

Approved: 2-17-94  
Date

## MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Duane Goossen at 3:30 p.m. on February 8, 1994 in Room 519-S of the Capitol.

All members were present except: Jo Ann Pottorff (excused)

Committee staff present: Ben Barrett, Legislative Research Department  
Dale Dennis, Deputy Commissioner, Department of Education  
Avis Swartzman, Revisor of Statutes  
Lois Thompson, Committee Secretary

Conferees appearing before the committee: Connie Nealy, Citizen's Advisory Committee  
Dr. John Poggio, Center for Educational Testing and  
Evaluation, University of Kansas  
Dr. Sharon Freden, State Board of Education

Others attending: See attached list

The Kansas Association of School Boards has asked a bill be introduced regarding home rule power to school districts. Representative Empson moved and Representative Benlon seconded the motion to introduce this bill. Motion carried.

The agenda for today is a continuation of discussion with the State Board of Education personnel regarding QPA results and potential sanctions imposed under QPA.

Robin Clements introduced Connie Nealy, who created a Citizens' Advisory Commission to provide a formal method of seeking ongoing citizen involvement in the schools, to advise the Board on specific items of educational concern, and to provide effective two-way communication between the Wichita community and its public school system. (Attachment 1)

Questions from the committee to Dr. Poggio were continued from the previous day. Getting participation in the review process from CEO's was the most difficult to obtain due to their schedules. He also responded to questions regarding the enormity of the testing process and getting the results back to the local classroom teachers.

Questions were directed to Commissioner Lee Droegemueller regarding responses from the persons who reviewed the standard. A request was made for copies of the responses.

Dr. Sharon Freden shared information regarding school reports. She used fictitious data to illustrate what a school report might look like. State reports both graphic and narrative will be available this spring. A full report will be available by the end of 1994. (Attachment 2)

The 1992-93 Annual Report data survey reports were provided by the State Board of Education. (Attachment 3)

Reports on sanctions will be rescheduled.

Meeting adjourned at 4:55 p.m. The next meeting of the House Education Committee will be Wednesday, February 9, 1994 at 3:30 p.m. in Room 519-S.

## GUEST LIST

**Committee: Education**

**Date:** 2-8

[illegible]

## **CITIZENS' ADVISORY COMMISSION CONSTITUTION**

### **ARTICLE I: NAME**

The name of this organization shall be the Citizens' Advisory Commission.

### **ARTICLE II: INTRODUCTION**

The Wichita Board of Education recognizes the value of broad community input and involvement in educational programs. The complexity of issues facing the Board and community and the diversity of the district make such involvement both more difficult and more imperative. The Citizens' Advisory Commission is established in order to provide a formal method of seeking ongoing citizen involvement in the schools, to advise the Board on specific items of educational concern, and to provide effective two-way communications between the Wichita community and its public school system.

### **ARTICLE III: OVERVIEW/PURPOSE**

The USD No. 259 Citizens' Advisory Commission is established to provide broad-based community input to the Board of Education on educational matters and on community issues with which the School Board becomes involved. The Board of Education will provide the Commission with a description of issues on which they desire community advisement or comprehensive study. Additionally, the Assembly, by a 60% vote of its members, may initiate studies of other items of educational concern.

Following the study of issues and obtaining appropriate community input, the Commission will provide the Board with summary recommendations on educational topics which they consider and will issue a report to the community. Items brought to the Commission which fail to receive the required 60% vote to make it a study item shall be reported to the Board.

### **ARTICLE IV: MEMBERSHIP**

#### **Section 1.**

The term of service on the Commission shall be two years. During the initial year, positions marked with an asterisk (\*) shall be appointed for the remainder of the year and the subsequent appointment shall be for two years made in May on odd numbered years. Positions which are not marked with an asterisk (\*) shall be appointed in May on even numbered years.

#### **Section 2.**

The Commission shall be made up of voting members representative of parents, teachers, administrators, business leaders, and the community at large. The membership of the Commission shall be developed as follows:

- \* (1) Teacher representative (unaffiliated) selected as set forth in Section 9
- (1) Teacher representative selected by the WFT
- \* (1) Teacher representative selected by the NEA-Wichita
- (1) Classified employee selected by Local 513
- \* (1) Building-based administrative employee selected by the Wichita Educational Administrators Association

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- (1) Representative Chapter 1
- (1) Representative selected by the Wichita Chamber of Commerce
- \* (1) Representative selected by the Wichita Independent Business Association
- (1) Representative selected by the NAACP
- \* (1) Representative selected by the Urban League
- (1) Representative selected by the League of Women Voters
- \* (1) Representative selected by the Junior League
- (1) Representative selected by the Special Education Advisory Council
- \* (1) Representative selected by the (Vocational) General Advisory Committee
- (1) Representative selected by the Retired Senior Volunteer Program
- \* (1) Representative selected by the Mexican-American Culture Association
- (1) Representative selected by the Wichita Ministerial League
- \* (1) Representative selected by the NCCJ
- (9) Parent representatives selected by the School Site Councils as set forth in Section 9
- \* (10) Parent representatives selected by the School Site Councils as set forth in Section 9
- (1) Commission Facilitator appointed by the Board of Education

**\*Section 3.**

Each representative in attendance at a regular or special meeting shall have one vote.

**Section 4.**

At meetings of the full Commission, an alternate will have a vote only in the absence of the representative. An alternate may also serve as a voting member of any Commission committee during the absence of the regular representative.

**Section 5.**

A representative absent from three consecutive meetings, regular or special, will be suspended upon adjournment. Proper notification through the use of warning letters about delinquent attendance will be sent by the Staff Liaison to representatives/alternates absent from two consecutive meetings. Principals and agency/organization heads will also receive copies of this letter. A vacated position may be filled by moving an alternate into a vacated representative's position or by selecting a new representative and/or alternate.

**Section 6.**

Members may resign by notifying their building principal or appropriate person within their agency organization or by forwarding a written resignation to the Commission's Facilitator. The recipient of such notification will forward it to the Staff Liaison. The resignation of a member shall be noted in the next Commission meeting minutes.

**Section 7.**

A representative's vacancy occurring by death, resignation, or change of residence may be filled by moving the alternate into the vacated position and selecting a new alternate; or the vacated position may be filled by selecting a new representative. Proper notice of the need for a new selection will be the responsibility of the Staff Liaison. All such selections shall be for the unexpired term.

## **Section 8.**

It shall be in order to replace any representatives or alternates who are not performing their duties as determined by their constituencies, according to the rules of the selecting body. Notification of such action shall be submitted by official letter from the site council or community agency/organization to the Commission's Facilitator, who will then forward a copy to the Staff Liaison. The vacated position may be filled in accordance with the terms of Section 7.

Members no longer participating in the Commission shall return all Commission materials to the Staff Liaison within ten (10) days after their positions have been officially vacated.

## **Section 9.**

Prior to the last day of school, the community agencies and site councils who are scheduled to select new appointments shall make such selection and report them to the Staff Liaison.

## **Section 10.**

The unaffiliated teacher representative set forth in Section 2 shall be appointed by the Division Director of Personnel Services. The initial rotation of representatives from the school site councils shall be developed by the Executive Director of Research Evaluation and Testing. Such rotation shall be accomplished in such a way so as to assure balance on the council with respect to geography, program type and level and, to the extent possible, socioeconomic level of the schools selected.

## ***ARTICLE V: FACILITATOR***

There will be no officers. The FACILITATOR, originally appointed by the Board of Education, will be elected by the Commission for each subsequent annual term. The Facilitator must come from the group and must show a strong interest and ability to motivate, organize, and facilitate the meetings and subsequent committees as necessary.

An alternate Facilitator shall also be elected from the Commission to serve in the absence of the Facilitator.

## ***ALTERNATE ARTICLE V: FACILITATOR***

There will be no officers. The Board of Education will appoint the Facilitator. An alternate Facilitator shall be elected from the Commission to serve in the absence of the Facilitator.

## ***ARTICLE VI: DUTIES OF THE FACILITATORS***

### **Section 1.**

The facilitator shall preside at all meetings of the Commission, coordinate and assign the duties to other Commission members and committees of the Commission, and perform other duties as may be requested by the Board of Education. The Commission Facilitator will be responsible for preparing the agenda in cooperation with the Staff Liaison.

## Section 2.

The Alternate Facilitator shall act as assistant to the Facilitator, perform the duties of Facilitator in his/her absence, succeed to the office of Facilitator in the event of a vacancy in that position, attend meetings of the Board of Education and report to the Citizens' Advisory Commission on matters under consideration by the Board, and perform such other duties as assigned by the Facilitator.

### ***ARTICLE VII: STAFF LIAISON***

The Staff Liaison shall be assigned by the Superintendent of Schools for the same initial term as the Facilitator. This person shall act as the secretary for the group and shall work cooperatively with the Facilitator. The Staff Liaison shall be responsible for all compilation and dissemination of minutes, information required as a result of a request by the Facilitator or a majority vote of the Commission, preparing the agenda, notifying the Commission members of upcoming meetings and shall perform other duties to assist the Commission.

### ***ARTICLE VIII: RULES FOR AMENDING***

Proposed amendments to the Constitution will be submitted to each member ten (10) days in advance for consideration by the full Commission; and proposed amendments to the Constitution to be submitted by the Citizens' Advisory Commission will require sixty percent (60%) vote of the membership of the Commission eligible to vote. Voting on the proposed amendment will take place at the first regular meeting following the ten-day consideration period. Amendments shall become effective upon the approval by the Board of Education. The Board of Education may amend this Constitution at any time. The Board may, in its discretion, submit each amendment proposed by it to the Commission for comment at a meeting of the Commission held before final action on the proposed amendment is taken by the Board.

### ***ARTICLE IX: RULES OF ORDER***

Robert's Rules of Order, latest revision, shall be the authority on all questions of procedure not specifically stated in the Constitution or By-Laws.

**CITIZENS' ADVISORY COMMISSION  
MEMBERSHIP**

Ms. Sharon Allbaugh  
1110 N. Denene  
Wichita, Kansas 67217  
Phone: (H) 721-1085; (W) 685-7824  
Representing: Kensler Site Council

Rev. Earl Burkhalter  
2317 N. Ridgewood Drive  
Wichita, Kansas 67220  
Phone: (H) 683-0853; (W) 265-9116  
Representing: Brooks Site Council

Ms. Sharon Burnett  
2701 N. Vassar  
Wichita, Kansas 67220  
Phone: 688-5036  
Representing: Buckner Site Council

Mr. Leo Casados  
510 N. Main  
Wichita, Kansas 67203  
Phone: 383-7670  
Representing: Project Freedom

Ms. Rita Chavez  
President, Mexican-American Culture  
Association  
1241 Smith  
Wichita, Kansas 67212  
Phone: 942-7595  
Representing: Mexican-American Culture  
Association

Ms. Lisa Cherney  
1421 S. Waco  
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Representing: Harry Street Site Council

Mr. James Crump  
President, NAACP  
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Representing: NAACP

Rev. L. C. Drew  
Director, Wichita Ministerial League  
2750 N. Hillside  
Wichita, Kansas 67219  
Phone: 685-2682  
Representing: Wichita Ministerial League

Ms. Stephanie Dunn  
1405 N. Minneapolis  
Wichita, Kansas 67214  
Phone: 262-2463  
Representing: Urban League of Wichita

Ms. Kathy Dye  
619 Laclede Ct.  
Wichita, Kansas 67213  
Phone: 263-3208  
Representing: Allison Site Council

Mr. Ron Emmons  
1040 S. Santa Fe  
Wichita, Kansas 67211  
Phone: 267-2286  
Representing: Wichita Independent  
Business Association

Mr. Greg Evans  
204 S. Minneapolis  
Wichita, Kansas 67211  
Phone: (H) 262-4611; (W) 268-2709  
Representing: Special Education Advisory  
Council

Ms. Michelle Gilchrist  
1212 N. St. Paul  
Wichita, Kansas 67203  
Phone: (H) 943-5956; (W) 263-9111  
Representing: Black Site Council

Ms. Margo Grover  
1132 N. Ridgewood Dr.  
Wichita, Kansas 67208  
Phone: 682-9157  
Representing: Price/Harris Site Council

Citizens' Advisory Commission Membership

Ms. Hyla Hart  
645 N. Volutsia  
Wichita, Kansas 67214  
Phone: 684-1328  
Representing: Local 513

Ms. Linda Hurtig  
819 N. Florence  
Wichita, Kansas 67212  
Phone: 943-8860  
Representing: Hadley Site Council

Ms. Mary Johnson  
3526 S. Seneca  
Wichita, Kansas 67217  
Phone: 524-0920  
Representing: Enterprise Site Council

Ms. Thelma Johnson  
Affirmative Action Administrator  
City of Wichita Personnel Division  
455 N. Main  
Wichita, Kansas 67202  
Phone: 268-4531  
Representing: National Conference of  
Christians and Jews

Mr. Richard Kaufman  
822 S. Pershing  
Wichita, Kansas 67218  
Phone: 685-9452  
Representing: Jefferson Site Council

Dr. Paul Longhofer  
Assistant Superintendent for Planning and  
Communications  
Wichita Public Schools  
217 N. Water  
Wichita, Kansas 67202  
Phone: 833-4150  
District Liaison

Ms. Jackie Lugrand  
President, Chapter 1 Parent Advisory  
Council  
428 S. Broadway  
Wichita, Kansas 67202  
Phone: 833-4605  
Representing: Chapter 1 Parent Advisory  
Council

Ms. Jackie Lugrand Sr.  
Director, Retired Senior Volunteer Program  
200 S. Walnut  
Wichita, Kansas 67213  
Phone: 267-0196  
Representing: Retired Senior Volunteer  
Program

Ms. Kaye McKee  
1270 N. Pinegrove Ct.  
Wichita, Kansas 67212  
Phone: 722-6676  
Representing: McCollom Site Council

Mr. Ron Moore  
Vice President, Administration and Finance  
Great Plains Ventures, Inc.  
1359 Chipper Ln.  
Wichita, Kansas 67212  
Phone: (H) 722-2797; (W) 684-1540  
Representing: Chamber of Commerce

Ms. Connie Neeley  
8128 Greenbriar Court  
Wichita, Kansas 67226  
Phone: (H) 685-4265; (W) 265-9367  
Facilitator

Ms. Gloria Rising  
President, PTA/PTSA  
144 S. Gleneagles  
Wichita, Kansas 67209  
Phone: (H) 722-7005; (W) 945-0445  
Representing: PTA



Citizens' Advisory Commission Membership

Ms. Phyllis Schanbacher  
2714 S. Elizabeth  
Wichita, Kansas 67217  
Phone: 262-2550  
Representing: Metro Boulevard Site  
Council

Pastor Randall Whitsel  
3520 N. Arkansas  
Wichita, Kansas 67204  
Phone: (H) 838-1227; (W) 838-3542  
Representing: Arkansas Avenue Site  
Council

Ms. Jan Schmidt  
2516 Persimmons  
Derby, Kansas 67037  
Phone: 788-9959  
Representing: NEA-Wichita

Ms. Karen Whittle  
Principal, Isely Enrichment Magnet School  
2131 S. Pattie  
Wichita, Kansas 67211  
Phone: (H) 264-0697; (W) 833-2370  
Representing: Wichita Educational  
Administrators Association

Mr. Steve Sell  
R.R. 1, Box 158  
Cheney, Kansas 67025  
Phone: 542-0462  
Representing: East Site Council

Ms. Elizabeth Wilder  
8525 E. Tipperary  
Wichita, Kansas 67206  
Phone: 634-1432  
Representing: Junior League

Ms. Denise Strole  
1917 Heiserman  
Wichita, Kansas 67203  
Phone: 269-3644  
Representing: Woodland Site Council

Ms. Leslie Wright  
1121 Woodrow  
Wichita, Kansas 67203  
Phone: 267-3848  
Representing: Riverside Site Council

Mr. Eddie Thomas  
1902 E. 17th St.  
Wichita, Kansas 67214  
Phone: (H) 265-4048; (W) 264-2474  
Representing: NAACP

Ms. Marge Zakoura-Vaughan  
President, League of Women Voters  
2820 S. Roosevelt  
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Phone: 265-8083 or 684-1430  
Representing: League of Women Voters

Ms. Joan Urcavich  
3920 N. St. Clair  
Wichita, Kansas 67204  
Phone: 832-0910  
Representing: Pleasant Valley Elementary  
Site Council

Mr. Richard Warren  
205 N. Roosevelt  
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Phone: (H) 685-4400; (W) 264-6635  
Representing: Robinson Site Council

# CITIZENS' ADVISORY COMMISSION

## Minutes

May 27, 1993

The fifth meeting of the Citizens' Advisory Commission was called to order at 7:15 p.m., Thursday, May 27, 1993.

Members Present: Sharon Allbaugh, Leo Casados, Kathy Dye, Ron Emmons, Greg Evans, Hyla Hart, Linda Hurtig, Richard Kaufman, Paul Longhofer, Ron Moore, Connie Neeley, Steve Sell, Denise Strole, Eddie Thomas, Barbara Travis (Alt.--NEA), Joan Urcavich, Bill White (Alt.--Metro-Blvd. Site Council), Randall Whitsel, Karen Whittle, Liz Wilder, Marge Zakoura-Vaughan.

Members Absent: Earl Burkhalter, Sharon Burnett, Rita Chavez, Lisa Cherney, L. C. Drew, Stephanie Dunn, Michelle Gilchrist, Margo Grover, Thelma Johnson, Mary Johnson, Jackie Lugrand, Jackie Lugrand Sr., Kaye McKee, Gloria Rising, Richard Warren, Leslie Wright.

Leo Casados (Sharon Allbaugh) moved to approve the minutes from the May 13, 1993, meeting as presented. Motion passed unanimously.

Connie Neeley introduced Georgia Bradford, the facilitator for the focus grouping session. Dr. Bradford was asked to work with the group to gather a consensus on items the group wishes to pursue next year. The outcome of this exercise would be to develop three "umbrellas" under which items that come to the commission must fall. She explained that this Commission is not a decision making body, but rather a validated group that will mediate among the community, the Board of Education and the Administration.

To begin the brainstorming session, the group broke into three groups and was asked the following question: "What is it that causes people to move out of Wichita schools now?" Each group was asked to brainstorm, without discussion, for three minutes and write down their ideas. The following is a list of these ideas:

### Group #1

Large class sizes  
Safety  
Student performance  
Fictions  
Business  
Rumors  
Drugs  
Administration  
Inflexible teachers  
Curriculum  
Underchallenged students  
Lack of individualization  
Grading system  
Expectations  
Discipline  
Facilities  
Disrespect for students  
Disrespect for teachers  
Lack of concern for single parent  
Families  
B.O.E.

### Group #2

Uncertainty of where kids will attend  
Busing  
Overcrowding  
Lack of good teachers  
Bad environment  
Lack of measurable standards  
Fear of community—guns  
Gangs  
Grass is greener...  
New housing outside USD 259  
BOE frustration  
Clash of values—East/West  
Relocations  
Helplessness vs. "system"  
Smaller community  
New desegregation plan

### Group #3

Gangs  
Ignorance  
Overcrowding  
Student/teacher ratio  
Poor quality of education  
Middle schools  
Money  
Lack of discipline  
Progress reports  
News media  
Busing  
Parent-teacher relations  
BOE

The lists were then passed to the next group and participants were asked to cross through the items which they felt were least important. The lists were passed once again and items were placed in priority order:

**Group #1**

1. Safety
2. Busing
3. Drugs/large class size

**Group #2**

1. Safety
2. Overcrowding
3. Busing

**Group #3**

1. Lack of discipline
2. Poor quality of education
3. Curriculum/class size

After discussion on how general the three "umbrellas" should be, a committee was formed to sift through all of the original ideas and come back to the Commission with a recommendation. This committee will consist of Connie Neeley, Eddie Thomas, Steve Sell, Ron Emmons, Kathy Dye and Marge Zakoura-Vaughan.

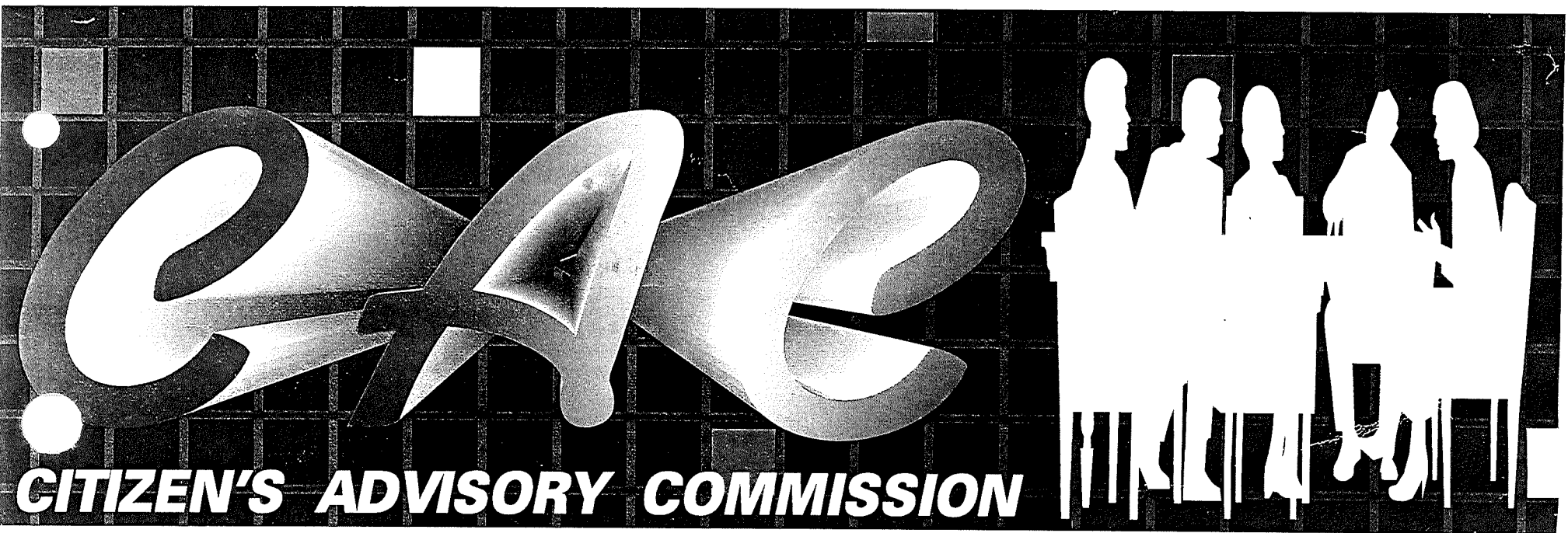
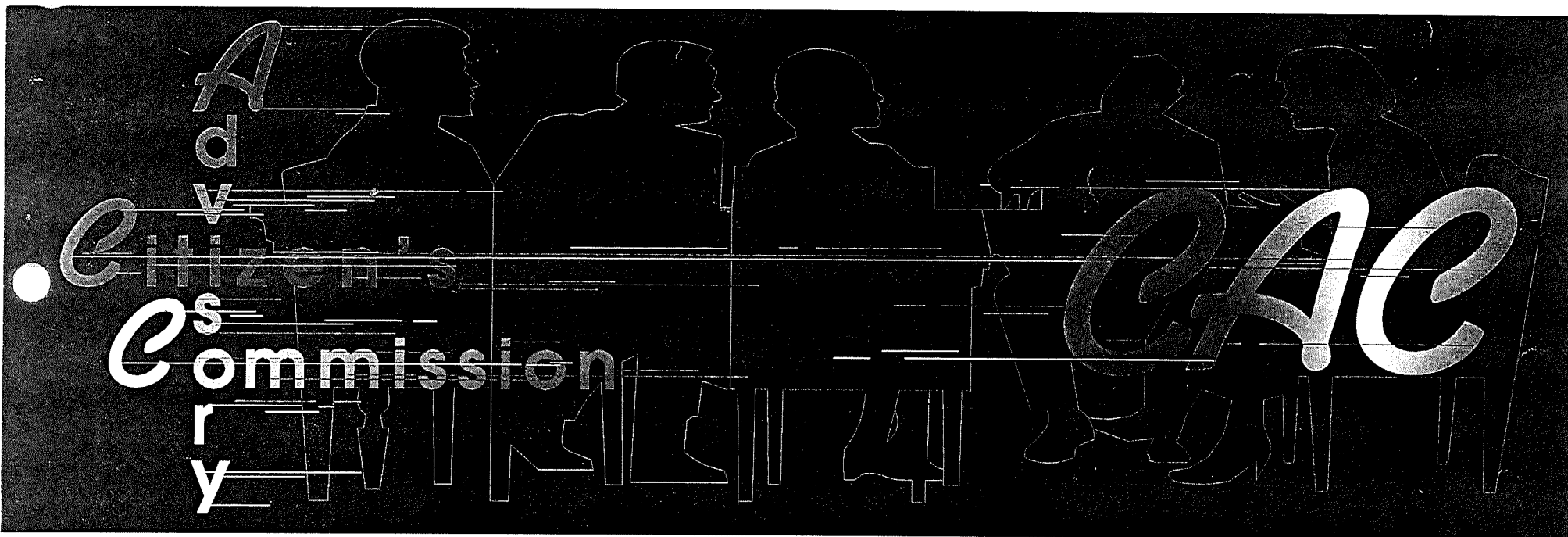
Connie Neeley announced that the Board of Education has a charge for the CAC in regard to the current policies on expulsion, discipline and weapons. The Board has asked that the CAC review the current policies, rewrite them as needed, and come up with a proposed contract which would be signed by parents and students at the beginning of the school year acknowledging their understanding of the policies.

There was discussion on monitoring the items that come before the Commission prior to hearing concerns/suggestions from outside groups. By doing so, it may be possible to funnel some of these concerns to appropriate district personnel. Steve Sell (Sharon Allbaugh) moved that in order to be placed on the CAC agenda, any outside party must submit a written synopsis of their concern. The Commission will review the synopsis at one meeting and decide whether or not they will be allowed to discuss their concern/suggestion at the following meeting. Randall Whitsel moved to amend the motion by asking the facilitator to review the synopsis and decide if it should be funneled through the district or brought to the Commission. The motion died for lack of a second. The original motion passed unanimously.

Connie Neeley asked the Commission to consider working with BEST to have an inservice for school site councils and to publish some type of newsletter that would give good news about the district. Paul Longhofer reported that he is in the process of sending out a Site Council Report Form to all schools which asks if they would be interested in attending an inservice for their Council. He also reported that a school in the district is currently considering publishing a "Good News" newsletter for the district.

Leo Casados (Bill White) moved to adjourn the meeting at 9 p.m. The motion passed unanimously.

*The next meeting of the Commission will be Thursday, June 10, 1993 at 7 p.m. in the Wichita High School West Library, 820 S. Osage.*



# ***Kansas State Board of Education***

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

February 8, 1994

To: House Education Committee

From: State Board of Education Staff

Re: Reporting Quality Performance Accreditation Results

The method for reporting Quality Performance Accreditation results to local schools and districts and to the state is still under development. State Board of Education staff anticipate completion of the plans for Board consideration within the next six to eight weeks. The following paragraphs outline the current status of plans and decisions about reporting.

## **Obtaining Data**

Schools are required to report annually to the State Board of Education information about their status on the indicators included in the Quality Performance Accreditation program. Staff of the State Board have made a pre-programmed computer disk available for local school use in submitting the required information. School data from the state assessments are obtained directly from the University of Kansas Center for Educational Testing and Evaluation so that schools do not have to provide that information.

Data on some of the quantifiable indicators are not available this year. For example, state assessments in science, social studies, speaking, and listening were not administered in the 1992-93 school year, so reports on those areas will not be included in this year's state report.

In addition to reporting information directly related to the indicators, some other relevant data are also being collected through the annual report. For example, schools which have developed their school improvement plans are asked to indicate whether a particular indicator has been targeted for improvement in the plan. Information previously included on the inservice annual report have also been incorporated into the Quality Performance Accreditation report, since one of the outcomes deals with staff development.

Lee Droegemueller  
Commissioner  
(913) 296-3201

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The means for collecting the information about less readily quantifiable items is still being developed. In the meantime, review of information or data for those items is part of the Quality Performance Accreditation on-site review process.

### Reporting State Data

- X It is our intent to prepare a state report from the accumulated data submitted by schools. The reports will be in graphic as well as narrative form, with discussion about the results on each of the quantifiable indicators. In areas for which prior year's data are available, a comparison will be made with previous results. For example, the State Board has long collected information about school dropouts. It is our intent to show comparative data for that item, rather than just reporting this year's data. In future years there will be considerably more trend or comparison data available.

All appropriate data are reported by schools in disaggregated form and will be presented both in aggregated and disaggregated form in the report. For example, the total number of students who dropped out of school can be shown, as can the number by race, gender, and socioeconomic status. (An example of what the contents of a state report might look like is attached. **The data, findings, and recommendations are all fiction and are examples only.**)

Data from the schools required to report for the 1992-93 school year are being accumulated; we anticipate being able to issue reports this spring. As schools gain experience with this reporting system and format, we should be able to complete the state report earlier in the year. The state report will be distributed to a broad audience throughout the state.

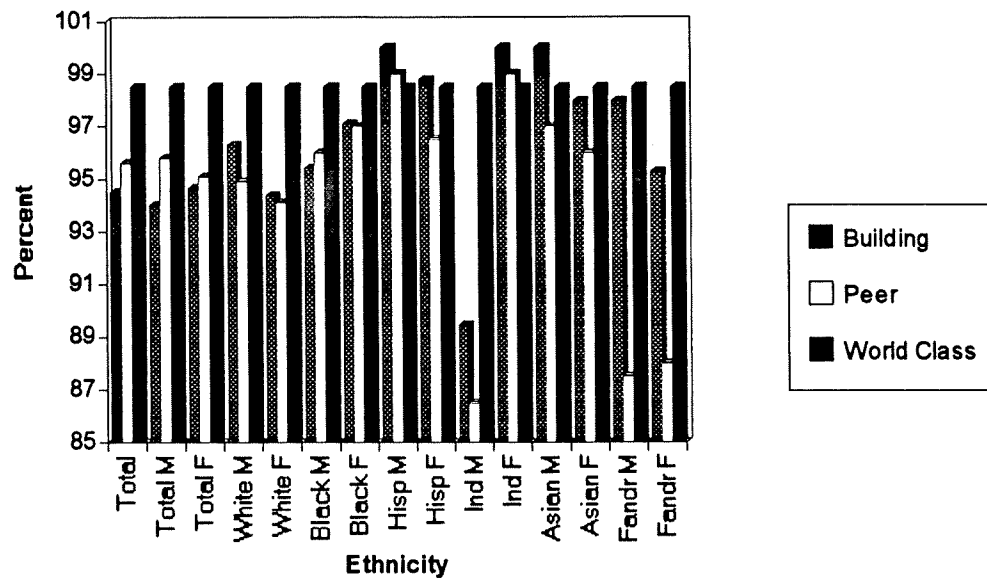
### School Reports

It is also the intent of State Board of Education staff to provide reports back to schools. If such reports are prepared this year, they will probably take the form only of showing the state mean and the individual school mean, where appropriate. Other types of reports may be appropriate for some indicators.

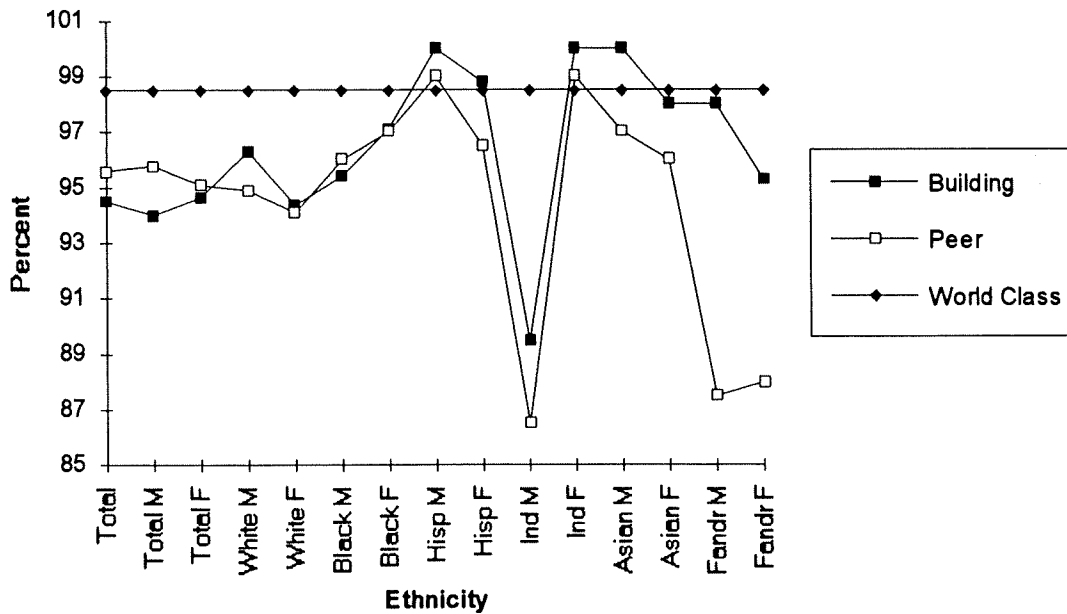
In future years, we intend to report not only the building status, but also the status of the peer group established through the standard-setting process, the expected performance for that peer group, and the world class standard established for all schools in the state. An example of what a school report might look like is attached. **The data are all fiction and are examples only.**

**EXAMPLE SCHOOL REPORT**  
Data and Discussions are Fictitious

**Attendance Rate**



**Attendance Rate**

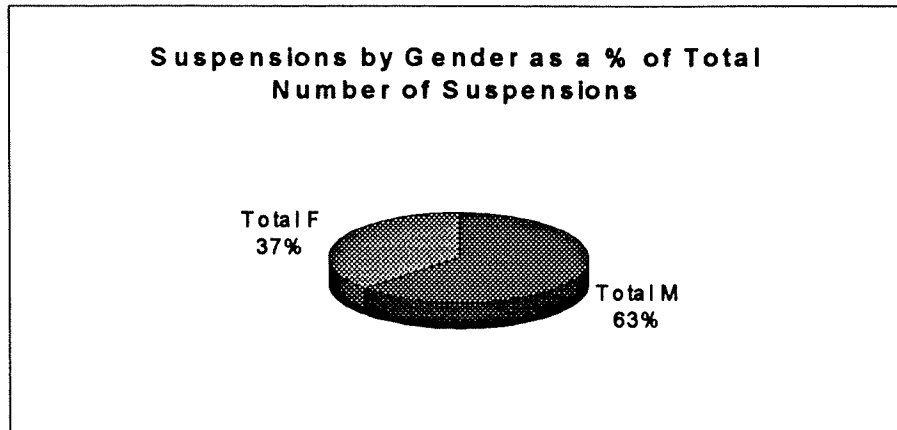


# EXAMPLE STATE REPORT

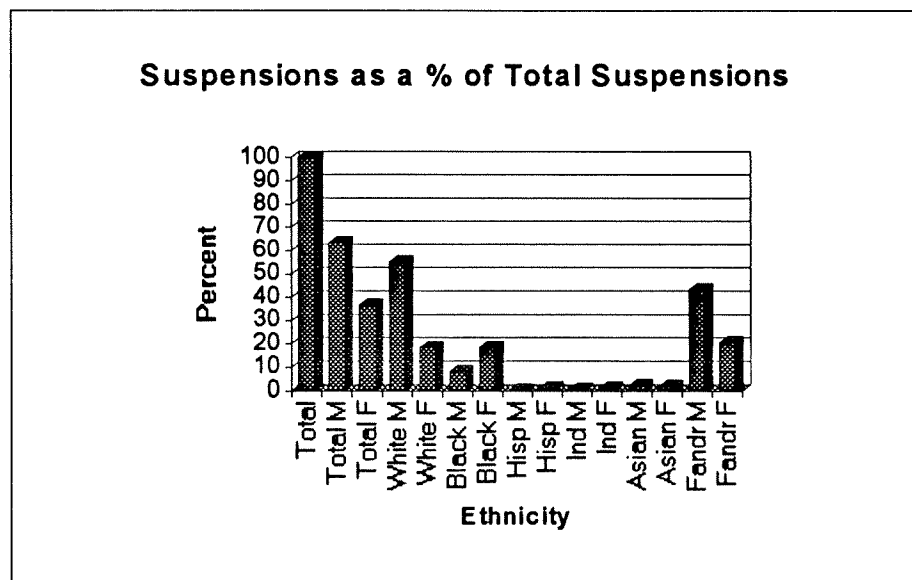
## Data and Discussions are Fictitious

### Question

Report the number of out-of-school suspensions. Show total and disaggregated data.



**Findings:** The above chart depicts 26% more males than females have suspensions as reported by Phase I and II schools in the 1992-93 Annual Report.



**Findings:** The above chart shows the disaggregation of suspensions by gender, ethnicity and free and reduced lunch as compared to the total number of suspensions as reported by Phase I and II schools in the 1992-93 Annual Report. Overall, males have more suspensions than females and comprise most of the total suspensions. Ethnicity reveals a difference from these figures in that more black, Hispanic, and American Indian females have more suspensions than males. Percentages reported by Free and Reduced Lunch show that males have twice as many suspensions as females.



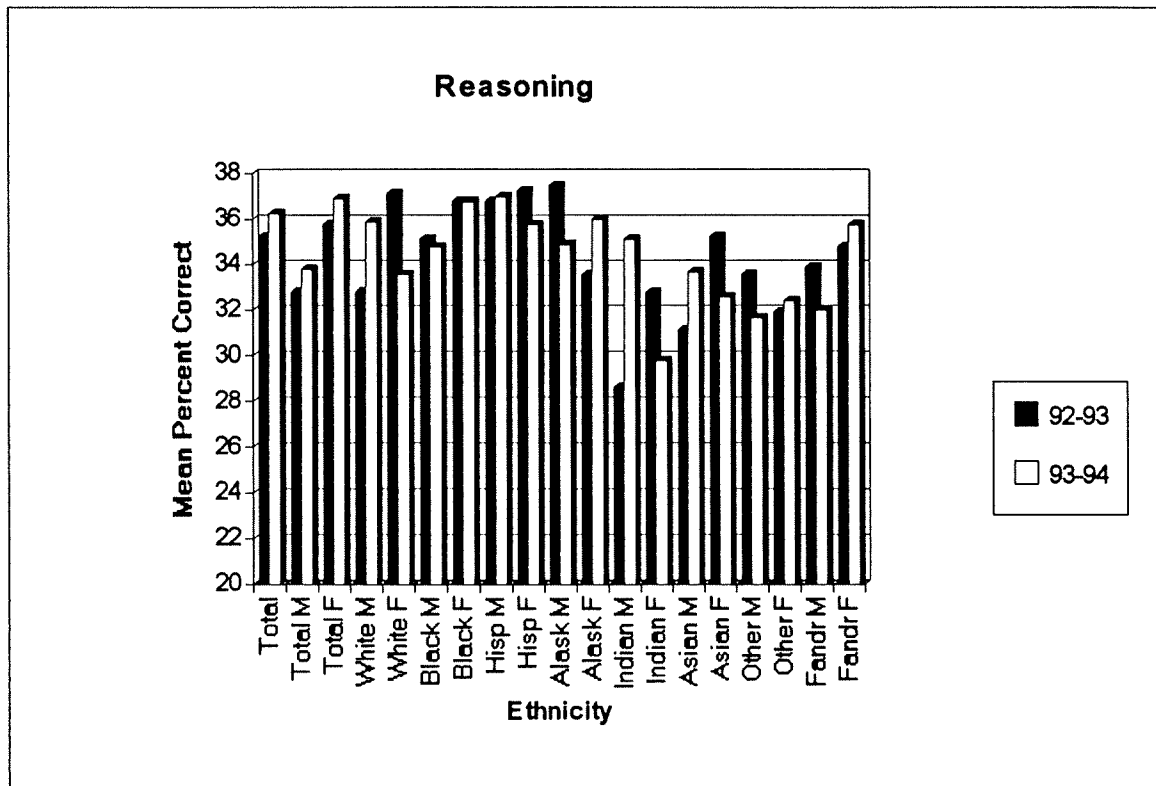
# **EXAMPLE STATE REPORT** **Data and Discussions are Fictitious**

**Recommendations:** Further investigation is needed to determine why males are receiving more suspensions than females. The chart shows that males who have low socio-economic status appear to be committing a majority of the acts resulting in suspensions. Although females receive more suspensions in black, Hispanic, and American Indian groups, the numbers are not significant enough for this reporting period to warrant further actions. A random sampling of telephone calls could be made to schools to determine what types of acts are resulting in males being suspended from school. Based on these results and other suggestions from schools, an inservice program might be developed for schools which have a high rate of male suspensions, especially for those males falling into the lower socio-economic range.

**Table 30 Reasoning from the Kansas Mathematics Assessment**

## **Question**

Report the mean percent correct, by grade, on the reasoning portion of the state mathematics assessment. Show building and disaggregated data for the grade (s) level of your building.

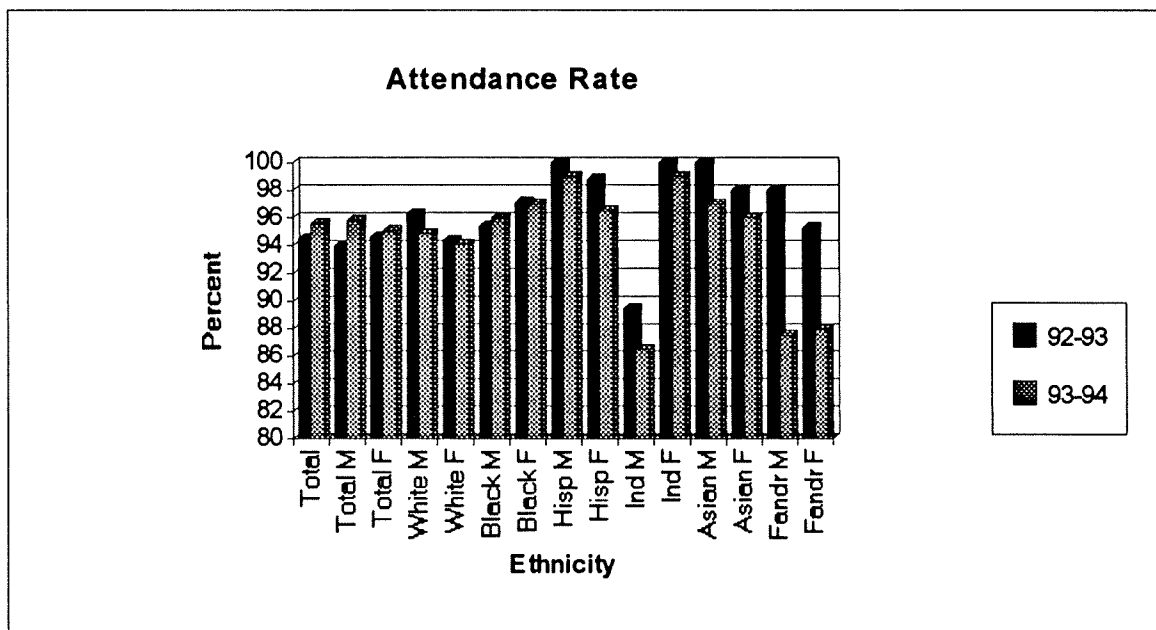


**EXAMPLE STATE REPORT**  
**Data and Discussions are Fictitious**

**Findings:** Chart 8 depicts the comparison of the overall scores for grades 4, 7, and 10 in reasoning from the Kansas Mathematics Assessments for the 1992-93 and 1993-94 school years. Overall, students performed 1% higher in reasoning in 1993-94 as compared to 1992-93. Also, these overall scores show that Kansas students are performing at less than the 40% mean score level. Both males and females scored slightly higher in the 1993-94 reporting year. Differences in performance among ethnic groups show that white males, Alaskan females, American Indian males, Asian females, and female-other increased their scores. White females, Hispanic females, Alaskan males, American Indian females, Asian females and male-other scored lower in 1993-94 as compared to 1992-93. However, there was no significant increase or drop in any of these ethnic categories. In the Free and Reduced Lunch category, females improved slightly while males dropped slightly. The drop in male scores was not significant.

**Recommendations:** All schools need to improve student's performance in Reasoning skills as measured on the Kansas Mathematics Assessments. Further investigation, perhaps over the period of Quality Performance cycle, is necessary to determine the most effective strategies for improving student performance in this area. Effective practices need to be shared with schools.

**Attendance Rate**



**Findings:** Overall, the attendance rate has improved during the 1993-94 school year when compared to the 1992-93 figures. American Indian males still have a low attendance rate when compared to other groups, but their attendance rate is still at 90%, which is the standard set by the National Goals. The attendance rate did fall for Free and Reduced Lunches.

**EXAMPLE STATE REPORT**  
**Data and Discussions are Fictitious**

**Recommendations:** The attendance rate for students is high, in fact, higher than the standard of 90% established in the National Goals. The attendance rate for American Indian males, although above the national standard, should be compared to other data collected by the state to determine if there is any correlation between their attendance and performance. The drop in male and female attendance should be monitored over the next year to determine if this is a significant consistent decline or an aberration in one year's reporting.

# *Kansas State Board of Education*

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

June 1993

Dear QPA Colleague:

The 1992-93 Annual Report is enclosed for your review. Please keep this document as a reference for use with the Annual Report data disk. The disk which will be mailed during the summer has the same documentation format as the Annual Report. It is important to complete the enclosed School Data Collection Survey in order for our staff to determine the type and size of disk(s) your computer will support. Also, the survey asks if you want the Kansas State Board of Education to provide you with 1) a program to use for reporting data; or 2) file format directions enabling you to produce a completed Annual Report data disk that can be sent directly to the state. Again, please complete and return the survey so that arrangements can be made to forward you an Annual Report data disk or format requirements. If you do not have access to a computer, please contact Jackie Lakin, (913) 296-2144, to discuss possible arrangements.

Outcome 1 requests data regarding student improvement plans and basic skills. A definition of these terms and a sample student improvement plan will be mailed to you during the summer.

Outcomes 5 and 6 are primarily concerned with data collection dealing with the state assessments. These sections are marked **For Discussion Only**. You will not need to complete this information as data will be sent directly from the University of Kansas Center for Educational Testing and Evaluation (CETE) to the Kansas State Board of Education. Assessment data reported directly to the state will focus solely on building level scores. The CETE will continue to send each district a data disk containing individual, building and district results.

The Annual Report data on graduates, dropouts, total student enrollment, violent acts, health education and school site councils will be collected by the KSBE on the Principal's Building Report. A draft copy of this information is enclosed for your review. A data disk will not be used to report this information. A hard copy will be mailed from KSBE to building principals later in the year.

I am confident the changes in data collection procedures made by the KSBE will reduce your school's data reporting burden. Also, the correlation between the Annual Report, School Profile, and School Improvement Plan has been more clearly defined. If you should have any questions regarding the Annual Report, please contact Jackie Lakin at (913) 296-2144.



Craig R. Shove

Team Leader

Outcomes Education Team

Outcomes Education  
(913) 296-4946

House Education  
Feb. 8, 1994  
Attachment 3

## ANNUAL REPORT GUIDELINES

The 1992-93 Annual Report is under way. Our goal is to aggregate data for a state profile of Quality Performance Accreditation and to allow school buildings to compare their data to the state aggregate. We need your completed Annual Report to reach this goal.

Many changes have occurred since the implementation of Quality Performance Accreditation by the Kansas State Board of Education on March 12, 1991. The state assessments in Math, Reading and Writing have been completed. The Pilot Schools have completed the first two years of the four-year QPA cycle. Many have had their first onsite visit and have submitted school improvement plans to the state.

The Kansas State Board of Education will use the statistical summaries from the Annual Report in making policy decisions affecting education in Kansas. These decisions may have an effect on the process of Quality Performance Accreditation. You can find a more extensive description of the uses of the Annual Report on the reverse side of these guidelines.

### WHAT IS ENCLOSED IN THIS PACKET?

1. Annual Report Documentation -- **Do not return this document.** Data will be reported on a disk provided to you at a later date.
2. An information letter
3. School Computer System Survey -- please complete and return to the Data Processing Team.

### WHEN IS THE ANNUAL REPORT DUE?

Please return your completed Annual Report data disk by October 1, 1993. This disk will be provided to you at a later date. Data reported will be collected from the 1992-93 school year. Return of the Annual Report data disk by October 1 will reduce the need for costly mail and telephone follow-ups.

### IS YOUR RESPONSE REQUIRED?

Yes. The Kansas State Board of Education has adopted the Quality Performance Accreditation system. The Annual Report is one part of measuring the effectiveness of this system.

### WILL YOUR ANSWERS BE KEPT CONFIDENTIAL?

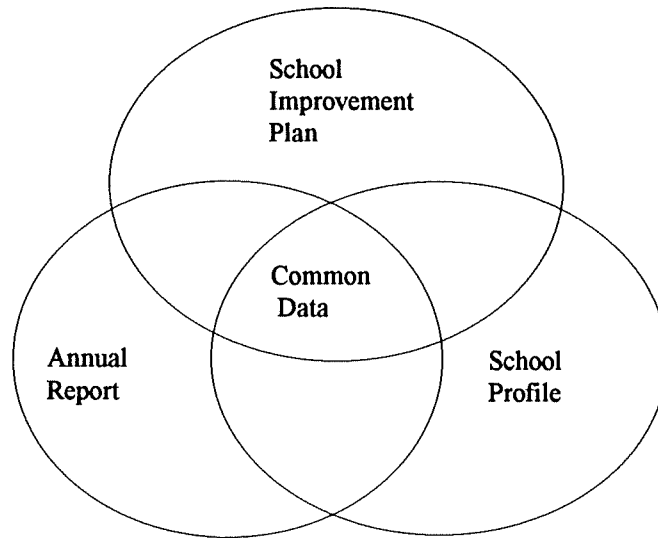
Any data that would identify an individual student should not be reported. Otherwise, any data submitted to the Kansas State Board of Education would be available to the public.

### WHAT IF YOU DID NOT CONDUCT ANY DATA COLLECTION ON A SPECIFIC OUTCOME AND STANDARD IN 1992-93 OR YOU NEED HELP IN COMPLETING THE ANNUAL REPORT DATA DISK?

If data are not available, then do not fill in that space. If you need additional information, please contact Jackie Lakin, Outcomes Education, (913) 296-2144.

## HOW ARE ANNUAL REPORT DATA USED?

The Annual Report results will be aggregated into a state report that will be presented to the Kansas State Board of Education, school districts, parents and communities. This report will reflect the progress of the outcome-based accreditation program and provide accountability for this systemic change. Additionally, the Annual Report can serve at the school building level as baseline data for Quality Performance Accreditation (See diagram below). This baseline data, accompanied by local data, could serve as the foundation for the School Improvement Plan. Once outcomes are targeted, then relevant data from the annual report could be used to measure improvement in the school improvement plan.



## WHO PLANS THE QUESTIONS?

The Outcomes Education Team works with other teams at the Kansas State Board of Education, members of the Quality Performance Accreditation Advisory Council (administrators and teachers), and faculty and staff from the University of Kansas Center for Educational Testing and Evaluation.

## WHAT HAPPENS TO YOUR ANSWERS?

Some data are for use only by the Kansas State Board and its staff for use in evaluating the progress of the Quality Performance Accreditation system. Some comparisons will be made among the data reported, and publications on the results will be made available to schools and communities in the state. Some of the data are required by the U.S. Department of Education and will be submitted to that agency. Data submitted to the Kansas State Board of Education are open to public disclosure.

**Quality Performance Accreditation 1992-93 Annual Report**  
(Based on Original QPA Document Adopted by KSBE on 3/21/91 and revised December 1992)

School Year 1992-1993

Name of School \_\_\_\_\_ Building# \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

School Telephone \_\_\_\_\_

Organ./District Name \_\_\_\_\_ Organ./USD# \_\_\_\_\_

Name of individual completing report \_\_\_\_\_

Telephone number \_\_\_\_\_

Grades in School<sup>1</sup> \_\_\_\_\_

<sup>1</sup>Report each grade that is held in the school building. Possible entries are K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, Pre-K, Special Ed. K-12, Special Ed. 3 & 4 year olds and Nongraded. (eg. a high school might report grades 9, 10, 11, 12)

**Instructions**

1. ***Complete and return this report to the Outcomes Education Team, Kansas State Board of Education, prior to October 1, 1993.***
2. Data collected are for the academic year 1992-1993.
3. All data should be disaggregated by gender, race and free and reduced price lunches on the tables provided. Place the number of students in your school fitting each category in the proper column.
4. All students should be considered when disaggregating data. When reporting the number of students in the disaggregated data section, the sum of the Gender and Ethnicity columns should have the same sum as the Total Number of Students column.
5. Outcomes are either Maintained; Targeted for improvement; or Not Targeted during this reporting period. Please check the status of each outcome. This is only required for schools who have completed their School Improvement Plan (SIP).
6. Disaggregated data should not be reported if any data leads to the identification of individual students. Numbers of identifiable students will be reported only in the total columns.
7. Refer questions to Outcomes Education, Jackie Lakin (913) 296-2144.

**Ethnicity Definitions:**

**White** (not of Hispanic origin): A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

**Black** (not of Hispanic origin): A person having origins in any of the Black, racial groups of Africa.

**Hispanic:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

**American Indian or Alaskan Native:** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

**Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

# OUTCOMES RELATED TO SCHOOL IMPROVEMENT THROUGH EFFECTIVE SCHOOL PRINCIPLES

## OUTCOME 1

*Teachers, principals, board members and all other educational staff establish high expectations for student learning and provide continuous monitoring of student achievement.*

**Please check one of the following:**

Targeted for School Improvement Plan \_\_\_\_\_  
Status 1

Not Targeted for School Improvement Plan \_\_\_\_\_  
Status 2

Selected for Maintenance \_\_\_\_\_  
Status 3

**STANDARD 1:** Teachers and principals demonstrate that all students have a high level of mastery of basic skills.

**\*STATE INDICATOR 3:** Teachers will develop, maintain and assess for progress a student improvement plan for all students who are deficient in mastery of basic skills.

### QUESTION:

**1. Report the number of Students with Improvement Plans, by grade, based on the need for improvement as determined by the local education agency. Do not include students with active IEPs. Show total and disaggregated data by gender, race, and number of free and reduced<sup>1</sup> that are appropriate for the grade level(s) of your building.**

**Table 01 Students with Improvement Plans based on LEA Defined Basic Skills**

YEAR	Total # of Students with SIPs	Number by Gender		Number by Ethnicity										Number of Free and Reduced	
		M	F	White		Black		Hispanic		Am. Ind. Alsk. Nat.		As./Pac. Islander		M	F
1992-1993															
Kindergarten															
Grade 1															
Grade 2															
Grade 3															
Grade 4															
Grade 5															
Grade 6															
Grade 7															
Grade 8															
Grade 9															
Grade 10															
Grade 11															
Grade 12															

<sup>1</sup>Number of Free and Reduced is the Number Eligible for Free and Reduced Price Lunches and is used to determine Socioeconomic Status.



**STANDARD 2:** Teachers, principals, board members and all other educational staff will demonstrate that all students have acquired a broad range of knowledge and skills which will enable them to live, learn and work in a global society.

**\*STATE INDICATOR 1:** Teachers, principals and board members will increase or maintain a high student graduation rate.

**QUESTION:**

**1. Report the number of students, including dropouts, in the 1992-93 twelfth grade cohort group<sup>1</sup> (class). Show total and disaggregated data. (To be reported by High Schools only)**

**Table 02 Number of Students in Cohort Group**

YEAR	Total # of Students in Cohort Gp.	Number by Gender		Number by Ethnicity										Number of Free and Reduced	
				White		Black		Hispanic		Am. Ind. Alsk. Nat.		As./Pac. Islander			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
1992-1993															

<sup>1</sup>**Cohort Group** is composed of the total number of students entering grade nine, plus all students who transfer into the school in that cohort group or class during their prescribed program (usually 4 years) minus the total number of students transferring to another school. This information will be used by KSBE to calculate graduation rate.

**For example:**

#Students entering grade 9 + # transfers into cohort group - # transfers to another school = # in grade twelve cohort group.

100 + 5 - 10 = 95

The 95 students, including dropouts, are then disaggregated and placed in the above table.

**Note:** The number of graduates will be reported on the Senior High Building Report

**\*STATE INDICATOR 2:** Teachers, principals and board members will decrease or maintain a low student dropout rate. (This will be reported on the Middle School/Junior High and Senior High Building Reports)

## OUTCOME 2

*Schools have a basic mission which prepares the learners to live, learn, and work in a global society.*

**Please check one of the following:**

Targeted for School Improvement Plan \_\_\_\_\_

Not Targeted for School Improvement Plan \_\_\_\_\_

Selected for Maintenance \_\_\_\_\_

**STANDARD 1:** Schools have a clearly defined mission that reflects beliefs and practices about learning for all students.

**\*STATE INDICATOR 1:** Schools will demonstrate that the community, site based councils and staff are involved in establishing and implementing their mission. *(This will be reported on the on-site visit. Further information on site based councils (school site council) is reported on the Principal's Building Report)*

**\*STATE INDICATOR 5:** Teachers and principals will conduct a one and six year follow-up of all graduating students to assess how effective the school was in meeting its mission and progress toward or maintaining a high percentage of student satisfaction with student education.

**QUESTION:** *(To only be completed by Pilot High Schools during this reporting period)*

**1. Report the number of graduates who were sent a one-year follow-up survey.**

\_\_\_\_\_ Number sent a survey

**2. Report the number of graduates who returned the one-year survey.**

\_\_\_\_\_ Number of responses

**3. Report the number of 1992-93 graduates who are satisfied<sup>1</sup> with their education 1 year after graduation as determined by your local survey. Show total and disaggregated data.**

**Table 03**

**Year One Student Satisfaction**

YEAR	Total # of Satisfied Students	Number by Gender		Number by Ethnicity										Number of Free and Reduced		Special Education <sup>2</sup>	
				White		Black		Hispanic		Am. Ind. Alsk. Nat.		As./Pac. Islander					
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1992-1993																	

<sup>1</sup>**Satisfaction** is defined by the local education agency (LEA).

<sup>2</sup>**Special Education** is all students with disabilities who have active IEPs. (Gifted students not included)

**Note:** The six year Student Satisfaction will be reported on the QPA Annual Report during year 6 of the QPA cycle.

## OUTCOME 3

*Teachers, principals, board members and other educational staff demonstrate that students are actively engaged in learning within an orderly and safe environment.*

Please check one of the following:

Targeted for School Improvement Plan \_\_\_\_\_ Not Targeted for School Improvement Plan \_\_\_\_\_ Selected for Maintenance \_\_\_\_\_

STANDARD 1: All students are engaged in meaningful, planned learning activities during the allocated school time.

\*STATE INDICATOR 1: Teachers and principals will increase or maintain a high student attendance rate<sup>1</sup>.

### QUESTION:

1. Total disaggregated enrollment, by grade, was reported on the October 1992 Principal's Building Report. Complete the Number of Free and Reduced, by grade. Include Special Education<sup>2</sup> students in the Special Ed. rows.

Table 04

**Total Student Enrollment**

YEAR	Total # by Grade	Number by Gender		Number by Ethnicity												Number of Free and Reduced	
				White		Black		Hispanic		Am. Ind. Alsk. Nat.		As./Pac. Islander					
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1992-1993																	
Pre-Kindergtn (non Spec. Ed)																	
Kindergarten																	
Grade 1																	
Grade 2																	
Grade 3																	
Grade 4																	
Grade 5																	
Grade 6																	
Grade 7																	
Grade 8																	
Grade 9																	
Grade 10																	
Grade 11																	
Grade 12																	
Special Ed. K-12																	
Special Ed. 3 & 4 yr.																	
Nongraded																	

<sup>1</sup>High Attendance rate is defined by the Local Education Agency (LEA)

<sup>2</sup>Special Education is defined as all students with disabilities who have active IEPs (Gifted Students not included).

**QUESTION:****2. Report the average daily attendance (ADA)<sup>1</sup>. Show total and disaggregated data.****Table 05****Average Daily Attendance**

YEAR	Total ADA	ADA by Gender		ADA by Ethnicity								ADA by Free and Reduced	
				White		Black		Hispanic		Am. Ind. Alsk. Nat.		As./Pac. Islander	
		M	F	M	F	M	F	M	F	M	F	M	F
1992-1993													

<sup>1</sup>**Average Daily Attendance (ADA)** is calculated by (1) adding together the number of students attending each day that the school was in session during the school year and (2) dividing that total by the number of days school was in session with students in the class. For QPA purposes, attendance data must not be gathered or reported in increments of less than half days and should not be reported by hours. This will be used by KSBE to calculate attendance rate.

**3. Report the average daily membership (ADM)<sup>1</sup>. Show total and disaggregated data.****Table 06****Average Daily Membership**

YEAR	Total ADM	ADM by Gender		ADM by Ethnicity								ADM by Free and Reduced	
				White		Black		Hispanic		Am. Ind. Alsk. Nat.		As./Pac. Islander	
		M	F	M	F	M	F	M	F	M	F	M	F
1992-1993													

<sup>1</sup>**Average Daily Membership (ADM)** is calculated by (1) adding together the number of students attending each day plus the number absent each day that the school was in session during the school year and (2) dividing that total by the number of days school was in session with students in the class. For QPA purposes, attendance data must not be gathered or reported in increments of less than half days and should not be reported by hours. This will be used by KSBE to calculate attendance rate.

**\*STATE INDICATOR 3:** Teachers and principals will demonstrate a decrease in or maintain a low number of out-of-school suspensions and expulsions.

**QUESTION:****1. Report the number of out-of-school suspensions<sup>1</sup>. Show total and disaggregated data.****Table 07****Suspensions**

YEAR	Total # of Suspensions	Number by Gender		Number by Ethnicity								Number of Free and Reduced	
				White		Black		Hispanic		Am. Ind. Alsk. Nat.		As./Pac. Islander	
		M	F	M	F	M	F	M	F	M	F	M	F
1992-1993													
Regular Education													
Special Education <sup>2</sup>													

<sup>1</sup>**Suspensions** are the removal of a student from a school, through due process procedures, for not longer than the current school semester. A suspension may be for a short term not exceeding five days, or for an extended term exceeding five days but not longer than the current school semester.

<sup>2</sup>**Special Education** is all students who have active IEPs. (Gifted students are not included)

**2. Report the number of out-of-school expulsions<sup>1</sup>. Show total and disaggregated data.****Table 08****Expulsions**

YEAR	Total # of Expulsions	Number by Gender		Number by Ethnicity								Number of Free and Reduced	
				White		Black		Hispanic		Am. Ind. Alsk. Nat.		As./Pac. Islander	
		M	F	M	F	M	F	M	F	M	F	M	F
1992-1993													
Regular Education													
Special Education <sup>2</sup>													

<sup>1</sup>**Expulsions** are the removal of a student from a school, through due process procedures, for not longer than the current school year.

<sup>2</sup>**Special Education** is all students with disabilities who have active IEPs. (Gifted students are not included)

**\*STATE INDICATOR 4:** Teachers and principals will demonstrate a decrease or maintain a low number of incidences of crime and violent acts committed against students and teachers. *(This is reported on the Principal's Building Report)*

# OUTCOMES RELATED TO HIGH STANDARD OF ACADEMIC PERFORMANCE THROUGH AN INTEGRATED CURRICULAR APPROACH

## OUTCOME 5

*Students communicate effectively to live, learn and work in a global society.*

Please check one of the following:

Targeted for School Improvement Plan \_\_\_\_\_  
(Required for Math and Reading)

Not Targeted for School Improvement Plan \_\_\_\_\_

Selected for Maintenance \_\_\_\_\_

STANDARD 1: Students analyze, summarize, and comprehend what is read in all subject areas.

\*STATE INDICATOR 1: Achievement will increase or high performance levels will be maintained across all student groups on the appropriate components of the state assessments; e.g., the reading portion of the state communications assessment and the communications items on the state mathematics assessment.

### QUESTION:

1. Report the mean percent correct, by grade, of the reading comprehension score from the reading portion of the Kansas Communications Assessment. Show building and disaggregated data that are appropriate for the grade level(s) of your building.

Table 09 Reading Comprehension from Kansas Communications Assessment

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity												Mean by Free and Reduced	
				White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1992-1993																	
Grade 3																	
Grade 7																	
Grade 10																	

2. Report the prior knowledge mean percent correct, by grade, of the reading comprehension score from the reading portion of the Kansas Communications Assessment. Show building and disaggregated data that are appropriate for the grade level(s) of your building.

Table 10 Reading Comprehension Prior Knowledge from Kansas Communications Assessment

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity												Mean by Free and Reduced	
				White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1992-1993																	
Grade 3																	
Grade 7																	
Grade 10																	

**3. Report the mean percent correct, by grade, of the communications score on the Kansas Mathen. Assessment. Show building and disaggregated data that are appropriate for the grade level(s) of your building.**

**Table 11 Communications from Kansas Mathematics Assessment**

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity														Mean by Free and Reduced	
1992-1993				White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Grade 3																			
Grade 7				FOR DISCUSSION ONLY															
Grade 10																			

**\*STATE INDICATOR 2:** Achievement will increase or high performance levels will be maintained across all student groups on the appropriate components of the social studies and science state assessments. *(This is not applicable for the 1992-1993 reporting period.)*

**STANDARD 2:** Students demonstrate in their written composition and oral communication clear articulation, analysis, conceptualization, synthesis, and distillation of information.

**\*STATE INDICATOR 1:** Achievement will increase or high performance levels will be maintained across all student groups on the appropriate components of the state assessments; e.g., the writing and oral portions of the state communications assessment and the open-ended, written items on the state mathematics assessment. *(The oral portions of the state communications assessment will not be applicable for the 1992-1993 reporting period. The open ended, written items on the state mathematics assessment are reported in Outcome 6.)*

**QUESTION:**

**1. Report the mean of the rating, by grade<sup>1</sup>, on the six trait analytical model<sup>2</sup> from the Kansas Communications Assessment. Show building and disaggregated data that are appropriate for the grade level(s) of your building. The six traits are reported in the following tables:**

<sup>1</sup>Grade 5 is required. One grade is required from grades 8 through 12.

<sup>2</sup>Idea and Content, Organization, Voice, Word Choice, Sentence Fluency, and Conventions.

**Table 12 Idea and Content**

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity														Mean by Free and Reduced	
				White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other			
1992-1993				M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Grade 5 (Required)																			
Grade 8																			
Grade 9																			
Grade 10																			
Grade 11																			
Grade 12																			

<sup>1</sup>Grade 5 is required. One grade is required from grades 8 through 12.

Table 13

**Organization**

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity												Mean by Free and Reduced	
1992-1993				White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Grade 5 (Required)																	
Grade 8																	
Grade 9																	
Grade 10																	
Grade 11																	
Grade 12																	

Grade 5 is required. One grade is required from grades 8 through 12.

Table 14

**Voice**

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity												Mean by Free and Reduced	
1992-1993				White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Grade 5 (Required)																	
Grade 8																	
Grade 9																	
Grade 10																	
Grade 11																	
Grade 12																	

Grade 5 is required. One grade is required from grades 8 through 12.

Table 15

**Word Choice**

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity												Mean by Free and Reduced	
1992-1993				White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Grade 5 (Required)																	
Grade 8																	
Grade 9																	
Grade 10																	
Grade 11																	
Grade 12																	

Grade 5 is required. One grade is required from grades 8 through 12.

Table 16

**Sentence Fluency**

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity												Mean by Free and Reduced	
1992-1993				White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Grade 5 (Required)																	
Grade 8																	
Grade 9																	
Grade 10																	
Grade 11																	
Grade 12																	

Grade 5 is required. One grade is required from grades 8 through 12.

Table 17

**Conventions**

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity												Mean by Free and Reduced	
1992-1993				White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Grade 5 (Required)																	
Grade 8																	
Grade 9																	
Grade 10																	
Grade 11																	
Grade 12																	

Grade 5 is required. One grade is required from grades 8 through 12.

**\*STATE INDICATOR 2:** Achievement will increase or high performance levels will be maintained across all student groups on the appropriate components of the social studies and science state assessments. *(This is not applicable for the 1992-1993 reporting period.)*

**STANDARD 3:** Students demonstrate their adaptability/flexibility, interpersonal, negotiation, and oral communication skills necessary to work collaboratively in teams.

**\*STATE INDICATOR 1:** Achievement will increase or high performance levels will be maintained across all student groups on the appropriate components of the state assessments; e.g., the listening and oral communication portions of the state communications assessment. *(This is not applicable for the 1992-1993 reporting period.)*

**\*STATE INDICATOR 2:** Achievement will increase or high performance levels will be maintained across all student groups on the appropriate components of the social studies and science state assessments. *(This is not applicable for the 1992-1993 reporting period.)*



## OUTCOME 6

*Students think creatively and solve problems necessary to live, learn and work in a global society.*

**Please check one of the following:**

Targeted for School Improvement Plan \_\_\_\_\_  
(Required for Math and Reading)

Not Targeted for School Improvement Plan \_\_\_\_\_

Selected for Maintenance \_\_\_\_\_

**STANDARD 1:** All students successfully apply problem solving skills.

**\*STATE INDICATOR 1:** Achievement will increase or high performance levels will be maintained across all student groups on the appropriate components of the state assessments; e.g., problem solving scores on the state mathematics assessment.

### QUESTION:

**1. Report the mean percent correct, by grade, on the Estimation component of the Kansas Mathematics Assessment. Show building and disaggregated data that are appropriate for the grade level(s) of your building.**

**Table 18 Estimation Component of Kansas Mathematics Assessment**

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity												Mean by Free and Reduced	
				White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other	
1992-1993		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Grade 4																	
Grade 7																	
Grade 10																	

**2. Report the mean percent correct, by grade, on the Mathematics Knowledge Base section from the Kansas Mathematics Assessment. Show building and disaggregated data that is appropriate for the grade level(s) of your building.**

**Table 19 Mathematics Knowledge Base from Kansas Mathematics Assessment**

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity												Mean by Free and Reduced	
				White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other	
1992-1993		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Grade 4																	
Grade 7																	
Grade 10																	

**3. Report the mean percent correct, by grade, on the Nonroutine problem solving component of the Kansas Mathematics Assessment. Show building and disaggregated data that are appropriate for the grade level(s) of your building.**

**Table 20 Nonroutine Problem Solving Component from Kansas Mathematics Assessment**

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity												Mean by Free and Reduced	
				White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other	
1992-1993		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Grade 4																	
Grade 7																	
Grade 10																	

4. Report the mean percent correct, by grade, on the Concepts component of the Kansas Mathem. Assessment. Show building and disaggregated data that are appropriate for the grade level(s) of your building. (This will not be reported this year)

Table 21 Concepts Component from Kansas Mathematics Assessment

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity														Mean by Free and Reduced	
				White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other			
1992-1993				White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Grade 4																			
Grade 7																			
Grade 10																			

5. Report the mean percent correct, by grade, on the Procedures component of the Kansas Mathematics Assessment. Show building and disaggregated data that are appropriate for the grade level(s) of your building. (This will not be reported this year)

Table 22 Procedures Component from Kansas Mathematics Assessment

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity														Mean by Free and Reduced	
				White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other			
1992-1993				M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Grade 4																			
Grade 7																			
Grade 10																			

6. Report the mean, by grade, on the open-ended items<sup>1</sup> of the Kansas Mathematics Assessment. School building and disaggregated data that are appropriate for the grade level(s) of your building. The five ratings for each item are reported in the following tables:

<sup>1</sup>Overall, Understanding the Problem, Choosing a Strategy, Implementation, and Finding and Reporting a Solution.

Table 23

Overall

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity														Mean by Free and Reduced	
		M	F	White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other		M	F
1992-1993				M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Grade 4																			
Item 1																			
Item 2																			
Item 3																			
Item 4																			
Grade 7																			
Item 1																			
Item 2																			
Item 3																			
Item 4																			
Grade 10																			
Item 1																			
Item 2																			
Item 3																			
Item 4																			

FOR DISCUSSION ONLY

Table 24

**Understand the Problem**

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity												Mean <sup>100</sup> Free and Reduced	
				White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1992-1993																	
Grade 4																	
Item 1																	
Item 2																	
Item 3																	
Item 4																	
Grade 7																	
Item 1																	
Item 2																	
Item 3																	
Item 4																	
Grade 10																	
Item 1																	
Item 2																	
Item 3																	
Item 4																	

FOR DISCUSSION ONLY

Table 25

**Choosing a Strategy**

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity												Mean by Free and Reduced	
				White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1992-1993																	
Grade 4																	
Item 1																	
Item 2																	
Item 3																	
Item 4																	
Grade 7																	
Item 1																	
Item 2																	
Item 3																	
Item 4																	
Grade 10																	
Item 1																	
Item 2																	
Item 3																	
Item 4																	

FOR DISCUSSION ONLY

Table 26

**Implementation**

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity												Mean by Free and Reduced	
		M	F	White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other	
1992-1993				M	F	M	F	M	F	M	F	M	F	M	F	M	F
Grade 4																	
Item 1																	
Item 2																	
Item 3																	
Item 4																	
Grade 7																	
Item 1																	
Item 2																	
Item 3																	
Item 4																	
Grade 10																	
Item 1																	
Item 2																	
Item 3																	
Item 4																	

FOR DISCUSSION ONLY

Table 27

**Finding and Reporting a Solution**

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity												Mean by Free and Reduced	
		M	F	White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other	
1992-1993				M	F	M	F	M	F	M	F	M	F	M	F	M	F
Grade 4																	
Item 1																	
Item 2																	
Item 3																	
Item 4																	
Grade 7																	
Item 1																	
Item 2																	
Item 3																	
Item 4																	
Grade 10																	
Item 1																	
Item 2																	
Item 3																	
Item 4																	

FOR DISCUSSION ONLY

\*STATE INDICATOR The number of students completing with passing grades courses in advanced mathematics, as well as other advanced courses offered, will increase across all student groups.

**QUESTION:**

1. Report the number of students who have completed advanced math courses with passing grades. Show overall and disaggregated data.

**Table 28 Passing Grades in Advanced Math in High School Courses**

YEAR	Total # of Students	Number by Gender		Number by Ethnicity										Number of Free and Reduced	
1992-1993				White		Black		Hispanic		Am. Ind. Alsk. Nat.		As./Pac. Islander			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
Advanced Math															

<sup>1</sup>Advanced math courses must have a prerequisite course of algebra and/or geometry.

2. Report the number of students who have completed advanced science courses<sup>1</sup> with passing grades. Show total and disaggregated data.

**Table 29 Passing Grades in Advanced Science in High School Courses**

YEAR	Total # of Students	Number by Gender		Number by Ethnicity										Number of Free and Reduced	
1992-1993				White		Black		Hispanic		Am. Ind. Alsk. Nat.		As./Pac. Islander			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
Advanced Science															

<sup>1</sup>Advanced science courses are courses above biology such as physics, advanced biology, chemistry, principals of technology, etc..

STANDARD 2: All students demonstrate the ability to find information; to process, analyze, and synthesize it and to apply it to new situations.

\*STATE INDICATOR 1: Achievement will increase or high performance levels will be maintained across all student groups on the state communications and mathematics assessments.

1. Report the mean percent correct, by grade, of the reasoning portion of the state mathematics assessment. Show building and disaggregated data for the appropriate grade level(s) for your building.

**Table 30 Reasoning from the Kansas Mathematics Assessment**

YEAR	Building Mean by Grade	Mean by Gender		Mean by Ethnicity														Mean by Free and Reduced	
1992-1993				White		Black		Hispanic		Alaskan Native		American Indian		As./Pac. Islander		Other			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Grade 4																			
Grade 7																			
Grade 10																			

FOR DISCUSSION ONLY

\*STATE INDICATOR 2: Achievement will increase or high performance levels will be maintained across all student groups on the state social studies and science assessments. *(Not applicable for the 1992-1993 reporting year)*

\*STATE INDICATOR 3: The number of students successfully demonstrating mastery of algebraic concepts and skills on local curriculum measures will increase across all student groups.

**QUESTION:**

1. Report the number of students in all grades who have successfully demonstrated mastery of algebraic concepts and skills<sup>1</sup> on local curriculum measures. Show total and disaggregated data for the appropriate grade level(s) for your building.

**Table 31 Student Mastery of Algebraic Concepts and Skills**

YEAR	Total # of Students by Grade	Number by Gender		Number by Ethnicity										Number of Free and Reduced	
				White		Black		Hispanic		Am. Ind. Alsk. Nat.		As./Pac. Islander			
1992-1993															
		M	F	M	F	M	F	M	F	M	F	M	F	M	F
Grade 8															
Grade 9															
Grade 10															
Grade 11															
Grade 12															

<sup>1</sup>Algebraic concepts are defined locally.

## OUTCOME 7

*Students work effectively both independently and in groups in order to live, learn and work in a global society.*

**Please select one of the following:**

Targeted for School Improvement Plan \_\_\_\_\_

Not Targeted for School Improvement Plan \_\_\_\_\_

Selected for Maintenance \_\_\_\_\_

**STANDARD 1:** All students demonstrate the ability to think and work together in the common cause of a mission.

**\*STATE INDICATOR 2:** Student self concept, adaptability/flexibility, interpersonal and negotiation skills necessary for teamwork will improve across all student groups. *(This Outcome will be addressed on the on-site visit)*



## OUTCOME 8

*Students have the physical and emotional well-being necessary to live, learn and work in a global society.*

**Please select one of the following:**

Targeted for School Improvement Plan \_\_\_\_\_ Not Targeted for School Improvement Plan \_\_\_\_\_ Selected for Maintenance \_\_\_\_\_

**STANDARD 1:** All students have the knowledge, skills, and attitudes essential to live a healthy and productive life.

**\*STATE INDICATOR 1:** Schools will demonstrate that they have implemented the State Board of Education's Human Sexuality and HIV guidelines. *(This is reported on the Principal's Building Report)*

# OUTCOME RELATED TO HUMAN RESOURCE DEVELOPMENT/STAFF TRAINING AND RETRAINING

## OUTCOME 9

*Staff development results in increased staff knowledge and new or enhanced instructional skills that result in increased student success.*

Please select one of the following:

Targeted for School Improvement Plan \_\_\_\_\_

Not Targeted for School Improvement Plan \_\_\_\_\_

Selected for Maintenance \_\_\_\_\_

STANDARD 1: All staff are engaged in continuous professional development leading to enhancement of skills, techniques, and subject knowledge, improvement in job effectiveness, and competent on-the-job performance.

\*STATE INDICATOR: The local district inservice plan will include structures for individually determined professional development and will reward only those activities providing evidence of increased staff knowledge, skill development leading to on-the-job behavior change as required in the new work force skills, the Secretary's Commission on Achieving Necessary Skills (SCANS) , and/or increased student success.

**QUESTION:** *(The following questions are formerly the inservice annual report.)*

1. Identify your staff development priority areas designed to support your building's school improvement process.

- |  |  |
|--|--|
| _____ At Risk Students   | _____ Outcomes Based Education                   |
| _____ Communication Skills   | _____ Parent Involvement                         |
| _____ Cooperative Learning   | _____ QPA (Implementation/Strategies)            |
| _____ Curriculum Development (Math, Communication)                     | _____ Six Trait Analytical Writing Assessment    |
| _____ Effective Schools  | _____ Staff Development Processes and Strategies |
| _____ Exit Outcomes  | _____ Student Development                        |
| _____ Inclusion/Integration of Special Education and General Education | _____ Technology/Computers                       |
| _____ Other (Please specify)   |  |

2. How are you assessing the improvement of staff skills identified as your priority?

- |   |
|---|
| _____ Open ended observations by peers, principals            |
| _____ Portfolios  |
| _____ Testimonials  |
| _____ Case studies  |
| _____ Checklists  |
| _____ Interviews  |
| _____ Diaries or logs kept by classroom teachers              |
| _____ Levels of use of the intervention instruments (CBAM)    |
| _____ Student data  |
| _____ Surveys and questionnaires about the use of a new skill |
| _____ Other (Please specify)                                  |

Note: The School Improvement Plan (SIP) must include a staff development plan. This will be reviewed when the SIP is submitted to KSBE and when the on-site visit is conducted.

# OUTCOME RELATED TO COMMUNITY-BASED PROGRAMS/THE LEARNING COMMUNITY CONCEPT

## OUTCOME 10

*The school and community collaborate to create a learning community*

Please select one of the following:

Targeted for School Improvement Plan \_\_\_\_\_

Not Targeted for School Improvement Plan \_\_\_\_\_

Selected for Maintenance \_\_\_\_\_

STANDARD 1: Learning communities deliver high quality human resource development for all groups of citizens from birth to death.

\*STATE INDICATOR 2: Schools will provide evidence that the community supports early childhood education in an effort to increase school readiness for young children. *(This data will be collected by the Kansas State Board of Education from the Headstart, Even Start, Chapter 1 Preschool Programs, Parents as Teachers and Special Education Preschool)*

STANDARD 2: The school is one of many resources that belongs to the community and supports children, families and the community.

\*STATE INDICATOR 1: Schools will provide evidence that they are recognized as one of the community centers where resources for education, health, societal, emotional, and intellectual development for the family is provided. *(This indicator will be addressed on the on-site visit)*

\*STATE INDICATOR 4: Schools will demonstrate that the site based councils are involved in the decision making process and provide leadership for the school improvement plan. *(This is required according to Legislation K.S.A. 1992 K.S.A. 72-6439 (c): (School Site Councils) and is reported on the Principal's Building Report)*

## LEA Finance Reports

Following is a graphical description of what LEA Finance is collecting for the annual report.

### 1. Number of Graduates

#### High School Principal's Building Report

Report in whole numbers. Example: 00		ALL GRADUATES			White		Black		Hispanic		Amer. Indian or Alaskan Native		Asian or Pacific Islander	
		TOTAL	M	F	M	F	M	F	M	F	M	F	M	F
		(01)	(02)	(03)	(04)	(05)	(06)	(07)	(08)	(09)	(10)	(11)	(12)	(13)
1. Four Year College or University	(01)													
2. Two Year College	(02)													
3. Other Type College	(03)													
4. Other Postsecondary (noncollege)	(04)													
5. Employment	(05)													
6. Unemployment	(06)													
7. Parenting**	(07)													
8. Military Service	(08)													
9. All Other Graduates	(09)													
10. Status Unknown	(10)													
11. Total Graduates	(11)													

\* For Race definitions, see page 1.

\*\*Not employed outside the home or attending school.

The number of graduates will be moved from the Superintendents report and asked in the above format on the High School Principal's Building Report. A Free and Reduced Price Lunch column disaggregated by gender will be added.

### 2. Number of Students Who Dropped Out

#### Middle and High School Principal's Building Reports

YEAR	Total # of Dropouts by Grade	Number by Gender		Number by Ethnicity										Number of Free and Reduced		Special Education <sup>2</sup>	
1992-1993				White		Black		Hispanic		Am. Ind. Alsk. Nat.		As./Pac. Islander					
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Grade 7																	
Grade 8																	
Grade 9																	
Grade 10																	
Grade 11																	
Grade 12																	

This will be collected on Middle School/Junior High and Senior High Building Reports (previously on the Superintendent's Report).

**3. Total Student Enrollment****Principal's Building Report**

YEAR	Total # by Grade	Number by Gender		Number by Ethnicity										Number of Free and Reduced		Special Education	
1992-1993				White		Black		Hispanic		Am. Ind. Alsk. Nat.		As./Pac. Islander					
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Pre-Kindergtn (non Spec. Ed)																	
Kindergarten																	
Grade 1																	
Grade 2																	
Grade 3																	
Grade 4																	
Grade 5																	
Grade 6																	
Grade 7																	
Grade 8																	
Grade 9																	
Grade 10																	
Grade 11																	
Grade 12																	
Special Ed. <sup>2</sup> 3 & 4 yr.																	
Nongraded																	

Socioeconomic status information needs to be reported on the 1992-93 Annual Report. Effective October 1993, total student enrollment disaggregated by gender, race, free and reduced price lunches and special education will be reported by grade on each Building Report.

**DRAFT**

#### 4. Violent Acts Against Students and Teachers

##### Principal's Building Report

##### V. SCHOOL VIOLENCE SURVEY - Refer questions to LEA Finance, (913) 296-3871.

Physical violence for this purpose is defined as a malicious act against students or school employees which requires attention by a physician or nurse or which results in the student receiving a suspension or expulsion. Buildings which are being accredited under Quality Performance Accreditation must fill out columns 14 through 17. They are optional for Non-QPA schools.

Report in whole numbers. Example: 00		Total No. of Students	Number by Gender		White		Black		Hispanic		Am. Ind. or Alk. Nat.		As./Pac. Islander		No. of Free and Reduced Price Lunches		Special Education	
Year			M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1992-1993		(01)	(02)	(03)	(04)	(05)	(06)	(07)	(08)	(09)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Against Students	(01)																	
Against Teachers	(02)																	

\*See page 1 for definitions of Race and Special Education.

#### 6. Human Sexuality/HIV and Health Education

##### Principal's Building Report

YEAR	Number of Students Receiving HUMAN SEXUALITY/HIV Education by Grade.	For Each Grade, Does your School Provide a HEALTH EDUCATION Course (minimum of 35 periods)?	For Each Grade, is HUMAN SEXUALITY/HIV Education Taught as Part of a Health Education Course?	For Each Grade, are Parents Allowed to Have Their Children Excused From the HUMAN SEXUALITY/HIV Instruction?
Kindergarten		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____
Grade 1		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____
Grade 2		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____
Grade 3		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____
Grade 4		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____
Grade 5		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____
Grade 6		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____
Grade 7		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____
Grade 8		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____
Grade 9		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____
Grade 10		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____
Grade 11		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____
Grade 12		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____
Special Education		Yes _____ No _____	Yes _____ No _____	Yes _____ No _____

The above table will be placed on the Principals' Building Reports.

**\*STATE INDICATOR 4:** Schools will demonstrate that the site based councils are involved in the decision making process and provide leadership for the school improvement plan. *This is required according to Legislation K.S.A. 1992 K.S.A. 72-6439 (c): (School Site Councils)*

**QUESTION:**

**1. Report the number of members of the following groups on the school site council:**

- ☐ Principal
- ☐ Teachers
- ☐ Other school personnel
- ☐ Parents of pupils attending the school
- ☐ Business Community
- ☐ Other community groups

**2. Does the council have written guidelines for council operations?**

☐ Yes ☐ No

**3. The community, school site council and staff have reviewed and provided advice and counsel on the following (Check all that apply):**

- ☐ School goals and objectives
- ☐ District goals and objectives
- ☐ School Profile
- ☐ School Improvement Plan
- ☐ Other-Please specify \_\_\_\_\_

**4. On a scale of 1 to 5, rate the council on the overall effectiveness in facilitating educational improvement in your school this year\*.**

☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1  
 Very effective Working Needs improvement

\*This rating will be a self assessment by the School Site Council.