

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION K-12.

The meeting was called to order by Chairperson Kathe Decker at 9:00 a.m. on January 27, 2003 in Room 313-S of the Capitol.

All members were present.

Committee staff present: Carolyn Rampey, Legislative Research Department
Kathie Sparks, Legislative Research Department
Jill Wolters, Office of the Revisor of Statutes
Ann Deitcher, Committee Secretary

Conferees appearing before the committee: Andy Tompkins, Commissioner, State Dept. of Ed

Commissioner Andy Tompkins of the State Board of Education appeared before the committee to present an update on "No Child Left Behind" (NCLB). (Attachment 1).

There are 1600 schools in the state with 700 of them being Title1 schools. State sanctions are not placed on schools unless they're title schools.

It was pointed out that the large amount of paperwork often required of teachers was frequently generated by the school districts.

A request was made of Commissioner Tompkins that the committee be furnished with a list of the required reports of the federal government and of the state government. These lists would then be compared with different district reports to see what they were requiring beyond that.

The Chair reminded the committee that this was the last day for an individual to do any bill requests.

Copies of committee minutes for January 15, 21 and 22 were distributed to members for their approval.

Representative Reardon pointed out an error in the minutes for January 22.

A motion was made by Representative Reardon and seconded by Representative Crow that this correction be made. The motion passed on a voice vote.

Representative Beggs moved and Representative DeCastro seconded the motion that subject to this correction, the minutes for January 15, 21 and 22 be approved. The motion passed on a voice vote.

The meeting was adjourned at 10:55 a.m. The next meeting is scheduled for Friday, January 31, 2003.

Update on "No Child Left Behind" (NCLB) and Changes in School Accreditation (QPA)

House Education Committee
January 27, 2003

What does the new federal law require and what progress have we made?

- By 2005-06, annual assessments must be given in reading and math in grades 3-8 and once in high school.
- We currently assess reading and math annually once in elementary, middle, and high school. Committees are revising standards with State Board approval scheduled by summer of 2003. Test items will be written during 03-04 and new tests piloted in 04-05. A computerized version will be offered.

What does the new federal law require and what progress have we made?

- By 2007-08, annual science assessments must be given once in elementary, middle, and high school.
- We currently assess science once in elementary, middle, and high school on a biannual basis. We plan on making this assessment annual beginning in 05-06.

What does the new federal law require and what progress have we made?

- We must establish performance levels for the new tests.
- The State Board has established the performance levels for the new tests as follows:
 - Exemplary
 - Advanced
 - Proficient
 - Basic
 - Unsatisfactory

What does the new federal law require and what progress have we made?

- We must develop a single accountability system for all schools that includes performance on state assessments, a participation rate of 95% for all students and all sub-groups, and an additional performance measure. At the high school, graduation rate must be a performance measure.
- The State Board approved revisions to QPA in December and incorporated the requirements of NCLB. The performance measures include state assessments, attendance rate, participation rate, and graduation rate at the high school.

What does the new federal law require and what progress have we made?

- We must utilize a federal formula for determining "adequate yearly progress" so that all students reach proficiency by 2013-14.
- The federal regulations were just completed and we must use data from 2001-02 to determine the baseline for the state. This will be completed within the next month.

What are the federal sanctions that apply when schools do not make adequate yearly progress?

- The sanctions apply only to those schools that receive Title I funds.
- If a school does not make "adequate yearly progress" for two consecutive years, it must
 - Develop a school improvement plan
 - Be provided technical assistance
 - Offer parents school choice within the district and provide transportation
- If a school does not make "adequate yearly progress" for three consecutive years, it must also offer supplemental services (tutoring).

What are the federal sanctions that apply when schools do not make adequate yearly progress?

- If a school does not make "adequate yearly progress" for four consecutive years, it must take corrective actions such as replacing staff and implementing a new curriculum while continuing to offer school choice and supplemental services
- If a school does not make "adequate yearly progress" for five consecutive years, it must implement governance actions that substantially change the school.

What have we done thus far to implement these federal sanctions?

- Identified schools "on improvement" and assisted them in implementing the law on school choice
- Established criteria for providing supplemental services and approved some initial providers

What does the new federal law require and what progress have we made?

- We must develop a school, district, and state report card and have it available to the public in August of each year.
- We currently release a school report card in January of each year. We are in the process of redesigning the report card and our reporting requirements and plan on having this available in August 2003.

What does the new federal law require and what progress have we made?

- Annually assess the English proficiency of students who have limited English proficiency.
- We currently assess the English language proficiency of students with limited proficiency but the new law requires a more diagnostic assessment. Therefore, we are in the process of developing a new assessment and will pilot it in the fall of 2003.

What does the new federal law require and what progress have we made?

- We must have all faculty teaching in core academic subjects "highly qualified" by 2005-06.
- The State Board included this requirement in its revisions to QPA. We are currently utilizing the federal regulations to define "highly qualified" based on our system of licensure.

What does the new federal law require and what progress have we made?

- Paraprofessionals who work in Title I schools must have an associates degree, two years of college, OR pass a test of their ability to help others learn reading, math, and writing.
- We piloted a test by the Educational Testing Service in the fall of 2003 and will set a cut score within the next couple of months.

What does the new federal law require and what progress have we made?

- We must have our plan for implementation of the law and our accountability plan approved by May of 2003.
- We have met with the U.S. Department of Education on several occasions in developing our plan. We will give them a progress report by the end of January and should have our plan approved before May.

What improvements have we made in the school accreditation system and how have we incorporated the requirements of NCLB?

What is included in our current school accreditation system?

- The current accreditation system which will be in effect until 2005-06 includes the following:
 - Each school develops a school improvement plan based on its results.
 - Each school selects a visiting team that makes at least two visits to the school to oversee implementation of the plan and forwards an accreditation recommendation to the state board.

What is included in our current school accreditation system?

- The current accreditation system which will be in effect until 2005-06 includes the following:
 - Each school must give the state assessments and utilize other assessments in determining student progress.
 - Each school must look at student attendance, school safety, and dropout rate. High schools must look at graduation rate and number of students passing advanced math and science.

What is included in our current school accreditation system?

- The current accreditation system which will be in effect until 2005-06 includes the following:
 - There are three accreditation levels: accredited, conditionally accredited, and not accredited.
 - If a school has not made progress during the five year accreditation cycle, the visiting team can recommend conditional accreditation. At that point, additional support is given to the school and the school must make a report to the State Board every six months on its progress.

What changes have we made in the school accreditation system?

- No later than 2005-06, schools will be accredited based on revised regulations passed by the State Board in December of 2002.
- This system includes a set of quality and performance indicators that each school must meet in order to be accredited.

What changes have we made in the school accreditation system?


- The quality indicators include the following:
 - Each school must have a school improvement plan that includes a staff development plan.
 - Each school must select an external team to assist in the implementation of the plan
 - Each school must train the faculty in the state standards and assessments.
 - Each school must have highly qualified faculty as defined by federal law.
 - Each school must align local assessments with state standards.

What changes have we made in the school accreditation system?

- The quality indicators include the following (cont'd.):
 - Each high school must offer courses that would allow students to meet qualified admissions and state scholarship requirements.
 - Each high school must have graduation requirements at least equal to the state requirements.

State Graduation Requirements (Class of 09)

English	4
Mathematics	3
Science	3
Social Studies	3
PE	1
Technology	--
Foreign Lang.	--
Fine Arts	1
Electives	6
Total	21



What concepts did the State Board specify for these requirements?

- English shall include reading, writing, literature, grammar, and communication
- Mathematics shall include algebraic and geometric concepts
- Science shall include physical, biological, and earth/space concepts
- History/Government shall include U.S. history, world history, U.S. government, concepts of economics and geography, and KS history and government
- Physical Education shall include health
- Fine Arts shall include art, music, dance, theatre, forensics, and other similar studies selected by a local board

What changes have we made in the school accreditation system?

- The quality indicators include the following (cont'd.):
 - Each elementary and secondary school must offer programs and services in:
 - Language arts
 - Mathematics
 - History/Government
 - Science
 - Physical Education including health and human sexuality
 - Fine Arts
 - Computer Literacy
 - Services for Students with Special Learning Needs
 - Library Services
 - Counseling Services

What changes have we made in the school accreditation system?

- The quality indicators include the following (cont'd.):
 - Each secondary school must offer programs and services in:
 - Industrial/Technical Education
 - Family and Consumer Science
 - Business
 - Foreign Language
 - Each school must meet other miscellaneous regulations such as transfer of credit and records retention which are no different than current regulations.

What changes have we made in the school accreditation system?

- The performance indicators include the following:
 - Each school must meet the adequate yearly progress standards for state assessments.
 - Each school must have at least 95% of all students and each sub-group assessed.
 - Each school must meet the state standard for attendance rate.
 - Each high school must meet the state standard for graduation rate.

What changes have we made in the school accreditation system?

- Accreditation of schools will be assigned annually by the department.
- The levels of accreditation include the following:
 - Accredited
 - Accredited On Improvement
 - Conditionally Accredited
 - Not Accredited

What changes have we made in the school accreditation system?

- Accredited means that a school meets the quality and performance criteria.
- Accredited on improvement means a school for two consecutive years does not meet one or more of the performance criteria for a sub-group or all students or three or more of the quality criteria.

What changes have we made in the school accreditation system?

- Conditionally accredited means a school for three consecutive years does not meet one or more of the performance criteria for all students or four or more of the quality criteria.
- Not accredited means a school for five consecutive years does not meet one or more of the performance criteria for all students or four or more of the quality criteria.

What changes have we made in the school accreditation system?

- Schools that are "on improvement" or "conditionally accredited" will be assigned a technical assistance team, develop a plan to correct deficiencies, abide by any federal sanctions, and abide by any other sanctions that may be imposed by the State Board.
- Schools "on improvement" or "conditionally accredited" must meet quality and performance criteria for two consecutive years to change their status.
- Any school that is "conditionally accredited" or "not accredited" may appeal the decision utilizing additional evidence.