

Approved: 3-21-94
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Duane Goossen at 3:30 p.m. on March 17, 1994 in Room 519-S of the Capitol.

All members were present except: Representative Phill Kline (excused)
Representative Bruce Larkin (excused)
Representative Lori Majure (excused)
Representative Marvin Smith (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: Commissioner Lee Droegemueller, KS Board of Education
Sharon Freden, State Board of Education

Others attending: See attached list

Chairman Goossen announced a subcommittee would meet at 4:30 p.m. or upon adjournment of this meeting to discuss possible amendments to SB 803 relating to establishing charter schools.

Chairman Goossen introduced the day's agenda, a presentation and dialogue with State Board of Education personnel and Commission Lee Droegemueller. The subject matter will be the manner in which Quality Performance Accreditation results will be reported. At an earlier meeting this session with State Board of Education personnel it was reported the State Department was developing a report system. The chair stressed the importance of the reporting system which is the Legislature's window, as well as the public's window to see progress under QPA.

Commissioner Droegemueller reported on the progress of the system for reporting QPA results. Continuous growth, quality and improvement are their goals as they work toward World Class Standards.

Sharon Freden reviewed the data and sample charts proposed for the annual report. (Attachment 1)

The floor was open to questions by the committee.

The meeting adjourned at 4:52 p.m.

The next meeting of the House Education Committee will be Monday, March 21, 1994 at 3:30 p.m. in Room 519-S.

GUEST LIST

Committee: Education

Date: 3-17-94

[illegible]

Kansas State Board of Education

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

March 17, 1994

TO: House Education Committee

FROM: Kansas State Board of Education Staff

SUBJECT: Reporting of Quality Performance Accreditation Results

We are pleased to have the opportunity to continue discussion with the Committee about the reporting of Quality Performance Accreditation results. Attached are materials to which we will be referring as we discuss this item with the Committee.

We ask for and value the suggestions and comments of the Committee as we continue our work on this important facet of the Quality Performance Accreditation program.

Lee Droegemueller
Commissioner
(913) 296-3201

House Education
March 17, 1994
Attachment 1

Reporting Quality Performance Accreditation Results

Quality Performance Accreditation is an elementary and secondary school accreditation system focused on continuous improvement of results toward meeting a pre-established, world class standard.

Contents of the annual state report

Kansas State Board of Education staff plan an annual report to the people of Kansas. The table of contents of that report will be similar to that on the following pages.

KANSAS STATE BOARD OF EDUCATION QUALITY PERFORMANCE ACCREDITATION ANNUAL REPORT

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Introduction.....	
Process Outcome I: Effective Schools Principles and Procedures	
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Completion of Advanced High School Math Classes.....
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State Mathematics Open-Ended Item Results.....
Local Multiple Assessment Results in Thinking to
Formulate and Solve Problems and to Communicate
Results.....

**Student Outcome IV: Work Effectively Independently and
in Groups**

Local Multiple Assessment Results.....

Student Outcome V: Physical and Emotional Well-Being

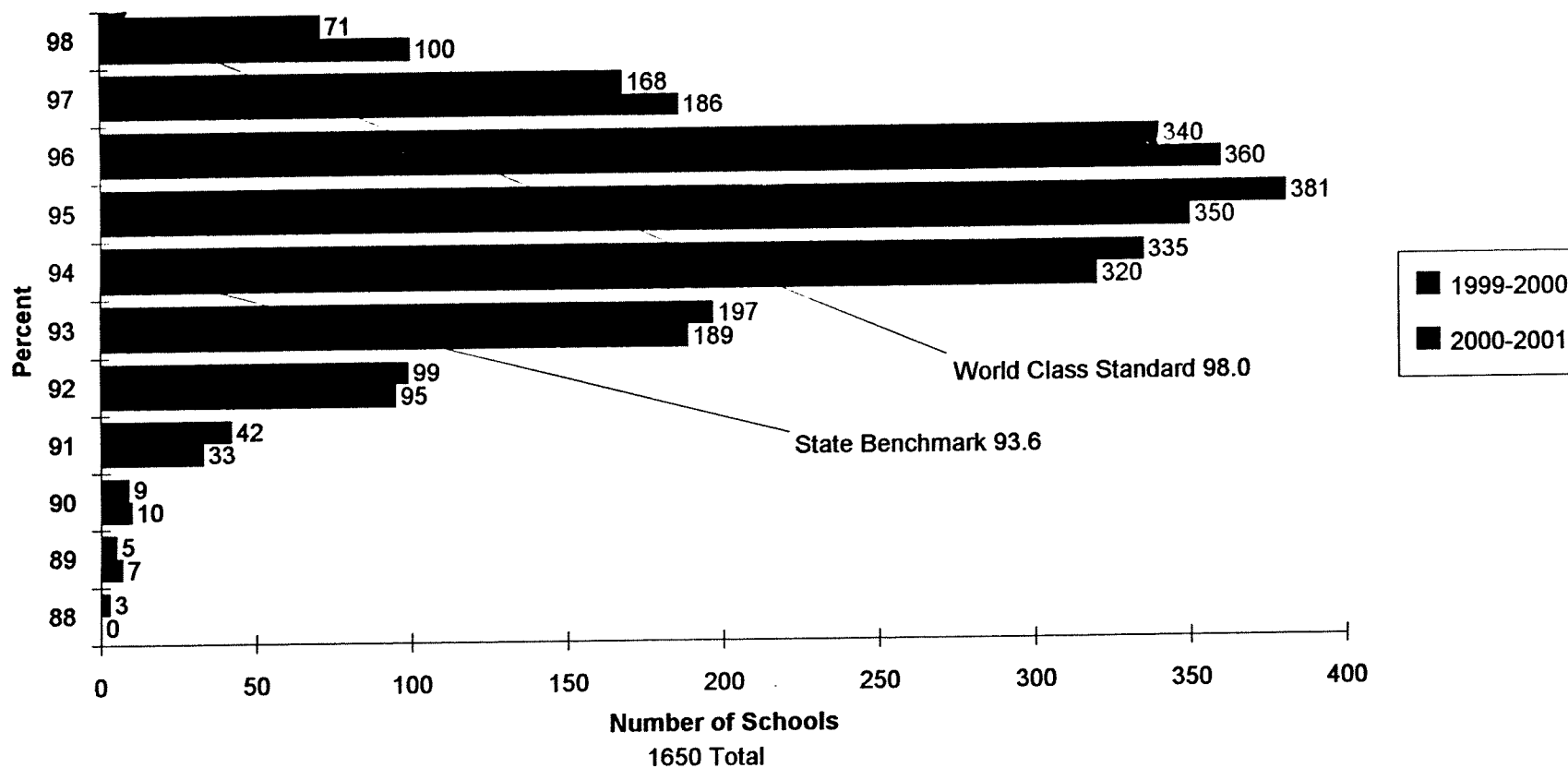
Local Report of Mastery of Locally-Developed Human
Sexuality and AIDS Curriculum.....
Local Report of Mastery of Healthy Living Local
Curriculum.....

The annual state report

Information for the areas listed in the table of contents will be reported against world class standards as well as against continuous improvement expectations or benchmarks.

The following page is an example of what one such a state-level report might look like. THE DATA IN THE EXAMPLE REPORT ARE FAKE AND ARE EXAMPLES ONLY.

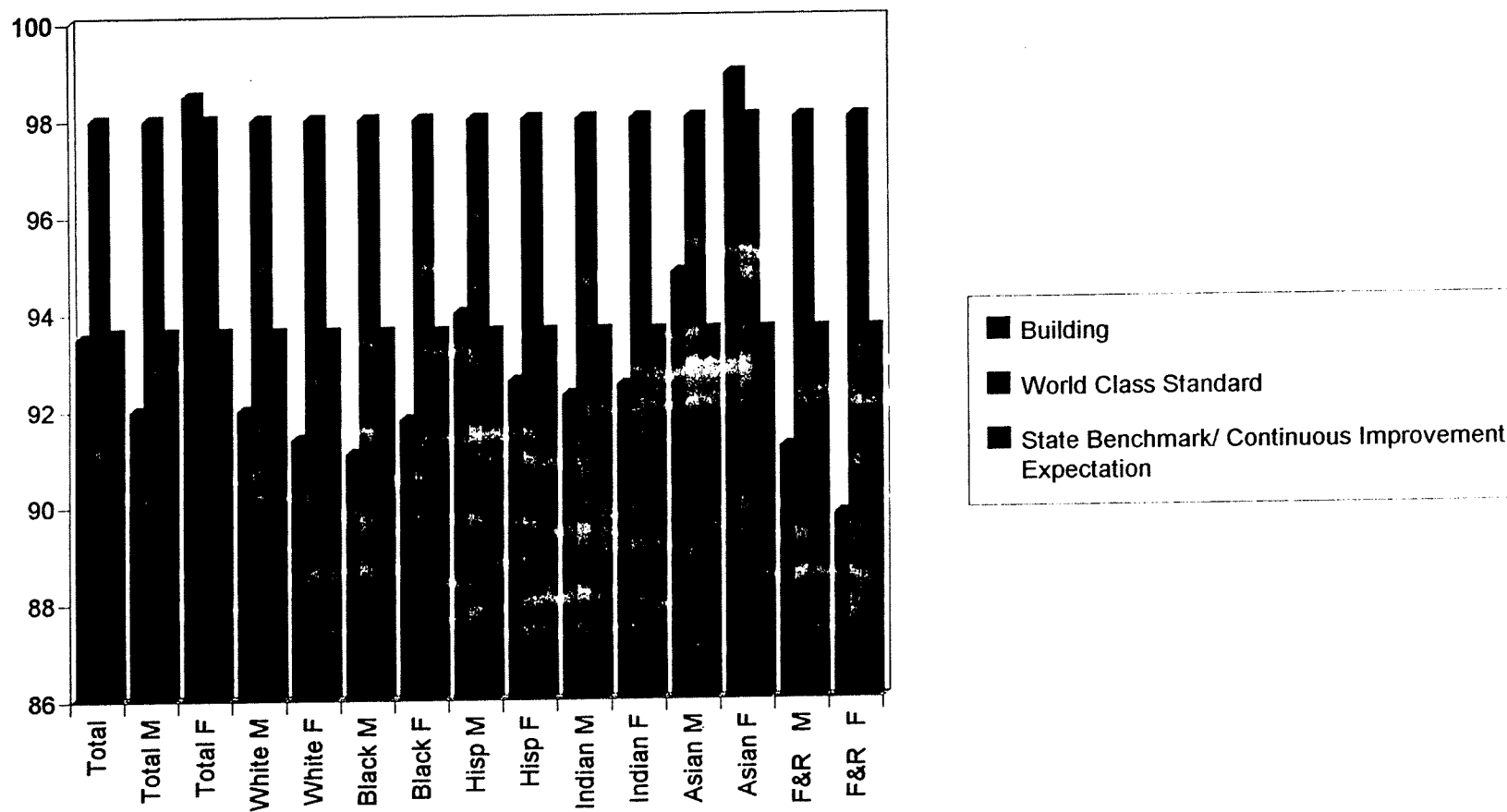
State Report Attendance Rate



The annual local report

In addition to planning an annual state report, staff of the State Board of Education are designing the means for making information readily available to each of the approximately 1650 schools which will participate in Quality Performance Accreditation. Three examples of what such reports could look like follow.

Building Report Attendance Rate



Building Report **Attendance Rate**

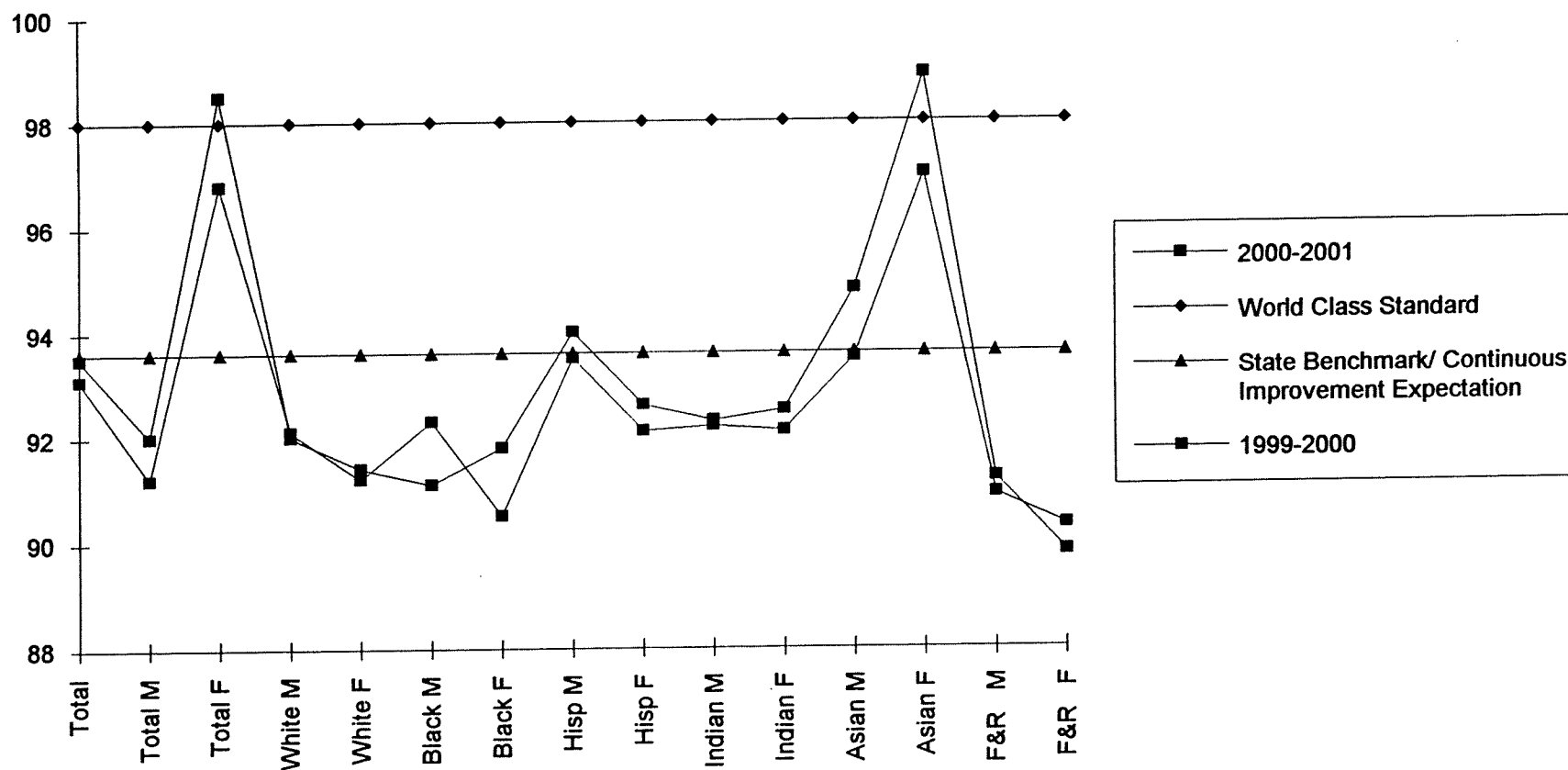


Table 1

EXAMPLE ONLY

**Kansas State Board of Education
Outcomes Education Accreditation System
School Indicator Report**

No Name High School**Unknown District****Attendance Rate**

		Total		White		Black		Hispanic		Native Am.		Asian		Free & Reduced	
	Total	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2000-2001															
Rate as a %	93.5	92.0	98.5	92.0	91.4	91.1	91.8	94.0	92.6	92.3	92.5	94.8	98.9	91.2	89.8
Growth	0.4	0.8	1.7	-0.1	0.2	-1.2	1.3	0.5	0.5	0.1	0.4	1.3	1.5	0.3	-0.5
1999-2000															
	93.1	91.2	96.8	92.1	91.2	92.3	90.5	93.5	92.1	92.2	92.1	93.5	97	90.9	90.3
World Class Standard															
	98	98	98	98	98	98	98	98	98	98	98	98	98	98	98
State Benchmark/Continuous Improvement Expectation															
	93.6	93.6	93.6	93.6	93.6	93.6	93.6	93.6	93.6	93.6	93.6	93.6	94	93.6	93.6

M Male
F Female

Establishing world class standards and benchmarks

The Committee will recall that the State Board has established curriculum standards which have been judged to be world class. The following copy of our overhead transparency outlines the process involved in developing the curriculum standards.

WORLD CLASS CURRICULUM STANDARDS

- 1. Developed by Kansas educators**
- 2. Reviewed by Kansas educators and business people**
- 3. Revised**
- 4. Reviewed by national educators and business people**
- 5. Revised**

Establishing world class performance standards and state benchmarks/continuous improvement expectations

The State Board of Education will establish world class performance standards and state benchmarks/continuous improvement expectations for each of the relevant indicators reported. The copies of overhead transparencies which follow indicate some areas of consideration.

WORLD CLASS PERFORMANCE STANDARDS

1. Range of high scores on state assessments
2. Single point for other indicators

**STATE BENCHMARKS/CONTINUOUS
IMPROVEMENT EXPECTATIONS**

Measuring school progress toward the world class performance standards

The attached copies of our overhead transparencies show the yearly activities involved in measuring school progress toward the world class performance standards.

YEAR ONE

- Step 1. Establish the expected standard of performance
- Step 2. Determine the school's standing in relation to the performance standard
- Step 3. Identify the amount of expected improvement toward the standard

YEAR TWO

Start with the school's initial standing and measure the progress made toward the performance standard, including whether the expected improvement was made

YEAR THREE

Measure progress made from year two toward the standard, including whether the new expectation for improvement was met

Annual school report form

The final attachment is a paper copy of the annual report which Quality Performance Accreditation schools were to fill out for the 1992-93 school year and submit this fall. The report will be revised for next fall, but schools will continue to be able to report using a pre-programmed computer disk.

Kansas State Board of Education

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

June 1993

Dear QPA Colleague:

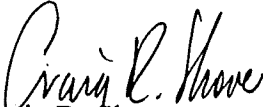
The 1992-93 Annual Report is enclosed for your review. Please keep this document as a reference for use with the Annual Report data disk. The disk which will be mailed during the summer has the same documentation format as the Annual Report. It is important to complete the enclosed School Data Collection 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

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.

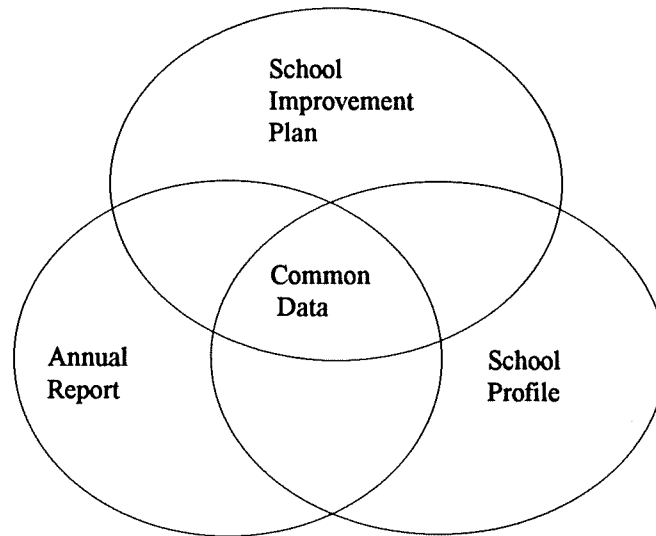
WHAT IF YOU DID NOT CONDUCT ANY DATA COLLECTION ON A SPECIFIC OUTCOME AND STANDARD IN 1992-93 OR YOU NEED HELP IN COMPLETING THE ANNUAL REPORT DATA DISK?

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 School¹ _____

¹Report 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 reduced¹ 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	
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
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															

¹Number 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 group¹ (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															

¹Cohort 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 satisfied¹ 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 ²	
				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																	

¹Satisfaction is defined by the local education agency (LEA).

²Special 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 rate¹.

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 Education² 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	
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
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															

¹High Attendance rate is defined by the Local Education Agency (LEA)

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

QUESTION:**2. Report the average daily attendance (ADA)¹. 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													

¹ **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)¹. 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													

¹ **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 suspensions¹. 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 ²													

¹ **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.

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

2. Report the number of out-of-school expulsions¹. 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 ²													

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

² **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	
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 3																			
Grade 7				FOR DISCUSSION ONLY															
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					
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 3																					
Grade 7				FOR DISCUSSION ONLY																	
Grade 10																					

3. Report the mean percent correct, by grade, of the communications score on the Kansas Mathematics 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	
				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 3																	
Grade 7																	
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 grade¹, on the six trait analytical model² 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:

¹Grade 5 is required. One grade is required from grades 8 through 12.

²Idea 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																	

¹Grade 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	
				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																	

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	
				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																	

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	
				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																	

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	
				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																	

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	
				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																	

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	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1992-1993																	
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	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1992-1993																	
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	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1992-1993																	
Grade 4																	
Grade 7																	
Grade 10																	

4. Report the mean percent correct, by grade, on the Concepts 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 21 Concepts Component 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 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	
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 4																	
Grade 7																	
Grade 10																	

6. Report the mean, by grade, on the open-ended items¹ of the Kansas Mathematics Assessment. Show 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:

¹Overall, 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	
				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
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 24

Understand the Problem

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	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 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			
1992-1993		M	F	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 26

Implementation

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 27

Finding and Reporting a Solution

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

*STATE INDICATOR 2: The number of students completing with passing grade 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
Advanced Math													

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

2. Report the number of students who have completed advanced science courses¹ 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
Advanced Science													

¹Advanced 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 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 skills¹ 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	
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
Grade 8															
Grade 9															
Grade 10															
Grade 11															
Grade 12															

¹ 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.

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

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

- | |
|--|
| <input type="checkbox"/> Open ended observations by peers, principals |
| <input type="checkbox"/> Portfolios |
| <input type="checkbox"/> Testimonials |
| <input type="checkbox"/> Case studies |
| <input type="checkbox"/> Checklists |
| <input type="checkbox"/> Interviews |
| <input type="checkbox"/> Diaries or logs kept by classroom teachers |
| <input type="checkbox"/> Levels of use of the intervention instruments (CBAM) |
| <input type="checkbox"/> Student data |
| <input type="checkbox"/> Surveys and questionnaires about the use of a new skill |
| <input type="checkbox"/> 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 ²	
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. ² 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.