

MINUTES OF THE HOUSE EDUCATION COMMITTEE

The meeting was called to order by Chairman Clay Aurand at 9:00 A.M. on January 31, 2007 in Room 313-S of the Capitol.

All members were present.

Committee staff present:

Sharon Wenger, Kansas Legislative Research Department  
Michele Alishahi, Kansas Legislative Research Department  
Ashley Holm, Kansas Legislative Research Department  
Theresa Kiernan, Revisor of Statutes  
Janet Henning, Committee Assistant

Conferees appearing before the committee:

Dale Dennis, Interim Commissioner, Kansas Department of Education  
Judy Miller, Assistant Director, State and Federal Programs, Kansas Department of Education  
Dr. Tom Foster, Deputy Commissioner, Learning Services, Kansas Department of Education  
Veryl Peter, Director, School Finance, Kansas Department of Education  
Sue Gamble, Kansas State Board of Education

The Chair inquired of the Committee if there were any bill introductions.

Representative Flaharty requested and moved the motion for three bills concerning 1) math and science academy; 2) advance placement courses for certain students; and 3) teacher preparation programs. Representative Horst seconded the motion. The motion carried on a voice vote.

Representatives Spalding, Palmer, Hodge, and Crow introduced visiting students from their various school districts.

Representative Aurand requested a bill to address Post Audit recommendations in At-Risk Audit. A motion was made by Representative Horst and seconded by Representative Storm. The motion carried on a voice vote.

Representative Otto requested and moved the motion for two bills regarding 1) districts risking bankruptcy; and 2) raising the cap on contingency reserve fund. Representative Horst seconded the motion. The motion passed on a voice vote.

Dale Dennis, Judy Miller, Dr. Tom Foster, Veryl Peter, and Sue Gamble then spoke to the Committee on the No Child Left Behind program. (Attachments #1, #2, #3, and #4)

A question and answer session followed the presentation.

The Chair adjourned the meeting at 10:50 AM. The next meeting is scheduled for Thursday, February 1, 2007.

## Accountability in Kansas Schools

Kansas State Board of Education  
January 31, 2007

## No Child Left Behind

Accountability—AYP

## No Child Left Behind

- Close the achievement gap with accountability, flexibility and choice
- Ensure all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State standards and assessments

## Accomplished by

- Designing an accountability system based on high-quality standards & assessments
- Having highly qualified teachers
- Focusing on what works (scientifically-based research)
- Providing parents flexibility (choice)

## Defining Adequate Yearly Progress (AYP)

- Method for making judgment about progress toward reaching goal

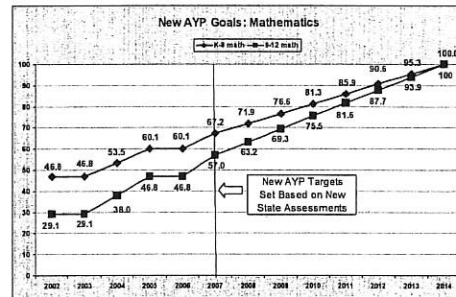
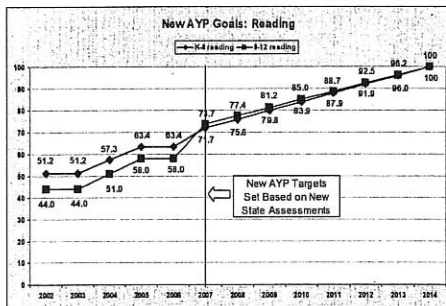
AYP is calculated on the percent of students at "Meets Standard" and above on state reading and mathematics assessments.

## How to Make AYP?

- All students and all appropriate disaggregated groups must
  - Meet or exceed the annual measurable objectives in a content area
  - Have at least 95% of students participate
- All students meet the graduation rate of 75% or show improvement (high schools)
- All students reach the attendance rate of 90% or show improvement (elementary and middle schools)

## Making AYP--% Meets Standard

- Did the school meet the target?
- If not, were the results within the range determined by confidence intervals?
- If not, is safe harbor appropriate?
- Did the school meet it through confidence intervals?



## Group Size for AYP

- Minimum group size for AYP is 30
- Across grade levels in a school, i.e., combine 3-8th grade in a K-8 school
- Across all schools in a district
- Subgroups include: all students, free & reduced lunch, students with disabilities, English Language Learners, various race/ethnic groups

## Quality Performance Accreditation

### QPA

For information about QPA  
<http://www.ksde.org/Default.aspx?tabid=1694>

## Quality Performance Accreditation (QPA)

- 1966 – State Board of Education is given authority to “accredit schools including elementary and secondary” K.S.A. 72-7513
- 1988 – Accreditation Task Force
- 1991 – QPA piloted
- 2002 – KSBE adopts revised QPA system
- 2005 – Revised regs take effect July 1,

## General Information

- Kansas accredits K-12 schools according to Kansas Accreditation Regulations (KAR) 91-31-31 through 91-21-42. These regulations are collectively known as *Quality Performance Accreditation (QPA)*.
- A school is assigned its accreditation status annually based upon *Performance* and *Quality Criteria*.
- **Performance Criteria** are based upon student performance and participation related to state assessments, elementary attendance rate and high school graduation rate.
- **Quality Criteria** are based upon eleven specific processes, programs, and policies that should be present in each school.

## Performance Criteria

- (1) Student Performance: Percentage of students meeting or exceeding the standard on state assessments;
- (2) Participation Rate: Having 95% or more of all students and 95% or more of each student subgroup take the state assessments;
- (3) Attendance Rate: Elementary school – having an attendance rate equal to 90% or an improvement over the previous year
- (4) Graduation Rate: High school – 75% or an improvement over the previous year

## Quality Criteria

- (1) A school improvement plan
- (2) An external technical assistance team
- (3) Locally determined assessments
- (4) Formal training for teachers
- (5) 100% of the teachers in core academic must be fully licensed
- (6) Policies that meet the requirements of 91-31-34
- (7) Local graduation requirements
- (8) Regent’s qualified admissions and the state scholarship program
- (9) (10) Programs and services to support student learning
- (11) Policies ensuring compliance with accreditation regulations

## Accreditation Status

- Accredited
- Accredited on Improvement (2 years)
  - Participation, Attendance, Graduation Rates
  - Sub-group Performance Measures
  - 3 or more Quality Criteria
- Conditionally Accredited (3 years)
  - All students Performance Measures
  - 4 or more Quality Criteria
- Not Accredited (5 years)

## Appeals Process

If a school’s local board of education disagrees with an accreditation recommendation, that board may file an appeal with the Kansas Commissioner of Education within fifteen days of the recommendation.

### **State Assessments Required for QPA**

- History / Government – Grades 6, 8, HS
- Mathematics – Grades 3,4,5,6,7,8, HS
- Reading – Grades 3,4,5,6,7,8, HS
- Science – Grades 4,7,HS
- Writing – Grades 5,8,11

### **Kansas State Report Card**

**2006**

### **2006 Subject Area and Grade Level Data**

**Reading**            **3, 4, 5, 6, 7, 8, and 11**  
**Mathematics**      **3, 4, 5, 6, 7, 8, and 10**

### **Demographics**

2004-05

- 466,037 public school students
- 210,370 tests given

2005-06

- 465,374 public school students
- 475,593 tests given

### **Disaggregated Groups**

- All Students
- Males and Females
- Ethnic Groups
- Free/Reduced Lunch
- Students with Disabilities
- English Language Learners

### **Reporting Variables**

**Percentage of all students in top three performance levels**

- Exemplary
- Exceeds Standard
- Meets Standard

### Assessment Highlights: *Reading*

#### Participation Rates

<b>2004</b> 99.6%	<b>2005</b> 99.8%	<b>2006</b> 99.4%
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### Participation Rates for Groups

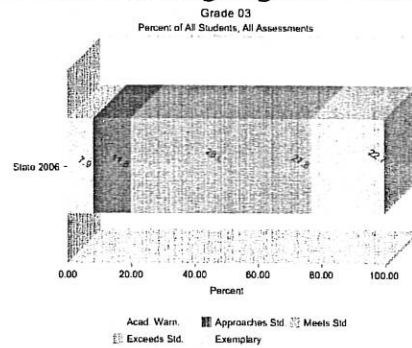
	Math	Reading
<b>All Students</b>	99.4	99.4
<b>Ethnic Groups</b>	99-99.5	98.5-99.3
<b>Free/Reduced Lunch</b>	99.3	99.3
<b>Students with Disabilities</b>	98.6	98.5
<b>English Language Learners</b>	99.4	99.2

### Assessment Highlights: *Reading*

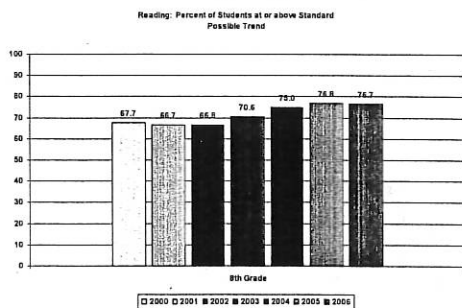
Student achievement in the top three performance categories remains strong:

3 <sup>rd</sup> Grade	78.5
4 <sup>th</sup> Grade	79.5
5 <sup>th</sup> Grade	77.6
6 <sup>th</sup> Grade	78.0
7 <sup>th</sup> Grade	79.2
8 <sup>th</sup> Grade	76.7
HS	64.1

### Assessment Highlights: *Reading*



### Assessment Highlights: *Reading*

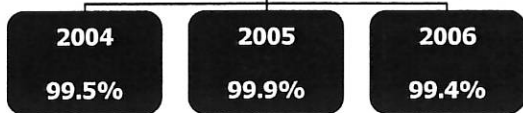


### Assessment Highlights: *Reading*

<b>Scoring at or above Standard</b>	2006
<b>Free/Reduced Lunch</b>	67.7
<b>Students with Disabilities</b>	57.4
<b>English Language Learners</b>	49.8
<b>African-American</b>	60.3
<b>Hispanics</b>	61.5

### Assessment Highlights: *Mathematics*

#### Participation Rates



### Participation Rates for Groups

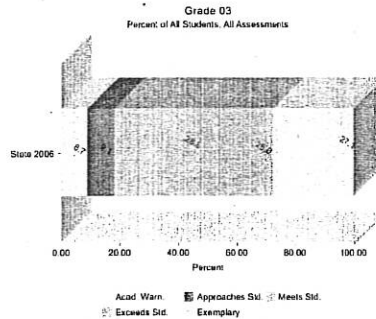
	Math	Reading
<b>All Students</b>	99.4	99.4
<b>Ethnic Groups</b>	99-99.5	98.5-99.3
<b>Free/Reduced Lunch</b>	99.3	99.3
<b>Students with Disabilities</b>	98.6	98.5
<b>English Language Learners</b>	99.4	99.2

### Assessment Highlights: *Math*

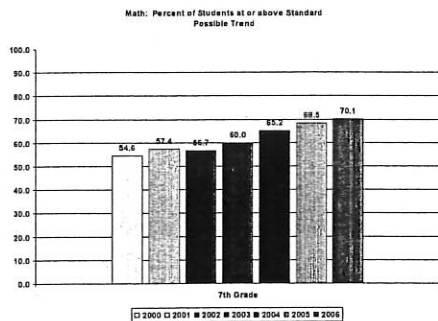
Student achievement in the top three performance categories remains strong:

3 <sup>rd</sup> Grade	80.9
4 <sup>th</sup> Grade	80.7
5 <sup>th</sup> Grade	78.8
6 <sup>th</sup> Grade	74.3
7 <sup>th</sup> Grade	70.1
8 <sup>th</sup> Grade	66.6
HS	58.3

### Assessment Highlights: *Math*



### Assessment Highlights: *Math*



### Assessment Highlights: *Math*

<b>Scoring at or above Standard</b>	2006
<b>Free/Reduced Lunch</b>	62.6
<b>Students with Disabilities</b>	52.7
<b>English Language Learners</b>	55.7
<b>African-American</b>	51.5
<b>Hispanics</b>	59.3

### Assessment Highlights: *The KAMM & Alternate Assessment*

- 85.6% of students with significant cognitive disabilities performed at or above the standard in Reading and 85.4% did so in Math on the Alternate Assessment.
- 81.3% of students with IEP's that qualified for the Kansas Assessment of Modified Measures (KAMM) performed at or above the standard in Reading and 64.24 did so in Math.

### Core Content Classes Taught by Highly Qualified Teachers

2006 Building Report Card Data

Elementary	97.86
English/Language Arts, Reading	88.82
Fine Arts: Music, Art, Theater	93.18
Foreign Language	90.31
Mathematics	90.18
Natural Science	89.60
Social Studies, History, Government, Geography, Economics	92.69
Special Education	85.24
ESL/Bilingual	89.34
State Average	90.94

### Percent of Core Classes Taught by Highly Qualified Teachers

**Elementary Schools      94.39%**

**Secondary Schools  
(Middle, junior high  
and high schools)      89.50%**

### Other Measures

- Graduation Rate
  - High School Requirement
  - 75% or improvement over last year
- Attendance Rate
  - Elementary Requirement
  - 90% or improvement over last year

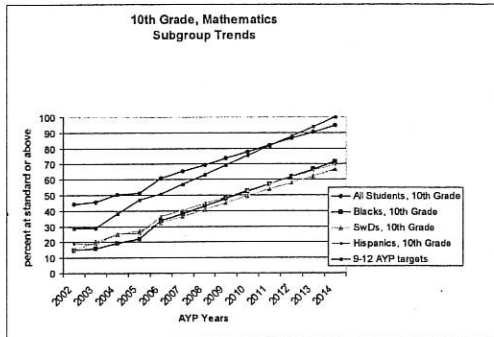
### Other Measures

	Graduation	Attendance
<b>All Students</b>	90.2	95.2
<b>Free/Reduced Lunch</b>	83.8	94.2
<b>Students with Disabilities</b>	87.1	94.2
<b>English Language Learners</b>	76.5	95.2
<b>African-American</b>	83.0	94.3
<b>Hispanics</b>	78.9	94.5

### AYP State Profile: Districts

	Made AYP		Didn't Make AYP	
	2005	2006	2005	2006
Public Districts:	281	269	20	31
	93.4%	89.7%	6.6%	10.3%
	up 28.1 points			
Public Schools:	1,394	1,204	121	187
	92.0%	86.6%	8.0%	13.4%
	up 15.3 points			





Schools with 100% of students meeting or exceeding the standard

Math	Reading
1377	1381
20	27

### Report Card

- Reports data for the state
- Reports data for districts
- Reports data for schools

### Standard of Excellence

- Significant increase
- Same formula as 2005
  - New grades
  - Building-wide standard
- Better measure of school status
  - Looks at all students
  - Multiple measures
- Not part of NCLB

### Building Standards of Excellence Reading

Reading	Minimum Percentage of Students Required in Exemplary	Maximum Percentage of Students Allowed in Academic Warning
Grade 5	At least 25% of students in Exemplary	Not more than 5% of students in Academic Warning
Grade 8	At least 20% of students in Exemplary	Not more than 10% of students in Academic Warning
Grade 11	At least 15% of students in Exemplary	Not more than 10% of students in Academic Warning

### Building Standards of Excellence Reading

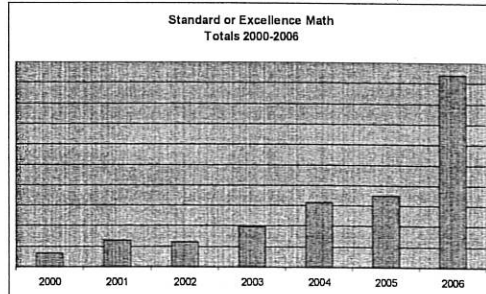
Percentage values in other performance categories for a school of excellence in reading.

Reading	Expected Percentage of Students Exceeding Standard and Above	Expected Percentage of Students Meeting Standard and Above	Expected Percentage of Students Approaching Standard and Above
Grade 5	60%	80%	95%
Grade 8	55%	75%	90%
Grade 11	50%	70%	90%

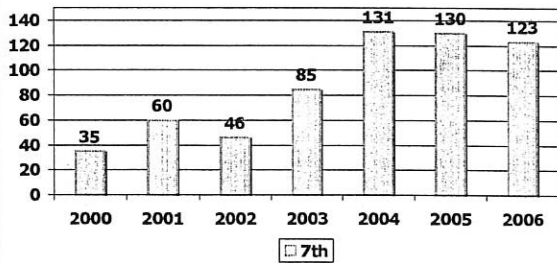
### Standard of Excellence: *Math*

Building Wide	452
Grade 3	352
Grade 4	280
Grade 5	279
Grade 6	185
Grade 7	123
Grade 8	93
Grade 10	114
Total	1878

### Standard of Excellence: **Mathematics**



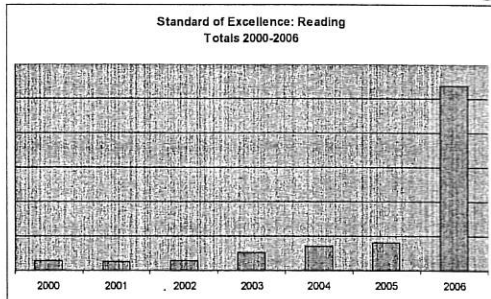
### Standard of Excellence: **Mathematics**



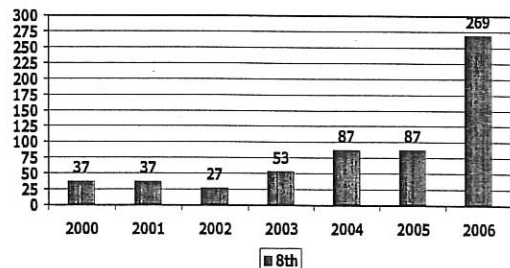
### Standard of Excellence: *Reading*

Building Wide	720
Grade 3	313
Grade 4	276
Grade 5	348
Grade 6	239
Grade 7	279
Grade 8	269
Grade 10	245
Total	2689

### Standard of Excellence: *Reading*



### Standard of Excellence: **Reading**



## Executive Summary

- Performance results are good
- Participation rate is high
- Percent of highly qualified teachers is high
- New systems functioning well
- First year for full NCLB implementation
- New assessments
- More students tested
- New systems require changes at all levels

## Notable Achievements

- Student achievement continues to increase in Kansas.
- More than 1,200 of the 1,414 public schools made AYP in the 2005-06 school year.
- More than eighty-five percent of schools in Kansas made AYP even though the targets have incrementally increased since 2000 when Kansas started testing students under the No Child Left Behind law.

## Notable Achievements

The number of Kansas schools making AYP exceeds the national average of 71 percent for states that reported results as of early September 2006, according to the Education Week's research center.

Questions ?



# Adequate Yearly Progress (AYP) 2006-2007 Fact Sheet

## What is AYP?

- Requirement of federal law No Child Left Behind
- Process for judging whether public schools and districts are on track for achieving 100% proficiency by 2013-2014

## What is Included in AYP?

- State reading assessment results
- State mathematics assessment results
- State assessment participation rates
- Attendance rate (elementary & middle schools)
- Graduation rate (secondary schools)

## How Does a School or District Make AYP?

- Every student group must meet or exceed the annual targets in reading and mathematics
- Participation rate in state assessments must be 95% or more
- Attendance rate must be 90% or increase from previous year
- Graduation rate must be 75% or increase from previous year

## What are the student groups?

- All students
- Free & reduced meal students
- Students with disabilities
- English Language Learners (ELLs)
- Each racial/ethnic group: African American, American Indian, Hispanic, White, Asian/Pacific Islander/Hawaiian and Multi-Ethnic

## How Many Students are Needed for Specific Groups to Count for AYP? (N-Size)

- 30 students
- All assessed grades within the building are combined to determine if there are 30 students
- No data is publicly reported if less than 10 students or data identifies individual students

## How is AYP Decided for Small Schools?

- If the All Students group is less than 30, data from the previous year or previous two years is merged with the current year
- If group is still less than 30, then a hypothesis test (confidence interval) is applied
- If the merged data does not make the AYP target, then the higher of the two is used (current year's data or merged data)

## Which Students are Included in AYP?

- Students who are enrolled by September 20 are included in assessment results
- Students who are enrolled at the time of testing window are included in participation rates

## What are the 2006-2007 Targets for Schools?

- Targets are the percent of students meeting or exceeding standard (proficient and above)

	K-8	9-12
Reading	71.7%	73.7%
Mathematics	67.2%	57.0%

## What are the 2006-2007 Targets for Districts?

Reading	73.7%
Mathematics	57.0%

## What Happens if the AYP Target is Missed?

- Confidence Intervals of 99% are applied.
- If still not making AYP, Safe Harbor is applied.
- If still not making AYP, confidence intervals of 75% are applied to Safe Harbor.

## What is Safe Harbor?

- When a specific student group misses the target, Safe Harbor is considered if that subgroup
  - Has 95% participation rate
  - Has 90% attendance rate (elementary)
  - Has 75% graduation rate (secondary)
- To make Safe Harbor, the percent of students not meeting standard (below proficient) must be reduced by 10% from previous year or reduced by the amount set by the confidence interval

## What Happens When a School Misses AYP?

- Schools and districts participating in federal program Title I are identified for improvement when they miss AYP in the same area (i.e. reading, attendance) for two consecutive years
- The list of schools and districts not making AYP is released to public at a Kansas State Board of Education meeting
- Status is publicized on KSDE website ([www.ksde.org](http://www.ksde.org)) through the report cards.

## Who Does One Contact if One Has Questions?

- [AYP@ksde.org](mailto:AYP@ksde.org)
- Judi Miller, 785-296-5081, [judim@ksde.org](mailto:judim@ksde.org)
- Tom Foster, 785-296-2303, [tfoster@ksde.org](mailto:tfoster@ksde.org)

House Education Committee  
Date: 1-31-07  
Attachment # 2



# Adequate Yearly Progress (AYP) 2006-2007 Fact Sheet

## Special Situations

### What is the 1% Cap?

- The 1% cap applies at the district and state levels
- Only 1% of students with disabilities who took the alternate assessment and scored at Meets Standard or above are included in AYP calculations as Meets Standard
- All others scoring at Meets Standard or above are reclassified as not meeting standard (below proficient)
- Students selected for reclassification are reclassified at all 3 levels: school, district and state
- Reported to parents as Meets Standard or above
- The 1% cap is based on the district's testing pool of all students, not just students with disabilities
- Districts exceeding the 1% may request a waiver

### What is the 2% Cap?

- The U.S. Department of Education has not issued final regulations on the 2% cap so the following information may change
- The 2% cap applies at the district and state levels
- Only 2% of students with disabilities who took the Kansas Assessment of Multiple Measures (KAMM) and scored at Meets Standard or above are included in AYP calculations as meeting standard
- All others scoring at Meets Standard or above are reclassified as not meeting standard (below proficient)
- Students selected for reclassification are reclassified at all 3 levels: school, district and state
- Reported to parents as Meets Standard or above
- The 2% cap is based on the district's testing pool of all students, not just students with disabilities
- Requests for waivers will depend on the final USDE regulations.

### What is the Flexibility for ELLs?

- Recently arrived ELLs (attended schools in US 12 months or less) must be assessed but they only count for participation
- Recently arrived ELLs may take the Kansas English Language Proficiency Assessment (KELPA) in place of reading assessment
- Former/monitored ELLs are included in the ELL subgroup in determining AYP
- Former/monitored ELLs are included for up to two years in AYP calculations



# Kansas State Board of Education

Kansas State Education Building

120 S.E. 10th Ave.

Topeka, Kansas 66612-1182

(785) 296-3203

FAX (785) 291-3791

www.ksde.org

Janet Waugh  
District 1

Sue Gamble  
District 2

John Bacon  
District 3

Bill Wagnon  
District 4

Sally Cauble  
District 5

Kathy Martin  
District 6

Kenneth Willard  
District 7

Carol Rupe  
District 8

Jana Shaver  
District 9

Steve Abrams  
District 10

## Kansas State Board of Education

### Recommendations

For the

### Reauthorization of No Child Left Behind (NCLB)

The Kansas State Board of Education (KSBOE) agrees with the intent of the current version of the *Elementary and Secondary Education Act of 1965* (ESEA) known as the *No Child Left Behind Act of 2001* (NCLB). The intent of this law is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education with increased achievement for all students. This is accomplished by focusing on programs and services that work, having highly qualified teachers in every classroom, having an accountability system that is based on high-quality academic standards and assessments, and providing flexibility for parents.

The Kansas State Board of Education believes that all students must be prepared for the future with the appropriate 21<sup>st</sup> century skills. To accomplish this and to meet the intent of ESEA, the Kansas State Board of Education offers the following recommendations for the improvement of ESEA.

#### Accountability Systems

1. Recommendation: Provide States greater flexibility in defining accountability systems and determining adequate yearly progress (AYP). This flexibility includes the use of different progress models including growth models; the continued use of confidence intervals; the ability to establish different group sizes; the right to base AYP decisions on the same subgroup missing the targets for two consecutive years and allowing multiple measures. States should be allowed to focus on successes rather than failures.

Justification: The current law uses a status model in determining accountability. A school and district's progress is based on reaching a single target. If one group misses the target, the school or district is considered to not have made adequate progress and is labeled. Many believe that other accountability models exist that would provide a better picture of progress by following individual student growth. Some flexibility has been provided by the U.S. Department of Education; however, it is not consistent allowed and some flexibility previously given has since been withdrawn. States have the right to define their own accountability systems.

2. Recommendation: Reduce the unfair impact of the accountability requirements on specific populations of students by counting every student the same number of times.

Justification: No Child Left Behind has brought both a positive and negative impact through the use of subgroup accountability. Schools and districts are attending more to the educational needs of students with disabilities, English language learners and racial groups. Yet, schools and districts with large diverse populations of students have more opportunities to not make adequate yearly progress than do smaller more homogeneous schools and districts. The accountability systems should count every student the same number of times.

Education Comm  
1-31-07  
attachment # 3

3. Recommendation: In determining accountability, allow the inclusion of results from all assessments that are based on grade-level standards even though the assessments may be modified for students with disabilities or English language learners.

Justification: According to the Individual with Disabilities Act (IDEA), the Individualized Education Plan (IEP) team determines which assessment is appropriate for a student with disabilities. As a result, students may be taking alternate or modified assessments. The assessments that are modified are to be based on grade-level standards and yet, there is a 2% cap on counting scores as proficient and above. If the assessments are on grade-level, then all proficient and above scores should count as such.

4. Recommendation: Allow States additional flexibility in exempting English Language Learners (ELLs) from state content assessments if the students are in their first three years of enrollment in U.S. schools and are in beginning levels of English language proficiency.

Justification: Many English Language Learners come to U.S. schools with little prior schooling and are very limited in their use of the English language. Currently, there is a 12 month exemption from including these students in the AYP determinations even though they must still take the State mathematics assessment and either the reading assessment or the English language proficiency assessment. Since States are required to assess for English language proficiency, those results could be one factor in determining when it is appropriate for a student to take the content assessments.

### **School and District Improvement**

5. Recommendation: Allow States more flexibility in determining the consequences when schools and districts are identified for improvement. This includes the order of consequences and whether or not schools and districts identified for improvement may become supplemental educational service providers.

Justification: Currently, the law outlines the specific order of consequences: choice, supplemental educational services, corrective actions and restructuring. In many instances, there are no choice options available for students or parents may choose to keep their students in their current school. By providing flexibility, more options become available to parents sooner.

### **Teacher Quality**

6. Recommendation: Provide additional flexibility in timelines and in determining highly qualified status of teachers by continuing use of alternate methods especially for hard to fill positions and areas of shortage of teachers. If teacher effectiveness becomes a part of ESEA, allow States the right to define and determine *effectiveness*.

Justification: Having a highly qualified and competent teacher in every classroom is critical to increasing student achievement. There are, however, in many rural and urban areas positions that are particularly hard to fill. In addition, many in the teaching profession are approaching retirement with fewer new teachers entering the profession. States need the flexibility in timelines and in the criteria allowed to determine highly qualified status.

### **Funding**

7. Recommendation: Provide adequate and sustainable resources by fully funding the ESEA programs and requirements. Allow States the authority to not implement any provisions that are not fully funded.

Justification: In order to meet the goals and requirements of No Child Left Behind, the programs need to be fully funded. The law places huge demands on states and districts which are costly including accountability systems, support for schools on improvement and all of the data collection requirements. The year to year fluctuation in allocations makes it difficult to plan, implement and maintain all that is required.



# Quality Performance Accreditation QPA



## General Information

- Kansas accredits K-12 schools according to Kansas Accreditation **Regulations (KAR) 91-31-31 through 91-21-42**. These regulations are collectively known as **Quality Performance Accreditation (QPA)**.
- A school is assigned its accreditation status annually based upon **Performance** and **Quality Criteria**.
- **Performance Criteria** are based upon student performance and participation related to state assessments, elementary attendance rate and high school graduation rate.
- **Quality Criteria** are based upon eleven specific processes, programs, and policies that shall be required to be in place in each school

## Performance Criteria: KAR 91-31-32 (b) (1) – (4)

- (1) Student Performance: Percentage of students meeting or exceeding the standard on reading and math state assessments. To be done for science, social studies and writing;
- (2) Participation Rate: Having 95% or more of all students and 95% or more of each student subgroup take the state assessments;
- (3) Attendance Rate: Elementary school – having an attendance rate equal to 90% or an improvement over the previous year
- (4) Graduation Rate: High school – 75% or an improvement over the previous year

## Quality Criteria – KAR 91-31-32 (c)

- (1) A school improvement plan that includes a results-based staff development plan;
- (2) An external technical assistance team (ETAT);
- (3) Locally determined assessments that are aligned with the state standards;
- (4) Formal training for teachers regarding the state assessments and curriculum standards;
- (5) 100% of the teachers assigned to teach in those areas assessed by the state or described as core academic areas by the USDOE, and 95% or more of all other faculty, must be fully certified for the positions they hold;

- (6) Policies that meet the requirements of Kansas Accreditation Regulation 91-31-34 regarding substitute teachers, minimum enrollment, student credit, records retention, and interscholastic athletics;
- (7) Local graduation requirements that include at least those requirements imposed by the state board (HS only);
- (8) Curricula that allow each student to meet the regent’s qualified admissions requirements and the state scholarship program (HS only);
- (9) Programs and services to support student learning and growth at both the elementary and secondary level;
- (10) Specified programs and services to provide equal access to support student learning and growth (HS only);
- (11) Local policies ensuring compliance with other accreditation regulations and state laws.

## Accreditation Status: KAR 91-31-38

- Based upon how a school meets the Performance and Quality Criteria, it will be classified as one of the following:
  - (1) Accredited; Meets minimum performance and quality criteria
  - (2) Accredited on improvement; For 2 consecutive years fails to meet any performance criteria for any tested group or three or more quality criteria
  - (3) Conditional accredited; For 3 consecutive years fails to meet any performance criteria for **all** tested students or four or more quality criteria
  - (4) Not accredited. For 5 consecutive years fails to meet any performance criteria for **all** tested students or four or more quality criteria

## Appeals Process: KAR 91-31-37 (c) – (e)

- If a school’s local board of education disagrees with an accreditation recommendation, that board may file an appeal with the Kansas Commissioner of Education within fifteen days of the recommendation.

More information about Quality Performance is on the KSDE Website at: <http://www.ksde.org/Default.aspx?tabid=1004>  
Or you may contact Theresa Steinlage at 785-296-8111.

House Education Committee

Date: 1-31-07

Attachment # 4





# Quality Performance Accreditation QPA



## **Rewards: KAR 91-31-39**

- A school that attains the status of Accredited receives a letter of accreditation from the state board and a press release announcing that school's accreditation status.

## **Sanctions: KAR 91-31-40**

- One or more sanctions may be applied by the state board to a school that is conditionally accredited or not accredited.

## **Appointed State Technical Assistance Team (STAT): KAR 91-31-36 (b)**

- If a school is accredited on improvement or conditionally accredited, the school shall be assigned a state technical assistance team to assist the school in meeting the performance and quality criteria established by the state board. The state technical assistance team shall determine the number of on-site visits that the team needs to make to the school. This team shall remain assigned to the school until the school either attains accredited status or is not accredited. The STAT does not replace the External Technical Assistance Team (ETAT).

## **State Assessments Required for QPA**

- History / Government – Grades 6, 8, HS
- Mathematics – Grades 3,4,5,6,7,8, HS
- Reading – Grades 3,4,5,6,7,8, HS
- Science – Grades 4,7,HS
- Writing – Grades 5,8,11

More information about Quality Performance is on the KSDE Website at: <http://www.ksde.org/Default.aspx?tabid=1694>  
Or you may contact Theresa Steinlage at 785-296-8111.

Revised 1/29/07

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