

# KANSAS ACCOUNTABILITY REPORT 2014-2015



Kansas leads  
the world in  
the success of  
each student.

**Kansans  
CAN**



# Kansas Accountability Report 2014-2015



In October, the Kansas State Board of Education announced a new vision — Kansas leads the world in the success of each student.

I want to encourage you to support this new vision for Kansas education.

Academic skills are important to the success of our students' futures. However, data collected during 27 community and business sessions tells us schools should also focus on the skills and characteristics of nonacademic traits, such as teamwork, showing up on time, persistence, collaboration and community service. Kansans said they want the educational system to place equal focus on helping students attain nonacademic skills in order to be successful in the workforce and for adult life.

We need to support our students' career exploration by helping them identify their interests and introducing them to careers that match those interests. We need to build an individual plan of study that will place students on the path to achieve their envisioned future.

We intend to move away from placing our entire emphasis on a single standardized test score. Instead, our focus will be on helping each student identify and achieve their career aspirations. We must value a student who wants to attend a technical school or two-year college just as much as a student who wants to pursue a four-year degree.

This is the first year assessment scores based on the Kansas College and

Career Ready Standards are available. While it is important to look at these scores, we must remember that we can't compare these scores to previous assessment scores. Because of the dramatic shift in assessment format, as well as the increased rigor, results can't be compared to any previous assessments. These results will serve as a benchmark by which to measure future progress for academic readiness to attend postsecondary school.

In order to reach the new vision, board members and Kansas State Department of Education staff members are meeting with business and community leaders across the state to find out how schools, communities and businesses can collaborate to offer students job shadowing and internship opportunities.

The board's new focus, and the focus of the vision, is about rebalancing the great work our schools and teachers already are doing and making sure we are placing the right amount of emphasis on helping Kansas students identify and achieve their career aspirations.

We are proud of our Kansas educators and students. We will continue to strive to make the system better. Our children deserve it.

Together, Kansans Can!

Dr. Randy Watson  
Kansas Commissioner of Education

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COVER PHOTO: Jeff McAdoo, Hillcrest Elementary School kindergarten teacher, and students, taken on April 28, 2014, by Diane Guthrie. McAdoo received the Lawrence Schools Foundation's \$10,000 Special Award for Teaching Excellence in May 2013. Hillcrest school is one of two elementary English as a Second Language cluster sites in Lawrence Unified School District (USD) 497.



# Kansans CAN

## A New Vision for Kansas Education

The new vision for Kansas education — Kansas leads the world in the success of each student — took several months to develop. Feedback from more than 20 community visits across the state with parents, educators and business leaders was compiled. That data was then taken back into communities across Kansas for discussion. Below are some of the key components of the vision.

### Vision:

Kansas leads the world in the success of each student.

- This won't happen overnight, but it will happen because Kansans never back down from a challenge, especially when it comes to our children.
- Kansas has great leadership throughout its schools, we have top educators, and we have a robust business community. The pieces are there, we just have to get them all working together.

### Flexibility:

Kansas education must be flexible to meet the needs of today's students and the future workforce.

- Kansans have said that while academics are important, schools need to place equal focus on helping students attain nonacademic skills in order to be successful in the workforce.
- By 2020, it is estimated that 71 percent of all jobs in Kansas will require some postsecondary education. Today, only 52 percent of Kansans have "some" postsecondary education. We need to close that gap.

### Working Together:

While academics are and will remain important, students who lack nonacademic skills, such as conscientiousness, perseverance and the ability to collaborate and communicate, will struggle in the pursuit of postsecondary education, in the workforce and in life.

- Schools, parents, communities and businesses need to work together to make sure our kids are well prepared.





Kansans CAN

## Perspective:

We can rethink how our schools are asked to operate. From a state perspective, we will look at every requirement to determine if and how we are supporting or impeding our schools' abilities to address the needs of each child.

To achieve this bold vision for Kansas education:

- Kansas children need quality birth through age 5 services, including all-day kindergarten.
- Changes need to be made to address school culture. We have to value and support the student who chooses to pursue a technical education or a two-year college as much as we do the student pursuing a four-year college degree.
- New dynamic roles are needed for counselors and social workers. We have to provide opportunities for school counselors and social workers to focus on helping individual students explore career paths and develop individual plans of study.
- Collaboration between schools and businesses is critical.

We must find a way to get businesses into the classroom and the classroom into the businesses through internships and job shadowing.

- Schools need to be reorganized around the student, not the systems. We must find a way for equity and common sense to coexist.
- Community service should play a bigger role in education.

## New Direction:

This new direction requires us to focus on new outcomes:

- Kindergarten readiness.
- Each student will have an individual plan of study focused on career interest.
- Increasing graduation rates.
- Increasing the percent of students completing a credential or pursuing postsecondary education.
- Social/emotional factors relative to student success, which will be measured locally.



PAGE HEADER PHOTO: Wheatland USD 262





## Kindergarten Readiness

An essential building block for future achievement and academic success is kindergarten readiness.

Ninety percent of a child's brain architecture is built before the age of 5. A student's success in kindergarten and in later years depends largely upon their experiences during the first five years of life.

Through collaborative work across early learning programs, Kansas has resources in place to provide a strong foundation of supports aligned with kindergarten through postsecondary education. The achievement gap at kindergarten between those who start with lower skills and those who start with higher skills, while narrowing over time, doesn't disappear. Providing high-quality early learning opportunities helps ensure all children enter school on target for success in school and in life.

The Kansas State Department of Education (KSDE) annually evaluates the effectiveness of its early learning programs. More than 30 years of research in early childhood programming supports this premise — students who participate in high-quality early learning programs consistently outperform their peers who don't participate in these same type of programs.

Kansas completed a study in 2009 that indicated pre-kindergarten (at-risk, 4-year-olds) students who participated in high-quality early childhood programs in 2005-2006 entered kindergarten with high skill levels overall and higher literacy levels. They were then able to maintain these higher levels in third grade, as evidenced through math and reading assessments. This study demonstrated children who entered kindergarten with strong school readiness skills were more likely to maintain this success at least into third grade.

Some specific skills often assessed by kindergarten "entry" assessments may include: curiosity/initiative in learning, self-control of feelings/behavior, understanding of language, use of language, emergent writing, number sense, patterns/shapes, and gross and fine-motor development (throws/kicks a ball, manipulates objects with both hands).

Children enrolled in:

- **Parents as Teachers:** Ninety-six percent of children are on target for language, communication, physical and social-emotional development (*Foundations for School Success, 2014-2015*).
- **State Pre-K 4-Year-Old At-Risk:** Eighty-nine percent of children exiting this program were age-appropriate in the area of social skills. Seventy-three percent were age-appropriate in communication/literacy skills and 85.2 percent were age-appropriate in mathematical skills. (*Success in Schools, 2013-2014*).
- **Early Childhood Special Education:** For preschool children with disabilities, who were below age expectations when they entered special education services, 86 percent substantially increased their rate of growth at the time they exited in social relationships, actions to meet needs and acquisition of knowledge/skills (*Early Childhood Outcomes, 2013-2014*).

KSDE will continue to emphasize early childhood as the foundation for kindergarten readiness as an integral part of KSBE's mission.

KSDE also will work to ensure meaningful family engagement and partnership in children's learning and education and continue to collaborate, coordinate and expand our efforts to measure child outcomes prior to kindergarten.





## Your Guide to Assessments

### THIS IS A NEW DAY IN KANSAS EDUCATION.

We know that whether they want to go to college or straight into the workplace, our students need to be able to think critically and solve complex problems. Ensuring that our students have these tools empowers parents and students because it gives them the ability to make choices about their future and make the most of their opportunities.

### OUR GOAL IS TO PREPARE EVERY KANSAS STUDENT FOR SUCCESS.

The days of “sit and get” in the classroom are long gone. Our teachers are introducing real-world challenges and concepts and then helping students trust in their own abilities to reason and think critically in order to craft solutions. For some of our older students, this is a dramatic shift in learning and can be uncomfortable, but they are adapting well and learning perseverance that will serve them well in the future. For our younger students, this approach is all they know, and it is really exciting to watch them take off.

### STUDENT PERFORMANCE HASN'T DECLINED.

KSDE adopted the Kansas College and Career Ready Standards (KCCRS) in 2010. The KCCRS are more rigorous than any previous standards. It is an expected outcome that when the bar is raised, there will be a lower percentage of students reaching that higher standard, initially. This isn't an indication that student performance has declined. We are asking students to perform at higher levels. We know our students can do it, and we know we can help them get there, but it will take time.

- **The assessment scores this year shouldn't be compared to previous scores.** As with any change, there is a period of adjustment as teachers and students get used to the new standards and tests.

**EDUCATION GOAL.** We have to get more students completing some postsecondary education in order to meet the needs of the Kansas workforce, and we believe these standards will help get us there.

- By 2020, it is estimated that 71 percent of all jobs in Kansas will require some postsecondary education. Today, only 52 percent of Kansans have “some” postsecondary education. How are we going to close that 20 percent gap? (Source: Georgetown Public Policy Institute)

### ASSESSMENT EXAMPLES:

Here are some mathematics questions for grade three at levels 2, 3 and 4.

#### Grade 3, Level 2

Which number correctly completes  $2 \times \underline{\hspace{2cm}} = 18$

- 8       9       12       16

Correct Answer: 9

#### Grade 3, Level 3

Which number correctly completes  $\underline{\hspace{2cm}} \div 6 = 7$

- 67       54       42       35

Correct Answer: 42

#### Grade 3, Level 4

Gina ran 4 miles every day for four days and then only three miles on the last day. How many miles did she run in all?

- 7 miles       11 miles       15 miles       19 miles

Correct Answer: 19 miles



# 2015 Kansas Assessment Results

Student performance was scored using four levels.

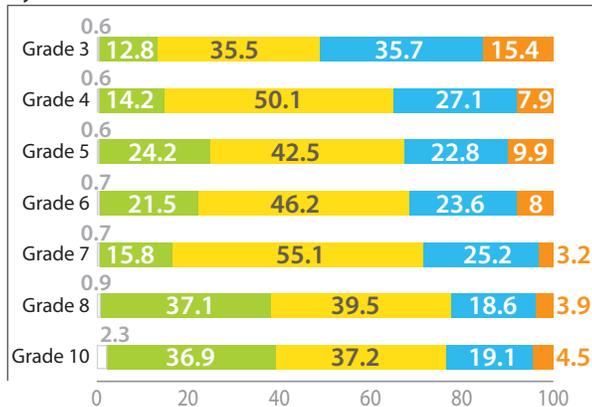
## Kansas Assessment Performance Levels



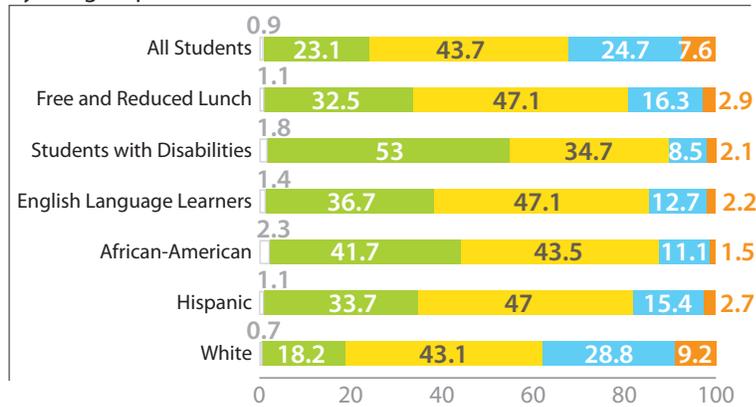
- Level 1** indicates that a student isn't performing at grade-level standards and additional supports are needed.
- Level 2** indicates that a student is doing grade-level work, but not at the depth or level of rigor to be considered on-track for college readiness.
- Level 3** indicates a student is performing at academic expectations for that grade level and is on track to being college ready.
- Level 4** indicates that a student is performing above expectations for that grade level and is on track to being college ready.

## Mathematics

By Grade

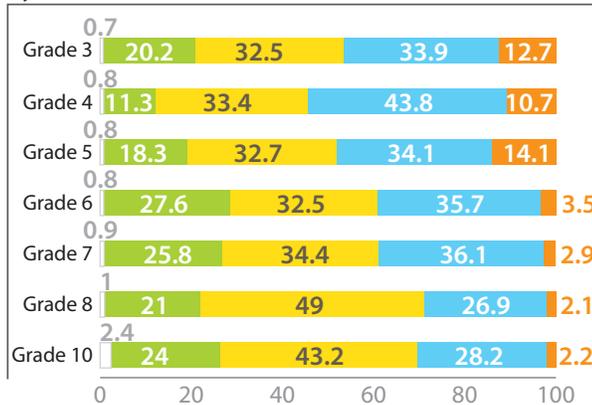


By Subgroup

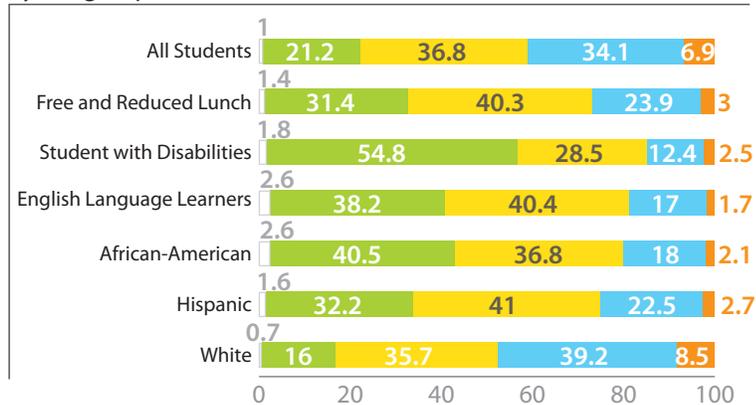


## English Language Arts

By Grade



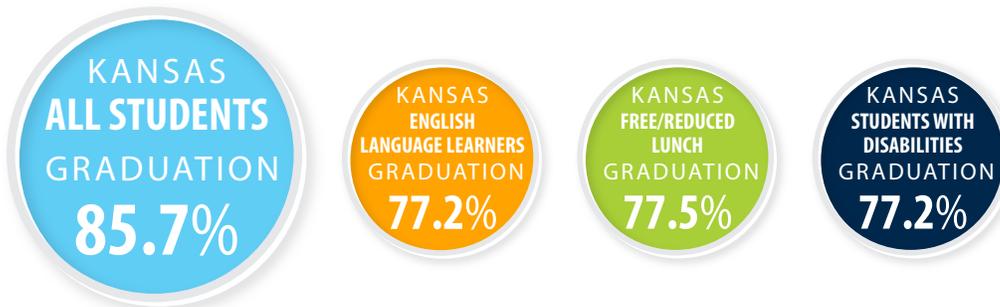
By Subgroup





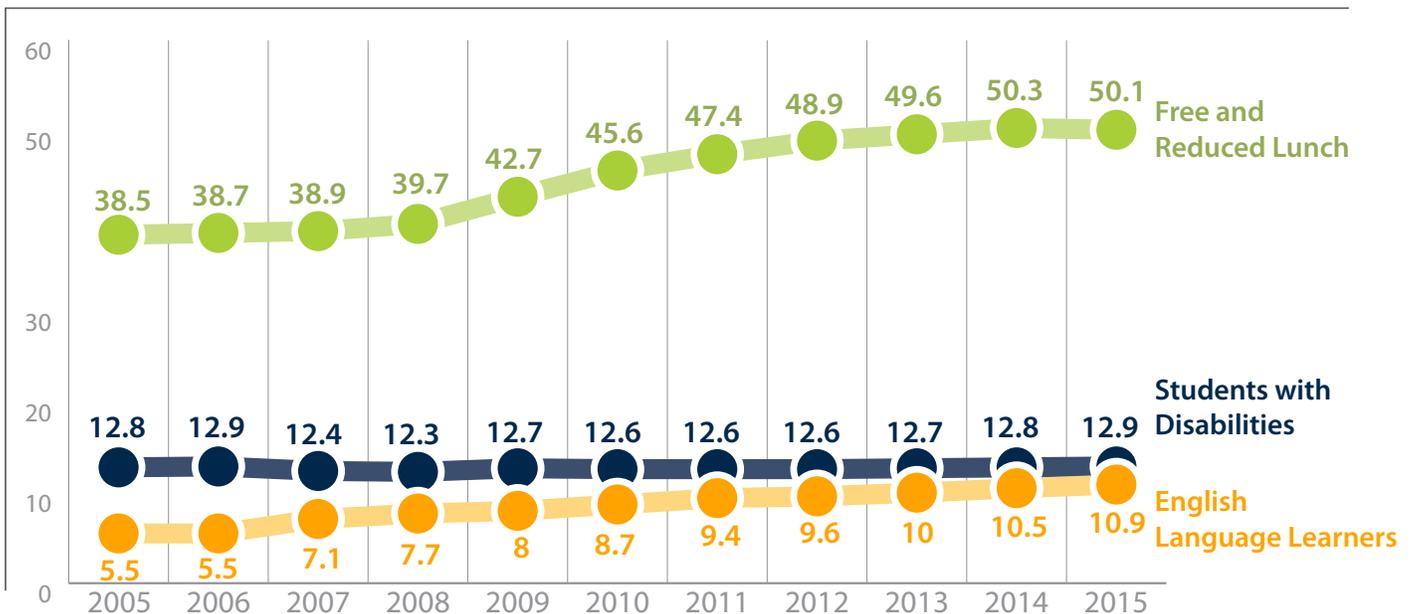
## Graduation Rates

In previous years, the report has included student graduation trend information. However, with the release of the vision and the new path education will take, KSDE is using graduation rates from the 2014-2015 school year as a new baseline.



## Student Population Subgroups

(Percent of K-12, September Unaudited Enrollment, Public Schools)





## Social-Emotional

Throughout the Community Conversations, Kansans repeatedly said schools need to place more focus on helping students attain nonacademic skills, such as perseverance, teamwork and critical thinking, in order to be successful in their postsecondary pursuits.

The development of social and emotional skills will play a critical role in achieving the State Board's new vision for education.

Social-emotional learning is the process through which students and adults acquire the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. Social and emotional skills are critical to being a good student and citizen.

Social-emotional learning integrated with character development will help students learn, practice and model essential personal life habits that contribute to academic, vocational and personal success. It is about learning to be caring and civil, to make healthy decisions, to problem solve effectively, to value excellence, to be respectful and responsible, to be good citizens and to be empathetic.



PHOTO CREDITS: HEADER IMAGE - Topeka Public Schools USD 501; LEFT - Maize USD 266

Research shows schools that incorporate social, emotional and character development have more student engagement, decreased suspensions and improved academic scores.

Kansas was the first state to implement Social, Emotional, Character Development standards. The standards were adopted in April 2012. The social-emotional-character growth domain is also addressed in the Kansas Curricular Standards for School Counseling that the State Board approved in May 2015.

KSDE recommends that local Unified School Districts observe the following recommendations in developing, implementing and measuring plans and strategies for social-emotional-character growth:

- Follow their school improvement process
- Assess their needs using data to drive decision making
- Implement evidence-based curriculum
- Utilize a Multi Tiered Systems of Support (MTSS) approach
- Utilize multiple measures locally for evaluation. Examples include:
  - Collected data from Kansas Individual Data on Students (KIDS) and Kansas Discipline Incident System (KAN-DIS) (i.e. suspensions, expulsions, attendance)
  - Identify student growth measures related to social-emotional-character growth

Examples of social-emotional-character growth indicators could include the following:

- Attitude and behavior (perception data; KAN-DIS)
- Attendance and program completion (KIDS data)
- Bullying prevention (bullying data collected)
- Character development (perception data)
- School-based mental health (referral data)
- Volunteerism/service learning (number of students involved)
- Climate/student management (KAN-DIS)
- Prevention data (prevention curriculum outcome data)



## Individual Plans of Study

Individual Plans of Study (IPS) are an important aspect of the board's new vision.

As students navigate through high school and into career and college, it is imperative that they set educational goals and create a roadmap for success in high school and beyond.

This roadmap, or individual plan of study, includes development of a flexible career focus and an education plan that is clearly defined, rigorous and relevant to ensure a successful and efficient transition to postsecondary education and/or the workforce.

In order to support student success, we need to start career exploration earlier in a student's school journey. Students need more time and space to explore their career options.

By delving into a student's career choice earlier, a student can focus on the skills and knowledge needed for that career.

A well-developed IPS started in middle school will follow a student throughout his or her school years. Each student will need to work closely with school staff members and family to consistently review and revise the IPS.

An IPS is a comprehensive education plan that provides students and families more direction. It can help students make a more informed decision about their path forward after high school graduation.

In order to create an IPS, a student's career interests are identified through a career interest survey or assessment. Then a roadmap based on the student's interests and talents is developed.

Each IPS will include graduation requirements, approved coursework for the student's educational and career goals and work-based learning experiences.

A student's IPS is developed cooperatively with the student and the student's counselor, teachers and family members. The plan is reviewed at least twice a year and revised as needed.

It is key that we work with schools to provide career exploration opportunities at earlier stages in a student's education. These opportunities could include job shadowing, bringing businesses into the schools or taking students into businesses. While some schools already have programs like this in place, it is critical that we look at all programs to find what best suits students' needs.

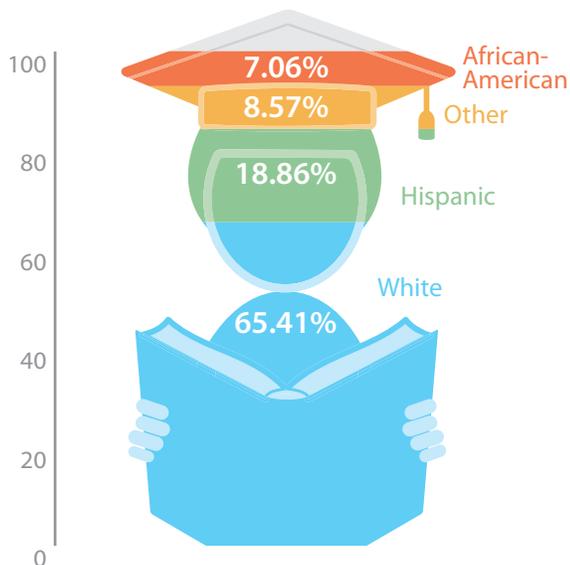


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## Education Summary

### Student Characteristics



### Public School Characteristics

Number enrolled*	491,577*
Number of Title I Schools	657

\* Headcount enrollment

### School District Characteristics

Number of School Districts	286
Number of Schools	1,335

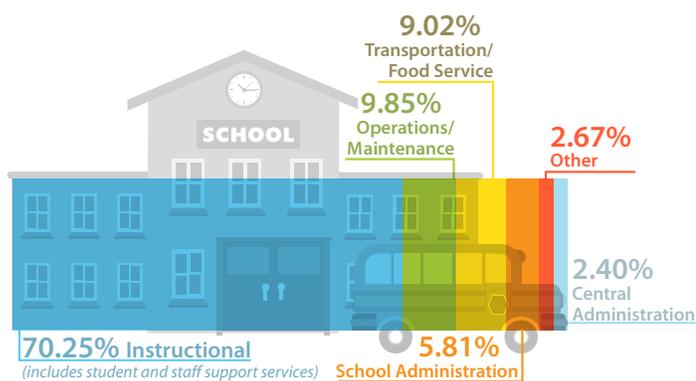
### Teachers

Average Age	41.23
Average Years of Experience	14
Number of Full-Time Equivalent (FTE) Teachers	38,059
Teachers' Average Salary**	\$54,907
Teacher/Pupil Ratio	15

\*\* Indicates supplemental and summer school salaries and fringe benefits

## District Fiscal Summary

### Expenditures

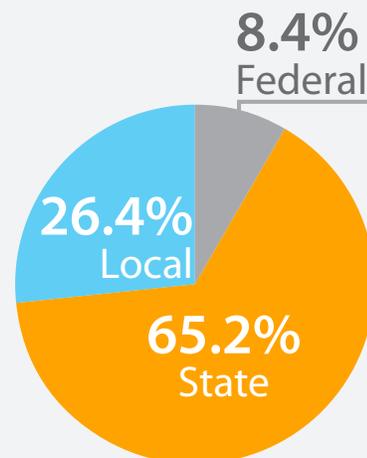


Total Operating Expenditures:	\$4,995,466,272
Total Operating Expenditures Per Pupil:	\$10,783 <sup>†</sup>
Total Nonoperating Expenditures:	\$1,084,531,388 <sup>‡</sup>
Total Expenditures:	\$6,079,997,660
Total Expenditures Per Pupil:	\$13,124

<sup>†</sup> Based on FTE of 463,266.4

<sup>‡</sup> Bond, Interest, Capital Outlay

### Revenue



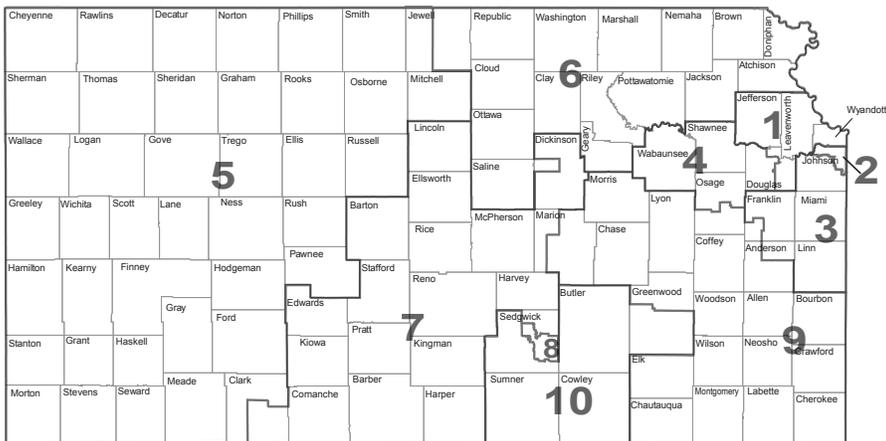
State	\$3,968,905,979
Local	\$1,607,033,684
Federal	\$510,199,401

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 March 2013



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