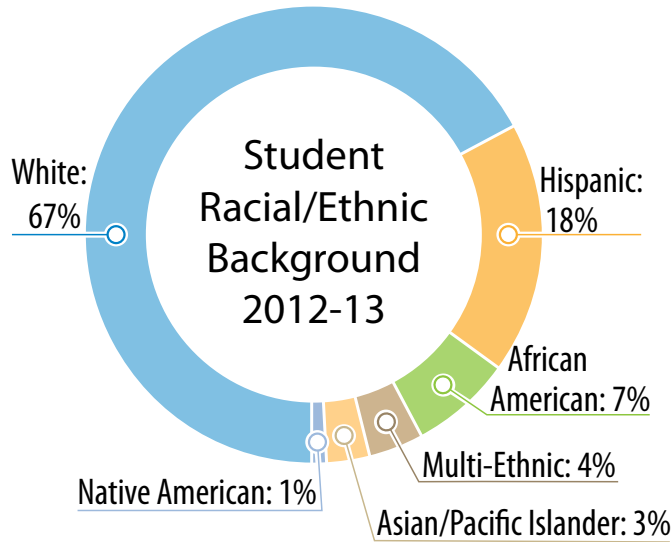


# Kansas Accountability Report 2012- 2013



# Education Summary

## Student Characteristics



## Public School Characteristics

Number enrolled*	485,147
Number of Title 1 Schools	554
Percent of Title 1 Schools making progress under AMO	37%

\* Headcount enrollment

## School District Characteristics

Number of School Districts	286
Number of Schools	1,336

## Teachers

Average Age	44.0
Average Years of Experience	14.0
Number of Full Time Equivalent (FTE) Teachers	34,398.9
Teachers' Average Salary	\$ 52,423**
Teacher/Pupil Ratio	15.1 <sup>†</sup>

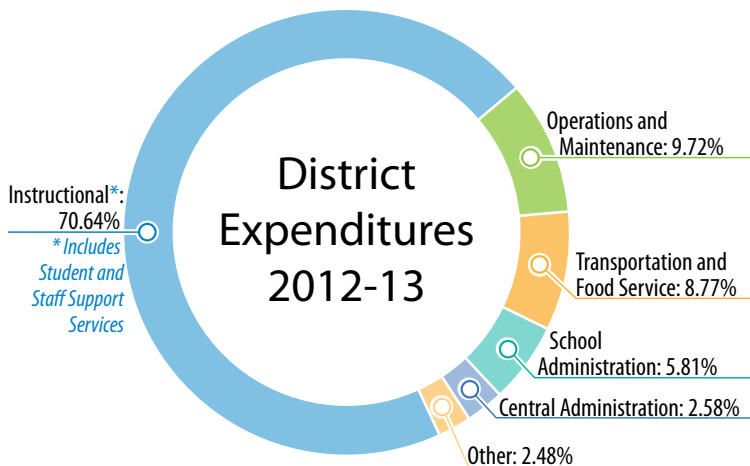
\*\*Includes fringe benefits

<sup>†</sup>Number of public school students divided by number of FTE teachers

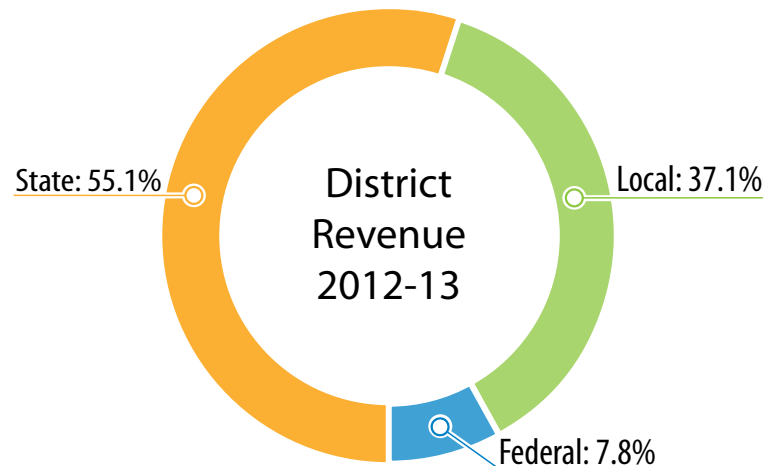
Information on this page provided by KSDE Reports

# District Fiscal Summary

## Expenditures



## Revenue



Total Operating Expenditures	\$ 4,740,378,599
Total Operating Expenditures Per Pupil	\$ 10,396*
Total Non-operating Expenditures**	\$ 1,030,632,209
Total Expenditures	\$ 5,771,010,808
Total Expenditures Per Pupil	\$ 12,656

\* Based on FTE of 456,000.5

\*\* Bond, Interest, Capital Outlay

State	\$ 3,184,163,559
Local	\$ 2,139,429,840
Federal	\$ 447,417,409

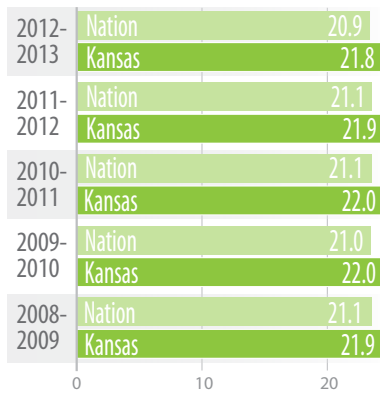
# National Tests

## ACT and SAT

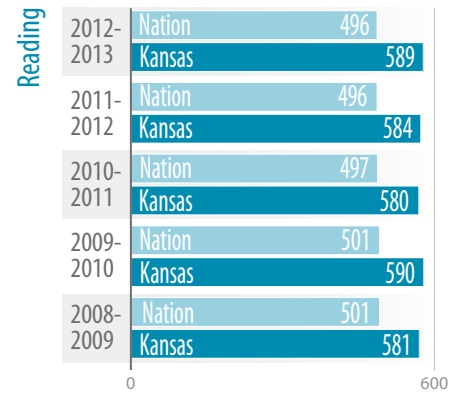
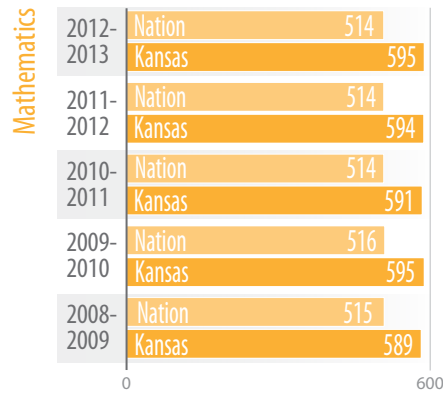
Kansas students continued to score well ahead of the 2013 national averages on both the ACT and SAT college entrance exams. Seventy-five percent of Kansas graduating seniors participated in this year's ACT, while six percent participated in the SAT.

Overall, the average ACT composite score in the state was 21.8, down a tenth of a percent from 21.9 in 2012, but still trending ahead of the national average, which declined from 21.1 in 2012 to 20.9 in 2013. Thirty percent of Kansas students met college readiness benchmarks in English, reading, math and science, representing a one percent increase over 2012 and significantly higher than the national average of 26 percent.

ACT Composite Scores: 2009-2013



SAT Composite Scores: 2009-2013

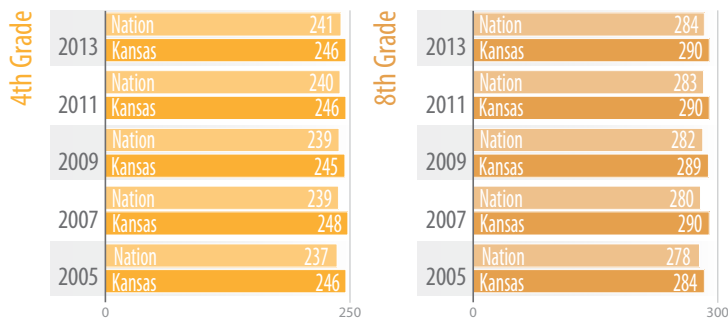


## NAEP

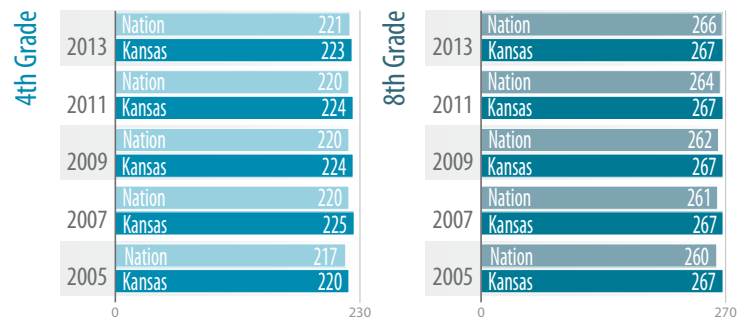
Results from the 2013 National Assessment of Educational Progress (NAEP) exams, given every other year to a sampling of Kansas students, show that Kansas students continue to outperform the national average in the areas of mathematics and reading.

Results of NAEP exams are measured in two ways: by an average scale score (0-500), and with achievement levels (Basic, Proficient and Advanced).

NAEP Scores: Mathematics



NAEP Scores: Reading



# State Assessments

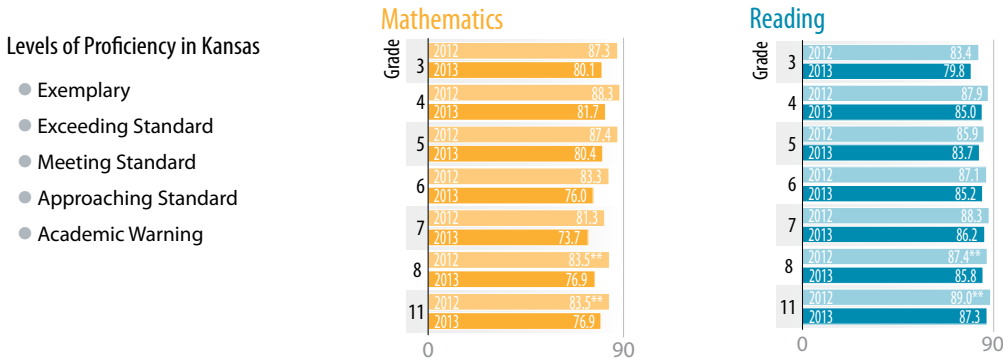
Educators, parents and students received their first look this year at the state’s new accountability system, which has moved away from the single percent proficient measurement known as Adequate Yearly Progress (AYP) in favor of a multi-dimensional system that looks at student achievement based on four Annual Measurable Objectives (AMOs): Academic performance, academic growth, proficiency gap reduction and

reduction in the percentage of students scoring below proficiency.

Overall performance on the 2013 state assessment decreased from 2012, which was not altogether unexpected or cause of concern according to Education Commissioner Dr. Diane DeBacker. “I am not surprised that we have seen a decrease in the percent of students scoring at or above

Proficient because the assessment given in the spring of 2013 was based on the former standards. Our focus as a state is ensuring students can meet the higher Kansas College and Career Ready Standards that are in place. Our assessments beginning this spring will reflect these new standards and the results based upon multiple measures will give us a much more accurate picture of what students know and can do.”

Percent scoring meets standard, exceeds standards or exemplary on the State Assessment: 2012\*\* -2013



\* All grades, Report Card population  
 \*\* For the 2011-2012 school year, three Kansas school districts (McPherson, Clifton-Clyde and Kansas City) received waivers from the U. S. Department of Education to use ACT assessments in place of the state assessments for grade 8 and high school. Those results are not included in the statewide totals.

## New Look at Student Achievement *Illustrated in the charts on the next page.*

### Understanding Annual Measurable Objectives (AMO)

#### Achievement Measures

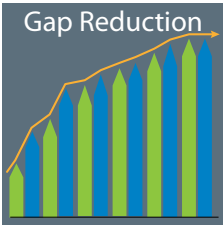
The Assessment Performance Index (API) is calculated by assigning points to each of the top four proficiency levels in fixed and equal increments of 250 points - successively increasing each time a student moves into a higher proficiency level. Therefore, a school can earn up to 1,000 points for each student who advances from the lowest proficiency level to the highest proficiency level. The points for each student are added together and then divided by the number of students to calculate the schools API score. Schools have specific API for both reading and math.



established a Growth AMO target that requires schools to fall within the top half of the distribution of all school growth medians in order to meet the AMO target. For accountability purpose the middle or median score is used to represent each buildings growth score.

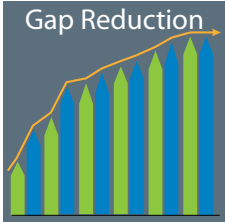
#### Gap Reduction Measures

Gap calculations are performed separately for math and reading. State benchmarks are based on the building scoring at the 70th percentile on the API. This benchmark is then compared to the API score for each building and district’s lowest performing 30 percent of students. Each building and district is then provided a customized Gap AMO to know the progress they must make each year to close the achievement gap.



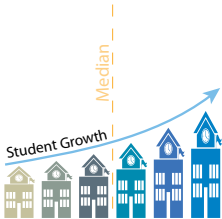
#### Reducing Non-Proficient Measures

The goal of the Reducing Non-Proficient AMO is to help schools chart their progress towards reducing the number of non-proficient students by half in annual increments spanning six years. Separate proficiency AMOs will be reported for the All Students group and all identifiable subgroups at the building, district and State levels. Reducing Non-Proficient AMOs will be reported separately for math and reading assessments.



#### Student Growth Measures

The Student Growth Percentiles (SGPs) model will measure each student’s academic trajectory on state assessments compared to all students at that grade level, as well as those students with similar score histories. Kansas has

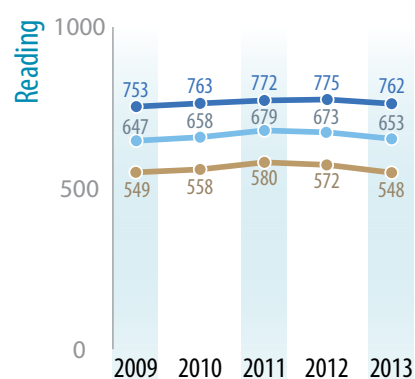
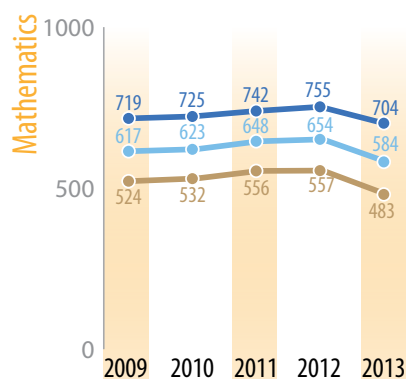


# State Assessments

## Gap Reduction Trends Measured by API: 2009-2013\*

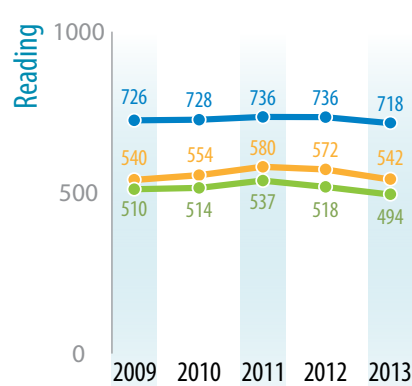
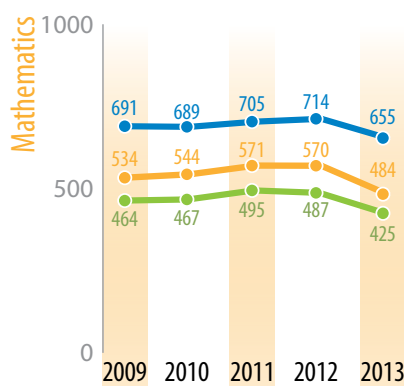
### Economic\*

- Paid Lunch
- Reduced Lunch
- Free Lunch



### Ethnicity\*

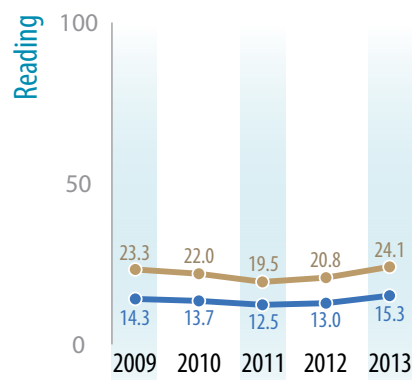
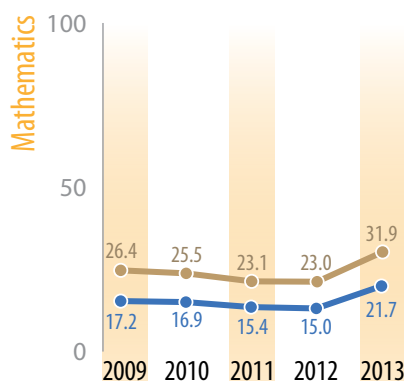
- African American
- Hispanic
- White



## Reducing the Percent Non-Proficient

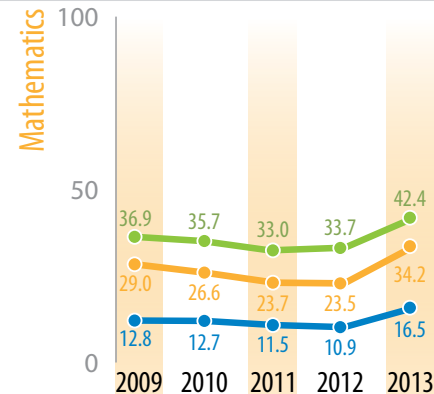
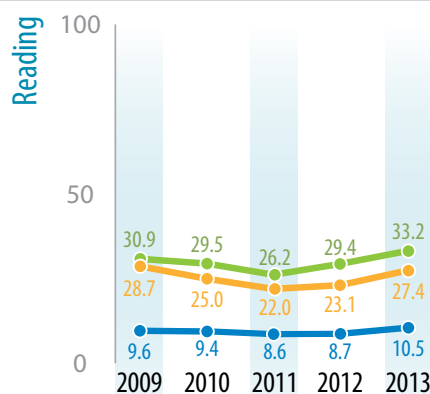
### Free and Reduced Lunch Combined\*

- All Students
- Free and Reduced Lunch



### Ethnicity\*

- African American
- Hispanic
- White



\* Over all grades, Report Card population

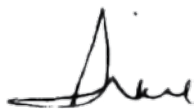


The 2012-2013 school year marked two major milestones for Kansas education. It represented the last year that students would be tested using an assessment not aligned to the new standards, and the first time schools, administrators, teachers and parents were introduced to a new accountability system, which provides a more

comprehensive look at student achievement. Rather than the single percent proficient previously used and known as Adequate Yearly Progress (AYP), the new system is based on four Annual Measurable Objectives (AMOs): Academic performance, academic growth, proficiency gap reduction and reduction in the percentage of students scoring below proficiency. Teachers and parents will now have the information needed to fully understand and address their students' learning needs.

With schools across Kansas fully implementing the Kansas College and Career Ready Standards, also known as Common Core, results from the recently released Programme for International Student Assessment (PISA) report were particularly noteworthy. The test, which compares the 2012 academic performance of 15 year old students in more than 60 countries, measures competencies associated with deeper learning and shows which countries appear to be more successful in getting more students to develop these competencies. The latest results revealed that U.S. students scored in the middle of the pack. In Shanghai-China, 56 percent of students were top performers in at least one subject compared to 12 percent of students in the U.S. I believe that we owe it to our children's futures to improve our global standing. Encouragingly, the report concludes that with the new standards being implemented, the U.S. could experience significant improvement in its next round of PISA scores slated for 2015.

Be assured that Kansas is on the right track with its adoption of the Kansas College and Career Ready Standards (KCCRS). We are proud of our Kansas educators and students and we will continue to push for their highest academic achievements. Our children deserve no less.



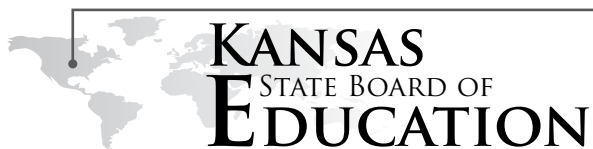
Dr. Diane M. DeBacker  
Kansas Commissioner of Education

### Kansas Education Highlights

- Kansas students continue to outperform the national average on assessments.
- Graduation rates increased from 83% in 2012 to 84.9% in 2013.
- Attendance rates remain very high at 94.9%.
- Participation rates on assessments remain very high at 99.6%.
- 36 students received perfect ACT scores.

### Opportunities

- While student performance on state math and reading assessments declined for the second year in a row, 2014 will mark the first time students will be administered an assessment fully aligned with the new standards, providing a more qualified look at student performance.
- With each year the new standards are taught, Kansas students have a greater opportunity to master the skills needed to succeed in today's global economy.
- Parents, educators and business leaders are increasingly voicing their support of KCCRS.
- KSDE will continue to address achievement gaps among Kansas' minority and disadvantaged populations. The new multi-measure accountability system will provide new data to help identify areas where specific focus is needed.



Kansas Board of Education  
Kansas State Department of Education  
Landon State Office Building  
900 SW Jackson St., Suite 600  
Topeka, Kansas 66612-1212

(785) 296-3203

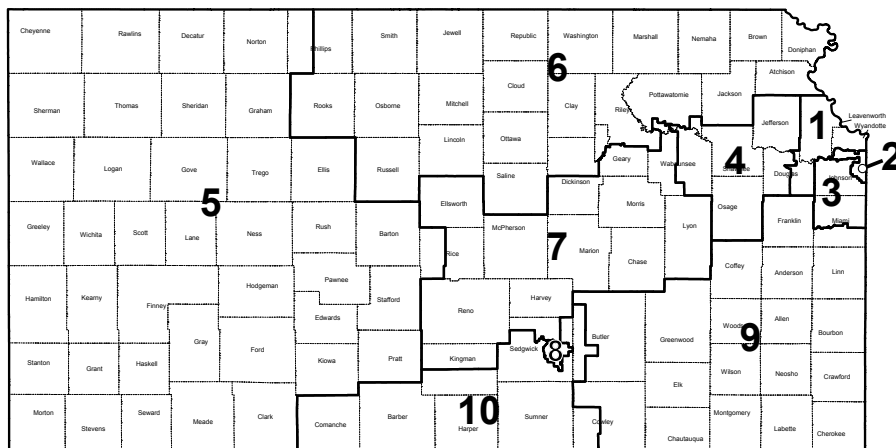
[www.ksde.org/Board.aspx](http://www.ksde.org/Board.aspx)

Great students. Great teachers. Great leaders. Great citizens.

The mission of the Kansas State Board of Education is to prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents. To accomplish this mission the State Board has identified five goals. They are as follows:

- Provide a flexible delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure effective, visionary leaders in every school.
- Promote and encourage best practices for early childhood programs.
- Develop active communication and partnerships with families, communities, business stakeholders, constituents and policy makers.

Adopted Mar. 2013



DISTRICT 1



**Janet Waugh**  
[JWaugh1052@aol.com](mailto:JWaugh1052@aol.com)

DISTRICT 2



**Steve Roberts**  
[mrsmath@gmail.com](mailto:mrsmath@gmail.com)

DISTRICT 3



**John W. Bacon**  
[jwmsbacon@aol.com](mailto:jwmsbacon@aol.com)

DISTRICT 4



**Carolyn L. Wims-Campbell**  
[campbell4ksboe@gmail.com](mailto:campbell4ksboe@gmail.com)

DISTRICT 5



**Sally Cauble, Vice-Chair**  
[scauble@swko.net](mailto:scauble@swko.net)

DISTRICT 6



**Deena Horst**  
[deena@worldlinc.net](mailto:deena@worldlinc.net)

DISTRICT 7



**Kenneth Willard**  
[kwillard48@gmail.com](mailto:kwillard48@gmail.com)

DISTRICT 8



**Kathy Busch**  
[kathy.busch@ymail.com](mailto:kathy.busch@ymail.com)

DISTRICT 9



**Jana Shaver, Chairman**  
[jshaver@cableone.net](mailto:jshaver@cableone.net)

DISTRICT 10



**Jim McNiece**  
[nemprin@yahoo.com](mailto:nemprin@yahoo.com)



KSDE

Landon State Office Building  
900 SW Jackson St., Suite 600  
Topeka, KS 66612-1212

(785) 296-3201

[www.ksde.org](http://www.ksde.org)



**Dr. Diane M. DeBacker**  
Commissioner of Education  
(785) 296-3202

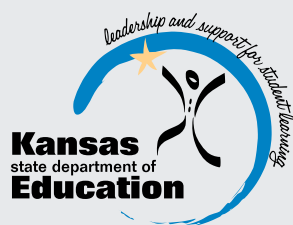


**Dale M. Dennis**  
Deputy Commissioner  
Division of Fiscal and Administrative Services  
(785) 296-3871



**Brad Neuenswander**  
Deputy Commissioner  
Division of Learning Services  
(785) 296-2304





Kansas State Department of Education  
Landon State Office Building  
900 SW Jackson, Suite 102  
Topeka, KS 66612-1212  
(785) 296-3201  
[www.ksde.org](http://www.ksde.org)