. Also that year, The Education for All Handicapped Children Act mandated free, appropriate public education for all children, regardless of the degree or severity of their handicap.

A direction change occurred in the 1980s after "A Nation At Risk" was published and created a national furor. The report suggested that the public education system was performing poorly and needed a massive overhaul. Policy makers vowed to hold students and the schools to higher standards. Efforts of education and government leaders shifted from ensuring equity to ensuring excellence and international ranking in student achievement. This movement was accompanied by standards and increased graduation requirements in an attempt to raise average student achievement to first in the world. States added assessments to other criteria for determining if students should be promoted or allowed to graduate. Because these high stakes requirements could be more detrimental to some student groups than to others, states had to prove that they had a unitary system of education and that the graduation requirements were culturally neutral (*Debra P. vs. Turlington*).

By the end of the 1980s, school reformers, discouraged by the slow progress in raising student achievement levels, attempted to change the basic structure of the education system. Such things as site based decision-making--which included teacher, parent, and community member involvement in managing schools-- and school choice programs were encouraged. Standards, such as those developed by the National Council of Teachers of Mathematics, were used as models for state and district curricular frameworks. President Bush presented the nation with six national goals for education to help focus and unify school improvement efforts; and the Goals 2000 Educate American Act provided a framework and funding for meeting the national goals.

Systemic reform, which began in the 1990s, was based on an integrated use of goals, standards, and techniques for achieving high standards and the national goals. Its purpose was to overcome the fragmentation of the education system and to hold all students (combining equity with quality) to a common list of high standards. Recently, high stakes accountability has been added to the systemic reform effort. Graduation rates continued to increase during the reform period. In the year 2000, over 84 percent of Americans age 25 and older were high school graduates.

Although teaching students about and through the use of technology has been a goal of schools for over two decades, the Internet and the World Wide Web have been the most influential technological innovations for education. Especially since 1995, schools have dramatically increased the resources that they dedicate to teaching students to use technology. "E-Rates" became available to schools to assist with the cost of Internet access, beginning in 1997.

Mission In the History of Kansas Education

Early Kansas settlers believed that parents had a responsibility to provide basic literacy and citizenship education for their children. Log schools, built by communities, began appearing across Kansas in the 1870s to accomplish that goal. The Territorial Legislature believed education was key to the state's growth and development, since a literate and skilled citizenry could help build business and industry. Therefore, the state,

too, had a responsibility to support education. When it was ratified, the Kansas Constitution acknowledged the responsibility of the state to provide a uniform system of common schools and schools of higher grades for its people. To make sure that Kansans would take advantage of the opportunity for education, in 1874 the Legislature passed a compulsory school attendance law for children ages 8-14. By 1885, the state wanted to provide more than an elementary education to a greater percentage of its children. County high schools were authorized and supported in the state. Elementary courses of study and a sequence of courses for high schools were developed and a school textbook adoption committee was established to promote the teaching of a common knowledge base.

When young people enlisted in the Armed Forces to serve in the world wars, their standardized test scores showed high levels of illiteracy. In 1943, the Kansas State Board, concerned about the academic skill level of Kansas students, began requiring students to pass a standardized achievement test before graduating from the eighth grade to ensure a basic literacy level among Kansas adults.

Although not all Kansas school districts were segregated, some were. After the Brown vs. Topeka Board of Education ruling in 1954, districts were told to integrate schools and to provide equal education opportunities to all children. Some districts drew school boundary lines in order to continue to segregate children. By the 1970s, mini-courses, basic courses, assignment of students to special programs, and multiple academic tracks were common practices that often separated children by race and/or economic status. Research indicated that academic achievement was suffering, especially for the most at-risk students, from many of these practices. In an attempt to encourage schools to provide equal education opportunities to their students, a minimum-competency bill was passed in 1981 that required the development of minimum competency objectives and assessments in reading and mathematics. All regular education students, regardless of the track into which they were placed, were to take the assessments; and assessment results were to be analyzed by school to check the level of mastery of all student groups.

By the late 1980s, the State Board and the Legislature were not satisfied with guaranteeing that students would leave Kansas schools with minimum competencies. Society was becoming more complex; therefore, students needed higher skill levels if they were to be successful adults. As part of the School District Finance and Quality Performance Act (1992), a system of performance accreditation of schools was adopted. "World-class" curriculum standards and state assessments based on the standards were developed in mathematics, science, communications, and social studies. Schools were accredited based on student improvement in achievement of the standards. Assessment data were disaggregated by gender, race, and socioeconomic status to ensure equity as well as quality of a school's academic programs. When new standards and assessments were developed, beginning in 1997, alternate, modified, and simple English assessments were included in the design in order to measure the achievement gains of handicapped and limited-English-proficient students. By doing so, the state made it clear that these students, too, were expected to achieve to high standards.

Quality Performance Accreditation (QPA) is a comprehensive school improvement process based on effective schools research. A school's practices and staff development are to be in keeping with the school's improvement plan, which is developed through the QPA process. To encourage systemic thinking, the Department provides technical assistance in the process and requires schools that request Department grants to describe how the grants will align with the school's improvement plan. Visiting teams, composed of educators trained in the QPA process, make accreditation recommendations, based on a school's success in achieving continuous improvement. Continuous improvement monitoring of special education is a systemic improvement process that has been recently added by the Department. The State Board is currently researching ways to make the school improvement process more effective in Kansas so that more children achieve at high levels.

Question 2: Who is being provided a public school education?

Student Population In the Nation's History

The United States has been relatively successful throughout its history in welcoming new immigrants and in providing most with the educational and economic opportunities that allow them to successfully assimilate into society. Until the 1900s, however, only a small percentage of children finished more than a rudimentary education, and some children, such as disabled and black children, were excluded from public schools. In addition, compulsory attendance laws were usually ignored, which left decisions about school attendance up to parents and children. The world wars made leaders more concerned about the level of adult literacy in the nation. As a result, more money was devoted to education and compulsory attendance laws were strengthened. Black children began attending school in higher numbers, but many attended segregated schools. Disabled students were still not included in public education to a great extent.

The first wave of the baby boom hit schools in 1951. Since school buildings and teacher education had been neglected during the war, building and teacher needs created by the baby boom were very serious. In addition, in 1954 the United States Supreme Court ruled, in *Brown vs. the Topeka Board of Education*, that schools segregated by race were unequal and unconstitutional and would not be allowed. In 1958, the National Defense Education Act provided money to train teachers to work with mentally handicapped students and many of these students were allowed to attend public schools. Mentally handicapped students and black students from schools that were closed due to *Brown* added to the numbers pouring into public school buildings.

School populations began to decrease steadily in the early 1980s. However, births to baby boomers and a rise in the immigration rates in the 1980s set up another boom in school population in the late 1980s and into the 1990s. In this boom, immigration and differences in birth rates among racial groups impacted the population of schools in more ways than enrollment size. In the 1980s, immigration was at its highest point since the decade beginning in 1905, and by the year 2024, the number of school-aged children will

not reflect a majority of any particular ethnic or racial group. Federal funding has been made available to help meet the challenges of educating the new wave of immigrants, but state resources are being strained in attempts to provide quality education opportunities to them.

In 1975, the Education of All Handicapped Children Act was passed. It mandated free, appropriate public education for all children, so public schools began taking responsibility for educating many more handicapped children than they had in the past. Federal funds also assist with the education of handicapped children, but the funds are far from adequate.

The percent of American children living in poverty, based on eligibility for free school meals, was nearly 35 percent in 1997. Historically, the average achievement level of children from the poorest families is at the bottom of the continuum, and these children leave school early. Although Title I and other federal programs to assist schools with educating the disadvantaged have been around since the 1960s, the gap in achievement and in graduation rates between students from lower and higher socioeconomic status families has persisted. Schools have begun to implement preschool and all-day kindergarten programs in an attempt to reduce the gap. Thus, these programs have added another group to the public school population.

Student Population In the History of Kansas Education

Kansas education has its roots in Council Grove, where the first free school for white children of government employees, traders, and others along the Santa Fe Trail was established in 1851. It was not until the 1870s, however, that many log schools appeared in Kansas. In 1874, the first compulsory school attendance law was passed. Students ages 8-14 were required to attend school during the 3-4 month school year, unless they were exempted by the local school board. Students with mental and physical disabilities were automatically excluded.

Beginning in 1881, with the opening of the Kansas State Asylum for Idiotic and Imbecile Youth, care, treatment, and education of handicapped individuals was made available at residential institutions. The last of these residential centers, Parsons State Hospital and Training Center, was opened in 1953. Although some reimbursement was given to districts who extended learning opportunities to handicapped children during the 1950s and 1960s, providing special education for mentally handicapped students was not a mandate until 1969. Because special education laws were approved in a piecemeal fashion, only 50 percent of the students who needed special education services were receiving them in 1974. Therefore, the Legislature passed the Special Education for Exceptional Children Act that year. School districts were given until July of 1979 to develop education programs for all handicapped children within their jurisdictions.

Beginning with the Brown decision in 1954, Kansas began integrating all public schools, adding racial diversity to the public school population. Immigration has also

impacted public school enrollments. The non- and limited-English proficient (LEP) population in Kansas has increased steadily in the last decade. During the 1999-2000 school year, 19,403 LEP students were served in Kansas public schools. The number of children assisted under the Immigrant Education Program rose from 2,195 in 1992 to 4,653 in 1996 and continues to grow.

The percent of Kansas children who live in poverty, based on eligibility for free school lunches, was over 32 percent in 2000. To help these children succeed in school, many are being offered public school, preschool programs. Beginning in 1990, state funds were allocated for a Parents As Teachers Program for children ages birth to three and their parents. One of the goals of the program is to prepare children for school success by supporting parents in their role as their children's first and most important teachers. The program has grown from 4,190 children served in 1990 to 11,924 children served in 1997. Since 1998, the Legislature has also provided funding for a public school preschool program for at-risk four-year-olds. Last year 2,263 children participated in the program and next year nearly 4,000 students will participate. In the 2000-2001 school year, 51 schools offered public school preschool.

Kindergarten attendance is not required, but almost all Kansas children attend kindergarten. Although the state funds half day kindergarten only, during the 2000-2001 school year, 238 schools in the state used Title I and other school funding to provide all-day, every day kindergarten to 9,534 children, giving them more time to gain the skills needed to be successful in first grade.

Question 3: Who should be allowed to teach in the public schools?

Teaching In the Nation's History

Initially, there were no federal guidelines about teacher qualifications. Each state regulated the qualifications of teachers and the subjects to be taught. The National Council for Accreditation of Teacher Education (NCATE) was founded in 1954 to be an independent accrediting body for teacher preparation programs. NCATE gave the nation a set of quality standards, but states were not required to adopt the standards. With Title II of the Higher Education Act of 1998, postsecondary institutions were required by the federal government to report annually on the quality of their teacher preparation programs.

Beginning in 1958 with the National Defense Education Act, federal funds have been made available for teacher training. Since then, programs such as ESEA and Goals 2000 have also provided money for teacher training. Federal and international studies, such as the Schools and Staffing Survey and the Third International Mathematics and Science Study, make information about teaching available to policy makers and teacher trainers in order to improve the teaching profession.

There have been periods of teacher shortages since the early 1900s. The current national shortage began in the mid-1990s, when a booming job market lured teachers and

potential teachers into other professions. The combination of an aging teaching force, increases in student enrollment, smaller class sizes, and a strong labor market has created severe teacher shortages in some geographic locations and in some subject areas. States have been modifying certification regulations to cope with the teacher shortage. In addition, the federal government has recently awarded grants to state education and other agencies for the study of teacher recruitment.

Teaching In the History of Kansas Education

Teachers in the first Kansas schools merely had to write their name, read a paragraph from a newspaper, and answer an oral question or two to prove that they were qualified to teach. In 1873, the State Board was given authority to grant certificates based on exams, which set minimum requirements for those teachers who received Board certification. However, a number of other entities could also grant certificates. County normal institutes, under the governance of the State Board, were established to train teachers in 1877, and the State Board was given the authority to accredit schools of education in 1893. In 1947, laws were changed so that only the Board of Education could issue a certificate to teach. A college degree became the requirement for a teaching certificate in 1959.

In 1943, the College Teacher Placement Organization met in Emporia and discussed the teacher shortage in the fields of commerce, industrial arts, math and science. One thousand vacancies existed after school began in 1943 and a shortage of 2,000 was expected for the fall of 1944. Many teachers and potential teachers had left the profession to assist a country at war. Class sizes increased as teacher shortages continued into the 1950s, when the first wave of the baby boom hit schools. Some certification requirements were relaxed.

There were shortages in the area of special education from the 1940s, when a special education interest group that wanted atypical children to receive education services in their home communities, successfully lobbied for appropriations for that purpose. Until 1957, a teacher was required to gain a regular teaching certificate and then complete additional specialty training in order to be certified to teach special education. Too few teachers were willing to complete the additional requirements. Finally, the Board changed standards for certification, enabling a candidate to complete a qualitatively different training program in order to receive an initial credential in special education.

The State Board increased general requirements for certification in 1985 and in 2000. The newest requirements are standards- and outcomes-based and demand that teacher candidates be able to demonstrate teaching competence. After July 1, 2003, educators will be licensed rather than certified.

Although currently a sufficient number of individuals are trained to be teachers in Kansas schools of education, and although the majority of individuals trained in Kansas remain in Kansas, there were shortages in the following certification areas during the 2000-

2001 school year: music, special education, industrial arts, home economics, math, science, and foreign language. Districts expected to be short 492 teachers at the beginning of the 2001-2002 school year. As part of the licensure regulations adopted by the State Board in 2000, individuals with degrees in shortage areas may receive a restricted license to teach.

Question 4: How should public schools be governed?

Governance In the Nation's History

Local control and neighborhood schools are strongly valued in the United States. However, because of their interest in education, states began assuming more oversight of school finance, school accreditation, and teacher certification in the early 1900s. Local districts have the most control of day-to-day functioning in schools, but states must ensure adequate funding, quality schools, and quality teacher training/certification programs.

Although public schooling is not mentioned in the U.S. Constitution and is reserved for the states, the Constitution does give the federal government the power to collect taxes and to provide for the common defense and general welfare. This power has been interpreted as authorizing federal investment in education. Especially since the 1960s, the federal government has required states to comply with specific conditions to qualify for federal funding. In this way, it has monitored equity and ensured provision of vocational education as well as programs for special populations. Education has also been influenced by the federal government through Supreme Court Cases, such as *Brown vs. Topeka Board of Education* and *Swann vs. Charlotte-Mecklenburg Board of Education*; through the development of voluntary national standards; and through Presidents who use their office to promote their views on educational issues. In fact, the federal government's level of direct involvement in education has changed many times since the 1950s, based on the philosophy of the person in the Presidency.

Governance In the History of Kansas Education

Local control of schools has always been valued in Kansas; however, the Territorial Legislature knew that communities would need school funding and other types of assistance if they were to provide education to their children. Therefore, the Territorial Legislature set aside land that could be sold to help finance education and created the offices of Territorial Superintendent of Common Schools and County Superintendent. Parents provided additional resources and served on local school boards.

The Territorial Legislature also believed that there should be a school within walking distance of every student. Since almost every school was in its own district, by 1896 the number of school districts in Kansas had grown to 9,284. Once established, school district boundaries became rigid and citizens rejected change, even when the needs of the state were not being met. Thus, numerous small districts and district types remained in Kansas long after a new framework for schooling was needed. Eighteen different kinds

of districts, each requiring a special set of policies and regulations, were still functioning as late as 1960.

Thousands of small common school districts with limited enrollment and financial resources included grades K-8 only. High schools often operated under their own governing boards and encompassed several of the common school districts. Even when districts were reorganized into K-12 districts, schools were not necessarily closed. From 1963-1982, no attendance center could be closed without the consent of its patrons. Only since 1982 have school districts with enrollments above 1,600 been allowed to close buildings in order to improve the effectiveness of the school district. State Superintendent Peter MacVicar (1867-71) once commented, "More difficulties probably arise from organization and changes of school district boundaries than from all other sources." Still today, Kansas has 1 percent of the nation's students, 1.6 percent of the nation's schools, and over 2 percent of the nation's school districts.

Although the State Constitution acknowledged the responsibility of the state to provide a uniform system of common schools and schools of higher grades in order to ensure its social and economic well-being, school governance was generally left to school administrators and boards until the 1900s. The first State Board of Education, made up of the State Superintendent and the presidents of the four state colleges/universities, was created in 1873, but it was not given policy-making authority. It was to certify teachers and to administer teaching exams; and in 1893 it was authorized to accredit schools of education. The Legislature passed a compulsory attendance law in 1874; however, local school boards set schedules and decided who could be excluded from school.

By the late 1890s, the state began playing a more active role in education, marking the beginning of a movement to try to standardize education in Kansas. Before that time, local boards made most of the decisions about resource use, curriculum, teaching materials, and attendance and promotion requirements. Gradually, because of the growing importance of education to the future of Kansas, the state began to promote division of students into grade level classes, use of the same psychologically organized texts, and use of end of term exams to bring some uniformity across districts. However, the standardization movement was voluntary. Even though a law was passed in 1905 that authorized the State Board to prepare state courses of study, no staff, funds, or real authority over local districts accompanied the law. The University of Kansas had the most influence on secondary curriculum and the state teachers association had the most influence on elementary curriculum.

In 1915, the Legislature established the State Department of Education, consisting of the State Superintendent and the State Board. The State Department was authorized to prescribe courses of study, make regulations to require the use of the course of study, and accredit schools. Before this time, the University of Kansas accredited high schools. When first established, the State Department had very limited power and numerous problems due to two main obstacles. First, because of the state's desire to retain local control of schools, local districts were not penalized for ignoring directives from the State Department. For example, the Department staff was given responsibility for collecting and

publishing school statistics. The reports were of limited value because districts sent incomplete or inaccurate data, if they sent any at all, and faced no consequence for noncompliance. Second, because the Board was politically appointed, members changed every 2-4 years with the election of a new Governor. Thus, there was little continuity in Department work. To add to the confusion, a separate Department of Vocational Education, also under the State Board, was authorized in 1917. The Superintendent had no authority over this Department and the State Board had no administrative arm to administer its new Department.

After establishing the new Department of Education, the Legislature began to pass laws and assign responsibility for observance of the laws to the Board instead of the Superintendent. The Board made policies aligned with state law. Since individual Board members could not carry out policy, the Superintendent acted as its executive director, making sure Board policy was carried out. The division of duties worked only as long as there was a good relationship between the State Superintendent and the State Board. The Board was responsible for formulating policy, but had little authority for administering its programs. The State Superintendent was both chairman of the State Board and head of the Department staff and controlled most of the administrative tasks. When there was not mutual respect between the two entities, little was accomplished. The election of the State Superintendent also tended to create problems. Individuals were elected due to party affiliation, not due to vision for education or good working relationships with educators. The State Board had no power to replace the Superintendent and had to learn to live with his/her decisions.

In 1933, the Legislature removed the college presidents from membership on the State Board and created a new Board, which included some Governor appointed non-educators. This was done, in part, because the animosity that existed between the Superintendent and the college presidents was interfering with the work of the State Department. The make-up of the State Board changed again with the 1945 legislation. It was now to be made up of seven lay persons to be appointed by the Governor. The elected State Superintendent remained as the chair of the Board.

In 1945, the Legislature established a State Department of Public Instruction, consisting of the elected State Superintendent and the appointed State Board. Lines of authority were more clearly delineated in order to end role confusion and enhance collaboration. The State Board was to approve or reject plans, procedures, and rules formulated by the State Superintendent on issues related to certification, college accreditation, public school accreditation, special education, and curriculum; advise the State Superintendent; adopt textbooks; and administer vocational programs. Administrative and policy-making powers, subject to Board approval, were given to the Superintendent. The Board began electing one of its own members as chair. A more adequate budget was appropriated for the Department so that it could do the work assigned to it. Soon after the reorganization of the Department, it became the only entity authorized to issue teacher certificates.

The 1960's gave rise to a constitutional amendment which shifted general supervision of public schools to an elected, ten-member State Board, marking the beginning of an entirely different philosophy of school governance. The State Board was to appoint a Commissioner of Education to serve at the pleasure of the Board as its executive officer. Until this time, the office of State Superintendent was elected and the Board was politically appointed. On January 14, 1969, the ten newly-elected board members took office and appointed the first Commissioner. Now the Board could work more independently. In addition, the Department of Vocational Education was incorporated into the Department of Education. This framework for educational supervision of K-12 instruction remains today.

This shift in constitutional authority was tested by school districts in court and resulted in clarification from the Kansas Supreme Court. In 1973, the Kansas Supreme Court determined that the State Board had "self-executing powers," which gave it the power to adopt rules, regulations, and policies concerning how schools are accredited, how teachers are certified, minimum high school graduation requirements and similar matters. This clarification of constitutional authority led the Kansas Legislature, on three occasions, to ask the voters of Kansas to consider changing these powers.

In 1974, 1986, and 1990, constitutional amendments were on the statewide ballot to limit the board's authority and, in some instances, change its composition. Both the 1974 and 1986 proposed amendments requested changing the level of authority of the State Board of Education over public schools. Specifically, the following changes were proposed:

Existing language:

"The legislature shall provide for a state board of education which shall have general supervision of public schools..."

Proposed changes:

1974 "The legislature shall provide for a state board of education ~~which shall have and for its~~ general supervision of public schools..."

1986 "The legislature shall provide for a state board of education ~~which shall have general~~ and for its supervision of public schools..."

The 1990 amendment removed all of the 1966 language and proposed replacing it with the following:

"The legislature shall make suitable provision for governance of the system of public education and the schools and institutions which are part of the system. The legislature shall provide for such instrumentalities of governance as may be necessary, and such instrumentalities shall exercise such power and perform such duties as may be prescribed by law."

All of these proposed amendments failed.

There is a continuing struggle in Kansas with honoring local control while ensuring the productive and efficient use of state revenues to provide quality education to the state's children. Historically the state has used school finance, school accreditation, teacher certification, and student standards-based assessment to curb wide variation in the quality of education that could result from complete local control. The Board was given total authority over school accreditation in 1915 and over teacher certification in 1947. In 1981, the State Board was charged with development of minimum-competency objectives and assessments in reading and mathematics and with requiring all schools to participate in the minimum competency program. In 1989, convinced that setting the floor for student achievement was not good enough, the State Board directed the State Department to develop curriculum standards and state assessments to measure student accomplishment of the standards in mathematics, followed the next year by communication arts. Picking up on the Board's philosophy, the Legislature passed the School District Finance and Quality Performance Act of 1992, which included a performance accreditation of schools based on student outcomes, including state assessments.

The first state financial aid began with \$2.1 million allocated for the 1937-38 school year. Following World War II, state aid to schools was increased and school districts were reorganized to more optimally use the funds. Beginning in 1951, funds were made available to encourage districts to implement programs for handicapped children. School finance laws were passed in 1965 and 1973 for the purpose of equalizing Kansas school districts' ability to provide all students a "basic" education. The underlying concept of the current law, known as the School District Finance and Quality Performance Act, is that the state shall provide equally for every child, taking into account unique pupil and school district characteristics. The law recognizes that providing each child in the state an equal educational opportunity is the ultimate responsibility of state government, not of local school districts.

Summary

If one were to ask about Kansas, "What year was this? teacher quality and teacher shortages in special and vocational education were a concern; minority and poor students, and students in certain identified schools, were not achieving at the same level as other children; finding funds for education and providing equitable funding for all districts were state priorities; local districts were ready to battle against redistricting; leaders were discussing whether or not certain population groups should be served in the public schools; and there was a debate about who was ultimately responsible for the quality of education provided to the state's children;" almost any year in the state's history would be a correct answer. These themes have persisted through the nation's educational history as well. If education is the gateway to adult economic opportunity and is key to the nation's social and economic well-being, as is commonly thought, debate will continue about who should govern, who should teach, who should be taught, and what should be the mission of public schools.

Timeline of History of Kansas State Board of Education

First Board 1873	1893	1905	1909	State Dept. of Educ. established 1915	State Dept. of Voc. Ed. established 1917	Board reconfigur- ation 1933	1937	State Dept. of Public Instruction established 1945	1957	1965	State Dept. of Educ. esta- blished 1966	1981	1989	1992	1999
Duties: -Examine prospec- tive teachers -Issue teacher certificates	Duties added: -Accredit schools of education	Duties added: -Prepare state courses of study	Duties added: -Oversee state normal training programs for high school students	Duties: -Prescribe courses of study -Make regulations to require use of courses of study -Accredit elementary and secondary schools -Examine prospective teachers -Issue teacher certificates -Accredit schools of education	Duties added: -Oversee state's vocational programs	Duties: -Same as before	Duties added: -Adopt an official list of textbooks	Duties: -Approve or reject plans, procedures, and rules formulated by the State Superinten- dent on issues related to certification, college accredita- tion, public school accredita- tion, special education & curriculum -Advise the State Superinten- dent -Adopt textbooks -Administer vocational programs	Duties removed: -Adopt textbooks	Duties added: -Govern the new state systems of com- munity colleges, vocational -technical schools, and state technical institutes	Duties: -Super- vise public schools, educa- tional institu- tions and all educa- tional interests of the state, except edu- cational functions delegated by law to the Board of Regents	Duties added: -Oversee state minimum compe- tency testing program	Duties added: -Develop curriculum standards and state assessments to measure accomplish- ment of standards	Duties added: -Adopt a system of perform- ance accredi- tation of schools, based particularly on measures of student academic improve- ment	Duties removed: -Govern com- munity colleges and technical schools
Appointed profes- sional educators (college heads)	Three members added			Appointed professional educators (college heads)		Appointed profes- sional educators and lay members (no college heads)		Seven appointed lay members			Ten elected members				

Kansas School Governance

Date	Event	Rationale
1851	First free school in Kansas was established in Council Grove.	Settlers in Kansas believed that parents should provide education for their children.
1858-59	Territorial Legislature created the office of Territorial Superintendent of Common Schools to collect statistics, recommend textbooks and disburse funds and the office of County Superintendents to certify teachers and organize school districts. The County Superintendents began establishing schools within walking distance of most students. Each district was governed by a 3-man board, and decisions were made at annual town meetings chaired by the board.	The Territorial Legislature believed that schools needed technical assistance, more uniformity, and funding; and that there should be a school within a convenient distance to most students.
1861	The new Constitution acknowledged the responsibility of the state to provide a uniform system of common schools and schools of higher grades for its people; an elected State Superintendent of Public Instruction was given general supervision of common school funds and educational interests of the state. The tasks of the Superintendent were generally clerical.	The Legislature believed that education was key to the state's growth and improvement.
1871	The first state elementary course of study was formulated.	There was no consistency across the state in what was taught and at what grade level. A suggested course of study could encourage more consistency.
1873	First State Board of Education was created, consisting of the State Superintendent of Public Instruction (elected for a term of two years), the Chancellor of the State University, the President of the State Agricultural College and the Principals of the State Normal Schools at Emporia and Leavenworth (3 members, appointed by the Governor, were added in 1893; and Board members began to be compensated for travel costs).	The Legislature felt that, in order to have quality teachers, a Board was needed to examine prospective teachers and to issue diplomas and certificates. The new process ensured a minimum skill level for teachers who received certificates from the Board.
1874	Students ages 8-14 were required by law to attend school during the 3-4 month school year, unless they were exempted by the local school board.	Communities felt that education was important to their citizenry. Therefore, all children, except those with mental and physical handicaps, should attend school.
1876	A sequence of courses for high schools was developed by the University of Kansas and tied to school accreditation and to a student's automatic admittance to the University.	The University wanted to assure a minimum skill level among entering freshman.
1885	County high schools were authorized in any county with 6,000 or more inhabitants. They were not under the same authority as the common schools and often competed for tax dollars and students with common schools that offered high school classes.	Communities wanted to provide more than an elementary education to their children. Many of the common school districts did not have the money or students to have their own high schools.
1893	State Board was authorized to accredit schools of education.	In order to have confidence in the quality of a teaching certificate granted by a school of education, the State Board needed authority to monitor the quality of the training.

Kansas School Governance Continued

Date	Event	Rationale
1897	The School Textbook Commission was established to administer a uniform statewide textbook adoption system.	Since there were no uniform requirements for teacher training and few teaching materials, textbook adoption regulation was used to ensure some level of uniformity of education.
1905	Barnes Law was passed to give county officials the authority to levy property taxes to establish rural high schools. A law was also passed that authorized the State Board to prepare state courses of study, but no staff or real authority accompanied the bill.	Schools needed consistent funding in order to operate.
1909	The Legislature established a state normal training program under the State Board.	Very few students were attending college; yet, the sequence of courses originating from the University of Kansas was for the college bound. A more practical education for the majority of high school students was needed.
1914	The Kansas State Teachers Association employed a full-time executive secretary.	The teacher association did not have much influence on the development of educational policy because it lacked someone to coordinate its work. With the full-time executive secretary, it became a force that could influence the State Superintendent, State Board, and Legislature.
1915	The Legislature established the State Department of Education, consisting of the elected State Superintendent and the appointed State Board, for the purpose of improving schools. The annual high school principal's organization reports and other regular data collections began. The State Board, through the State Department, was to prescribe courses of study, to make regulations to require the use of the courses of study, and to accredit schools.	The Legislature felt the need to specify duties and describe the relationship between the State Superintendent and State Board for the purposes of improving procedures for accreditation of high schools and teacher education programs and for improving instruction at all levels. The State Board was authorized to select a secretary to inspect colleges and universities and to have charge of matters relating to teachers' certificates; and the Board was authorized to prescribe courses of study and accredit schools. (Before this time, the University of Kansas accredited schools.) The State Superintendent was authorized to appoint four assistants to aid in performing the duties of the department. This event symbolized the beginning of increased interest in education in the state.
1915	A new law provided for the establishment of rural high school districts for any area that voted for one in an election. The schools, like common schools, were governed by annual meetings and school boards.	Citizens without county or common school high schools near them demanded high schools for their children.
1916	New teacher certification laws were passed. The Legislature had authority over the basic framework of certificates and the State Board developed policy for issuing different types of certificates, established the subject requirements for the state teachers' examinations, developed requirements for renewing state certificates, and supplemented its regulations with regulations adopted under its authority to accredit high schools.	There was no centralization of the teacher certification system. Certificates were granted by cities, counties, teacher colleges, and the State Board. Requirements for certificates varied as much as the entities authorized to grant them, making the system complex and confusing.

Kansas School Governance Continued

Date	Event	Rationale
1917	A separate department of education was established to oversee the state's vocational programs. Both departments were under the State Board.	The Smith-Hughes Act provided money for vocational programs and state employers needed workers with more training. Therefore, the state applied for and received a grant.
1933	The Legislature removed the college presidents from membership on the State Board and specified the membership of the new Board, including some non-educators.	There was animosity between the State Superintendent and the heads of the state colleges that interfered with the development of educational policy.
1936, 1937	The School Textbook Commission, with the Superintendent as a member, adopted an official list of textbooks for public schools in 1936, but the Commission was abolished and the responsibilities transferred to the State Board in 1937.	Oversight authority was needed to bring some uniformity to education provided by local school districts. There was criticism about the way the textbooks were adopted and about the lack of coordination between courses of study materials and textbook adoptions.
1945	The Legislature established a State Department of Public Instruction, consisting of the elected State Superintendent and the State Board, whose members were appointed by the Governor. The State Board was to be made up of seven lay persons. The Superintendent was required to hold the highest type of Kansas teachers' certificate and to have at least 30 hours of postgraduate credit (no education qualifications before). In addition, to strengthen the Department of Public Instruction and to allow it to provide more services, a more adequate budget was provided. The Superintendent was no longer chair of the Board.	Before the legislation, there was no true division of authority. Instead, there were two separate entities with no clear lines of responsibility, little coordination, and many political disputes. The State Board's role became defined as follows: approve or reject plans, procedures, and rules formulated by the State Superintendent on issues related to certification, college accreditation, public school accreditation, special education, and curriculum; advise the State Superintendent; adopt textbooks; and administer vocational programs. Administrative and policy making powers, subject to approval of the Board, were given to the Superintendent.
1957	The authority for the State Board to determine school textbook adoptions was abolished and the State Textbook Review Committee was established.	The textbook adoption program ended because the Superintendent, who was responsible for developing courses of study and supervising instructional programs, had no voice in textbook selection; abuse of state printing authority made books very expensive; politics created a situation in which textbook adoptions changed frequently; and educators and policy makers determined that it was unwise for a small group of people to decide what was to be taught in Kansas schools.
1963	The Vocational Training Act was passed by the Kansas Legislature to allow local school boards to establish area vocational-technical schools, either under the control of individual districts or in cooperation with several districts. Both federal and state funds were made available to assist the districts with the costs of the programs.	Students not planning on attending college often needed specialized training to enter the job market, but only a handful of high schools had approved vocational programs.

Kansas School Governance Continued

Date	Event	Rationale
1966	A Constitutional amendment provided for the election of ten members to the State Board, to begin serving in 1969. The amendment gave the State Board general supervision of public schools, educational institutions and all the educational interests of the state, except educational functions delegated by law to the state Board of Regents. It was to adopt and maintain standards and to accredit schools, public and private, elementary and secondary. The Board was to appoint a Commissioner of Education to serve at the pleasure of the Board as its executive officer. The vocational and public school departments of education became one agency.	While the office of Superintendent was elected, staff changed almost every four years, resulting in little continuity. Also, because vocational programs were under the supervision of the Board with no jurisdiction given to the Superintendent, there were actually two departments with one Board. As the Department gained more trust and was given more responsibilities in the state, it became apparent that the structure needed to be altered in order to provide needed services.
1971	The State Board and Department of Education were removed from the textbook business when the State Textbook Review Committee was abolished.	High costs, inferior books, and public dissatisfaction with books led to the end of this function.
1973	The Kansas Supreme Court affirmed that the State Board's "self-executing powers" gave it control over many of its rules, regulations, and policies. Although the ruling has resulted in frequent conflicts between the State Board and the Legislature (The Legislature has been unsuccessful in persuading Kansas voters to change these powers on three occasions: 1974, 1986, 1990.), the Board now determines what is taught, how it is taught, how schools are accredited, how teachers are certified, etc.	The Legislature, because it controlled funding, made many of the decisions about school policy and curriculum. Although "self-executing powers" were given to the State Board in 1966, the Board did not become recognized as having much power until the issue went to the Supreme Court.
1979	The Kansas Supreme Court ruled that the State Board has general supervisory authority to use such things as school accreditation and certification of teachers to equalize and promote the quality of education in Kansas.	Although local control was valued, the state realized that it had a vested interest in assuring that all students graduated with at least a minimum level of skills.
1997	A waiver was added to the compulsory attendance law, making it mandatory for students to attend school from ages 7-18. The waiver allowed students to leave school at 16, with special permission.	Most employment requires sophisticated knowledge of English, good math skills, and good technical skills. Students need more years of schooling to take advantage of these employment opportunities.
1999	Senate Bill 345 initiated the Higher Education legislation that brought the community colleges, technical schools and colleges, proprietary schools and adult basic education under the Board of Regents effective July 1, 1999.	The Legislature felt that postsecondary education lacked effective coordination, governance, and funding due to multiple governing authorities and ambiguity about the legal powers residing with each authority for communities in which schools were located.
2001	A bill was passed that designated the Board of Regents as the sole agency for the administration of local education agency vocational education funding.	Federal funding for vocational programs are required to be administered by one agency. Since technical schools and their funding were under the authority of the Board of Regents, it seemed appropriate to place all federal funding for vocational programs with that agency.

Kansas Teacher Preparation/Certification

Date	Event	Rationale
1864	The State Superintendent was directed to conduct, with the assistance of the county superintendents, annual teachers' institutes in each senatorial district.	State Superintendents worried that the persons teaching the state's children had very little training to do so.
1869	An improved institute law granted the State Superintendent authority over the schedules and programs of the institutes.	Not all counties received an institute, and many of the programs were nothing more than times for sharing among teachers. Longer, more intense trainings were wanted and needed.
1873	State Board was authorized to grant state teachers' certificates. It was responsible for preparing teachers' examination questions and grading papers. This law created a minimum skill level for teachers certified by the State Board.	A number of entities could grant certificates, using a variety of criteria. Preparation and skill level were far from consistent.
1877	County normal institutes were established, under the governance of the State Board, to train individuals to be teachers. The county superintendents conducted the institutes, but the Board was in charge of teachers' examination and certified institute instructors; thus, it had a great deal of influence on what was taught.	Citizens began demanding more highly qualified teachers. The training institutes were held for a few weeks during the summer months.
1893	State Board was authorized to accredit schools of education.	In order to have confidence in the quality of a teaching certificate granted by a school of education, the State Board needed authority to monitor the quality of the training.
1899	State Board began issuing state teaching certificates to Kansas college students, without the requirement of passing the state examination, if the applicants had completed a "normal course" program or were graduates of a college accredited by the Board for offering a "collegiate" course in education comparable to the education course at the University of Kansas.	It was assumed that students who had successfully completed an approved course of study had proven that they had the knowledge and skills to teach.
1909	The Legislature authorized accredited high schools to establish normal training programs for prospective teachers and paid each participating high school a \$500 subsidy for offering the training.	Most teachers were female and most female teachers left teaching after a couple of years. A program was needed to supply schools with thousands of beginning teachers.
1915	The Legislature amended the annual institute law, allowing county superintendents to hold annual institutes from one to four weeks in length. Most superintendents selected one week and used the time to review pending legislation and discuss educational practices.	There was a growth of preferable alternatives to training received at the summer institutes, including high school and college summer school. The institutes needed to become more valuable to appease educators who were forced to attend.
1916	Regulations requiring high school teachers to hold state certificates granted by normal teaching colleges or the State Board were enacted. For the first time, the certificates restricted secondary teachers to teaching in specified fields of study; and different types of certificates (three-year, lifetime, special, and emergency) certificates were granted. Cities and counties were allowed to continue certifying elementary teachers.	There was no centralization of the teacher certification system. Certificates were granted by cities, counties, teacher colleges, and the State Board. Requirements for certificates varied as much as the entities authorized to grant them, making the system complex and confusing.

Kansas Teacher Preparation/Certification Continued

Date	Event	Rationale
1937	Legislation was passed which permitted only the State Department of Education or state teachers' colleges to issue teacher certificates.	The State Board, normal schools, counties, and some cities were all issuing teacher certificates for elementary teachers. There were no consistent standards used.
1939	The Legislature made the county institutes permissive rather than mandatory.	The State Board of Education paid little attention to the county institutes after the institutes were shortened and there were fewer state controls. Quality and length of the institutes varied.
1947	Law permitting state teachers' colleges to issue certificates was repealed. Normal training at high schools was abolished.	The Legislature thought it would be best if all certificates were granted from the same entity using the same standards.
1957	Standards for certification of special education teachers and other staff were substantially changed.	Special education teacher certification required both a regular teacher certificate and additional specialty training rather than qualitatively different training. The requirement contributed to the lack of special education teachers, supervisors, and professional support personnel.
1959	The Board increased the training requirement for a certificate to a college degree and raised standards for accrediting education departments of colleges.	During World War II, hundreds of teachers left the profession to serve in the armed forces or to take more lucrative positions. Thus, standards for teachers had to be lowered in order to fill classrooms. After the war, steps were taken to increase teacher and teaching standards. The issue became more of a priority after Sputnik created doubts about the superiority of the nation's education system.
1970	The Professional Negotiations Act was passed.	Teachers did not have the right to bargain with local boards of education about working conditions and salaries. Teachers lobbied for and won the right, due in part to increased certification requirements, a more diverse teacher population, and teacher shortages.
1974	Teachers received protection under the law with the passage of the Teachers Due Process Act.	Procedures were needed to protect the property rights (teaching contracts) of teachers.
1983	The State Board implemented a new recertification program, based on college credit and/or inservice points.	The Board believed that carefully structured, district sponsored inservice could provide quality training to teachers.
1985	New requirements for certification became effective. Applicants applying for certification based on completion of a state-approved program needed to have a minimum cumulative grade point average of 2.5 on a 4.0 grade point system. The following year, applicants had to also satisfactorily pass the precertification examination prescribed by the State Board.	There was concern that persons choosing to enter the education profession had weaker academic skills than persons choosing other professions. The State Board wanted to ensure that competent individuals were being certified as teachers.
2000	Incentives for national certification and mentoring of first year teachers were approved by the Legislature. New teacher licensing regulations were approved by the State Board.	The Legislature and State Board believed that teacher quality would improve if certification was standards and outcomes-based and if new teachers were mentored by skilled, experienced teachers.

Kansas School Accreditation/Improvement

Date	Event	Rationale
1876	A sequence of courses for high schools was developed by the University of Kansas and tied to school accreditation and to a student's automatic admittance to the university.	The University wanted to assure a minimum skill level among entering freshman.
1905	State Board was authorized to prepare state courses of study and worked with teachers and State Department staff to write course guides and correlate them with approved textbooks.	Approved textbooks and suggested courses of study did not align. There was confusion about what to teach and great variation in what was taught.
1915	Accreditation of high schools by the State Department of Education was begun, which shifted powers from the University of Kansas to the Department. The Department developed standards in 1917, which provided for the classification of high schools. A similar process was adopted for use in issuing elementary school certificates and door plates to elementary schools that met elementary school standards.	The Legislature became concerned about the quality of education received by the state's students and decided to work on standardizing schools. Therefore, it switched school accreditation from a model based on examining the courses of study and reviewing questions used in examinations to an input model based on such things as graduation requirements, class size, length of school year, and number of library books; and it gave more authority to the Department of Education.
1943	Eighth grade diploma examinations were replaced by standardized achievement tests. Tests were used as the basis for graduating students from elementary schools until 1950.	The State Board was authorized to establish standards for eighth grade promotion. Most county superintendents favored using standardized tests for promotional purposes and convinced the Board to do so.
1958	Specialists in curriculum were added to State Department staff to provide Kansas teachers with instructional guidance.	Additional responsibilities were given to the Department in the areas of curriculum and instruction. There were not enough staff to fulfill these responsibilities.
1959	The State Department began accrediting schools in June for the coming year and the State Board adopted a new high school classification system. The new system provided for three categories of high schools: comprehensive, standard, and approved. The approved category was dropped in 1966. The main difference between the other two levels was number of units offered and taught.	When accredited status was given at the end of the year, staff did not know if they were working in an accredited school until the year was over. In addition, the system for classifying schools was not a meaningful system. Revised classification standards, developed by hundreds of educators, were adopted in 1959 and implemented in 1961.
1981	A minimum-competency bill required all schools in the state to participate in a minimum-competency testing program. State minimum competency objectives in reading and mathematics and test items were developed by Kansas educators, under the direction of the University of Kansas Center for Educational Testing and Evaluation (CETE).	Rapid changes occurred in curriculum and school organization (i.e., mini courses and middle schools) with little planning for implementation. The nation became concerned about the quality of public education. As a result, politicians, including those in Kansas, began legislating changes and mandating testing programs to increase awareness of educational standards.
1985, 1994	State Inservice Opportunity Act was passed in 1985 and amended in 1994.	Research was telling policy makers that student learning could be improved if teaching skills were improved. In 1994, a results-based staff development plan became a requirement of Quality Performance Accreditation (QPA).

Kansas School Accreditation/Improvement Continued

Date	Event	Rationale
1989	The State Board adopted the Kansas Mathematics Improvement Program, which included the development of an outcomes-focused accreditation system. Communication was added the following year. The State Department was directed to develop curriculum standards and state assessments to measure student accomplishment of the standards.	Across the nation, states were realizing that setting the achievement floor was not enough. The Kansas State Board, too, felt that students should be held to higher standards than minimum competencies.
1992	The School District Finance and Quality Performance Act included the following: the addition of six days to the school year; the adoption of a system for performance accreditation of schools; outcome goals for students(adopted by the State Board in 1991); and a directive to the State Board to develop curriculum standards and state assessments in a minimum of three grades in the subject areas of mathematics, science, communications (including speaking and listening), and social studies.	After a pilot test of the idea, the Board and Legislature determined that it was better to base school accreditation on measures of improvement, especially improvement on student accomplishment of "world-class" standards, than on educational inputs.
1995	In amendments to the School District Finance and Quality Performance Act, the State Board was directed to establish curriculum standards equal to the best standards for mathematics, science, reading, writing, and social studies and assessments for those subjects to be administered at three grade levels, as determined by the State Board. All schools were to be in the QPA process by this school year.	National standards that could be used as models for states had been developed by professional organizations. There was a national movement to educate all students to these high standards.
1998	Quality Performance Accreditation regulations were revised to add the requirement that schools will develop a results-based staff development plan to support the QPA school improvement plan. Performance assessments were removed from the state assessments, but still required of the locals.	Research was proving that the knowledge and skills of the staff at a school were the greatest predictors of school improvement and that current staff development practices were not increasing knowledge and skills. Due to the cost and time commitment of the performance assessments, there was a movement to transfer them from the state to local assessments.

Kansas Special Education

Date	Event	Rationale
1874	Students with mental and physical disabilities were excluded from compulsory school attendance.	Mental and/or physical conditions prevented some students from attending or benefiting from school attendance without special assistance. That assistance was not available.
1881	The Kansas Constitution stated that the care, treatment, and education of the handicapped were responsibilities of public residential institutions. The Kansas State Asylum for Idiotic and Imbecile Youth was temporarily established at Lawrence and then moved to Winfield in 1887.	Little research had been conducted on best educational practices for handicapped children. Lawmakers had no empirical evidence that they should include these children in the already overcrowded public education system.
1949	A special education division was created in the State Department of Public Instruction. The first appropriations for financing special education classes were made two years later.	Groups concerned with providing special services for the education of handicapped and other non-typical children in home communities united to push through legislation authorizing such services (although provision of services and student attendance in programs was voluntary). A division in the Department was needed to promote, direct and supervise education for exceptional children. Staff of the division also conducted many of the student evaluations because local district staff were not trained to do them.
1951	Reimbursement was authorized for public school programs for students with mental retardation and homebound students.	Although the state enacted legislation, beginning in 1927, for the education of disabled students, no appropriations to assist schools with the high costs of educating disabled students had been made.
1953	Parsons State Hospital and Training Center was established on the grounds of the former State Hospital for Epileptics.	Public residential institutions were believed to be the most appropriate settings for severely handicapped children.
1967	A law that expanded the educational programs and funding for exceptional children was passed.	It was believed that by giving teachers training and districts time to plan how and where they would provide services, the goal of providing more appropriate services to disabled students would be realized. Until this time, shortage of classroom space and appropriately trained teachers slowed the growth of public school special education.
1969	A law was passed to mandate special education services for mentally handicapped students in public school districts by the 1974-75 school year. The only age limitation was that students should be under 21 years of age.	Prior to 1969, special education was allowed and even encouraged for students of regular school age. With federal funding available to assist with costs, policy makers wanted to guarantee services to all mentally handicapped students; however, they understood that planning programs and finding space and teachers would take time.
1972	Amendments to the special education law expanded the mandate for special education to include those with learning disabilities and authorized district mill levies to be increased for special education programs.	Not all developmentally delayed students were mentally retarded. These students needed services and districts needed funds to provide the services.

Kansas Special Education Continued

Date	Event	Rationale
1974	Combined efforts of both professional and parent associations led to the passage of the Special Education for Exceptional Children Act, to be operative by July 1, 1979. The Act mandated services and revised the special education funding formula.	Special education laws had been approved in a piecemeal fashion and were fragmented. School districts were meeting less than 50 percent of the need for adequate educational programs for exceptional children and needed more adequate financing, technical assistance, and staff training. In addition, Section 504 of the Rehabilitation Act made it clear that a person cannot be excluded from any program receiving federal funds on the basis of handicap alone.
1979	The special education mandate was expanded to include the gifted and talented.	Parents and professionals felt that gifted and talented students also needed specialized services in order to realize their potential. The Gifted and Talented Children's Education Act provided financial incentives for states that provided the services.
1988	Pupil was redefined to include 3-and 4-year-olds who were regularly enrolled in the district and attending special education services. Those properly enrolled were eligible for state equalization and special education funds.	Because the state did not lower its compulsory attendance age for disabled students to age 3, it was out of compliance with federal laws and in danger of losing significant funds.
1992	Kansas regulations were changed, revising the definition of "person acting as parent" and requiring local boards of education to provide special education services to exceptional children who are residents of the local school district.	There was confusion as to who was responsible for the education of an exceptional child who was living with someone other than a parent in a school district other than the one in which a parent resided.
1997	Juvenile correctional facilities at Atchison, Beloit, and Topeka were allowed payment for special education services provided at those facilities.	All children with special needs were to be provided an appropriate education, even those at correctional facilities. Correctional facilities were not able to provide services without financial assistance.
2000	Revisions to Kansas special education regulations were approved. Professionals were allowed more freedom in assessing student need for services.	Changes were needed in Kansas regulations in order to bring the regulations into compliance with 1997 amendments to IDEA. Also, research had shown that changes in regulations would assist professionals in efforts to better identify and meet the needs of students with disabilities. Before the new regulations were passed, eligibility determination was primarily a paper trail to document tests used and results obtained. Eligibility for services was a yes/no decision, often based on a cut score on a standardized test.

Kansas School Unification/Finance Issues

Date	Event	Rationale
1862	Proceeds from the sale of school lands (sections 16 and 36 of most townships) and from the estates of persons dying without wills or heirs established a school fund to support common schools.	Schools needed a permanent funding source in order to thrive.
1876	The Legislature authorized school districts to levy a tax to be used for school libraries.	The Legislature saw the value to schools of having books available to teachers and students through libraries. However, there were no funds available for them.
1903	First and second class cities were authorized to levy a tax of one-half mill and other districts a tax of one mill for industrial training schools or departments. The Legislature also appropriated funds to help pay the cost of such programs.	Policy makers began to realize that manual training and industrial education were important to the state's economy.
1911	The Legislature passed a law to provide state and county financial assistance to supplement local property taxes in weak districts. The school term was increased to seven months.	The Legislature and Superintendent worried about inequities created by inadequate district size and budgets. As the curriculum expanded, more teaching days were needed.
1933, 1937	Kansas voters amended the Constitution to allow income taxes in 1933 & added sales taxes in 1937.	Property taxes could no longer pay for the services citizens wanted, including education services.
1937	The Legislature enacted the first state aid act as a temporary measure (it became permanent in 1939) to assist districts with the costs of education.	There was a small amount of state aid, through the Annual School Fund, available in the early years of Kansas education, but the Kansas Supreme Court removed a one-mill levy in 1879 and the Legislature abandoned its financial responsibility. Thus, over 95 percent of the cost of schooling came from ad valorem taxes. Local wealth, for the most part, determined the extent and quality of services available. The Legislature wanted to equalize funding among school districts.
1945	First major legislation requiring the reorganization of all Kansas elementary school districts was passed. Although the law was later declared unconstitutional, the Attorney General validated all redistricting done up to 1947, cutting the number of districts from 8,112 to 5,441. Due to strong support of local control & strong resistance to reorganization, legislators & the Superintendent received death threats.	The number and type of school districts continued to increase, in spite of problems arising from an inadequate tax base, frequent population changes, and the variety of laws and regulations needed due to so many district types. In 1944, approximately one-fourth of the over 8,000 districts operated no elementary school.
1947	The Legislature passed laws that allowed Kansas districts to participate in the national school lunch program.	Children came to school hungry and/or malnourished. Federal surplus goods and federal funds were available to help feed school children.
1951	The Legislature began appropriating funds to assist local districts with special education costs.	Local districts had a difficult time affording the costs of educating high needs children.
1963	A unification law drafted by legislators with the assistance of educators and the Attorney General and other attorneys was upheld by the State Supreme Court in Tecumseh School District vs. Throckmorton. To assure that it would be constitutional, the law required the Superintendent to approve every significant procedure. The Superintendent endured much abuse and lawsuits, but the number of school districts was reduced to 348. The law did not require school closings.	The Legislature believed the state needed to replace the elementary, common, and rural high school districts with comprehensive K-12 districts in order to provide quality education to all students. Since two previous laws had been declared unconstitutional, legislators decided to write a law with the Superintendent having chief decision-making authority.

Kansas School Unification/Finance Issues Continued

Date	Event	Rationale
1965	The School Foundation Finance Act was passed for the purpose of assuring all students a "basic" education. State funding for education increased from \$29.5 million in 1960 to almost \$215 million in 1970.	The various methods of financing education in the districts led to unequal funds available for education among districts and, therefore, unequal educational opportunities for students. School funding came from at least a dozen local and state sources. Legislators recognized that reliance of local school districts on ad valorem taxes created an inequitable system.
1967, 1969	Laws covering the transfer of school district territory, disorganization of school districts, and consolidation of school districts were passed.	As Kansas became more urban and industrialized, demands for persons with more education and specialized skills increased. Laws were needed to attain greater equity among school districts in their abilities to provide all children with a good education.
1973	The School District Equalization Act was passed to determine how much or how little state aid was received by a district.	Districts were not on equal financial footing when it came to providing quality education for students. A second attempt needed to be made to equalize financial ability and to give each school district power to select its level of funding.
1982	Districts with enrollments over 1,600 were allowed to close schools to improve the school system and districts with lower enrollments were allowed to close schools after allowing public hearings and possible protest referendums.	The unification law had reduced the number of districts, but there were still far too many small schools.
1992	A formula that based each district's spending on a per pupil amount with weighting to recognize higher costs associated with some district characteristics (such as 1.5 weighting for vocational education students), the School District Finance and Quality Performance Act, was passed. Districts wishing to spend more were authorized to adopt a local option budget. Although the formula was challenged, in 1994 the funding formula was declared constitutional by the Kansas Supreme Court. Providing education became more of a state responsibility, and the percent of state funding in local operating budgets increased from 44 percent in 1991 to about 76 percent in 1997.	There was not true equalization of ability to fund education among Kansas districts. Some spent three times as much as other districts for each student because of differences in property value. When 40 school districts filed suit challenging the constitutionality of the formula, a committee was appointed to draft a new formula. The committee was asked to find a way that the state could provide equally for every child, taking into account unique pupil and school district characteristics.
2000/2001 School Year	The Vision 21st Century Initiative K-12 Education: Financing for Results Task Force Report and A Comprehensive Study on the Organization of Kansas School Districts were presented. In addition, the Legislative Educational Planning Committee (LEPC) was asked to conduct a professional evaluation of school district finance to determine the cost of a suitable education in Kansas.	Problems caused by increased education costs, local option budgets, and declining student enrollments in many districts have led many policy makers to belief that the current finance and accountability formula needs to be revamped. Therefore, a task force was charged with looking at finance and accountability options, the LEPC was asked to determine the cost of a suitable education, and consultants were charged with developing alternative ways to reorganize school districts.

Kansas Postsecondary Education

Date	Event	Rationale
1917	The first junior colleges were founded, using district-wide taxes, and schools were authorized to participate in federally reimbursed vocational education programs.	Communities wanted to have postsecondary courses that met the needs of local business and industry offered nearby and at a low cost to their citizens.
1922	The State Board of Education organized a separate department for vocational education.	There were many power disputes between the State Board and State Superintendent. Because the Federal Board of Vocational Education encouraged the separation of vocational education from other education so that vocational education would receive sufficient emphasis, the State Board took the opportunity to create the new department.
1963	The Legislature enacted the Kansas Vocational Training Act, which allowed the establishment of separate vocational-technical schools.	Students not planning on attending college often needed specialized training to enter the job market, but only a handful of high schools had approved vocational programs.
1965	A state system of community junior colleges, a state system of vocational-technical schools, and a state technical institute were established. Local school districts ceased to govern the community colleges. Governance of the postsecondary programs was given to the Board of Education.	Policy makers realized that postsecondary education for more students was important to the state's economy; and that the administration and funding of the current system were inadequate to handle additional demands.
1997	The Board of Regents made public the details of the Qualified Admissions Program, to take effect the fall semester of 2001.	The Kansas Legislature was concerned about the readiness of college freshmen for a Regents university education. It required the Board of Regents to establish admission standards for freshmen and transfer applicants to a Regents university.
1999	Governance of the state system of community colleges and vocational-technical schools was moved to the Board of Regents.	The Legislature felt that postsecondary education lacked effective coordination, governance, and funding due to multiple governing authorities and ambiguity about the legal powers residing with each authority.

National Scene

Date	Event	Rationale
1896	In Plessy vs. Ferguson, the court ruled that equality of treatment of all races is important, but not the abolishment of distinctions among the races, such as those based on color. In other words, separate but equal treatment was allowable.	Separate conveyances were provided for blacks and for whites. The argument for the separation was that it was best for the races not to interact because interaction could lead to such things as interracial marriage; and that separation did not mean that one race was being given lesser service.
1917	The Smith-Hughes Act provided federal incentive funds for expansion of vocational-training programs.	Business and industry expressed a need for more highly trained workers. Public schools were not providing enough training to prove them with an adequate supply of skilled workers.
1925	In Pierce vs. Society of Sisters, the court determined that states may compel attendance at some school, but parents can determine if their children will attend public or private school. The government was not allowed to eliminate competition to the public schools.	Parents were concerned that the government, if compulsory attendance was enforced, could indoctrinate their children in beliefs not held by the family. The government felt it needed an educated citizenry for its social and economic well-being. A compromise was needed.
1927	In Farrington vs. Tokushige, states were told that they could regulate such things as the qualifications of teachers and the subjects to be covered in foreign language schools. They could not, however, totally control or abolish the schools.	Groups of immigrants established their own schools in order to preserve their languages and cultures. Some states feared that the schools would keep the immigrants from assimilating into the mainstream and might be teaching students values that were detrimental to the nation.
1946	The National School Lunch Act was enacted for assisting school lunch programs through grants-in-aid and food distribution.	When young people began enlisting in the armed forces, it was discovered that many were malnourished and, therefore, unhealthy. Also, American farmers often had surplus goods that, if put on the market, would depress the price of those goods. A school lunch program could use food surpluses and could provide a healthier diet to the nation's young people.
1954	In Brown vs. Topeka Board of Education, the Supreme Court ruled that the "separate but equal" clause was unconstitutional because it violated children's 14th amendment rights by separating them solely on the classification of the color of their skin. Chief Justice Warren delivered the court's opinion, stating that "segregated schools are not equal and cannot be made equal, & hence they are deprived of the equal protection of the laws."	Schools in many cities and states were segregated on the basis of race. The education provided in schools serving black students was often of poorer quality than the education provided in other schools. The separate but equal distinction provided in the Plessy vs. Ferguson case was referred to by many, including the Supreme Court members, who began to realize that it was virtually impossible to provide "separate but equal" treatment and that interaction of diverse groups was an important part of education.
1954	The National Council for Accreditation of Teacher Education (NCATE) was founded as an independent accrediting body.	There was concern about the quality of teaching and teacher preparation. A mechanism was needed to help ensure high quality teacher preparation programs.
1957	President Eisenhower sent troops and federalized the entire Arkansas National Guard, taking the Guard away from the Governor, in order to protect nine black students who were to attend Central High in Little Rock as part of a school desegregation plan. The President's actions made it clear that the Supreme Court's decision was law and would be obeyed.	The Little Rock School District planned to obey federal law and integrate schools. However, Governor Orval Faubus and a mob of citizens against integration fought the plan. The Governor used the National Guard to surround the school and prevent black students from entering.

National Scene Continued

1958	The National Defense Education Act was passed. The Act enabled the Department of Education to employ curriculum specialists in several subject areas. It also provided funds for training teachers of children with mental retardation.	Sputnik sparked the federal government's interest in supporting the teaching of math, science, and foreign language. There was suddenly a realization that the nation was not invulnerable and that it may not win the space race. The federal research on mental retardation encouraged lawmakers to provide funds for the training and employment of teachers and administrators in the area of mental retardation.
1964	Passage of the Civil Rights Act shifted the burden of litigation from the minority litigants to the federal government and demonstrated the nation's readiness to give equal rights to all. Schools were told that they would start making progress in school desegregation.	From the early days of slavery, many people in this nation fought for freedom and equality for all. The concept slowly won acceptance of the majority of the nation's citizens. Until this acceptance, the courts were not enforcing Brown and schools were not making a good faith effort at school desegregation.
1965	The first Elementary and Secondary Education Act was passed. There were limited requirements for measuring the impact of the remedial and special education programs funded by the Act and little time, during the first year, to plan programs and hire staff. The Head Start Program was authorized.	The federal government believed that remedial and developmental programs were needed in order for educationally deprived and disabled students to achieve at acceptable levels, and that federal funding would encourage states to provide the programs. Money was also needed to provide schools with technology.
1966	The Coleman Report concluded that most school inputs, such as class size and dollars spent per pupil, made little difference in student achievement. Socioeconomic status and race of student, regional location of school, and teacher quality made the most difference.	The federal government was given the task of studying student achievement and the variables affecting that achievement as part of the Civil Rights Act. It was expected that the quantity of resources dedicated to education would impact the outcomes.
1969	Elementary, Secondary, and Other Educational Amendments defined learning disabilities and provided funds for state-level programs for children with learning disabilities as well as funds for technical assistance to programs for the gifted and talented.	A large number of students were not mentally handicapped and yet they were not receiving full benefit from educational programs. Federal funds and assistance could encourage the development of special programs for these children.
1969	The National Assessment of Education Progress (NAEP) was given for the first time and became known as the "Nation's Report Card."	In order to determine if American students were achieving at high levels and if achievement levels changed over time, Congress wanted information about what students knew and could do in various subject areas. There was no common assessment instrument used by the states, so a new assessment needed to be developed and administered on a scheduled basis.
1971	In Swann vs. Charlotte-Mecklenburg Board of Education, the court made it clear that if there were one race or nearly one race schools in previously segregated districts, those districts would be presumed to have violated the Constitution and would be asked to prove otherwise.	Districts became experts at changing school boundaries and attendance policies, tracking students, and assigning certain students to special programs or classes to avoid integration. Years after Brown, there were many schools that were not desegregated.

National Scene Continued

Date	Event	Rationale
1972	Wisconsin vs. Yoder gave the Amish community the right to have their children end compulsory education at the end of eighth grade.	Many parent groups had fought compulsory school attendance and had been unsuccessful. The Amish used the Free Exercise of Religion Clause of the First Amendment and proved that training their own children when the children were past the eighth grade was central to the Amish religious concepts.
1973	Section 504 of the Rehabilitation Act declared that a person cannot be excluded from any program or activity receiving federal funds on the basis of handicap alone.	Schools were not offering services to some children, claiming that there were handicaps that did not allow children to access and/or benefit from the services available.
1973	Unlike state courts, the Supreme Court ruled that students in a district with low education funding were not a suspect class, that no students were being deprived of education, and that the Fourteenth Amendment did not guarantee absolute equality (San Antonio Independent School District vs. Rodriguez). Therefore, equal spending was not required.	There was often great disparity in the per pupil amount spent for education among the districts in a state because in most states education was paid for by property taxes. Some state courts and legislatures were deciding that district funding needed to be equalized.
1975	The Education for All Handicapped Children Act mandated free, appropriate public education for all children (in the least restrictive environment) regardless of degree or severity of handicap and required the development of an individualized education program (IEP) for each student with a disability.	Even with federal funds as an incentive, states were not providing all disabled children with a free, appropriate education. There was a need for more programs, services, and teachers and some minimum requirements for each.
1975	Goss vs. Lopez made it clear that education is a property right, not just an opportunity made available to children. In the same year, Title IX prohibited institutions that receive federal funding from practicing gender discrimination in educational programs or activities.	Women and girls were excluded from many activities and educational programs. These practices inhibited the progress of women and girls in education and in the workplace. In addition, some minority groups were not provided a quality education.
1978	The Gifted and Talented Children's Education Act provided financial incentives for states and local education agencies to identify and educate gifted and talented students.	The provision of technical assistance did not expand programs for gifted children to most districts. States needed assistance with funding the programs.
1981	The Debra P. vs. Turlington decision was that punishing victims of past discrimination for their educational deficits does not serve as a remedy or create better learning opportunities for the victims. If a state established graduation requirements, it needed to prove that there was a unitary system of education and that the graduation requirements were culturally neutral.	States wanted to motivate schools and students to move toward higher performance levels. Many decided that graduation and promotion tests would be strong motivators and would encourage schools to work with all students. However, some student groups, such as minority and students from lower socioeconomic status families, had much higher failure rates than other groups.

National Scene Continued

Date	Event	Rationale
1983	"A Nation At Risk" was published by the U.S. Department of Education's National Commission on Excellence in Education, beginning the current school reform efforts. The Commission advanced the following recommendations: • Graduation requirements should be strengthened so that all students establish a foundation in five new basics: English, mathematics, science, social studies, and computer science. • Schools and colleges should adopt higher and measurable standards for academic performance. • The amount of time students spend engaged in learning should be significantly increased. • The teaching profession should be strengthened through higher standards for preparation and professional growth.	Policy makers continued to worry about the level of student achievement. Many believed that education in the United States was mediocre at best, and that the nation was losing ground in international comparisons.
1986	The Handicapped Children's Protection Act provided for reimbursement of attorney's fees to parents who needed to go to court to secure an appropriate education for their disabled children; and the Education of the Handicapped Act Amendments encouraged states to develop interdisciplinary services for disabled infants and toddlers and required states to provide free, appropriate education to disabled preschoolers ages 3-5.	Research was indicating that education of disabled students should begin before age 6. However, states needed guidelines and implementation funding in order to provide early education programs.
1989	NCTM Principles for Curriculum and Evaluation Standards for School Mathematics was published.	The call for higher standards led many professional educators to begin development of standards for their specialty areas.
1990	President Bush presented the American 2000 plan that included six national goals in education.	There was widespread concern about the quality of education in the United States. President Bush adopted school improvement as one of the main themes of his presidency.
1991	The Individuals with Disabilities Education Act enhanced the infants and toddlers program and extended the IDEA support program.	Disabled students who received services early in their lives made better progress than other students did. Federal funds were used to encourage the provision of early childhood programs.
1994	The Goals 2000: Educate America Act provided a framework for meeting national educational goals; the School-to-Work Opportunities Act authorized funds for programs to assist students in the transition from school to work; and the Improving America's Schools Act (reauthorization of ESEA) provided the framework of federal grants to states for elementary and secondary education programs.	As school improvement became more of a theme in this country, states were asked to develop rigorous standards and methods for determining if the standards were being met. They needed assistance in order to develop standards for what every child should know and be able to do; and support in implementing school improvement efforts focused on improving student achievement of those standards.

National Scene Continued

Date	Event	Rationale
1997	The Individuals with Disabilities Education Act Amendments, gave teams of experts more latitude in determining eligibility for special services, extended the early intervention program and streamlined discretionary programs.	Professionals and parents complained about the inadequacy of basing a child's eligibility for special services on a standardized test score. They wanted decisions to be based on multiple assessment criteria and personal knowledge about the child and the child's peer group.
1998	Title II of the Higher Education Act required institutions to annually report on the quality of teacher preparation programs.	There was a national concern about the quality of teacher preparation. The federal government believed that more informed decisions could be made about teacher quality and teacher training if state certification requirements, institutional and state pass rates on teacher candidate assessments, information about waivers, and criteria used by the state to evaluate teacher preparation programs were known.
1998	"A Nation Still At Risk" was published.	The federal government appropriated money for a number of initiatives meant to improve student learning and for studies to measure the impact of the initiatives. It also increased standards and assessment requirements tied to federal funds.

Technology

Date	Event	Rationale
1951	The Univac computer was delivered to the US Census Bureau.	Data manipulation needed for the Census required massive numbers of person hours. Persons who manipulated the data often did so inaccurately.
1955	IBM sold its first commercial computer.	Technology was needed in aircraft design and weapons control during the Cold War.
1963	The Vocational Education Act passed, which gave money to schools to support the use of technology for administration and instruction.	Schools were using batch processing methods on mainframe and minicomputers for administrative tasks but were not using computers for instruction.
1965	The Elementary and Secondary Education Act brought more money into schools for technology.	Administrative and counseling tasks at schools could be more easily performed through the use of technology.
1971	Intel's first microprocessors and, therefore, the first microcomputers were developed and software companies began developing mainframe and minicomputer instructional programs.	Since schools were beginning to have money for technology, it became more practical for companies to invest in hardware and software for them.
1974	Apple I computers were marketed in kit form.	Most users of technology were still a very select group of individuals who were interested in all aspects of computers and enjoyed building them. Also, companies were not mass producing personal computers.
1981	In 1981, IBM became the first mainframe manufacturer to develop a PC and drill and practice computer assisted instruction gained acceptance in schools. By 1983, the Apple II computers and PCs had found widespread acceptance in education.	There was limited memory in the first computers, but drill and practice material was easy to develop and could work in the computer environment. In addition, this use of computers fit the teacher/manager model of instructional delivery. Manufacturers began mass producing computers.
1990	Multimedia PCs were developed and could be used for simulations, educational databases, and other types of CAI programs (through CD-ROM).	In less than ten years, PC memory and knowledge about how computers could be used for instruction grew exponentially.
1995	The Internet and the World Wide Web began to catch on in businesses and schools.	The potential of the Internet for business, education, and pleasure began to be understood. In addition, business and government made funds available to schools to enable them to pay for hardware, software, and rewiring.
1996	The Schools and Libraries Universal Service Fund (E-Rate) was created as part of the Telecommunication Act of 1996 to ensure that all eligible schools and libraries in the United States had affordable access, through contract discounts, to modern telecommunication and information services.	Rewiring schools and purchasing hardware were only part of the cost of providing students, librarians, and teachers with access to the Internet. Telecommunication hookup and Internet access fees were unaffordable for many schools.

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APPENDIX

HISTORICAL DATA TABLES

Table 1

History of Kansas Building, Staff, and Enrollment Totals (1992-1999)

	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
PUBLIC								
Elementary								
No. of Buildings	921	918	917	904	887	879	861	852
Certified Personnel	17,040.4	17,254.4	17,428.2	17,369.6	17,403.2	17,542.7	17,712.4	18,385.8
Enrollment	246,946	246,919	244,272	242,051	241,020	240,652	237,059	233,557
Middle Schools								
No. of Buildings	144	148	153	162	167	165	171	174
Certified Personnel	4,451.1	4,733.0	4,840.0	5,031.4	5,178.9	5,149.0	5,300.2	5,423.1
Enrollment	61,861	65,010	66,145	68,107	69,090	67,248	68,292	68,960
Junior High								
No. of Buildings	41	39	40	38	36	37	39	41
Certified Personnel	1,207.8	1,150.6	1,121.4	1,130.1	1,133.7	1,187.3	1,245.4	1,257.0
Enrollment	16,029	14,995	15,507	14,442	14,111	14,413	14,584	14,876
Special Schools								
No. of Buildings	31	27	31	21	21	19	20	21
Certified Personnel	297.5	213.1	250.6	167.4	172.3	211.3	272.9	285.7
Enrollment	1,172	1,257	1,815	1,335	1,251	1,297	1,330	1,671
Senior High								
No. of Buildings	353	353	353	353	352	355	354	353
Certified Personnel	10,206.8	10,542.3	10,742.8	10,832.4	10,970.9	11,264.3	11,533.7	11,967.6
Enrollment	122,903	126,984	130,586	133,448	137,959	142,385	143,953	144,717
Central Office								
Certified Personnel	2,878.2	2,869.5	2,519.5	2,794.1	2,486.1	2,725.8	2,819.4	2,690.5
Enrollment not in Building Report								
	2,625	2,579	2,580	3,625	2,936	2,759	4,540	5,596
Totals								
No. of Buildings	1,490	1,485	1,494	1,478	1,463	1,455	1,445	1,441
Certified Personnel	36,081.8	36,762.9	36,992.5	37,325.0	37,345.1	38,080.4	38,784.1	40,009.7
Enrollment	451,536	457,744	460,905	463,008	466,367	468,744	469,758	469,377
NON PUBLIC ACCREDITED								
Elementary								
No. of Buildings	137	136	132	132	135	121	114	120
Enrollment	23,719	24,175	24,213	24,322	25,542	24,080	23,303	24,570
High School								
No. of Buildings	19	19	19	20	22	18	18	20
Enrollment	5,585	5,689	5,251	6,366	6,357	6,307	6,369	6,282
Totals								
No. of Buildings	156	155	151	152	157	139*	132	140
Enrollment	29,304	29,867	29,464	30,688	31,899	30,387	29,672	30,852

*Some non public schools elected not to participate in QPA accreditation and were dropped from accredited list.

DEFINITIONS

Certified Personnel - the number of state certified employees who work in the Unified School Districts.

Enrollment - the number of students (by headcount) enrolled in each building type.

Table 2
Certified Personnel Data
State Totals (2001)

Position	Central Office	Elementary	Middle/ Junior High	High School	Total
Superintendents	278.5				278.5
Associate/Assistant Superintendents	98.4				98.4
Administrative Assistants	22.3	8.7	3.7	10.7	45.4
Principals		739.3	206.9	324.1	1,270.3
Assistant Principals		63.0	147.5	274.5	485.0
Directors/Supervisors of Special Education	101.7	5.9	1.8	4.3	113.7
Directors/Supervisors of Health	8.4	1.7	1.2	.5	11.8
Directors/Supervisors of Vocational Education	15.9			12.0	27.9
Instructional Coordinators/Supervisors	73.5	13.8	3.4	15.2	105.9
Other Directors/Supervisors	122.7	10.3	6.2	31.6	170.8
Other Curriculum Specialists	85.4	8.8	6.0	11.3	111.5
Practical Arts/Vocational Education Teachers		20.5	117.0	887.5	1,025.0
Special Education Teachers		1,605.7	804.2	1,024.5	3,434.4
Pre-Kindergarten Teachers		261.2			261.2
Kindergarten Teachers		1,167.9			1,167.9
Other Teachers		12,718.7	4,989.1	8,617.5	26,325.3
Library Media Specialists		566.2	157.5	278.7	1,002.4
School Counselors		426.3	235.4	504.8	1,166.5
Clinical/School Psychologists	171.2	107.6	43.6	46.2	368.6
Nurses		282.4	91.9	78.4	452.7
Speech Pathologists	172.0	283.7	32.6	20.7	509.0
Audiologists	9.8	3.7			13.5
Social Work Services	122.4	78.3	24.9	24.7	250.3
Reading Specialists/Teachers		459.0	51.6	17.4	528.0
Others	331.8	130.3	32.5	49.9	544.5
TOTAL	1,614.0	18,963.0	6,957.0	12,234.5	39,768.5
Teachers Only		16,233.0	5,961.9	10,546.9	32,741.8

Source: Kansas State Department of Education, Superintendent's Organizational Report (SO66), 2001.

Table 3

**Kansas Student FTE Enrollment for 21 Years
(1979-1999)**

Date of Count	Enrollment Total FTE Count
9-20-79	405,722.1
9-20-80	397,878.0
9-20-81	392,752.5
9-20-82	389,224.3
9-20-83	387,348.9
9-20-84	387,030.6
9-20-85	389,703.1
9-20-86	396,110.9
9-20-87	401,090.6
9-20-88	405,190.7
9-20-89	409,656.1
9-20-90	416,383.2
9-20-91	424,737.4
9-20-92	431,320.5
9-20-93	437,210.1
9-20-94	440,684.2
9-20-95	442,465.9
9-20-96	445,767.3
9-20-97	448,609.0
9-20-98	448,925.7
9-20-99	448,610.3

Source: Kansas State Department of Education, School Finance, 1999

Table 4**Kansas Headcount Enrollment by Grade, Race, and Sex
(1999-2000)**

		TOTAL		WHITE		BLACK		HISPANIC		AMERICAN INDIAN OR ALASKA NATIVE		ASIAN OR PACIFIC ISLANDER	
Grade Level	Total All	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Kindergarten	30,863	15,654	15,209	11,848	11,442	1,475	1,561	1,780	1,700	207	187	344	319
1st Grade	34,618	18,004	16,614	13,835	12,654	1,775	1,637	1,800	1,700	252	246	342	377
2nd Grade	34,693	17,860	16,833	13,689	12,964	1,771	1,651	1,799	1,656	250	214	351	348
3rd Grade	35,017	18,005	17,012	13,977	13,075	1,683	1,755	1,739	1,558	234	244	372	380
4th Grade	35,712	18,444	17,268	14,501	13,594	1,733	1,609	1,625	1,481	246	232	339	352
5th Grade	35,391	18,339	17,052	14,489	13,473	1,689	1,612	1,557	1,385	243	217	361	365
6th Grade	35,788	18,383	17,405	14,664	13,974	1,654	1,481	1,427	1,356	226	237	412	357
7th Grade	36,208	18,641	17,567	15,051	14,130	1,536	1,533	1,462	1,351	190	217	402	336
8th Grade	36,850	18,953	17,897	15,463	14,509	1,551	1,494	1,351	1,304	226	221	362	369
9th Grade	39,693	20,668	19,025	16,545	15,354	1,785	1,572	1,653	1,471	262	235	423	393
10th Grade	36,798	18,814	17,984	15,580	14,744	1,429	1,415	1,258	1,192	188	199	359	434
11th Grade	34,417	17,320	17,097	14,671	14,373	1,149	1,204	944	973	178	171	378	376
12th Grade	32,522	16,447	16,075	14,057	13,673	1,057	1,014	783	783	177	180	373	425
Special Ed.	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed 3 & 4 Yr.	4,097	2,703	1,394	2,207	1,155	239	102	216	121	20	8	21	8
Nongraded	4,853	3,070	1,783	2,507	1,404	245	143	259	204	24	11	32	19
4-Year Old At-Risk	1,685	844	841	454	431	178	215	155	140	18	17	39	38
TOTAL	469,205	242,149	227,056	193,538	180,949	20,949	19,998	19,808	18,375	2,941	2,836	4,910	4,896

Source: Kansas State Department of Education, School Finance, 2000

Table 5**Kansas Headcount Enrollment by Grade, Race, and Sex
(2000-2001)**

		Total		White		Black		Hispanic		American Indian or Alaska Native		Asian or Pacific Islander	
GRADE LEVEL	TOTAL ALL	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Kindergarten	30,391	15,179	15,212	11,372	11,365	1,388	1,479	1,910	1,798	183	197	325	373
1st Grade	34,128	17,859	16,269	13,451	12,161	1,742	1,673	2,012	1,848	256	225	398	362
2nd Grade	33,958	17,578	16,380	13,393	12,399	1,705	1,627	1,861	1,735	257	238	362	381
3rd Grade	34,743	17,893	16,850	13,658	12,879	1,766	1,653	1,865	1,731	246	224	358	363
4th Grade	35,165	18,079	17,087	13,926	13,082	1,693	1,759	1,822	1,610	242	249	396	386
5th Grade	35,992	18,531	17,461	14,538	13,692	1,731	1,600	1,656	1,563	269	237	337	369
6th Grade	35,662	18,500	17,162	14,529	13,503	1,717	1,620	1,629	1,431	257	235	368	373
7th Grade	36,091	18,518	17,573	14,737	14,061	1,596	1,471	1,522	1,426	241	255	422	360
8th Grade	36,085	18,512	17,573	14,857	14,093	1,532	1,515	1,488	1,392	222	245	413	328
9th Grade	39,168	20,288	18,880	16,055	14,916	1,836	1,661	1,710	1,602	264	260	423	441
10th Grade	37,229	19,263	17,966	15,617	14,698	1,557	1,390	1,425	1,258	229	212	434	409
11th Grade	34,300	17,429	16,871	14,574	13,975	1,242	1,233	1,064	1,006	171	205	378	452
12th Grade	33,085	16,501	16,584	13,983	13,871	1,081	1,202	862	901	164	174	411	436
Special Ed.	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Ed 3 & 4 Yr.	4,484	2,928	1,556	2,400	1,244	226	124	243	145	27	23	32	20
Nongraded	5,646	3,422	2,225	2,814	1,827	227	125	297	236	47	24	37	13
4-Year Old At-Risk	2,207	1,109	1,098	583	577	214	230	230	221	19	15	63	55
TOTAL	468,334	241,589	226,747	190,487	178,343	21,253	20,362	21,596	19,903	3,094	3,018	5,157	5,121

Source: Kansas State Department of Education, School Finance, 2001

Table 6

Pupil-Teacher Ratios for Kansas And Nation (1992-2001)

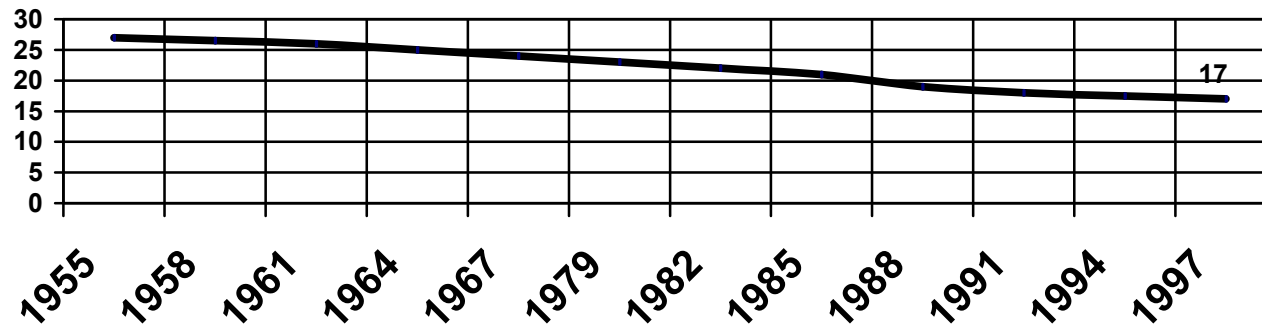
Year	Rank	State/National	Ratio
1992	44	Kansas	14.5
		National	17.2
1994	41	Kansas	15.2
		National	15.2
1995	38	Kansas	15.1
		National	17.2
1996		Kansas	15.1
		National	17.3
1997	38	Kansas	17.1
		National	17.2
1998	37	Kansas	14.9
		National	17.7
1999	36	Kansas	14.7
		National	16.6
2000	36	Kansas	14.6
		National	16.2
2001		Kansas	15.4
		National	

Source: U.S. Department of Education, National Center for Education Statistics and National Education Association, Washington, D.C.

Table 7

National Pupil-Teacher Ratios

Average number of pupils per teacher in the U.S. public schools, kindergarten through 12th grade, 1955-1997



Source: "1998 Digest of Education Statistics," National Center for Education Statistics

Table 8
Kansas Special Education Personnel
Total Compensated FTE By Area (FY'91-99)

Area	Fiscal Year 1991		Fiscal Year 1992	
	Professional	Paraprofessional	Professional	Paraprofessional
01 Educable Mental Retardation	282.50	236.03	253.11	215.71
02 Trainable Mental Retardation	132.60	181.94	113.00	152.17
03 Early Childhood	199.19	267.61	237.15	315.48
04 Nurse	51.30	6.25	54.48	6.75
05 Learning Disability	782.21	440.41	712.03	390.02
06 Hearing Impaired	73.15	130.29	71.21	137.23
07 Physically Impaired	11.35	16.70	10.30	18.19
08 Gifted	409.56	100.01	392.27	98.59
09 Behavior Disorder	476.79	430.91	458.79	412.02
10 Visually Impaired	27.93	31.74	29.29	29.51
11 Severe Multiple Disabilities	90.00	205.52	79.30	184.41
12 Audiology	17.86	17.40	18.80	16.10
14 Adaptive Pe	35.85	21.53	37.33	18.16
15 Psychology	368.10	27.28	364.32	20.77
16 Social Work	176.77	21.60	182.37	13.53
17 Speech/Language	490.36	166.94	488.45	184.75
18 Seimc	28.75	59.44	23.50	59.12
19 Special Ed Administration	102.91	11.32	102.09	11.19
20 Homebound	7.22	0	7.50	0
22 Counselor	23.12	1.90	19.38	2.50
23 Occupational Therapy	75.15	40.00	68.40	33.25
24 Physical Therapy	44.66	49.78	46.91	46.97
25 Interrelated Ld/Emr	215.66	158.87	227.43	176.28
26 Interrelated Ld/Bd	134.20	149.17	167.55	175.98
27 Interrelated Ld/Emr/Bd	310.25	340.60	367.60	418.94
28 Interrelated Emr/Tmr	60.60	81.79	70.80	100.96
29 Interrelated Tmr/Smd	33.90	68.55	41.90	88.27
30 Interrelated-Other	80.70	103.80	131.20	160.25
31 Vocational Special Needs	45.12	40.77	43.12	40.68
32 Art Therapy	2.67	1.00	1.67	1.00
33 Dance/Movement Therapy	0	0	0	0
34 Music Therapy Education	15.32	2.00	15.48	1.40
35 Recreation Therapy	1.00	1.00	1.00	1.00
36 Work Study/Vocational	31.20	36.00	32.29	42.72
37 Supervisor	55.90	16.30	52.10	10.70
38 Diagnostic Teacher	20.11	13.76	16.64	10.90
39 Interrelated Bd/Emr	0	0	4.00	3.60
40 Assistive Technology	0	0	0	0
41 Program Evaluation	0	0	0	0
42 Personnel Development	0	0	0	0
43 Integration Specialist	0	0	0	0
44 Transition Services	0	0	0	0
45 Rehabilitation Counseling	0	0	0	0
46 Orientation/Mobility Spec	0	0	0	0
48 Infant/Toddler	0	0	0	0
49 Educational Interpreter	0	0	0	0
50 Registered Dietitian	0	0	0	0
Summer School	108.31	82.25	120.50	98.84
Non-Public Equivalency	16.72		26.10	
Total FTE	5038.99	3560.46	5089.36	3697.94

Table 8 (cont.)

Area	Fiscal Year 1993		Fiscal 1994	
	Professional	Paraprofessional	Professional	Paraprofessional
01 Educable Mental Retardation	227.01	229.91	155.86	159.36
02 Trainable Mental Retardation	111.20	170.09	91.17	158.23
03 Early Childhood	271.52	378.61	270.80	386.67
04 Nurse	53.50	5.13	56.17	5.83
05 Learning Disability	635.50	398.08	473.27	350.62
06 Hearing Impaired	71.28	143.25	72.90	152.66
07 Physically Impaired	9.20	18.00	8.25	13.30
08 Gifted	397.20	111.60	403.24	112.25
09 Behavior Disorder	441.67	442.63	338.17	360.39
10 Visually Impaired	29.51	33.48	28.68	38.82
11 Severe Multiple Disabilities	80.70	183.99	77.57	181.16
12 Audiology	19.84	15.26	19.94	15.49
14 Adaptive Pe	41.76	21.58	44.09	19.17
15 Psychology	381.09	34.45	397.68	27.83
16 Social Work	188.43	19.92	188.36	19.79
17 Speech/Language	508.82	216.88	528.78	261.04
18 Seimc	21.72	52.52	20.72	52.45
19 Special Ed Administration	98.96	58.97	100.29	66.11
20 Homebound	15.74	0.07	11.73	0.20
22 Counselor	25.59	0	24.86	0
23 Occupational Therapy	74.36	49.89	74.98	49.98
24 Physical Therapy	42.36	53.32	43.37	57.24
25 Interrelated Ld/Emr	245.69	214.03	252.17	245.09
26 Interrelated Ld/Bd	165.66	203.89	152.23	185.73
27 Interrelated Ld/Emr/Bd	449.49	475.62	792.84	869.61
28 Interrelated Emr/Tmr	69.90	112.19	64.95	105.62
29 Interrelated Tmr/Smd	44.80	100.65	52.60	115.16
30 Interrelated-Other	229.57	353.41	335.38	535.55
31 Vocational Special Needs	45.01	40.82	56.67	58.63
32 Art Therapy	1.13	1.00	0.60	0.40
33 Dance/Movement Therapy	0	0	0	0
34 Music Therapy Education	14.30	1.00	10.55	1.00
35 Recreation Therapy	0	0	0	0
36 Work Study/Vocational	34.40	47.82	28.76	41.23
37 Supervisor	52.40	22.11	54.19	20.30
38 Diagnostic Teacher	13.50	4.50	11.56	1.00
39 Interrelated Bd/Emr	7.00	10.18	9.00	15.76
40 Assistive Technology	3.55	2.00	4.05	1.30
41 Program Evaluation	0.50	0	0.71	0
42 Personnel Development	5.14	2.67	4.55	1.67
43 Integration Specialist	18.51	43.93	28.13	44.65
44 Transition Services	1.00	3.60	12.1	18.67
45 Rehabilitation Counseling	0	0	0	0
46 Orientation/Mobility Spec	1.00	3.00	0.60	1.20
48 Infant/Toddler	0	0	27.98	19.04
49 Educational Interpreter	0	0	0	0
50 Registered Dietitian	0	0	0	0
Summer School	132.50	88.56	102.53	89.12
Non-Public Equivalency	40.05		47.28	
Total FTE	5322.06	4368.61	5480.31	4859.32

Table 8 (cont.)

Area	Fiscal Year 1995		Fiscal Year 1996	
	Professional	Paraprofessional	Professional	Paraprofessional
01 Educable Mental Retardation	151.64	163.92	147.20	151.82
02 Trainable Mental Retardation	81.00	138.42	80.40	171.15
03 Early Childhood	299.08	446.22	319.46	486.31
04 Nurse	62.41	7.22	58.61	7.09
05 Learning Disability	447.41	392.97	431.76	404.50
06 Hearing Impaired	73.25	144.63	70.33	142.94
07 Physically Impaired	7.20	9.30	8.12	11.80
08 Gifted	398.70	129.76	393.28	130.56
09 Behavior Disorder	332.36	369.08	356.03	390.39
10 Visually Impaired	32.47	36.17	32.87	35.23
11 Severe Multiple Disabilities	70.72	170.71	64.84	170.42
12 Audiology	19.02	16.57	19.30	16.09
14 Adaptive Pe	46.96	22.44	49.37	29.32
15 Psychology	406.38	34.22	416.33	39.67
16 Social Work	187.15	19.25	185.46	15.90
17 Speech/Language	531.27	281.07	539.91	310.53
18 Seimc	18.62	42.08	19.07	38.58
19 Special Ed Administration	96.01	65.99	93.21	68.63
20 Homebound	17.59	1.20	13.70	1.09
22 Counselor	32.81	0.20	29.71	0
23 Occupational Therapy	78.41	57.19	85.53	58.52
24 Physical Therapy	47.25	52.81	47.17	47.96
25 Interrelated Ld/Emr				
26 Interrelated Ld/Bd				
27 Interrelated Ld/Emr/Bd				
28 Interrelated Emr/Tmr				
29 Interrelated Tmr/Smd				
30 Interrelated-Other	1788.54	2466.97	1876.56	2785.86
31 Vocational Special Needs	60.36	60.69	61.82	67.36
32 Art Therapy	1.50	0.99	1.50	1.00
33 Dance/Movement Therapy	0	0	0	0
34 Music Therapy Education	12.50	2.80	12.50	4.18
35 Recreation Therapy	0	0	0	0
36 Work Study/Vocational	27.36	38.43	25.00	37.15
37 Supervisor	56.60	23.45	54.20	25.11
38 Diagnostic Teacher	12.49	2.40	12.50	1.00
39 Interrelated Bd/Emr				
40 Assistive Technology	3.55	1.00	4.49	0.50
41 Program Evaluation	1.65	0	1.75	0
42 Personnel Development	7.35	2.57	7.82	1.30
43 Integration Specialist	35.08	62.03	42.15	79.43
44 Transition Services	15.10	20.06	18.15	22.42
45 Rehabilitation Counseling	0	0	0	0
46 Orientation/Mobility Spec	0	0	1.00	0
48 Infant/Toddler	28.75	19.57	32.61	22.39
49 Educational Interpreter	6.63	0	16.04	0.90
50 Registered Dietitian	0	0	0	0
Summer School	103.65	97.24	108.84	107.08
Non-Public Equivalency	79.55		93.85	
Total FTE	5678.37	5399.62	5832.44	5884.18

Table 8 (cont.)

Area	Fiscal Year 1997		Fiscal Year 1998	
	Professional	Paraprofessional	Professional	Paraprofessional
01 Educable Mental Retardation	239.78	415.97	276.56	516.40
02 Trainable Mental Retardation				
03 Early Childhood	347.83	536.93	375.13	612.21
04 Nurse	64.84	9.13	76.38	10.08
05 Learning Disability	406.94	433.75	380.00	447.69
06 Hearing Impaired	71.26	135.60	72.90	128.29
07 Physically Impaired	7.60	14.00	7.00	14.53
08 Gifted	406.75	126.81	390.57	144.37
09 Behavior Disorder	361.23	417.09	365.06	443.71
10 Visually Impaired	33.90	38.25	33.37	41.39
11 Severe Multiple Disabilities	70.63	199.35	68.42	180.06
12 Audiology	18.93	20.42	19.29	20.93
14 Adaptive Pe	47.45	25.11	50.31	22.69
15 Psychology	428.03	41.70	441.99	45.61
16 Social Work	189.71	20.05	201.81	6.10
17 Speech/Language	555.83	282.90	577.71	280.71
18 Seimc	16.24	34.39	13.40	36.42
19 Special Ed Administration	92.68	74.08	91.85	84.04
20 Homebound	16.85	1.23	20.32	1.00
22 Counselor	28.12	0	33.91	0
23 Occupational Therapy	98.66	55.37	111.56	60.80
24 Physical Therapy	52.80	47.70	56.77	41.01
25 Interrelated Ld/Emr				
26 Interrelated Ld/Bd				
27 Interrelated Ld/Emr/Bd				
28 Interrelated Emr/Tmr				
29 Interrelated Tmr/Smd				
30 Interrelated-Other	1948.48	3141.68	1981.08	3420.11
31 Vocational Special Needs	69.47	78.62	69.64	71.54
32 Art Therapy	1.50	0.80	1.42	1.13
33 Dance/Movement Therapy	0	0	0	0
34 Music Therapy Education	11.22	1.00	10.03	6.51
35 Recreation Therapy	0	0	1.00	0
36 Work Study/Vocational	21.90	34.52	20.70	34.17
37 Supervisor	55.58	30.76	59.11	45.52
38 Diagnostic Teacher	8.50	0	4.00	0
39 Interrelated Bd/Emr				
40 Assistive Technology	5.54	1.31	5.59	2.98
41 Program Evaluation	2.07	0	3.00	0
42 Personnel Development	6.18	0	6.41	8.12
43 Integration Specialist	42.47	57.97	49.56	77.22
44 Transition Services	19.60	21.84	19.36	22.74
45 Rehabilitation Counseling	0	0	0	0
46 Orientation/Mobility Spec	1.85	0	1.21	0
48 Infant/Toddler	24.68	19.82	25.40	22.40
49 Educational Interpreter	26.80	0	45.73	0
50 Registered Dietitian	0	0	0	0
Summer School	115.70	112.00	103.08	116.05
Non-Public Equivalency	98.19		120.69	
Total FTE	6015.79	6430.15	6191.32	6966.53

Table 8 (cont.)

Area	Fiscal Year 1999		Fiscal 2000	
	Professional	Paraprofessional	Professional	Paraprofessional
01 Educable Mental Retardation	281.41	522.84	275.99	545.14
02 Trainable Mental Retardation				
03 Early Childhood	399.31	666.41	412.78	694.08
04 Nurse	86.47	12.29	92.21	13.42
05 Learning Disability	392.37	507.36	375.39	574.86
06 Hearing Impaired	70.03	133.90	72.45	123.46
07 Physically Impaired	6.00	14.00	6.00	14.33
08 Gifted	409.09	148.16	434.18	147.55
09 Behavior Disorder	360.65	458.34	341.58	449.88
10 Visually Impaired	35.24	43.57	35.55	40.65
11 Severe Multiple Disabilities	68.65	195.15	70.74	212.90
12 Audiology	20.58	21.82	20.53	23.22
14 Adaptive Pe	53.44	27.31	57.15	15.13
15 Psychology	455.16	45.64	470.85	45.18
16 Social Work	221.68	7.00	240.37	8.82
17 Speech/Language	611.75	290.53	653.18	291.64
18 Seimc	13.03	34.76	12.90	34.57
19 Special Ed Administration	94.13	80.96	96.69	100.36
20 Homebound	16.81	1.13	17.50	1.35
22 Counselor	35.43	0.55	39.43	0.27
23 Occupational Therapy	131.90	67.40	153.88	84.00
24 Physical Therapy	63.48	39.29	66.03	40.93
25 Interrelated Ld/Emr				
26 Interrelated Ld/Bd				
27 Interrelated Ld/Emr/Bd				
28 Interrelated Emr/Tmr				
29 Interrelated Tmr/Smd				
30 Interrelated-Other	2109.11	3808.81	2209.47	4133.49
31 Vocational Special Needs	73.83	74.74	71.05	80.48
32 Art Therapy	2.30	0	3.50	1.00
33 Dance/Movement Therapy	0	0	0	0
34 Music Therapy Education	13.79	6.43	13.56	6.02
35 Recreation Therapy	1.30	0	1.00	1.00
36 Work Study/Vocational	21.70	37.81	20.70	33.87
37 Supervisor	63.24	49.74	60.55	36.63
38 Diagnostic Teacher	3.00	0	3.00	0
39 Interrelated Bd/Emr				
40 Assistive Technology	5.59	3.16	7.27	4.78
41 Program Evaluation	1.50	0	0.42	0
42 Personnel Development	5.84	5.48	5.72	1.00
43 Integration Specialist	44.08	96.40	49.69	138.41
44 Transition Services	21.64	38.09	24.15	32.41
45 Rehabilitation Counseling	0	0	0	0
46 Orientation/Mobility Spec	1.15	0	1.16	0
48 Infant/Toddler	23.00	21.25	21.19	15.98
49 Educational Interpreter	47.62	0	58.22	0
50 Registered Dietitian	0	0	0.07	0
Summer School	117.26	138.94	131.56	151.11
Non-Public Equivalency	134.96		172.30	
Total FTE	6517.52	7599.26	6799.96	8097.92

Table 9
Kansas Special Education Professionals FTE Trends
FY 91-00

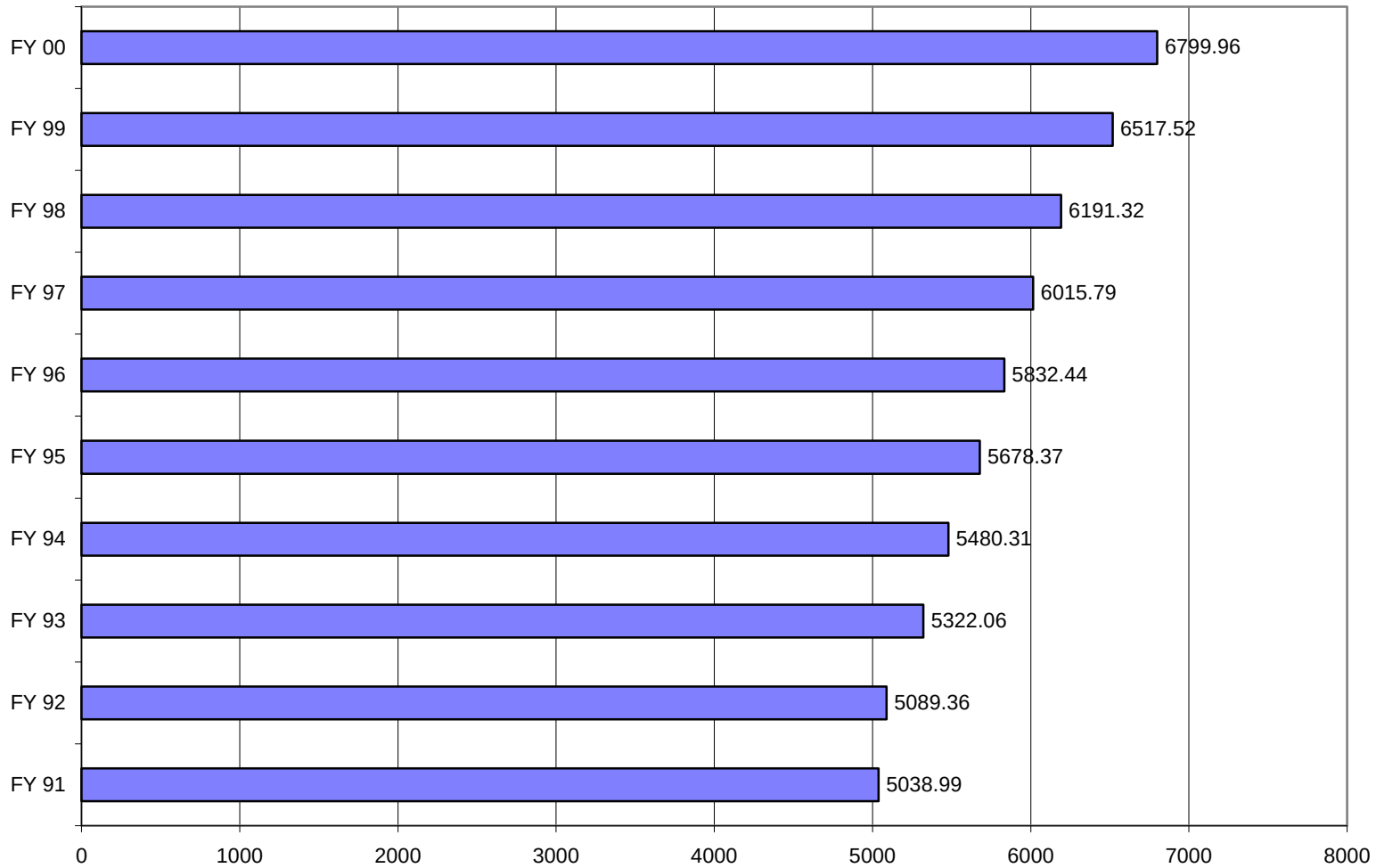


Table 10
Kansas Special Education ParaProfessional Trends
FY 91 - 00

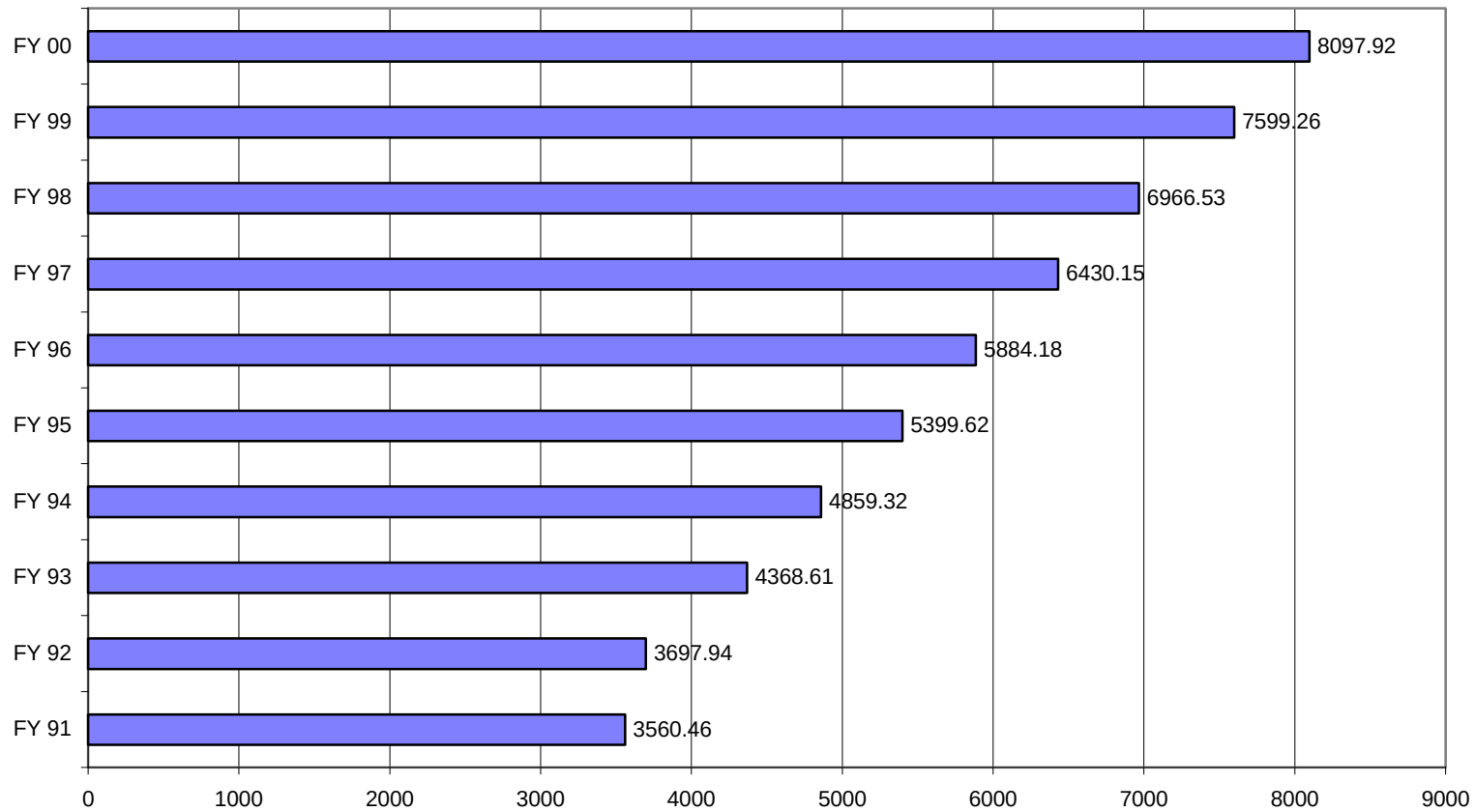


Table 11

**Kansas Special Education Child Count and Prevalence Trends*
(1989-2000)**

Special Education Child Counts	December 1, Year	12/1/1989	12/1/1990	12/1/1991	12/1/1992	12/1/1993	12/1/1994	12/1/1995	12/1/1996	12/1/1997	12/1/1998	12/1/1999	12/1/2000
	Disabled	43599	45287	46512	48177	49559	51665	53613	55352	56657	58433	60040	61270
	Gifted	13000	13171	13411	14010	14053	14467	14200	14015	14543	14984	15050	15562
	All Exceptional	56599	58205	59569	61634	63221	65651	67387	68992	70730	72877	74534	76255
Child Counts % Change from prior year	Disabled	0.2%	3.9%	2.7%	3.6%	2.9%	4.2%	3.8%	3.2%	2.4%	3.1%	2.8%	2.0%
	Gifted	4.4%	1.3%	1.8%	4.5%	0.3%	2.9%	-1.8%	-1.3%	3.8%	3.0%	0.4%	3.4%
	All Exceptional	1.1%	2.8%	2.3%	3.5%	2.6%	3.8%	2.6%	2.4%	2.5%	3.0%	2.3%	2.3%
Public School Enrollments % Change from prior year	September 20, Year	09/20/1989	09/20/1990	09/20/1991	09/20/1992	09/20/1993	09/20/1994	09/20/1995	09/20/1996	09/20/1997	09/20/1998	09/20/1999	09/20/2000
		430864	440859	445390	450965	457614	460838	462817	465402	467682	468074	469367	469377
		1.0%	2.3%	1.0%	1.2%	1.5%	0.7%	0.4%	0.6%	0.5%	0.1%	0.3%	0.0%
SPED Prevalence in Kansas Public Schools	Disabled	9.49%	9.65%	9.93%	10.20%	10.38%	11.01%	11.40%	11.72%	11.96%	12.37%	12.67%	12.94%
	Gifted	3.02%	2.99%	3.01%	3.11%	3.07%	3.14%	3.07%	3.01%	3.11%	3.20%	3.21%	3.31%
	All Exceptional	12.51%	12.63%	12.94%	13.18%	13.36%	14.05%	14.37%	14.65%	14.97%	15.57%	15.76%	16.13%
% Change in SPED Prevalence from prior year	Disabled		0.16%	0.28%	0.27%	0.18%	0.63%	0.39%	0.32%	0.24%	0.40%	0.31%	0.27%
	Gifted		-0.03%	0.02%	0.10%	-0.04%	0.07%	-0.07%	-0.06%	0.10%	0.09%	0.00%	0.11%
	All Exceptional		0.12%	0.31%	0.26%	0.18%	0.69%	0.32%	0.28%	0.32%	0.60%	0.19%	0.37%

* Audited Individual Student Counts from KSDE Web Site

Gifted students identified with a disability are counted under both the Disability and Gifted categories, but are NOT duplicated in the All Exceptional Total.

Table 12**Kansas Special Education Child Count Trends by Exceptionality
(1989-1998)**

December 1 Year	12/1/89	12/1/90	12/1/91	12/1/92	12/1/93	12/1/94	12/1/95	12/1/1996	12/1/1997	12/1/1998
Part H / (ages 0-2 year old)*	383	491	650	853	1005	1200	1429	1492	1649	1884
ECH -ages 3-5 year olds	3597	3881	4472	4815	5534	5856	6135	6367	6629	6933
Autism	n/a	n/a	n/a	79	147	185	237	252	273	341
Behavior Disorders	4696	4729	4846	4969	4924	5044	5251	5271	4985	4458
Developmentally Delayed	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	102
Deaf-Blind	12	15	13	14	10	31	23	28	28	12
Hearing Impairments	633	717	593	592	568	580	595	619	637	581
Mental Retardation	5786	5946	5390	5467	5414	5506	5621	5862	5776	5538
Multiple Disabilities	640	737	589	600	572	522	585	528	548	1993
Other Health Impairments	251	380	623	783	1095	1648	2262	2927	3673	3976
Physical Impairments	555	577	369	417	484	498	513	445	467	459
Specific Learning Disability	16557	17302	18732	19449	20021	20741	21043	21739	22076	21443
Speech / Language Impairments	10630	10775	10674	10672	10416	10625	10850	10898	11179	11343
Traumatic Brain Injury	n/a	n/a	n/a	114	159	213	273	174	128	125
Visual Impairments	242	228	211	206	215	216	225	242	258	207
Disabled Total	43599	45287	46512	48177	49559	51665	53613	55352	56657	58433
Gifted	13000	13171	13411	14010	14053	14465	14200	14015	14543	14984
All Exceptional	56599	58205	59569	61634	63221	65651	67387	68992	70730	72877

Notes: Part H child counts from KDHE and not included in State totals.

Beginning with 12/1/90, gifted students identified with a disability are counted only once in the All Exceptional Total.

Beginning with 12/1/94, students reported under the State Special Education non-categorical waiver were statistically distributed categorically for the Federal reporting requirements based on historical USD and COOP distributions.

Table 13

**Number of Personnel in the Kansas Department of Education
(1978-2001)**

Date	KSDE Grand Total Personnel Report Budgeted Positions
July 1, 1978	175.0
July 1, 1979	186.0
July 1, 1980	181.0
July 1, 1981	185.0
July 1, 1982	172.0
July 1, 1983	171.0
July 1, 1984	174.0
July 1, 1985	180.0
July 1, 1986	182.0
July 1, 1987	183.0
July 1, 1988	187.0
July 1, 1989	190.0
July 1, 1990	192.0
July 1, 1991	192.0
July 1, 1992	196.0
July 1, 1993	199.0
July 1, 1994	208.0
July 1, 1995	207.0
July 1, 1996	202.0
July 1, 1997	203.0
July 1, 1998	208.5
July 1, 1999	200.0
July 1, 2000	201.5
July 1, 2001	190.5

Source: Kansas State Board of Education, compiled from various personnel reports.
This chart was completed July 2001.

Table 14

**Percent Public High School Graduation Rate
(Rank)**

	1990	1991	1993	1994*	1995**	1999	2000
Kansas	81.99(11)	81.12 (10)	80.3 (15)	79.0 (13)	77.4 (13)	75.3 (17)	74.1 (16)
National	71.2	71.19	71.1	70.1	68.6	67.5	67.0

*Calculated by comparing numbers of high school graduates in 1994 with 9th grade enrollment in fall 1990, etc.

**Percent of ninth graders who graduate.

Source: Morgan Quinto Corporation using data from U.S. Department of Education, National Center for Education Statistics, taken from various years' reports.

Table 15

Status of 1999-2000 Kansas Graduates by Ethnicity and Gender as of May 2001

	WHITE		BLACK		HISPANIC		AMERICAN INDIAN ALASKA NATIVE		ASIAN OR PACIFIC ISLANDER		ALL GRADUATES		
Status of Graduates	M	F	M	F	M	F	M	F	M	F	M	F	Total
Four Year College Or University	5,048	6,346	249	367	168	188	43	44	202	215	5,710	7,160	12,870
Two Year College	3,120	3,472	274	249	169	212	31	38	50	62	3,644	4,033	7,677
Other Type College	427	227	15	29	31	28	5	4	5	7	483	295	778
Other Postsecondary (Noncollege)	517	283	41	42	12	24	12	3	8	5	590	357	947
Employment	1,809	1,162	80	81	90	78	20	28	15	15	2,014	1,364	3,378
Unemployment	58	43	-	2	-	4	1	2	-	1	59	52	111
Parenting	6	146	-	9	-	5	1	3	1	2	8	165	173
Military Service	545	130	46	36	33	12	5	4	4	2	633	184	817
All Other Graduates	309	245	26	22	12	14	3	4	6	13	356	298	654
Status Unknown	664	618	111	87	61	64	14	10	28	40	878	819	1,697
Total Graduates	12,503	12,672	842	924	576	629	135	140	319	362	14,375	14,727	29,102

Table 16**Kansas and National Student Dropout Rate: 1994-2000**

	1994	1995	1996	1997	1998	1999	2000
Kansas	3.5%	3.1%	3.0%	3.0%	2.7%	2.6%	2.2%
National	11.4%	12.0%	11.1%	11.0%	11.8%	11.2%	

Source: U.S. Department of Education, National Center for Education Statistics. "Dropout Rates in the U.S." for various years. (This table was prepared July 2001.)

Table 17**Kansas ACT Scores 1993-2001**

Year	Number	English	Math	Reading	Scientific Reasoning	Composite
1993-94	18,823	20.7	20.2	21.8	21.4	21.1
1994-95	20,274	20.7	20.3	21.9	21.5	21.1
1995-96	19,728	20.9	20.3	22.0	21.6	21.3
1996-97	21,162	21.1	21.1	22.2	21.8	21.7
1997-98	22,305	21.1	21.4	22.1	21.7	21.7
1998-99	23,210	21.0	21.0	21.9	21.4	21.5
1999-00	24,049	21.0	21.2	22.1	21.6	21.6
2000-01	24,380	21.0	21.2	22.1	21.7	21.6

Table 18**National ACT Scores 1993-2001**

Year	Number	English	Math	Reading	Scientific Reasoning	Composite
1993-94	891,714	20.3	20.2	21.2	20.9	20.8
1994-95	945,369	20.2	20.2	21.3	21.0	20.8
1995-96	924,663	20.3	20.2	21.3	21.1	20.9
1996-97	959,301	20.3	20.6	21.3	21.1	21.0
1997-98	995,039	20.4	20.8	21.4	21.1	21.0
1998-99	1,019,053	20.5	20.7	21.4	21.0	21.0
1999-00	1,065,138	20.5	20.2	21.3	21.1	21.0
2000-01	1,069,772	20.5	20.7	21.3	21.0	21.0

Source: Kansas State Department of Education, Accountability Report, various years. (These tables created July 2001.)

Table 19**Kansas and National SAT Trend Data: 1988-2000 (Recentered score scale)**

Year	Kansas Verbal	Nat'l. Verbal	Kansas Math	Nat'l. Math	Kansas # of Testers	Nat'l. # of Testers	Kansas % of H.S. Grads.	Nat'l. % of H.S. Grads.
'88-89	569	504	561	502	2,902	1,088,223	10%	40%
'89-90	566	500	563	501	2,810	1,025,523	10%	40%
'90-91	567	499	562	500	2,652	1,032,685	10%	42%
'91-92	562	500	562	501	2,617	1,034,131	10%	42%
'92-93	568	500	564	503	2,528	1,044,465	10%	42%
'93-94	568	499	565	504	2,467	1,050,386	9%	42%
'94-95	576	504	571	506	2,519	1,067,993	9%	41%
'95-96	579	505	571	508	2,587	1,084,725	9%	41%
'96-97	578	505	575	511	2,678	1,127,021	9%	42%
'97-98	582	505	585	512	2,662	1,172,779	9%	43%
'98-99	578	505	576	511	2,686	1,220,130	9%	44%
'99-00	574	505	580	514	2,871	1,260,278	9%	44%
'00-01	577	506	580	514	2,730	1,276,320	9%	45%

Source: The College Board, Illinois, August 1998. (This table was compiled July 2001.)

Table 20**Kansas and National NAEP Scores**

Subject	Grade	Year	State Average	National Average
Reading (Scale:0-500)	4	1998	222	215
	8	1998	268	261
Mathematics (Scale:0-500)	4	2000	232	226
	8	2000	284	274

Source: NAEP, Kansas State Profile, August 2001

Table 21**Crime Rates in Kansas Schools: 1995-2000****Numbers Who Committed Violent Acts Against Students (Per 100 Students)**

Years	Total	Total Male	Total Female	Total Free & Reduced	Total Special Education
1995	2.70	4.0	.90	3.60	6.00
1996	2.40	3.40	.80	3.10	5.40
1997	2.06	3.17	.87	3.70	5.30
1998	2.12	3.19	.99	3.70	5.70
1999	1.98	2.99	.91	3.20	4.70
2000	1.76	2.62	.86	3.14	4.24

Table 22**Crime Rates in Kansas Schools: 1995-2000****Numbers Who Committed Violent Acts Against Teachers (Per 100 Students)**

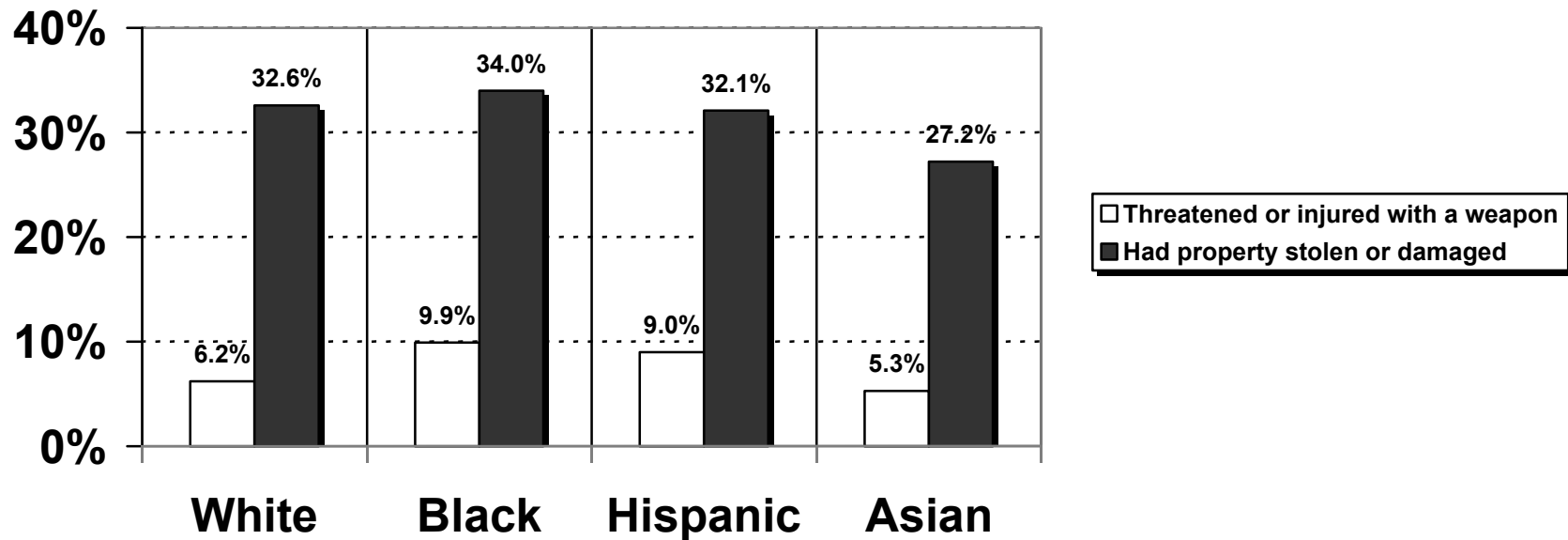
Years	Total	Total Male	Total Female	Total Free & Reduced	Total Special Education
1995	<.1	.20	0	.20	.70
1996	.20	.20	0	.30	.90
1997	.16	.24	.07	.31	.85
1998	.19	.30	.08	.39	.99
1999	.20	.30	.10	.40	.80
2000	.26	.40	.12	.55	1.10

Source: Kansas State Board of Education, Accountability Reports from various years.
 These tables were completed July 2001.

Table 23

National Crime rate in schools

Percentage of students in grades 9-12 who reported being victimized at school, by type of crime and race, 1997



Source: "Youth Risk Behavior Survey, 1993, 1995, and 1997," U.S. Department of Health and Human Services

Table 24**Computers for Instructional Use in Public Schools in U.S.**

(in millions)

1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
4.9	5.0	6.3	7.4	8.2	9.8

Source: Technology in Education 2000 / Market Data Retrieval

Table 25**Intensity of Computer Use in Kansas and the Nation**

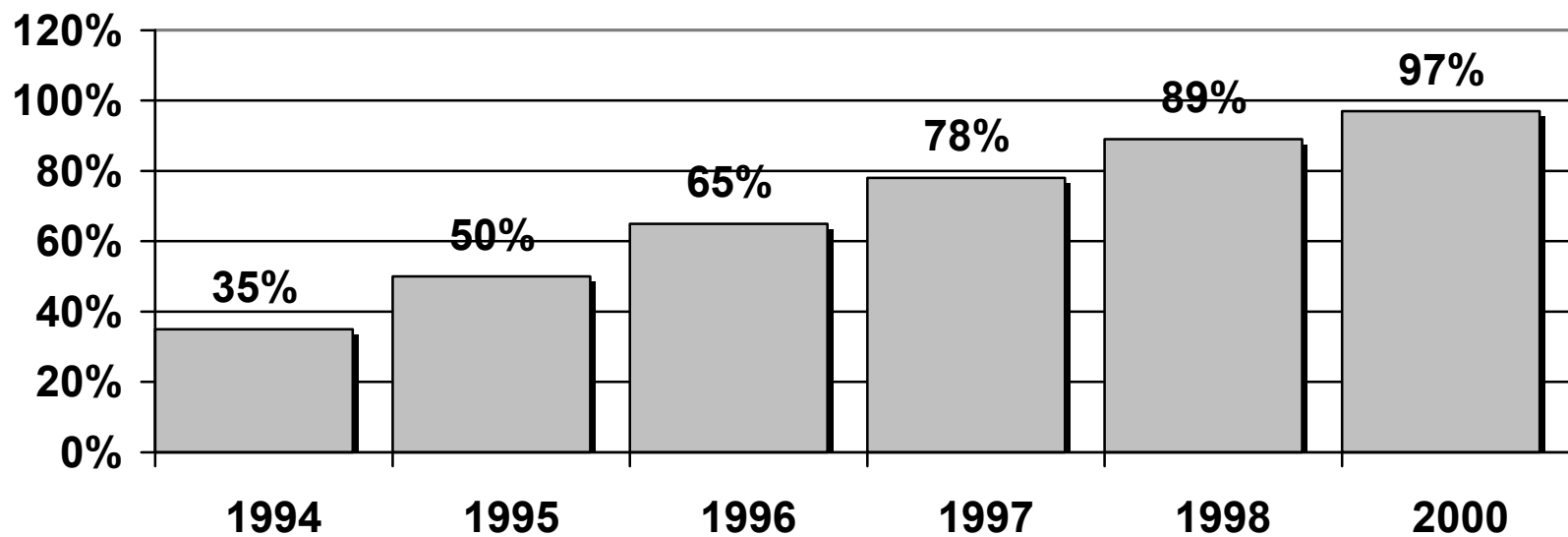
	% of schools with Internet access	Internet computer intensity (# of students per Internet access computer)	Networked computer intensity (# of students per networked computer)	CD-ROM intensity (# of students per CD-ROM drive)	Online curriculum content subscribers (% of schools subscribing to fee-based content)	Teacher e-mail (% of schools where 50%+ teachers have school-based e-mail)	% of teachers using computers daily
Kansas	96.2	6.0	4.0	5.5	12.9	85.0	86.3
Nation	83.8	7.9	8.4	7.3	13.0	76.9	78.2

Source: Market Data Retrieval, 2000

Table 26

American Public Schools and the Internet

Percentage of American public primary and secondary schools with access to the Internet, 1994-2000



Source: "Internet Access in Public Schools," February 1999, U.S. Department of Education

Table 27

Kansas School Districts with High Speed Internet Connectivity

Fall 1999 survey

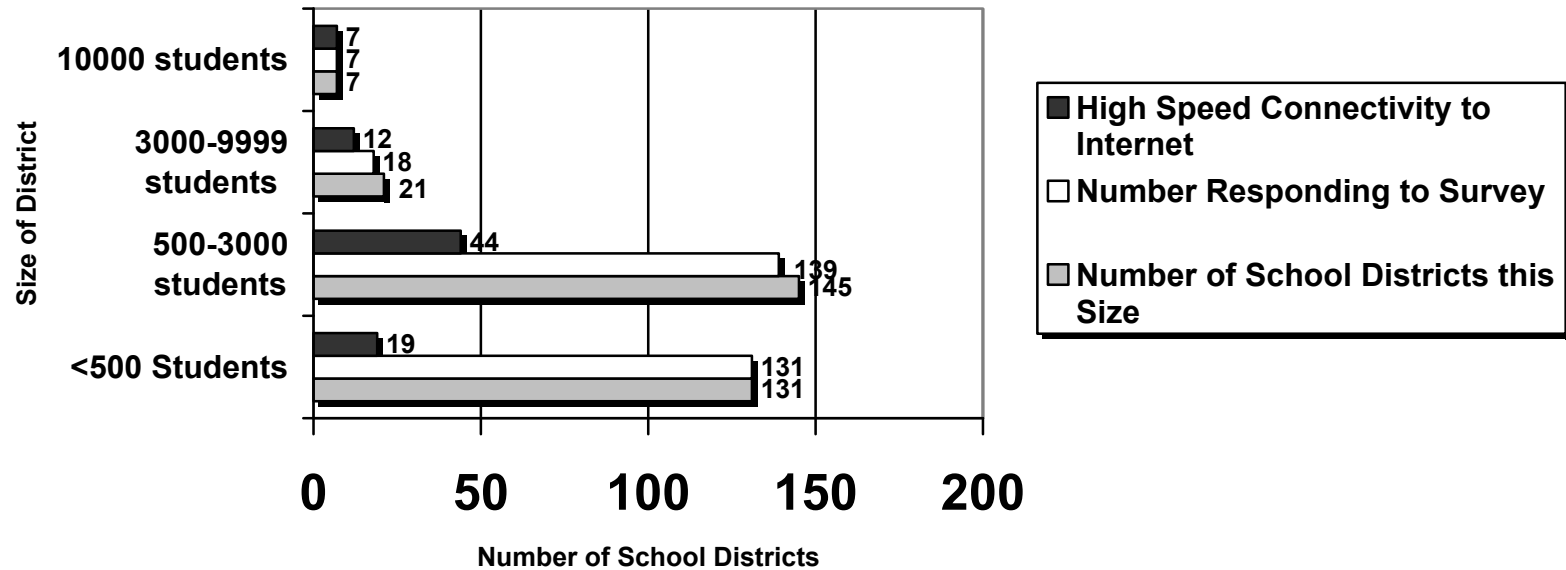


Table 28

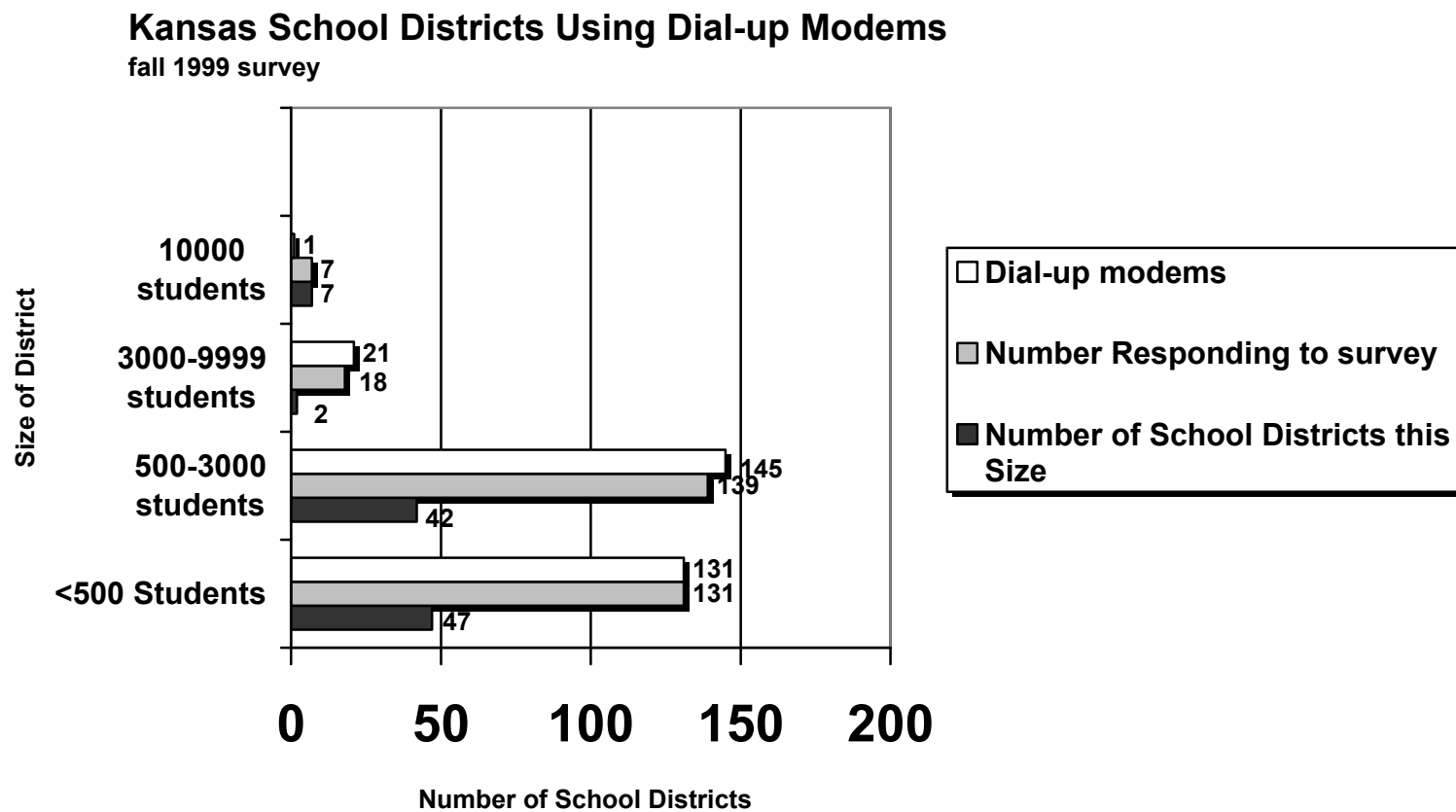


Table 29**Kansas Expenditures by Source 1992-2000****Weighted FTE Enrollment**

Year	State Average	Lowest	Median	Highest	State Totals
1992-93	1,702.7	165.9	909.1	48,098.0	517,613.7
1993-94	1,732.0	176.7	936.1	48,081.5	526,519.4
1994-95	1,752.3	173.1	938.2	47,278.2	532,684.3
1995-96	1,772.6	166.5	943.8	46,967.9	538,860.9
1996-97	1,802.0	170.2	944.3	48,083.5	547,798.1
1997-98	1,846.3	197.7	951.3	49,571.7	561,263.4
1998-99	1,873.1	195.6	934.2	51,326.3	569,418.6
1999-00	1,885.2	173.8	918.0	52,081.8	573,095.1

Table 30**Kansas Expenditures by Source 1992-2000****General Fund Budget Per Pupil**

Year	State Average	Lowest	Median	Highest	State Totals
1992-93	3,543.60	2,733.18	3,582.15	3,600.00	1,834,215,942
1993-94	3,586.63	3,311.49	3,600.00	3,600.00	1,888,431,565
1994-95	3,586.37	3,276.71	3,600.00	3,600.00	1,910,400,987
1995-96	3,608.04	3,411.18	3,626.00	3,626.00	1,944,230,349
1996-97	3,629.47	3,231.3	3,646.56	3,648.00	1,988,214,358
1997-98	3,669.99	3,667.66	3,670.00	3,670.00	2,059,831,907
1998-99	3,749.96	3,714.00	3,720.00	3,720.00	2,118,212,964
1999-00	3,769.98	3,767.76	3,770.00	3,770.00	2,160,557,971

Table 31

Kansas Expenditure by Source 1992-2000
Supplemental General Fund Budget Per Pupil

Year	State Average	Lowest	Median	Highest	State Totals
1992-93	190.01	0	0	900.00	98,351,643
1993-94	283.17	0	0	1,016.47	149,094,241
1994-95	312.82	0	0	1,070.75	169,832,688
1995-96	343.51	0	28.97	906.50	185,102,139
1996-97	382.64	0	73.19	1,178.56	209,607,830
1997-98	418.63	0	140.99	917.50	234,960,654
1998-99	495.47	0	291.27	930.00	282,128,621
1999-00	563.23	0	377.00*	942.50	322,786,882

Table 32

Kansas Expenditure by Source 1992-2000
General + Supplemental Fund Budget Per Pupil

Year	State Average	Lowest	Median	Highest	State Totals
1992-93	3,733.61	2,753.18	3,600.00	4,500.00	1,932,567,585
1993-94	3,869.80	3,311.49	3,600.00	4,571.88	2,037,525,806
1994-95	3,905.19	3,356.89	3,600.00	4,670.75	2,080,233,675
1995-96	3,951.54	3,411.18	3,626.00	4,532.50	2,129,332,488
1996-97	4,012.10	3,448.82	3,691.78	4,818.66	2,197,822,188
1997-98	4,088.62	3,667.66	3,810.99	4,587.50	2,294,792,561
1998-99	4,215.43	3,715.09	3,769.98	4,650.00	2,400,341,585
1999-00	4,332.21	3,767.76	4,109.30	4,712.50	

*Median of those districts who have Supplemental General Fund (LOB)

Table 33

Kansas Total Expenditures Per Pupil: 1997-1999

Academic Year	FTE Enrollment	Total Expenditures	Expenditures Per Pupil
1997-1998	448,609.0	\$2,975,137,606	\$6,631.92
1998-1999	448,925.7	\$3,158,047.102	\$7,034.68
1999-2000	448,610.3	\$3,302,703,457	\$7,362.08

Source: Kansas State Department of Education, LEA Finance, “Kansas USD’s Total Expenditures Per Pupil,” 1999-2000.

Table 34

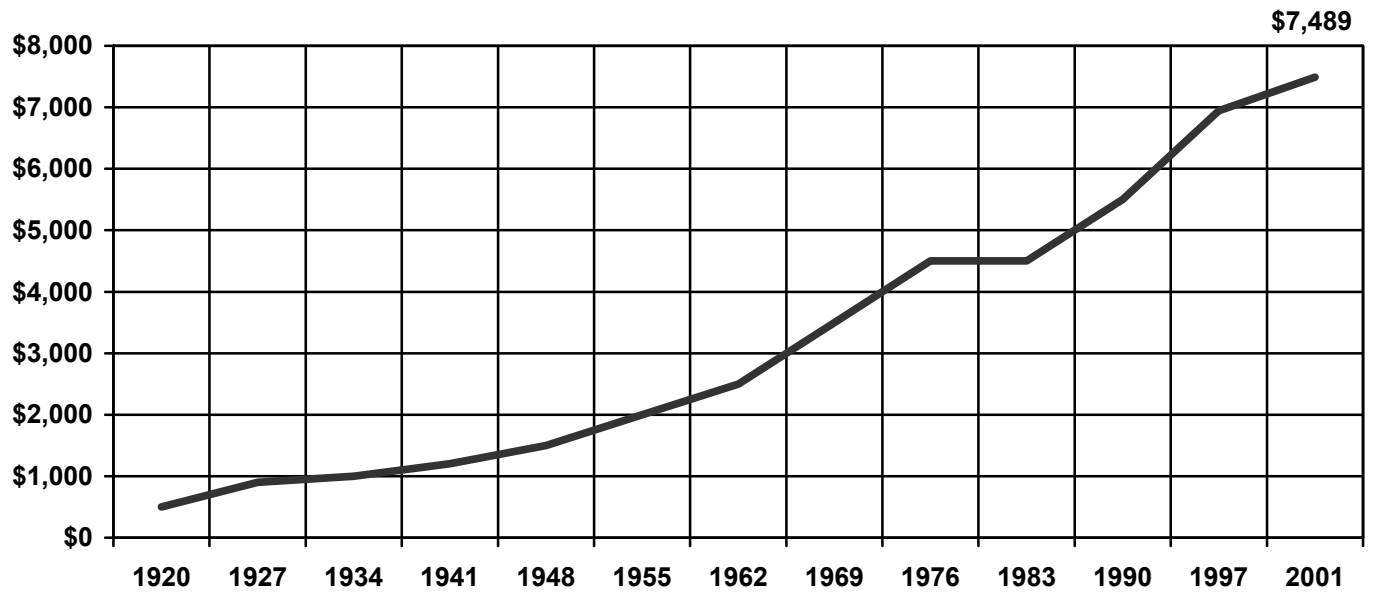
**Trends in National
Per-pupil Spending in Actual Dollars**

1986	1991	1996	2001
\$3,479	\$4,902	\$5,689	\$7,489

Source: National Center for Education Statistics (2001 figure is projection).

Table 35

National Spending per Pupil (1920-2001)



Source: "1999 Digest of Education Statistics," National Center for Education Statistics, May 2000

Table 36

Trends in School Budgets in Kansas: 1990-94

	Budget Increase	Enrollment Increase	Net Budget Increase	Inflation Rate	Teacher Salaries
1990-91	4.8%	1.6%	3.2%	5.4%	3.7%
1991-92	4.4%	2.0%	2.4%	3.2%	3.6%
1992-93	8.8%	2.0%	6.8%	3.1%	6.6%
1993-94	5.6%	1.9%	3.7%	2.6%	3.4%
1994-95*	3.6%	1.6%	2.0%	NA	NA

*projected

Source: Kansas Association of School Boards, Overview of Public Education in Kansas, 1995

Table 37

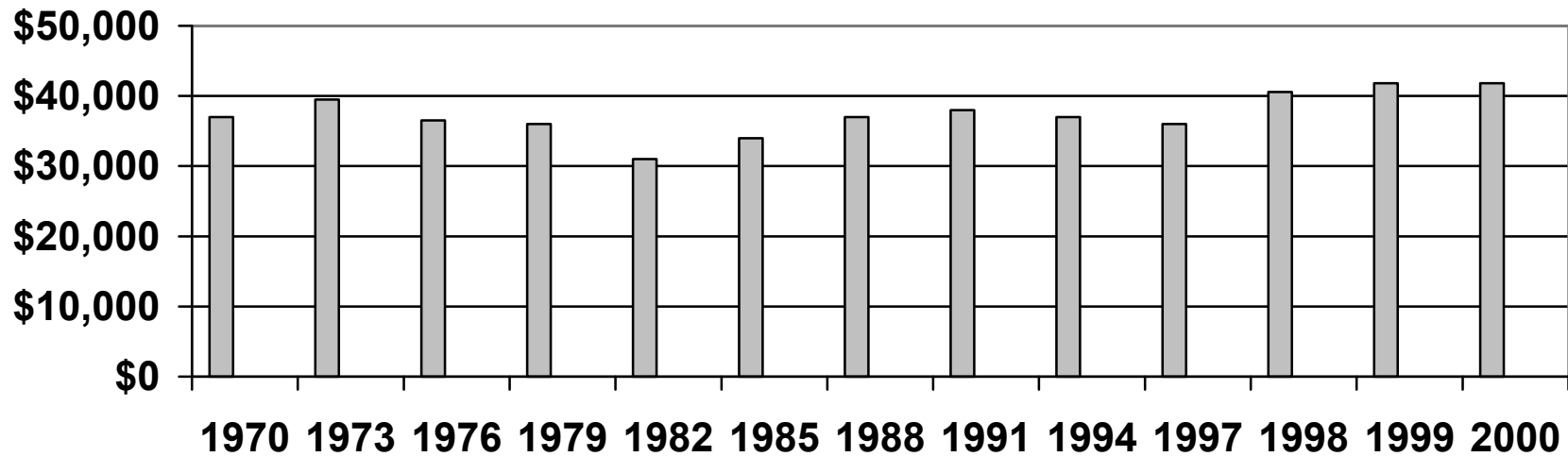
**Kansas Average Teacher Salary
1964 – 2000**

Year	Average Salary	%of U.S. Average	Rank
1964-65	\$5,587	90.0%	16
1980-81	\$15,250	87.0%	37
1984-85	\$21,038	89.0%	30
1986-87	\$23,459	88.0%	33
1987-88	\$24,647	86.0%	32
1989-90	\$27,220	86.9%	33
1990-91	\$28,188	85.7%	34
1991-92	\$29,101	85.1%	35
1992-93	\$30,713	87.0%	30
1993-94	\$31,000	88.5%	28
1994-95	\$32,085	87.3%	30
1995-96	\$32,531	86.4%	32
1996-97	\$33,150	86.2%	34
1997-98	\$33,800	85.9%	34
1998-99	\$31,493	85.0%	34
1999-2000	\$32,240	86.8%	32

Table 38

National Average Annual Salary for Teachers 1970-2000

Estimated average annual salary of instructional staff in public schools in constant 1998 dollars



Source: "Digest of Education Statistics, 2000" National Center for Education Statistics