

Kansas State Department of Education

Quality Performance Accreditation

Manual



*Ad Astra Per Aspera
To The Stars Through Difficulties*

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EXHIBIT

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Quality Performance Accreditation Manual

Contents

Topic	Page
Letter from the Deputy Commissioner of Education	1
Introduction	2
Section I: Helpful Information	6
Quality Performance Accreditation (QPA) Quality Criteria Checklist	7
Quality Performance Accreditation Definitions	8
Section II: Quality Criteria	10
Quality Criterion One – School Improvement Plan	11
Quality Criterion Two – External Technical Assistance Team	13
Quality Criterion Three – Locally Determined Assessments	16
Quality Criterion Four – Formal Training for Teachers	18
Quality Criterion Five – Licensed and Fully Certified Staff	20
Quality Criterion Six – Local Board of Education Requirements	23
Quality Criterion Seven – Local Graduation Requirements	24
Quality Criterion Eight – Regents Qualified Admissions Report	26
Quality Criterion Nine – Programs and Services to Support Student Learning (K- 12)	27
Quality Criterion Ten – Programs and Services to Support Student Learning (9 – 12)	30
Quality Criterion Eleven – Local Policies Ensuring Compliance	33
Section III: Performance Criteria	34
Performance Criterion One – Student Performance	35
KSBE Proficiency Levels for Mathematics and Reading 2002 – 2014	37
Performance Criterion Two – Participation Rate	40
Performance Criterion Three – Attendance Rate	41
Performance Criterion Four – Graduation Rate	42
Section IV: Accreditation Status/Appeal Process/State Tech. Assist. Team	43
Accreditation Status, Rewards and Sanctions	44
Appeal Process for Accreditation Status	47
Appeal Process for Accreditation Status Flowchart	49
Quality Performance Accreditation Waiver	50
QPA Waiver Flowchart	52
Appointed State Technical Assistance Team	53
Section V	55
Quality Performance Regulations	56
Acronyms	63
Glossary	64
Section VI: Resources	70
Parent Teacher Association (PTA)	71
National Staff Development Council Standards for Staff Development (NSDC)	72
Kansas Profiles of the 21 st Century Learner	73

Dear Colleagues:

The Kansas State Department of Education (KSDE) is pleased to provide Kansas districts and schools the *Quality Performance Accreditation (QPA) Manual*. This manual provides guidance regarding Kansas QPA regulations, pertinent state statutes, federal regulations, and policy from the Kansas State Board of Education. It is a resource for a variety of audiences and contexts (e.g., teacher professional development, pre-service education, informing local boards of education, school site councils, educational service centers, and special education cooperatives). Sections include the following:

- annual report requirements,
- QPA quality criteria,
- QPA performance criteria,
- accreditation status,
- QPA regulations,
- performance targets,
- resources, and
- glossary of terms.

In order to ensure the *QPA Manual* is always current, revised information will be posted on the Kansas State Department of Education website (www.ksde.org).

The QPA manual reflects the dedication and diligent work of many educators who helped Kansas prepare for the 2005 QPA regulations. KSDE is grateful to the QPA Advisory Council for their contributions throughout the development of the system and the revision of this document. KSDE is particularly grateful to those who voluntarily participated in the QPA pilot school program during the 2003-2004 and 2004-2005 school years. Their contributions to this effort were innumerable and essential to the development of this resource.

I am certain the information in the *Quality Performance Accreditation Manual* will be helpful to you. Thank you for all you do to support and enhance the education of all our students.

Sincerely,

Dr. Diane DeBacker,
Deputy Commissioner
Learning and Innovative Services Division

INTRODUCTION

KANSAS QUALITY PERFORMANCE ACCREDITATION

History of Quality Performance Accreditation (QPA)

The accreditation of schools has been a function of the Kansas State Board of Education since 1966. In 1968, the Legislature enacted laws to implement the 1966 constitutional amendment in which the State Board of Education was given the authority to "accredit schools including elementary and secondary...public and private..."K.S.A. 72-7513.

In 1988, Kansas Governor Mike Hayden appointed a committee to develop an accreditation process based on school accountability. One outcome of the committee work was the formation of the School Accreditation Task Force which was charged with making recommendations on school accreditation. In 1991, based on the task force's recommendations, QPA was piloted. In 1995, the first schools were accredited under QPA. This same year, the legislature directed the Kansas State Board of Education (KSBE) to establish school Site councils, curriculum standards, statewide assessments and performance levels, and public report cards. In 1996, the KSBE approved regulations for QPA that incorporated these directives.

In June 2000, the KSBE appointed a QPA Task Force representing districts of all sizes and geographic regions and the educational community (e.g., teachers, principals, central office personnel, and parents) to study the accreditation system. The task force was charged to examine the QPA system in terms of

- what is working well,
- what else might be needed,
- what was learned, and
- what improvements could be made.

In 2001, the QPA Task Force completed the study and forwarded the findings and recommendations to the QPA Advisory Council. The advisory council reviewed the study and made additional recommendations.

In July 2005, the KSBE, through QPA, required that each school building seeking accreditation develop a school improvement plan based on a self-review of the school's systems. The self-review required by the state shall include active participation and meaningful input by staff, students, parents, and community members. Continuous improvement of public schools is essential to providing increased student performance and quality results.

Role of Graduation Standards in QPA

State graduation requirements are also a part of the Quality Performance Accreditation (QPA) regulations. Two task forces reviewed the graduation requirements; one task force in 1997 and another in 2001. Both task forces recommended that Kansas high school graduation requirements be reexamined to ensure that they are challenging and result in the preparation of all students for any opportunity they may want to pursue. All students must be assured that upon graduating from Kansas high schools, they possess the knowledge and skills that afford them access to any succeeding level of education, work, or other opportunity after high school.

The Kansas State Board of Education (KSBE) discussed the need for high standards for all students. Upon surveying districts regarding their current requirements for graduation, reviewing the Regents' Qualified Admissions requirements and the state scholarship program, the KSBE recommended and approved an additional mathematics, science, and fine arts requirement while maintaining a total of 21 credits.

The KSBE felt that, whether students are preparing to go to college, postsecondary technical schools, or to enter the world of work, the content in the required course of study should provide them with the opportunity to learn in context and through application without need for remediation.

No Child Left Behind (NCLB)

At the same time the KSBE was conducting a review of the QPA system, including graduation requirements, the federal government reauthorized the Elementary and Secondary Education Act (ESEA) more commonly known as the "No Child Left Behind" (NCLB) law of 2001. This law presented an unprecedented opportunity to align state accountability systems with federal initiatives, while at the same time challenging the states to leverage new state education reforms. In Kansas, the NCLB law requires coordination of the existing state accreditation system with the new federal requirements, while ensuring that the integrity and quality of the state educational system is preserved.

ESEA built on the accountability and assessment requirements Congress put in place in 1994 and emphasized the direction Kansas took over the past decade, including setting challenging standards, measuring student progress against these standards, providing the help students need, and holding all schools accountable for results. The new law, however, is more specific and places additional emphasis on states, districts, and schools to improve student achievement and close academic gaps among students who are economically disadvantaged, students who are limited English proficient, students with disabilities, and students of varying ethnic backgrounds.

The major premises behind this federal law are fourfold:

1. All children can achieve to high standards.
2. All schools are accountable for all students.
3. A unitary accountability system must apply to all schools.
4. All teachers must be highly qualified.

Individuals with Disabilities Education Act (IDEA)

On November 19, 2004, Congress approved amendments to the Individuals with Disabilities Education Act (IDEA). While the bill stopped short of sweeping changes, it contains four basic goals that should be helpful to schools complying with requirements to:

1. make sure all students with disabilities are learning;
2. free teachers from burdensome bureaucratic requirements;
3. help parents and schools work together; and
4. create the safest classroom environment for all students.

Key provisions of the bill allow states and local school districts increased flexibility and attempts to shift the focus from bureaucratic compliance with a process to a focus on student achievement. Additionally, the law relies on compliance with No Child Left Behind mandates in several areas, eliminating the need for duplicative requirements under IDEA.

The bill will allow federal monitoring to focus on:

1. improving educational results and functional outcomes for all children with disabilities; and
2. ensuring states meet program requirements, particularly those most closely related to improving educational results for children with disabilities.

The reauthorized Individuals with Disabilities Education Act (IDEA 2004) expanded the requirement of State Education Agencies (SEAs) and Local Education Agencies (LEAs) in the areas of compliance with the law, performance of students with disabilities, and the timely, accurate, and reliable reporting of data. Kansas is using the State Performance Plan (SPP)/Annual Performance Plan (APP) as a mechanism to evaluate the effectiveness of LEAs in carrying out all areas of the law, ensuring that Free, Appropriate Public Education (FAPE) is provided for all children and that all findings of noncompliance are corrected in a timely manner.

Included in the State's General Supervision, Monitoring, and Enforcement requirements under 34 CFR 300.149 and 300.600, the State must review every district each year on the performance of the SPP. According to IDEA, states are required to make "determinations" annually on the performance of the LEAs. These determinations are based on Part B of the IDEA: meets requirements, needs assistance, needs intervention, or needs substantial intervention.

Kansas will:

- Assign a level of determination, based on review of SPP/APP, 618 data, due process, and IDEA requirements.
- Determine if the district falls within Meets Requirements Level in which the district will not be required to have Phase II or Phase III reviews.
- Determine if the district falls within the Needs Assistance Level or Needs Intervention Level and proceed to Phase II and/or Phase III of the accountability system.
- Determine if the district falls within the Needs Substantial Intervention Level in which the district will be required to participate in all three phases of the accountability system.

As part of the SPP/APP, each state is required to set targets for each of the indicators that did not have a target mandated. Annually, every state must report its progress on the progress of students with disabilities in the state. Specifically, states must report their APP progress in meeting the measurable and rigorous targets established in the SPP.

The Kansas State Department of Education (KSDE) consolidated improvement activities throughout the SPP/APP to impact multilevel systems by integrating the components of the SPP/APP into current practices in Kansas. Activities that support the improvement of state infrastructure, local administration, service provider practice, personnel development and family involvement increase the potential for change. KSDE has consolidated activities in the categories of state infrastructure, technical assistance, and targeted assistance to improve academic achievement results for children and youth with disabilities. The Kansas SPP/APP and public reports are located on the KSDE website.

Quality Performance Accreditation (QPA) Framework

Based upon changes in the No Child Left Behind Act (NCLB) and recommendations from the QPA Task Force and the QPA Advisory Council, a new QPA framework was developed. Feedback from the field was sought and many comments and suggestions were incorporated into the initial proposed regulations. The final changes were submitted to the attorney general's office on September 24, 2002. A public hearing on the proposed regulations was held during the Kansas State Board of Education (KSBE) meeting on December 10, 2002. On December 11, 2002, the KSBE approved final changes to the proposed QPA regulations based on comments received at the public hearing and comments received two months prior to the hearing.

During the 2003-2004 and 2004-2005 school years, 253 schools piloted the revised QPA system. Several orientation meetings and feedback sessions were held with the pilot schools to obtain both formal and informal feedback on the effectiveness of the QPA manual as well as any barriers to the implementation of the revised system.

As a result of these efforts, the QPA manual was submitted to the KSBE in May 2005. The revised QPA system for all Kansas schools went into effect on July 1, 2005.

To support the work of Kansas schools in meeting the QPA requirements, the Kansas State Board of Education (KSBE) endorsed the Parent Teacher Association (PTA) National Standards for Family School Partnerships, the National Staff Development Standards, and the Profiles of 21st Century Learners & Environments.

In January of 2008, the KSBE endorsed the new Parent Teacher Association (PTA) National Standards for Family School Partnerships. These standards shift the focus from what schools can do to involve parents to what parents, schools, and communities can do together to support student success. The PTA National Standards not only address parent involvement practices for QPA, but also meet the requirements for parent involvement for NCLB.

Also in 2008, the KSBE endorsed the National Standards for Staff Development authored by the National Staff Development Council. These standards emphasize the importance of educators participating in results-driven, standards-based and job-embedded high quality professional development that results in higher levels of student achievement.

In November of 2008, the KSBE continued its support for increased student achievement by endorsing the Profiles of 21st Century Learners and 21st Century Learning Environments. These profiles are based on the work of the Partnership for 21st Century Skills, a national endeavor supported by state departments of education as well as business and industry partners. The profiles support schools in managing the multiple and interconnected learning needs of the whole child.

This manual is to be used for guidance in the accreditation system. In the winter of 2009, the QPA manual was updated to reflect

- current guidance on teacher licensure;
- current guidance on programs of study that reflect the career clusters;
- current guidance on external technical assistance teams;
- current guidance on state technical assistance teams;
- current processes for filing appeals and waivers; and
- current resources.

Section I

Helpful Information

QPA Quality Criteria Checklist

July 1, 2005 QPA Regulations

**Quality Performance Accreditation (QPA)
Quality Criteria Checklist (For Local Use Only)**

Yes	No	Quality Criteria
		1. School improvement plan including a results-based staff development plan. If you answered "No," please explain why.
		2. External assistance team. If you answered "No," please explain why.
		3. Locally determined assessments that are aligned with the state standards. If you answered "No," please explain why.
		4. Formal training for teachers regarding state assessments and curriculum standards. If you answered "No," please explain why.
		5. 100% of the core teachers fully certified. 95% of all other teachers fully certified. If you answered "No," please explain why.
		6. Policies that meet the requirements of KAR 91-31-34. If you answered "No," please explain why.
		7. Local graduation requirement equal to or more than state graduation requirements. If you answered "No," please explain why.
		8. Curricula that allow each student to meet the Regents' qualified admissions and state scholarship program. If you answered "No," please explain why.
		9. Elementary and secondary programs and services to support student learning and growth including the following: computer literacy, counseling, fine arts, language arts, library services, mathematics, physical education, science, services for students with special learning needs, and history and government. If you answered "No," please explain why.
		10. Secondary programs and services including the following: business, family and consumer science, foreign language, industrial, and technical education. If you answered "No," please explain why.
		11. Local policies ensuring compliance with other accreditation regulations and state laws. If you answered "No," please explain why.
		<i>Verified by local school board president. If you answered "No," please explain why.</i>
		<i>Verified by superintendent. If you answered "No," please explain why.</i>
Certifying Principal:		Date:

Quality Performance Accreditation Regulations - Definitions

KAR 91-31-31.

Definitions

- (a) “Accredited” means the status assigned to a school that meets the minimum performance and quality criteria established by the state board.
- (b) “Accredited on improvement” means the status assigned to a school that, for two consecutive years, is described by any of the following:
 - (1) The school fails to meet one or more of the performance criteria applicable to the school.
 - (2) The school has a prescribed percentage of students in one or more student subgroups that fail to meet one or more of the performance criteria applicable to the school.
 - (3) The school fails to meet three or more of the quality criteria applicable to the school.
- (c) “Conditionally accredited” means the status assigned to a school that, for three consecutive years, is described by either of the following:
 - (1) The school has a prescribed percentage of all students assessed that scores below the proficient level on the state assessments.
 - (2) The school fails to meet four or more of the quality criteria applicable to the school.
- (d) “Curriculum standards” means statements, adopted by the state board, of what students should know and be able to do in specific content areas.
- (e) “External technical assistance team” means a group of persons selected by a school for the purpose of advising school staff on issues of school improvement, curricula and instruction, student performance, and other accreditation matters.
- (f) “Local board of education” means the board of education of any unified school district or the governing body of any nonpublic school.
- (g) “Not accredited” means the status assigned to a school that, for five consecutive years, is described by either of the following:
 - (1) The school has a prescribed percentage of all students assessed that scores below the proficient level on the state assessments.
 - (2) The school fails to meet four or more of the quality criteria applicable to the school.
- (h) “Onsite visit” means a visit at a school by either the school’s external technical assistance team or a state technical assistant team.
- (i) “School” means an organizational unit that, for the purposes of school improvement, constitutes a logical sequence of elements that may be structured as grade levels, developmental levels, or instructional levels.
- (j) “School improvement plan” means a multiyear plan for five years or less that is developed by a school and that states specific actions for achieving continuous improvement in student performance.
- (k) “Standards of excellence” means the expectations for academic achievement that the state board has set for Kansas schools.
- (l) “State assessments” means the assessments that the state board administers in order to measure student learning within the Kansas curriculum standards for mathematics, reading, science, history and government, and writing.

- (m) "State board" means the State Board of Education.
- (n) "State technical assistance team" means a group of persons appointed by the State Department of Education to assist schools in meeting the performance and quality criteria established by the state board.
- (o) "Student subgroup" mean those students within a school who, for monitoring purposes, are classified by a common factor, including economic disadvantage, race, ethnicity, disability, and limited English proficiency.
- (p) "Unit of credit" means a measure of credit that may be awarded to a student for satisfactory completion of a particular course or subject. A full unit of credit is credit that is awarded for satisfactory completion of a course or subject that is offered for and generally requires 120 clock-hours to complete. Credit may be awarded in increments based upon the amount of time a course or subject is offered and generally requires to complete. Individual students may be awarded credit based upon demonstrated knowledge of the content of a course or subject, regardless of the amount of time spent by the student in the course or subject.

This regulation shall be effective on and after July 1, 2005. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005.)

Section II

Quality Criteria

This section describes the eleven quality criteria necessary for accreditation.

Many of the quality criteria are familiar to educators. Much of this information is reported through the *Quality Performance Accreditation (QPA) Summary Report*, the *Principal's Building Report*, *Adequate Yearly Progress* and other reports.

Quality Criterion: One – School Improvement Plan

KAR 91-31-32(c)(1)

The quality criteria shall consist of the following quality measures, which shall be required to be in place at each school: a school improvement plan that includes a results-based staff development plan.

REQUIREMENTS

- Each school is to analyze their data to inform the development/implementation/revision of the school improvement plan (SIP).
- Each school has a multiyear school improvement plan (SIP) that includes a Results-Based Staff Development (RBSD) plan which is reviewed yearly, if not more frequently.
- The Kansas Professional Development Program Guidelines are to be used to develop/implement/revise the Results-Based Staff Development Plan.
- The SIP includes specific actions for achieving continuous improvement in student performance.

GUIDANCE

- The school should engage in a data-driven needs assessment/problem solving model to assist in the development of the SIP.
- Suggested data includes achievement data, perception data, contextual data, and demographic data.
- The school should utilize the expertise of the External Technical Assistance Team (ETAT) in the development and implementation of the SIP.
- There is no requirement to submit the SIP to the Kansas State Department of Education (KSDE) for review. It is recommended that schools use the Integrated Improvement Plan template which takes into account multiple accountability systems' requirements, e.g., Title I. For schools accredited on improvement or conditionally accredited to be eligible to use the expected gains formula, a SIP using the Integrated Improvement Plan template must be provided for a state sponsored technical assistance review.
- The SIP is to be on file locally for KSDE review.

VERIFICATION

- *Quality Performance Accreditation (QPA) Summary Report*

Frequently Asked Questions (FAQ)

- Q.** From what year should data be used to develop the SIP?
- A.** Schools should develop the SIP based on the most current data available. Trend data should be used to determine the effectiveness of strategies/interventions and guide revisions as needed.
- Q.** Should the SIP address the needs of subgroups less than thirty?
- A.** Schools address the needs of every student. The performance of specific subgroups (consisting of ten or more students) is provided to schools. However, the data are not reported to the public. When developing the school improvement plan, the school is encouraged to develop a planning team that represents a wide variety of stakeholders including superintendent or representative, principal or representative, family/parent representative, general education teacher, local consolidated plan contact, and Title I representative.

RESOURCES FOR QUALITY CRITERION ONE

Comprehensive School Reform. Kansas State Department of Education. <http://www.ksde.org>

Kansas Educational Service Centers. *Kansas Educational Directory.* <http://www.ksde.org>

Kansas North Central Association-Commission on Accreditation and School Improvement.
http://www.advanc-ed.org/about_us/state_offices/kansas

Kansas Parent Information Resource Center. <http://www.kpirc.org>

Kansas Professional Development Program. Kansas State Department of Education.
<http://www.ksde.org>

Kansas Special Education Cooperatives. *Kansas Educational Directory.* <http://www.ksde.org>

Special Education Process Handbook: Individuals with Disabilities Education Act (IDEA).
<http://www.ksde.org>

District Integrated Needs Assessment, Kansas State Department of Education webpage.
<http://www.ksde.org>

Quality Criterion: Two – External Technical Assistance Team

KAR 91-31-32(c)(2)

The quality criteria shall consist of the following quality measures, which shall be required to be in place at each school: an external technical assistance team.

REQUIREMENTS

- Each school selects an External Technical Assistance Team (ETAT).
 - The local board of education approves the ETAT.
 - ETAT members are not affiliated with the school (not even as itinerant personnel).
 - ETAT members may be affiliated with the district.
 - The school determines the number of onsite visits made by the ETAT.

GUIDANCE

- ETAT members should be selected based on the skills and knowledge necessary to support the school's identified areas of improvement. Membership may include:
 - curriculum/content specialists;
 - school improvement specialists;
 - specialists in disaggregated groups;
 - home district specialists;
 - service center staff;
 - university/college consultants;
 - private outside consultants; and
 - individuals referred from other districts.
- A North Central Accreditation (NCA) school may use its NCA team as its ETAT.
- ETAT members and the school should determine the frequency of the external team visits.

VERIFICATION

- *Quality Performance Accreditation (QPA) Summary Report*
- *ETAT and STAT, when applicable, memberships on file available for KSDE review*
- *Schools on improvement, conditionally accredited or not accredited, and use the expected gain formula submit ETAT and STAT membership.*

Frequently Asked Questions (FAQ):

- Q.** What does “not affiliated” with the school mean?
A. A person who is not considered a staff member, parent, or administrator of the school.
- Q.** Why are ETAT members not allowed to be affiliated with the school?
A. Outside technical assistance is an opportunity for schools to obtain unbiased expert advice and assistance.
- Q.** How many onsite visits are required?
A. The school and the ETAT decide how many onsite visits or other technical assistance (e.g., telephone calls, e-mails, written correspondence, etc.) take place.
- Q.** Can parents be on the ETAT?
A. Parents are considered affiliated with the building their children attend and cannot be on the ETAT of that particular school.
- Q.** Do members of the ETAT have to be consistent from year-to-year?
A. No. However, historical perspective from year-to-year can be important to a school's progress and, if necessary, also provide credible evidence in an appeal process.

RESPONSIBILITIES OF THE EXTERNAL TECHNICAL ASSISTANCE TEAMS (ETAT)

Potential ETAT individuals should possess a high degree of knowledge and skill in the school's areas of need, school leadership, curriculum and instruction, classroom management and discipline, academic assessment, home school relations, and/or evaluation and research.

ETAT members should collaborate with school and district staff to:

- Assist with the analysis of data and program information to plan for improvement of student performance.
- Assist in making judgments and decisions based on evidence/data.
- Utilize a root cause analysis process to identify areas for improvement.
- Help determine and prioritize needs.
- Assist with aligning curriculum information with standards.
- Utilize scientifically based research to determine strategies/activities and programs.
- Leverage school reform.
- Assist in strategic planning.
- Assist in establishing accountability for student outcomes.
- Provide instructional support that is responsive to school needs.
- Understand and support student progress in the general curriculum and toward community roles.
- Assist in identifying behavioral supports for students.

RESOURCES FOR QUALITY CRITERION TWO

Kansas Educational Service Centers. *Kansas Educational Directory.* <http://www.ksde.org>

Kansas Association of Elementary School Principals 2004 National Distinguished Principal. Kansas Association of Elementary School Principals. <http://kaesp.usa-ks.org>

Kansas Association of Middle School Administrators Principal of the Year. Kansas Association of Middle School Administrators. <http://www.kamsaks.org>

Kansas Association of Secondary School Principals/MetLife High School Principal of the Year. Kansas Association of Secondary School Principals. <http://www.kassp.org>

Kansas Exemplary Educators Network (KEEN)

Kansas Milken National Educator Award Recipients. <http://www.keenest.org/milken.shtml>

Kansas Nationally Board Certified Educators. <http://www.keenest.org/nbce.shtml>

Kansas Teacher of the Year Award Recipients. <http://www.keenest.org/ksteach.shtml>

National and State Finalists Presidential Awards for Excellence in Math and Science.
<http://www.keenest.org/pres.shtml>

Kansas North Central Association-Commission on Accreditation and School Improvement.
http://www.advanc-ed.org/about_us/state_offices/kansas

Kansas Special Education Cooperatives. *Kansas Educational Directory.* <http://www.ksde.org>

Kansas Superintendent of the Year Award Recipients. Kansas Association of School Administrators.
<http://www.kasa-ks.org/awards/index.html>

Quality Criterion: Three – Locally Determined Assessments

KAR 91-31-32(c) (3)

The quality criteria shall consist of the following quality measures, which shall be required to be in place at each school: locally determined assessments that are aligned with the state standards.

REQUIREMENTS

- Locally determined assessments are aligned with the state standards.

GUIDANCE

- Schools need to collect enough data to support and make sound instructional decisions; this should include the use of multiple assessments aligned with Kansas standards in a coherent and balanced system of formative and interim assessment at the local level that complement the summative state assessments.
- This system should be supported by professional development in the formative process along with a structured system for using the data to make instructional decisions

VERIFICATION

- *Quality Performance Accreditation (QPA) Summary Report*
- *Evidence of alignment between local assessments and state standards*

Frequently Asked Questions (FAQ)

- Q.** Are there any specific rules regarding designing local assessments?
A. No. Any local assessments aligned to state standards are acceptable. No new tests may need to be developed if current tests are aligned with state standards.
- Q.** Are schools required to have performance assessments?
A. No. Performance assessments are a local choice, but, if aligned with state standards, would meet Quality Criterion Three.
- Q.** Are there any specific examples of formative assessments that schools might use?
A. Both Center for Educational Testing and Evaluation (CETE) and Learning Stations provide formative test builders that schools may use to build formative or interim classroom assessments customized for local needs. These resources use test items provided by KSDE in addition to items from other sources.
- Q.** Does the school have to share local assessment results with parents?
A. Schools are highly encouraged to inform parents of their student's academic and behavioral progress throughout the school year including information on state academic standards, state and federal assessment requirement and assessment scores.

RESOURCES FOR QUALITY CRITERION THREE

Assessments Page. Kansas State Department of Education. A School Improvement and Accreditation resource. <http://www.ksde.org>

Center for Educational Testing and Evaluation. Kansas University. <http://www.cete.us>

Kansas Curriculum Standards. Kansas State Department of Education. www.ksde.org

Kansas Education Resource Center (KERC). Kansas State Department of Education. <http://www.kerc-ks.org>

Kansas Educational Service Centers. *Kansas Educational Directory*. <http://www.ksde.org>

Kansas Guide to Reading Assessment. Kansas State Department of Education. Kansas State Department of Education. <http://www.ksde.org>

Kansas Parent Information Resource Center. <http://www.kpirc.org>

Kansas Special Education Cooperatives. *Kansas Educational Directory*. <http://www.ksde.org>

Kansas State Assessments Page. Kansas State Department of Education A Student Support Services resource. <http://www.kansped.org>

State Assessment Analysis Tools for Reading and Mathematics. Kansas State Department of Education. <http://www.ksde.org>

Quality Criterion: Four – Formal Training for Teachers

KAR 91-31-32(c) (4)

The quality criteria shall consist of the following quality measures, which shall be required to be in place at each school: formal training for teachers regarding the state assessments and curriculum standards.

REQUIREMENTS

- The district provides formal training to all teachers having instructional contact with students, regardless of the content area they teach.
- Formal training is provided on all assessed curriculum standards, including
 - history and government; economics and geography;
 - mathematics;
 - reading;
 - science; and
 - writing.

GUIDANCE

- Formal training may be given by any group, organization or individual possessing expertise and knowledge of Kansas standards and assessments, including:
 - a school;
 - a district;
 - a service center;
 - universities and colleges;
 - special education cooperatives;
 - outside consultants;
 - Kansas Association of School Administrators (KASA);
 - Kansas National Education Association (KNEA);
 - Kansas North Central Association-Commission on Accreditation and School Improvement (KNCA);
 - Kansas State Department of Education (KSDE);
 - United School Administrators of Kansas (USA).
- The purpose of formal training is to increase teacher knowledge, understanding, and skills in the instruction of Kansas standards and assessments.
- All teachers do not need the same type of training.
 - Specific training should be customized to individual teacher needs.
- The School Improvement Plan (SIP) and Results-Based Staff Development (RBSD) plan should identify the formal training needs of teachers regarding standards and assessments.
- The school's SIP and RBSD plans and the district's five-year professional development plan should include formal training for teachers regarding Kansas standards and assessments.

VERIFICATION

- *Quality Performance Accreditation (QPA) Summary Report*
- *Professional development logs*

Frequently Asked Questions (FAQ)

Q. Are all teachers required to have this formal training?

A. Yes. All teachers who have instructional contact with students must have formal training.

RESOURCES FOR QUALITY CRITERION FOUR

Kansas Association of School Administrators (KASA). <http://www.kasa-ks.org/awards/index.html>

Kansas Association of School Boards (KASB). <http://www.kasb.org>

Kansas Curriculum Standards. Kansas State Department of Education. <http://www.ksde.org>

Kansas Education Resource Center (KERC). Kansas State Department of Education
<http://www.ksde.org>

Kansas Educational Service Centers. *Kansas Educational Directory.* <http://www.ksde.org>

Kansas National Education Association (KNEA). <http://www.knea.org>

Kansas North Central Association-Commission on Accreditation and School Improvement.
http://www.advanc-ed.org/about_us/state_offices/kansas

Kansas Professional Development Program. Kansas State Department of Education.
<http://www.ksde.org>

Kansas Special Education Cooperatives. *Kansas Educational Directory.* <http://www.ksde.org>

Kansas State Department of Education (KSDE) Current and New Trainings. <http://www.ksde.org>

United School Administrators of Kansas (USA). <http://www.usa-ks.org>

Quality Criterion: Five – Licensed and Fully Certified Staff

KAR 91-31-32(c) (5)

The quality criteria shall consist of the following quality measures, which shall be required to be in place at each school: 100% of the teachers assigned to teach in those areas assessed by the state or described as core academic subjects by the United States Department of Education, and 95% or more of all other faculty, fully certified for the positions they hold.

REQUIREMENTS

- One-hundred percent of the teachers assigned to teach in those areas assessed by the state or described as core academic subjects by the United States Department of Education (USDOE) are licensed for the positions they hold. USDOE core academic subjects are: math, English language arts, reading, social studies, civics/government, foreign language, fine arts (art, music, speech/theater), economics, history, geography, science, elementary education, special education and English for Speakers of Other Languages (ESOL) are licensed for the positions they hold.
- At least 95 percent of all other faculty are licensed for the positions they hold.

Distinctions between Fully Certified or Licensed and Highly Qualified

Fully certified or licensed is a state accreditation requirement. Districts are required to submit the *Licensed Personnel Report* each fall to the Kansas State Department of Education (KSDE), Teacher Education and Licensure Team. The data submitted are analyzed against the KSDE licensure database. After the data are analyzed, each district receives a staff assignment report (SAR) that includes educators teaching:

- off subject;
- off grade level; or
- without any type of license.

Highly qualified (HQ) staff is a requirement of the federal No Child Left Behind (NCLB) Act. This is not a state accreditation requirement. Schools receive information regarding teachers who are not HQ on the SAR.

GUIDANCE

- A teacher working under a state board approved certification or licensure waiver or provisional endorsement meets this criterion; however, they do not meet the requirements for highly qualified under NCLB.
- Substitute and emergency substitute certificates are not considered fully certified or licensed.
- In the fall of each year, schools complete the *Licensed Personnel Report*.
- The 95 percent calculation is determined by the number of classes reported in a building. Administrators and support personnel (library media, school counselor, etc.) are included in the 95 percent calculation and are reported as one class.

VERIFICATION

- *Quality Performance Accreditation (QPA) Summary Report*
- *Licensed Personnel Report*

Frequently Asked Questions (FAQ)

- Q.** What type of license should a Title I teacher hold to meet this criterion?
- A.** Consult the current *Licensed Personnel Guide* (www.ksde.org/cert/certpers.html) for the type of license or endorsement required for a specific assignment.
- Q.** How can this criterion be met if a high school student is enrolled in a core academic subject via a university, online, or ITV course?
- A.** Within the 95 percent there is flexibility. A class taught online or through ITV comes to the school to teach, the school must have a grade level licensed educator present as the non-licensed person teaches or a licensed educator teaching the online or ITV course. If a student takes a class from a university at a site away from the school, licensure is not a consideration.
- Q.** A staff member holding a five-year license with an endorsement for English is assigned as a learning disabilities teacher. The district received a licensure waiver allowing the staff member to teach learning disabled students. Is the person licensed for the position?
- A.** No, a waiver does not grant a license; however, the definition of waiver has been expanded and allows the teacher to meet these criteria.
- Q.** Does a science teacher in a small high school, who is teaching multiple science subjects, need to be endorsed in all areas of science, such as biology, physics, or chemistry to be considered fully certified or licensed? Can a teacher have a “general science” license?
- A.** A teacher must hold a license with specific endorsements for the teaching assignment. This regulation is a continuation of previous accreditation regulations; it is not a new regulation. There is no longer a “general science” license.
- Q.** Is physics a core area? If so, is a person teaching under a provisional endorsement considered licensed?
- A.** Yes, physics falls under the core area of science. A person teaching a content area under a provisional endorsement for that content area is considered fully licensed for QPA. However, under No Child Left Behind (NCLB) they would not be considered highly qualified.
- Q.** Will provisional licensure continue to be offered for special education?
- A.** Yes, special education teachers are included in the 100 percent criteria.
- Q.** Are special education teachers considered teachers of assessed/core areas or are they considered to be other faculty?
- A.** In most cases, they would be considered “other faculty.” However, a middle or secondary school may have a special education teacher providing all of the instruction to a group of students in a specific content area, such as mathematics. Since mathematics is a core academic area and the special education teacher is the only teacher providing the instruction (e.g., not in collaboration with a licensed mathematics teacher), the special education teacher would be considered a teacher of an assessed core academic area and would need to demonstrate math competency.
- Q.** What content areas are considered fine arts?
- A.** Music, art, and speech/theatre are considered fine arts under teacher licensure; but other areas are included under quality criterion seven.
- Q.** Who is included in “all other faculty”?
- A.** Any teaching assignment not identified as core academic, plus school specialists (library media, school counselor, etc.), administrators, or other licensed support staff.

RESOURCES FOR QUALITY CRITERION FIVE

Kansas Licensed Personnel Guide. Kansas State Department of Education. <http://www.ksde.org>

Kansas Teacher Education and Licensure Team. Kansas State Department of Education.
<http://www.ksde.org>

Quality Criterion: Six – Local Board of Education Requirements

KAR 91-31-32(c) (6)

The quality criteria shall consist of the following quality measures, which shall be required to be in place at each school: policies that meet the requirements of KAR 91-31-34 (local board of education requirements).

REQUIREMENTS

- Districts employ persons who hold licenses or certificates with specific endorsements for the position held.
- Districts follow the specific requirements for substitute teachers detailed in KAR 91-31-34 (b) (2) (3) (4) (5) (6).
- On a form prescribed by the state board, each school reports each licensed or certified personnel staff change that occurs between September 15 and the end of the school year. This must be done within 30 days after the staff change.
- Each elementary school must have an enrollment of 10 or more students on September 20 to remain eligible for accreditation.
- Each school, through the local board of education, has a written policy specifying that the credit of any pupil transferring from an accredited school is accepted.
- Each school permanently retains records relating to each student's academic performance, attendance, and activities.
- Districts follow the specific requirements for interscholastic athletics detailed in KAR 91-31-34 (f) (1) (2) (3) (4).
- Districts follow the specific requirements for athletic practice detailed in KAR 91-31-34 (g) (1) (2) (3).

GUIDANCE

- Reference local board of education policies.

VERIFICATION

- *Quality Performance Accreditation (QPA) Summary Report*
- *Licensed Personnel Report*
- *Principal's Building Report*

RESOURCES FOR QUALITY CRITERION SIX

Kansas Association of School Boards (KASB). <http://www.kasb.org>

Kansas Licensed Personnel Guide. Kansas State Department of Education. <http://www.ksde.org>

Kansas Special Education Cooperatives. *Kansas Educational Directory.* <http://www.ksde.org>

Kansas State High School Activities Association. <http://www.kshsaa.org>

Kansas Teacher Education and Licensure Team. Kansas State Department of Education.
<http://www.ksde.org>

Quality Criterion: Seven – Local Graduation Requirements

KAR 91-31-32(c) (7)

The quality criteria shall consist of the following quality measures, which shall be required to be in place at each school: local graduation requirements that include at least those requirements imposed by the state board.

REQUIREMENTS

- Unless more stringent requirements are specified by existing local policy, the graduation requirements established by this regulation (KAR 91-31-32) apply to students who enter the ninth grade in the school year following the effective date (July 1, 2005) of this regulation and to each subsequent class of students.
- Each local board of education has a written policy specifying that students are eligible for graduation only upon completion of at least the following requirements:
 - English language arts (4 units) which shall include
 - ◆ reading;
 - ◆ writing;
 - ◆ literature;
 - ◆ communication; and
 - ◆ grammar.

The building administrator may waive up to one unit of this requirement if the administrator determines that a pupil can profit more by taking another subject.
 - History and government (3 units) which shall include
 - ◆ world history;
 - ◆ United States history;
 - ◆ United States government, including the *Constitution of the United States*;
 - ◆ concepts of economics and geography;
 - ◆ Kansas history and government (except as otherwise provided in S.B.R. 91-31-32).
 - Science (3 units) which shall include
 - ◆ physical science concepts;
 - ◆ biological science concepts;
 - ◆ earth and space science concepts.

At least one unit as a laboratory course for any of the three units.
 - Mathematics (3 units) including algebraic and geometric concepts.
 - Physical education (1 unit) which shall include health, and which may include safety, first aid, or physiology.
 - ◆ This requirement shall be waived if the school district is provided with either of the following:
 - A statement by a licensed physician that a pupil is mentally or physically incapable of participating in a regular or modified physical education program; or
 - A statement, signed by a lawful custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil.
 - Fine arts (1 unit) which may include
 - ◆ art;
 - ◆ music;
 - ◆ dance;
 - ◆ theatre; or
 - ◆ forensics.

Other similar studies selected by a local board of education.
 - Elective courses (6 units)

- A minimum of 21 units of credit shall be required for graduation.
- Any local board of education may increase the number of units of credit required for graduation.
 - Any additional requirements of the local board of education that increase the number of units of credit required for graduation apply to those students who enter the ninth grade in the school year following the effective date of the additional requirement.

GUIDANCE

- Quality Criterion Seven is only applicable to Grades 9-12.
- Reference local board of education policies.

VERIFICATION

- *Quality Performance Accreditation (QPA) Summary Report.*

Frequently Asked Questions (FAQ)

- Q.** Whom do I contact to review content of specific courses to see if they meet the Regents' Qualified Admissions requirement?
- A.** Contact the Kansas Board of Regents at (785) 296-3421 or (www.kansasregents.org).
- Q.** Does a separate course need to be offered for physical science, biological science, and earth and space science concepts?
- A.** No. These concepts can be embedded within any of the three units of science.
- Q.** Does a separate course need to be offered for algebraic and geometric concepts?
- A.** No. These concepts can be embedded within any of the three units of mathematics.
- Q.** If a student takes Algebra I at eighth grade, will this count as high school credit?
- A.** It is up to each local district whether an eighth grade Algebra I course will count as a high school mathematics credit. If high school credit is given, the eighth grade course must be equivalent to, or the same as, a high school Algebra I course. The state does not prescribe a specific sequence of courses. The only requirement in QPA regulation 91-31-35 is that every child is provided the opportunity to learn algebraic and geometric concepts. The state has recognized and encouraged offering algebra at the eighth grade level. Districts can and should continue this practice.
- Q.** If a student takes Algebra I at eighth grade will this count toward Regents' Qualified Admissions requirements?
- A.** No. The course must be taken at the high school level to count toward Regents' Qualified Admissions requirements.
- Q.** Is the school required to inform parents of graduation requirements?
- A.** The school should inform parents and students throughout their academic career of the requirements for graduation. The school should guide students and their parents as they select classes that will not only prepare them for graduation but for a post-secondary education or career.

RESOURCES FOR QUALITY CRITERION SEVEN

Kansas Board of Regents. <http://www.kansasregents.org>

Kansas Educational Service Centers. *Kansas Educational Directory.* <http://www.ksde.org>

Kansas Special Education Cooperatives. *Kansas Educational Directory.* <http://www.ksde.org>

Quality Criterion: Eight – Regents’ Qualified Admissions Requirement

KAR 91-31-32(c) (8)

The quality criteria shall consist of the following measures, which shall be required to be in place at each school: curricula that allow each student to meet the Regents’ qualified admissions requirements and the state scholarship program.

REQUIREMENT

- Each school has curricula that allow each student to meet the Regents’ qualified admissions requirements and the state scholarship program (Kansas scholars’ curriculum).

GUIDANCE

- Quality Criterion Eight is only applicable to Grades 9-12.

VERIFICATION

- *Quality Performance Accreditation (QPA) Summary Report*

Frequently Asked Questions (FAQ)

Q. How can a student meet the Regents’ qualified admissions requirements?

A. A student can meet the qualified admission requirements by

- achieving an American College Testing program (ACT) composite score of 21 or above;
- ranking in the top one-third of the high school’s graduating class; or
- completing the qualified admissions curriculum with at least a 2.0 grade point average (GPA) on a 4.0 scale.

It is possible that the student could become part of the 10 percent pool of students the universities accept who do not meet any of these criteria.

Q. Whom do I contact to review content of specific courses to see if they meet the qualified admissions requirement or the state scholarship program (Kansas scholars’ curriculum)?

A. Contact the Board of Regents at (785) 296-3421 or (www.kansasregents.org)

RESOURCES FOR QUALITY CRITERION EIGHT

Kansas Board of Regents. <http://www.kansasregents.org>

Kansas Educational Service Centers. *Kansas Educational Directory.* <http://www.ksde.org>

Kansas Special Education Cooperatives. *Kansas Educational Directory.* <http://www.ksde.org>

Quality Criterion: Nine – Programs and Services to Support Student Learning (K-12)

KAR 91-31-32(c) (9)

The quality criteria shall consist of the following quality measures, which shall be required to be in place at each school: programs and services to support student learning and growth at both the elementary and secondary levels, including the following:

- (A) Computer literacy;
- (B) counseling services;
- (C) fine arts;
- (D) language arts;
- (E) library services;
- (F) mathematics;
- (G) physical education, which shall include instruction in health and human sexuality;
- (H) science;
- (I) services for students with special learning needs;
- (J) history and government. Each local board of education shall include in its history and government curriculum, within one of the grades seven through 12, a course of instruction in Kansas history and government. The course of instruction shall be offered at least nine consecutive weeks. The local board of education shall waive this requirement for any student who transfers into the district at a grade level above that in which the course is taught.

REQUIREMENTS

- It is the expectation of the Kansas State Board of Education that in order to be accredited all school buildings must comply with accreditation regulations. Each school has the following programs and services in place:
 - computer literacy;
 - counseling services;
 - fine arts;
 - language arts;
 - library services;
 - mathematics;
 - physical education;*
 - science;
 - services for students with special learning needs;
 - history and government.**

* instruction in health and human sexuality

** a course of instruction in Kansas history and government in one of the Grades seven through twelve for at least nine consecutive weeks

GUIDANCE

- Districts and schools should take full advantage of the variety of resources available to teach students with special learning needs including those who are eligible for special education services, impoverished, English language learners, homeless, or migrant.
- For students to be computer literate they must learn about and have the ability to use twenty first century tools (computers, networking, audio, video, and other technologies) beginning in elementary school.
- Students should be able to take full advantage of the vast array of research and multimedia resources (e.g., digital content and communications options) available to them to enhance learning in all grades and content areas throughout elementary and high school.

- The services of a library must be made available to all students in all grades elementary through high school.
 - The goal is to provide school library services, directed by a licensed library media specialist, to meet the instructional and informational needs of students and teachers.
 - Under some circumstances, where library services are not available, the use of the public library may be considered as a substitute.
 - A library media specialist may serve more than one building and be supported by a person who does not hold a library media specialist license.
 - A person who does not hold a library media specialist license can not provide instruction to students, but can provide logistical services, such as checking out books, shelving books, providing clerical assistance at a book fair, and non-technical assistance such as opening and/or closing computers. The library services must be made available to all students in all grades elementary through high school.
- Counseling services must be made available to all students in all grades elementary through high school.
 - The goal is to provide counseling services, by a licensed school counselor, to meet the academic, social/emotional, and career needs of students. Note: federal and state statutes and regulations have requirements for schools in the following areas: 1) bullying prevention, 2) safe schools, and 3) crisis management.
 - Under some circumstances, when a licensed school counselor is not available, the school can make arrangements for services to be provided via appropriate community resources such as a mental health center for social/emotional needs or an institute of higher learning for career needs.
 - A counselor may serve more than one building.
 - Counseling services must be made available to all students in all grades elementary through high school.

VERIFICATION

- *Quality Performance Accreditation (QPA) Summary Report*

Frequently Asked Questions (FAQ)

- Q.** Do teachers have to be licensed to teach all of the required areas?
- A.** Yes. Each school district shall employ persons who hold licenses or certificates with specific endorsements for the position held (KAR 91-21-34 (b) (1)).
- Q.** How does Quality Criterion Nine apply to elementary school programs?
- A.** Elementary schools must provide the programs and services listed above. One exception may be the requirement for a course in Kansas history and government if an elementary school does not include Grades seven and above.

RESOURCES FOR QUALITY CRITERION NINE

21st Century Community Learning Centers (CCLC). Kansas State Department of Education.
<http://www.ksde.org>

Applications for Funding Resources (Student Support Services). Kansas State Department of Education. <http://www.ksde.org> **Educating Homeless Children and Youth.** Kansas State Department of Education (2005). <http://www.ksde.org>

English to Speakers of Other Languages (ESOL). Kansas State Department of Education.
<http://www.ksde.org>

Even Start and Migrant Even Start. Kansas State Department of Education. <http://www.kerc-ks.org>

Health, Physical Education, HIV/AIDS and Human Sexuality Education. Kansas State Department of Education (2005). <http://www.ksde.org>

Kansas Curriculum Standards. Kansas State Department of Education. <http://www.ksde.org>

Kansas Education Resource Center (KERC). Kansas State Department of Education.
<http://www.kerc-ks.org>

Kansas Educational Service Centers. *Kansas Educational Directory.* <http://www.ksde.org>

Kansas Special Education Cooperative. *Kansas Educational Directory.* <http://www.ksde.org>

Special Education. Kansas State Department of Education. <http://www.kansped.org>

Quality Criterion: Ten – Programs and Services to Support Student Learning (9-12)

KAR 91-31-32(c) (10)

The quality criteria shall consist of the following quality measures, which shall be required to be in place at each school: programs and services to support student learning and growth at the secondary level, including the following:

- (A) Business;
- (B) family and consumer sciences;
- (C) foreign language; and
- (D) industrial and technical education.

REQUIREMENTS

- Each school has the following programs and services in place at the secondary level:
 - business;
 - family and consumer sciences;
 - foreign language; and
 - industrial and technical education.

GUIDANCE

- Quality Criterion Ten is applicable only to Grades 9-12.
- In the areas of business, family and consumer sciences, and industrial and technical education, equipment, including production equipment, computers, and software should be appropriate for teaching the content of these areas.
- **Business** instructors must hold Kansas teaching licenses in business or the endorsements in the appropriate areas.
 - If offered through a source other than an employee of the school district, the instructor must meet the credentialing requirements of the providing entity.
- Districts should offer access to courses in areas of business for Grades 9-12 that include, but not limited to
 - accounting;
 - business economics;
 - business law;
 - business (office) technology;
 - computer applications;
 - general business;
 - introduction to business;
 - keyboarding;
 - programming;
 - networking; and
 - on-the-job training.
- **Family and consumer sciences** instructors must hold Kansas teaching licenses in Vocational Home Economics Education/Family and Consumer Sciences Education.
 - If offered through a source other than an employee of the school district, the instructor must meet the credentialing requirements of the providing entity.

- Districts should offer access to courses in areas of family and consumer sciences at the secondary level that include, but are not limited to
 - comprehensive family and consumer sciences (introductory level);
 - balancing career and family;
 - career and life planning;
 - consumer resource management (personal and financial literacy);
 - parenting (child development); and
 - nutrition and wellness.
- **Industrial and technical education** instructors must hold Kansas teaching licenses with endorsements in one of the following areas: agriculture or vocational agriculture, or any trade and industrial content area, or any technical education content area.
 - If offered through a source other than an employee of the school district, the instructor must meet the credentialing requirements of the providing entity.
- Districts should offer access to courses in one of the following industrial and technical education areas:
 - agriculture:
 - ◆ agriculture exploration,
 - ◆ agricultural biotechnology and energy;
 - ◆ animal science;
 - ◆ plant and soil science;
 - ◆ agriculture mechanics; or
 - ◆ agri-business.
 - trade and industrial:
 - ◆ construction;
 - ◆ small engine repair;
 - ◆ cabinet making;
 - ◆ welding;
 - ◆ metals;
 - ◆ computer aided design (CAD); or
 - ◆ automotive.
 - Technology education:
 - ◆ exploratory technology education;
 - ◆ drafting;
 - ◆ welding;
 - ◆ carpentry;
 - ◆ pre-engineering;
 - ◆ graphic arts;
 - ◆ yearbook; or
 - ◆ newspaper.
- In the areas of business, family and consumer science, and industrial and technical education, the courses referenced above would not be eligible for career and technical state funding unless additional program criteria are met.
- **Health science** instructors must hold Kansas teaching in biology, physical education, vocational home economics, family and consumer science, or technical education.
 - anatomy and physiology; or
 - biology.

- **Foreign language** instructors must hold Kansas teaching licenses in foreign language or endorsement(s) in the specific language(s).
 - Each board of education must provide the opportunity for students to study a foreign language.
 - To meet the Kansas scholars' curriculum criteria the school must provide a minimum of two academic years of study of the same language at the secondary level.
 - Schools may use American Sign Language (ASL) to meet this requirement.

VERIFICATION

- *Quality Performance Accreditation (QPA) Summary Report*

Frequently Asked Questions (FAQ)

- Q.** Do teachers have to be licensed to teach all of the areas listed above?
- A.** Yes. Each school district shall employ persons who hold licenses or certificates with specific endorsements for the position held (KAR 91-21-34 (b) (1)).
- Q.** Are schools required to publish programs and services that support student learning?
- A.** Schools are encouraged to inform students and parents of programs and courses that are available to students that will prepare them for post-secondary and career opportunities.

RESOURCES FOR QUALITY CRITERION TEN

21ST Century Community Learning Centers (CCLC). Kansas State Department of Education. <http://www.ksde.org>

Carl Perkins IV. Kansas State Department of Education Career and Technical Education resource. **Kansas Career and Technology Education Resource Center.** <http://www.kcterc.ksde.org>

Kansas Curriculum Standards. Kansas State Department of Education

Kansas Education Resource Center (KERC). Kansas State Department of Education. <http://www.kerc-ks.org>

Kansas Educational Service Centers. *Kansas Educational Directory.* <http://www.ksde.org>

Kansas Parent Information Resource Center. <http://www.kpirc.org>

Kansas Special Education Cooperatives. *Kansas Educational Directory.* <http://www.kansped.org>

Special Education. Kansas State Department of Education. <http://www.kansped.org>

Quality Criterion: Eleven – Local Policies Ensuring Compliance

KAR 91-31-32 (c) (11)

The quality criteria shall consist of the following quality measures, which shall be required to be in place at each school: local policies ensuring compliance with other accreditation regulations and state laws.

REQUIREMENT

- Each school has in place local policies ensuring compliance with other accreditation regulations and state laws.

GUIDANCE

- Written policies ensuring compliance with other accreditation regulations and state laws should be accessible in each school building and in each district.
- Reference local board of education policies.

VERIFICATION

- *Quality Performance Accreditation (QPA) Summary Report*

RESOURCES FOR QUALITY CRITERION ELEVEN

Search Kansas Education Regulations. Kansas State Department of Education. <http://www.ksde.org>

Search Kansas Education-Related Statutes. Kansas State Department of Education.
<http://www.ksde.org>

Section III

Performance Criteria

This section describes the performance criteria or minimum requirements for student performance on state assessments and attendance and graduation rates necessary for accreditation.

Many of the performance criteria are familiar to educators. Since 1991, as part of the requirements for Quality Performance Accreditation (QPA), schools have reported state assessment data.

Also, for some time, Title 1 requirements linked students' state assessment performance to federal funding. No Child Left Behind (NCLB) allows the merger of state and federal data requirements regarding state assessment results. The performance criteria described in this section are the result of this merger.

Performance Criterion: One – Student Performance

KAR 91-31-32 (b) (1)

The performance criteria shall be as follows: Except as provided in subsection (d) of this regulation, having met the percentage prescribed by the state board of students performing at or above the proficient level on state assessments or having increased overall student achievement by a percentage prescribed by the state board.

REQUIREMENTS

- As prescribed by the state board, meet the minimum percentage of students performing at or above the proficient level on state assessments.

GUIDANCE

- Performance Criterion One applies to all state accredited schools in Kansas. It is based upon a school meeting the percentage prescribed by the state board of students performing at or above the proficient level on state assessments.
- Safe harbor is applied to a school if the percent of students who are not proficient on the state assessments decreased by at least 10 percent from the previous year's results. Safe harbor applies if
 - 95 percent or more of students participated in the state assessments;
 - The school had an attendance rate of 90 percent or improved over the previous year (if the school is an elementary or middle school – this does not apply to high schools);
 - The school had a graduation rate of 75 percent or improved over the previous year (if the school is a high school – this does not apply to elementary and middle schools).
- A hypothesis test, sometimes referred to as a confidence interval, is applied if a school fails to meet safe harbor. The hypothesis test takes the size of the subgroup into account and assures, with a 75 percent level of confidence, that the number of students below “meets standards” really did decline and that the decline wasn't due to random variation or measurement error. The hypothesis test is calculated separately for each assessment.
- Overall increase in student achievement by a percentage prescribed by the State Board of Education is determined through the use of the expected gains formula. A school that did not make performance targets for one year, is accredited on improvement, conditionally accredited or is not accredited is eligible to use the expected gains formula. Using the expected gains formula is an option and is not required.

KANSAS STATE ASSESSMENT SCHEDULE					
Grade	2008-09	2009-10	2010-2011	2011-2012	2012-2013
Reading: grades 3-8 (annual) once in high school	X	X	X	X	X
Mathematics: grades 3-8 (annual) once in high school	X	X	X	X	X
Science: grades 4 & 7 (annual) once in high school	X	X	X	X	X
History/Government: grades 6 & 8 (biennial) once in high school		X		X	
Writing: grades 5 & 8 (biennial) once in high school	X		X		X

VERIFICATION

- *Adequate Yearly Progress (AYP) Report*
- *Quality Performance Accreditation (QPA) Summary Report*

Frequently Asked Questions (FAQ)

- Q.** Is performance in science, history and government, and writing part of Performance Criterion One?
- A.** Yes, science, history and government, and writing are part of the performance criteria.
- Q.** The assessments for writing and history and government are not administered every year. How are performance criteria determined for those content areas? When will performance criteria be established for science?
- A.** Performance criteria are established for all current state assessments and will be established for all future state assessments. The writing assessment will be administered biennially beginning in spring 2007. Writing performance criteria will have to be met each year the assessment is administered. Science assessments will be administered every year in Grades 4 and 7 and once in high school starting in spring 2008. Science performance criteria will have to be met annually. The history and government assessment will be administered the spring of 2008. After 2008, the history and government assessment will be given biennially. History and government performance criteria will have to be met each year the assessment is administered.
- Q.** Does safe harbor and confidence intervals apply to science, history and government, and writing?
- A.** Yes, safe harbor and confidence intervals will apply to science, history and government and writing performance.
- Q.** What if data submitted by a school are inaccurate?
- A.** If inaccurate state assessment data are submitted via the Kansas State Department of Education (KSDE) reports, this may result in inaccurate accreditation status and adequate yearly progress (AYP) determination.
- Q.** Is a school required to notify parents of their child's assessment results?
- A.** The school should inform parents and students throughout their academic career of the requirements for graduation. The school should guide students and their parents as they select classes that will not only prepare them for graduation but for a post-secondary education or career.

RESOURCES FOR PERFORMANCE CRITERION ONE

Adequate Yearly Progress (AYP). Kansas State Department of Education. <http://www.ksde.org>

Assessments Page. Kansas State Department of Education. <http://www.ksde.org>

Center for Educational Testing and Evaluation. Kansas University. <http://www.cete.us>

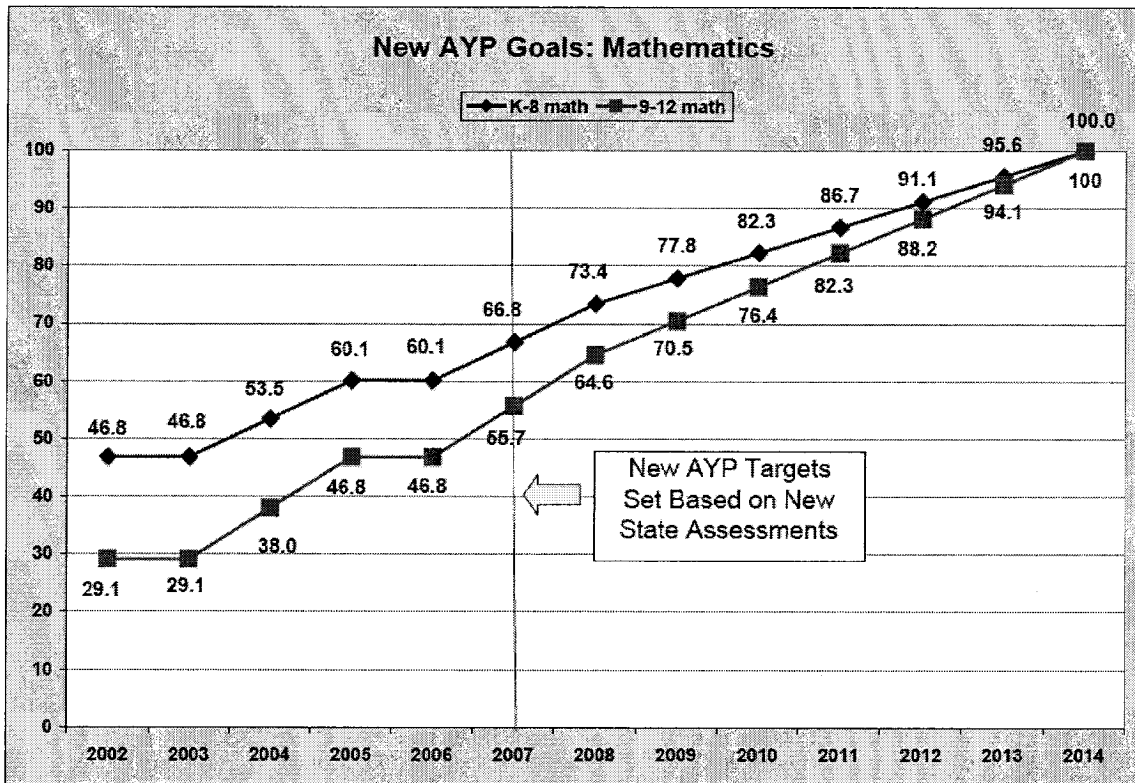
Kansas Curriculum Standards. Kansas State Department of Education. <http://www.ksde.org>

Kansas Parent Information Resource Center. www.kpirc.org

Kansas Education Resource Center (KERC). Kansas State Department of Education. <http://www.kerc-ks.org>

**KANSAS STATE BOARD OF EDUCATION
PROFICIENCY LEVELS FOR MATHEMATICS AND READING 2002 – 2014**

This chart shows the percentage prescribed by the Kansas State Board of Education (KSBE) of students performing at or above the proficient level on the state mathematics assessments.

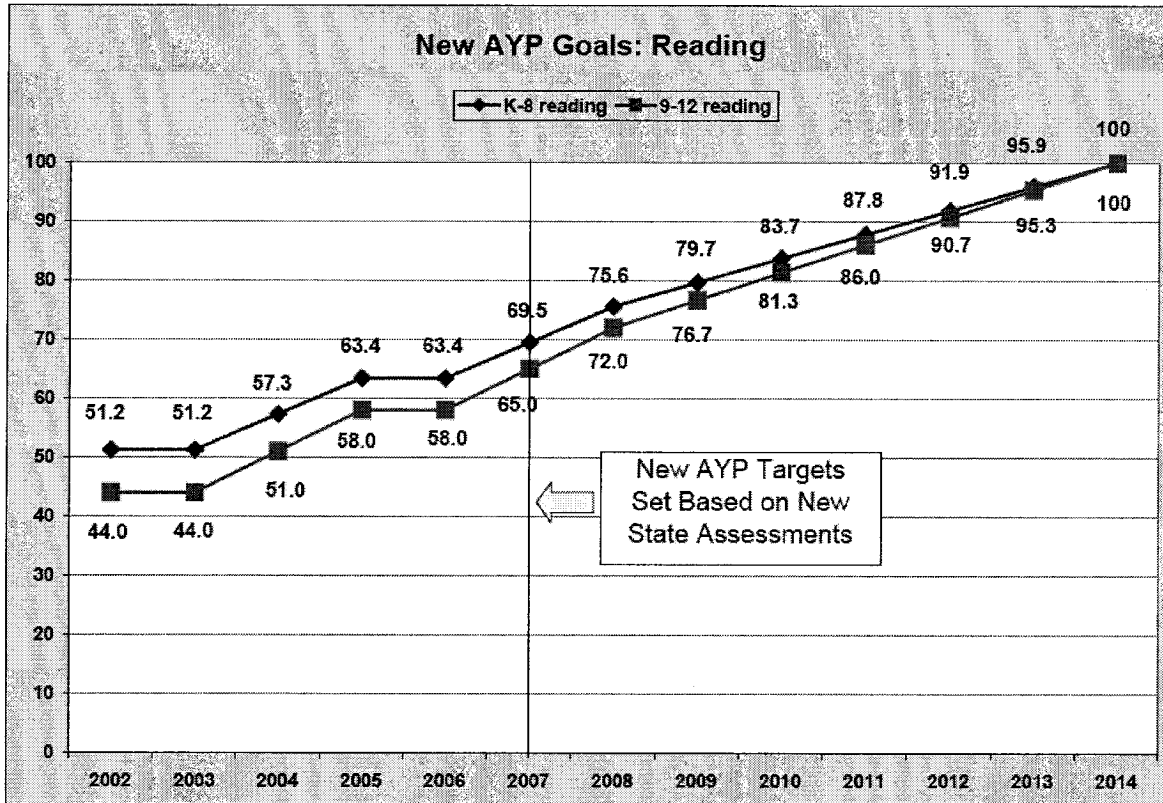


Approved by Kansas State Board of Education

May 9, 2007

**KANSAS STATE BOARD OF EDUCATION
PROFICIENCY LEVELS FOR MATHEMATICS AND READING 2002 – 2014**

This chart shows the percentage prescribed by the Kansas State Board of Education (KSBE) of students performing at or above the proficient level on the state reading assessments.



Approved by Kansas State Board of Education

May 9, 2007

**KANSAS STATE BOARD OF EDUCATION
PROFICIENCY LEVELS**

These charts show the percentage prescribed by the Kansas State Board of Education (KSBE) of students performing at or above the proficient level on the state writing, history & government, and science assessments.

QPA Writing Targets	
5 th Grade	67% of students meeting or exceeding standards
8 th Grade	73% of students meeting or exceeding standards
High School	76% of students meeting or exceeding standards
Kansas State Board of Education adopted these targets in 2006	

QPA History & Government Targets	
6 th Grade	70% of students meeting or exceeding standards
8 th Grade	69.5% of students meeting or exceeding standards
High School	67.5% of students meeting or exceeding standards
Kansas State Board of Education adopted these targets in September 2008	

QPA Science Targets	
4 th Grade	73% of students meeting or exceeding standards
7 th Grade	70.5% of students meeting or exceeding standards
High School	68.8% of students meeting or exceeding standards
Kansas State Board of Education adopted these targets in September 2008	

Performance Criterion: Two – Participation Rate

KAR 91-31-32 (b) (2)

The performance criteria shall be as follows: having 95% or more of all students and 95% or more of each student subgroup take the state assessments.

REQUIREMENTS

- Ninety-five percent or more of all students and 95 percent or more of each student subgroup take the state assessments.

GUIDANCE

- Participation rate is calculated by dividing the number of students administered a state assessment(s) by the number of students enrolled during the testing period. (It is not determined by the number of students enrolled on September 20.)
- All students must take the state assessments.

VERIFICATION

- *State assessment data*

Frequently Asked Questions (FAQ)

- Q.** Is the participation rate calculated for science, history and government, and writing?
A. Yes. Participation rate is calculated for all state assessed content areas.

RESOURCES FOR PERFORMANCE CRITERION TWO

Adequate Yearly Progress (AYP). Kansas State Department of Education. <http://www.ksde.org>

Performance Criterion: Three – Attendance Rate

KAR 91-31-32 (b) (3)

The performance criteria shall be as follows: having an attendance rate equal to or greater than that prescribed by the state board.

REQUIREMENTS

- **Elementary and middle schools** must meet the minimum attendance rate of 90 percent or show an improvement from the previous year's rate. (Improvement is not defined, any increase is acceptable.)

GUIDANCE

- Attendance rate is calculated by the average daily attendance (ADA) divided by the average daily membership (ADM).
 - A school's average daily attendance 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 class.
 - A school's average daily membership 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 class.
- The attendance rate must be at or above 90 percent or there must be an improvement from the previous year's rate for a school to make adequate yearly progress (AYP).
 - There are options for a case-by-case appeal for major outbreaks of illness that show a "significant" decline in attendance.
- Elementary and middle schools are identified for improvement when they miss the attendance rate for two consecutive years.

VERIFICATION

- *State assessment data*
- *Quality Performance Accreditation (QPA) Annual Report*

Frequently Asked Questions (FAQ)

- Q.** Is attendance rate part of the performance criteria for high schools?
A. No. Attendance rate is a performance criterion for elementary and middle schools – not high schools.
- Q.** Does attendance rate impact whether or not a school will make safe harbor?
A. Yes. Safe harbor is calculated for any group that does not meet the performance target if that group has a 90 percent attendance rate or shows improvement from the previous year. This applies to elementary and middle schools.

RESOURCES FOR PERFORMANCE CRITERION THREE

Adequate Yearly Progress (AYP). Kansas State Department of Education. <http://www.ksde.org>

Performance Criterion: Four – Graduation Rate

KAR 91-31-32 (b) (4)

The performance criteria shall be as follows: for high schools, having a graduation rate equal to or greater than that prescribed by the state board.

REQUIREMENTS

- **High schools** must meet the minimum graduation rate of 75 percent or show an improvement from the previous year's rate. (Improvement is not defined, any increase is acceptable.)

GUIDANCE

- Graduation rate is calculated using same group or cohort of students 9th through 12th grades that graduates in the standard four years.
- Dropouts are included in calculating graduation rate.
- Students who have received general education diplomas (GEDs) are not included in determining graduation rate.
- Transfers are not included in determining graduation rate.
- Students with instructional education plans (IEPs) are included in calculating graduation rate.

VERIFICATION

- *State assessment data*
- *Building Principal's Report*

Frequently Asked Questions (FAQ)

- Q.** Is graduation rate part of the performance criteria for elementary and middle schools?
A. No. Graduation rate is a performance criterion only for high schools.
- Q.** Does graduation rate impact whether or not a high school will make safe harbor?
A. Yes. Safe harbor is calculated for any group that does not meet the performance target if that group has a 75 percent graduation rate or shows improvement from the previous year. This applies only to high schools.

RESOURCES FOR PERFORMANCE CRITERION FOUR

Adequate Yearly Progress (AYP). Kansas State Department of Education. <http://www.ksde.org>

Section IV

Accreditation Status, Rewards, and Sanctions

Appeal Process for Accreditation Status

Appeal Process for Statistical/Clerical Error

Appointed State Technical Assistance Team

This section describes the four levels of accreditation status and the processes that are requisite to each: the rewards for accredited” status, sanctions for “accredited on improvement”, and “conditionally accredited” status.

Also included in this section are the appeal processes for accreditation status and information regarding the appointed state technical assistance team (STAT).

Accreditation Status, Rewards, and Sanctions

KAR 91-31-38. Accreditation Status

- (a) Each school shall be classified as one of the following:
- (1) Accredited;
 - (2) accredited on improvement;
 - (3) conditionally accredited; or
 - (4) not accredited.

KAR 91-31-39. Rewards.

- (a) Each school that attains the status of accredited shall receive from the state board a letter of accreditation and a press release announcing that school's accreditation status.
- (b) Any school that attains the status of accredited may be recognized in additional ways by the state board.

KAR 91-31-40. Sanctions.

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

REQUIREMENTS

- Each school that seeks initial accreditation by the state board is designated as a **candidate** school and is not granted accredited status until a determination can be made using the accreditation performance and quality criteria.
-
- A school that meets the minimum performance and quality criteria established by the state board is granted **accredited status**.
 - A school may meet performance criteria by meeting or exceeding the established performance targets or by demonstrating increased overall student achievement as evidenced through the expected gains formula.
 - A school that is accredited will receive notification of accreditation and may also be recognized in other ways by the state board.
-
- A school is **accredited on improvement** when for two consecutive years, it
 - fails to meet one of the performance criteria applicable to the school; or
 - has a prescribed percentage of all students assessed that scores below the proficient level on the state assessments; or
 - has a prescribed percentage of students in one or more student subgroups (i.e., economic disadvantage, race/ethnicity, disability and limited English proficiency) that fails to meet one or more of the performance criteria applicable to the school; or
 - fails to meet three or more of the quality criteria applicable to the school.
 - A school that is accredited on improvement will
 - recommend a state technical assistance team (STAT) for the state to appoint,;
 - work with the STAT to develop and implement a plan to correct deficiencies; this plan will be approved by the (STAT); and
 - implement any corrective action required by the state board.

-
- A school is **conditionally accredited** when for three consecutive years, it
 - has a prescribed percentage of all students assessed that scores below the proficient level on the state assessments; or
 - fails to meet four or more of the quality criteria applicable to the school.
 - A school that is conditionally accredited will
 - develop and implement a plan to correct deficiencies;
 - ◆ This plan will be approved by the state technical assistance team (STAT).
 - implement any corrective action required by the state board;
 - abide by any sanctions approved by the state board.

Sanctions applied may include:

- ◆ an order that district personnel or resources be reassigned or reallocated within the district by the local board of education;
- ◆ an order that the local board of education hire one or more designated persons to assist the school in making the changes necessary to improve student performance;
- ◆ a recommendation to the legislature that it approve a reduction in state funding to the local school district by an amount that will be added to the local property tax imposed by the local board of education;
- ◆ a recommendation that the legislature abolish or restructure the local district;
- ◆ a letter of notification and a press release announcing the accreditation status of the school; or
- ◆ other action, as deemed appropriate by the state board.

-
- A school is **not accredited** when for five consecutive years it:
 - has a prescribed percentage of all students assessed that scores below the proficient level on the state assessments;
 - fails to meet four or more of the quality criteria applicable to the school.
 - A school that is not accredited will:
 - abide by any sanctions applied by the state board, including
 - ◆ an order that district personnel or resources be reassigned or reallocated within the district by the local board of education;
 - ◆ an order that the local board of education hire one or more designated persons to assist the school in making the changes necessary to improve student performance;
 - ◆ a recommendation to the legislature that it approve a reduction in state funding to the local school district by an amount that will be added to the local property tax imposed by the local board of education;
 - ◆ a recommendation that the legislature abolish or restructure the local district;
 - ◆ a letter of notification and a press release announcing the accreditation status of the school; or
 - ◆ other action, as deemed appropriate by the state board.

If a *not accredited* school is able to re-enter the Quality Performance Accreditation process, it will have *not accredited – candidate* status. Such a school would then have to progress from *not accredited* to *conditionally accredited* to *accredited on improvement* status before being eligible for *accredited status*.

GUIDANCE

- If a local board of education disagrees with the recommendations, the board can appeal the recommendation to the commissioner of education within fifteen days after receipt of the recommendation.
- If accredited on improvement status is impacted by not meeting performance criteria in any subgroup in the same content area for two consecutive years.
- If subgroups are not used in determining conditionally accredited status or not accredited status.
- If participation rate (related to the state assessments) in the same content area may also affect a school's accreditation status.
- If the performance criteria are calculated separately in reading, mathematics, science, history and government, and writing.

Appeal Process for Accreditation Status

KAR 91-31-37(c-e)

- (c) If the local board of education disagrees with the recommendation, the local board may file an appeal with the commissioner of education within fifteen days after receipt of the recommendation. Except in regard to a recommendation for accredited on improvement, the local board of education may raise any issue and present any additional information that is relevant to its appeal. If the recommendation is for accredited on improvement, an appeal may be filed only if the local board of education believes that a statistical or clerical error has been made in regard to the recommendation.
- (d) (1) If the local board of education files an appeal, a consultation shall be ordered by the commissioner and shall be conducted by an appeal team appointed by the commissioner.
- (2) The appeal team shall consult with one or more staff members who made the recommendation and one or more representatives of the local board of education.
- (3) If there is agreement on the recommendation following the appeal, the appeal team shall forward the accreditation recommendation to the commissioner for submission to the state board.
- (4) If there is not agreement on a recommendation following the appeal, the appeal team shall request the commissioner to appoint a hearing officer to conduct a hearing and forward an accreditation recommendation to the state board.
- (e) Each recommendation for accreditation status shall be acted upon by the state board.

REQUIREMENTS

- Within fifteen days, following the school's notification of the accreditation status recommendation, the local board of education sends written notification of appeal to the commissioner of education.
- A local board of education may only appeal recommendations for status of conditionally accredited or not-accredited.
- The local board may raise any issue and present any additional information that is relevant to its appeal.
- If successful, the school may attain the status of accredited on improvement or conditionally accredited, respectively.

GUIDANCE

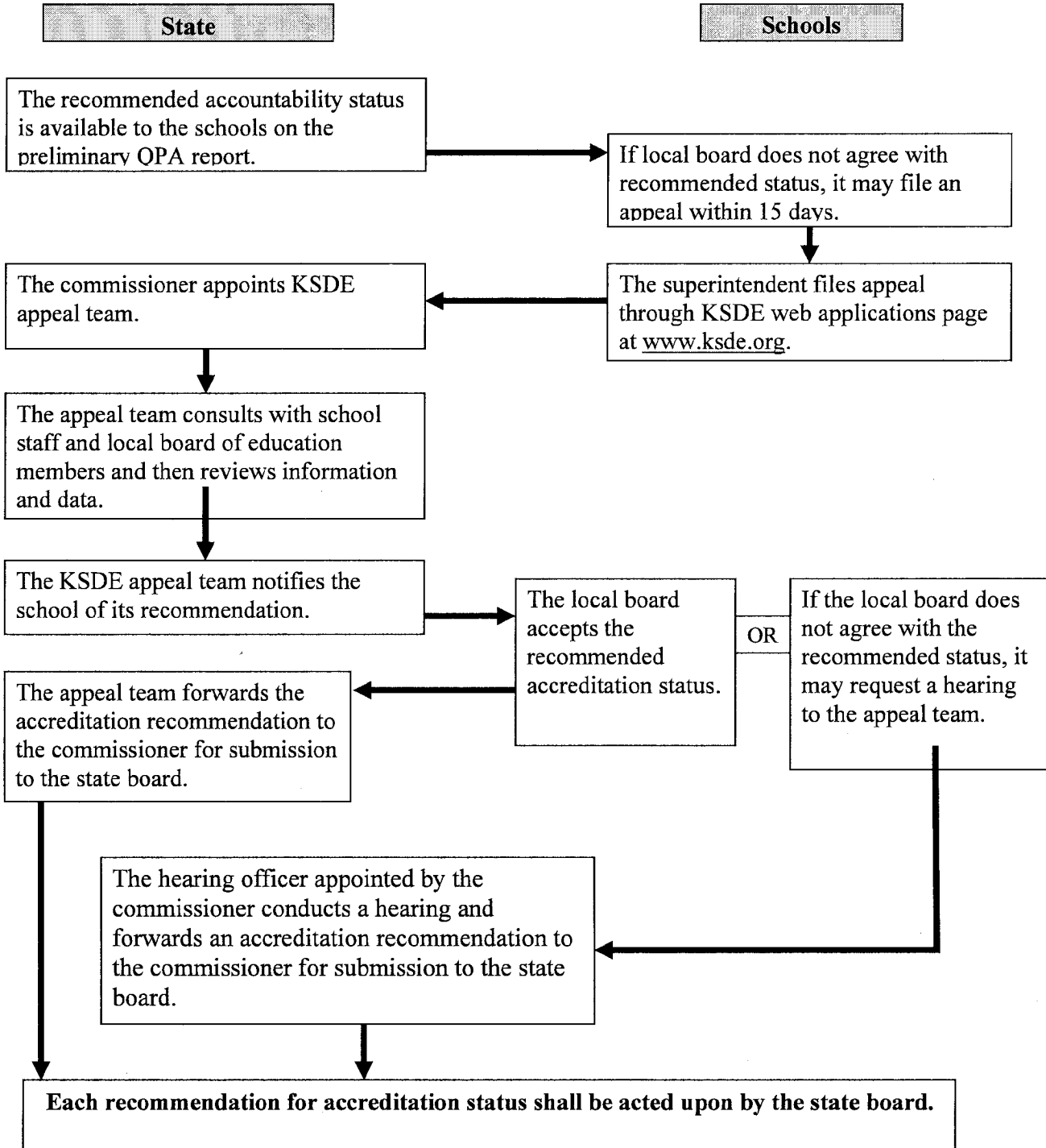
- If a school is accredited on improvement, the local board of education may only file an appeal regarding statistical/clerical error.
 - A *Title* school that has been identified on improvement based upon adequate yearly progress (AYP) may only appeal regarding statistical/clerical error.
- The appointed state technical assistance team (STAT) may be asked to consult with the appeal team.
- Local assessments aligned with the state standards (as referenced in quality criterion three) data may be used in an appeal.
- Other information and data used in an appeal may include:
 - data regarding quality criteria; or
 - North Central Association (NCA) data (including NCA analysis of state assessment data).

PROCESS

Within fifteen days of a school receiving a recommendation of conditional or not accredited status, the local board of education may appeal. The local board files the appeal via the superintendent through the Kansas State Department of Education web applications page at www.ksde.org.

1. If the local board of education files an appeal, a consultation shall be conducted by an appeal team appointed by the commissioner.
2. The appeal team will consult with one or more staff members who made the recommendation and one or more representatives of the local board of education.
3. The appeal team reviews any information and data provided by the school and district that is relevant to the appeal.
4. The appeal team will notify the school of its recommendation.
5. If there is agreement on the recommendation following the appeal, the appeal team shall forward the accreditation recommendation to the commissioner for submission to the state board.
6. If the local board of education does not agree with the recommendation following the appeal, it may request a hearing to the Kansas State Department of Education.
7. The commissioner of education appoints a hearing officer to conduct a hearing.
8. Following the hearing, a recommendation is given to the commissioner of education who then forwards the accreditation recommendation to the Kansas State Board of Education.
9. Each recommendation for accreditation status shall be acted upon by the state board.

Appeal Process for Accreditation Status Flowchart



Quality Performance Accreditation (QPA) Waiver

KAR 91-31-42 (a-c)

- (a) Any school may request a waiver from one or more accreditation requirements imposed by the state board. Each request for a waiver shall meet the following requirements.
 - i. The school shall make the request, in writing, to the commissioner of education.
 - ii. The chief administrative officer of the school shall sign the request. If the request is made by a public school, both the superintendent and the president of the local school board shall sign the request.
 - iii. In the request, the school shall state the specific requirement or requirements for which the school is requesting a waiver and shall indicate how the granting of the waiver would enhance improvement at the school.
- (b) Within 30 days after the receipt of a request for a waiver, a recommendation shall be made by the commissioner of education to the state board to either grant or deny the request.
- (c) The request and the recommendation from the commissioner of education shall be considered by the state board, and the final decision on whether to grant or deny the request shall be made by the state board.

REQUIREMENTS

- (a) Each request for a waiver shall meet the following requirements:
 - (1) The school shall make the request, in writing, to the commissioner of education. The deadline for submitting the application is November 1st of the school year the waiver would be applied.
 - (2) The chief administrative officer of the school shall sign the request. If the request is made by a public school, both the superintendent and the president of the local school board shall sign the request.
 - (3) In the request, the school shall state the specific requirement or requirements for which the school is requesting a waiver and shall indicate how the granting of the waiver would enhance improvement at the school.
- (b) Within 30 days after the receipt of a request for a waiver, a recommendation shall be made by the commissioner of education to the state board to either grant or deny the request.
- (c) The request and the recommendation from the commissioner of education shall be considered by the state board, and the final decision on whether to grant or deny the request shall be made by the state board.

GUIDANCE

- The local school board may request a waiver from one or more accreditation requirements imposed by the KSBE.
- The local school shall determine the purpose of the request by selecting the appropriate waiver form found at www.ksde.org under the following:
 - for appropriate licensure of staff, submit the *Quality Performance Accreditation Regulation Waiver Application*, and
 - for all other quality criteria submit the *Application for Accreditation Regulation Waiver*.

PROCESS

- The school makes the request by mailing the Quality Performance Accreditation Regulation Waiver Application found on the Teacher Education and Licensure page or the Application for Accreditation Regulation Waiver found on the School Improvement page at www.ksde.org to the commissioner of education.
- The deadline for submitting the application is November 1st of the year the waiver would be applied.
- The chief administrative officer of the school shall sign the request. If the request is made by a public school, both the superintendent and the president of the local board shall sign the request.
- In the request, the school shall state the specific requirement or requirements for which the school is requesting a waiver and shall indicate how the granting of the waiver would enhance improvement at the school.
- Within 30 days after receipt of a request, the commissioner of education shall make a recommendation to grant or deny the waiver to the Kansas State Board of Education.
- The request and the recommendation from the commissioner shall be considered by the state board, and the final decision on whether to grant or deny the request shall be made by the Kansas State Board of Education.

This regulation shall be effective on and after July 1, 2005. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005.)

QPA Waiver Flowchart

State

Schools

The school may request a waiver for one or more accreditation requirements imposed by the state board by November 1st of the school year the waiver would be applied.

The school makes the request by mailing the appropriate QPA Regulation Waiver form found under Teacher Education & Licensure or under school improvement accreditation (QPA) waiver at www.ksde.org to the commissioner of Education.

Within 30 days of receipt of the request, the commissioner makes a recommendation to grant or deny the waiver to the state board.

The final decision on whether to grant or deny the requested waiver shall be made by the state board.

Appointed State Technical Assistance Team (STAT)

KAR 91-31-31(n)

"State technical assistance team" means a group of persons appointed by the state department of education to assist schools in meeting the performance and quality criteria established by the state board.

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 onsite 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.

REQUIREMENTS

- An appointed state technical assistance team (STAT) provides technical assistance to an accredited on improvement or conditionally accredited school.
 - This team shall remain assigned to the school until the school either attains accredited status or is not accredited.
 - The state technical assistance team (ETAT) (what does ETAT stand for) can include members of the ETAT. (See Quality Criterion Two.)

RESPONSIBILITIES OF THE APPOINTED STATE TECHNICAL ASSISTANCE TEAM (STAT)

- Provide onsite visits for guidance and assistance.
- Approve the school's corrective action plan.
- Communicate with the Kansas State Department of Education (KSDE) regarding the corrective action plan.
- Facilitate the school through the improvement process.
- Provide consultation after an appeal is filed by the local board of education.
- Communicate with school's External Technical Assistance Team (ETAT).

The Kansas State Department of Education provides technical assistance to districts enabling them to assist their schools.

MAKEUP OF THE STAT

- At least 2 individuals with expertise in the area(s) needing improvement shall be on the STAT.
- District representation is expected on the STAT.
- The STAT could and in many cases should include the school's current ETAT.
- The STAT will not include state department personnel.
- If a school is also on improvement for Title I, the STAT membership needs to meet the requirements of a school support team.

SELECTION OF STATE TECHNICAL ASSISTANCE TEAM (STAT) MEMBERS

- The district in conjunction with the school will recruit membership on the STAT team and submit the names and qualifications of the STAT members to KSDE for appointment.
- Team members should include educators with expertise in content areas and school improvement.
- If the school is affiliated with North Central Association (NCA), the NCA visiting team may be used as the STAT.

PROCESS

1. The school is identified as being on improvement.
2. The school staff and community evaluate their needs through a “needs assessment” process and analysis of data including, but not limited to demographic, perception, or student achievement results.
3. Recruit membership on the STAT and submit membership to KSDE for appointment.
4. The STAT makes an onsite visit to the school.
5. The school develops a corrective action plan based on the needs assessment.
6. The STAT approves the corrective action plan.
7. It is strongly encouraged that the school participates in a state sponsored technical assistance review of the integrated improvement plan.
8. The school implements the corrective action plan.
9. The STAT continues to provide technical assistance and makes onsite visits as determined by the STAT and school.
10. The school continues to monitor progress.

Section V

Quality Performance Accreditation Regulations

Acronyms

Glossary

91-31-31. Definitions. (a) "Accredited" means the status assigned to a school that meets the minimum performance and quality criteria established by the state board.

(b) "Accredited on improvement" means the status assigned to a school that, for two consecutive years, is described by any of the following:

(1) The school fails to meet one or more of the performance criteria applicable to the school.

(2) The school has a prescribed percentage of students in one or more student subgroups that fails to meet one or more of the performance criteria applicable to the school.

(3) The school fails to meet three or more of the quality criteria applicable to the school.

(c) "Conditionally accredited" means the status assigned to a school that, for three consecutive years, is described by either of the following:

(1) The school has a prescribed percentage of all students assessed that scores below the proficient level on the state assessments.

(2) The school fails to meet four or more of the quality criteria applicable to the school.

(d) "Curriculum standards" means statements, adopted by the state board, of what students should know and be able to do in specific content areas.

(e) "External technical assistance team" means a group of persons selected by a school for the purpose of advising school staff on issues of school improvement, curricula and instruction, student performance, and other accreditation matters.

(f) "Local board of education" means the board of education of any unified school district or the governing body of any nonpublic school.

(g) "Not accredited" means the status assigned to a school that, for five consecutive years, is described by either of the following:

(1) The school has a prescribed percentage of all students assessed that scores below the proficient level on the state assessments.

(2) The school fails to meet four or more of the quality criteria applicable to the school.

(h) "Onsite visit" means a visit at a school by either the school's external technical assistance team or a state technical assistance team.

(i) "School" means an organizational unit that, for the purposes of school improvement, constitutes a logical sequence of elements that may be structured as grade levels, developmental levels, or instructional levels.

(j) "School improvement plan" means a multiyear plan for five years or less that is developed by a school and that states specific actions for achieving continuous improvement in student performance.

(k) "Standards of excellence" means the expectations for academic achievement that the state board has set for Kansas schools.

(l) "State assessments" means the assessments that the state board administers in order to measure student learning within the Kansas curriculum standards for mathematics, reading, science, history and government, and writing.

(m) "State board" means the state board of education.

(n) "State technical assistance team" means a group of persons appointed by the state department of education to assist schools in meeting the performance and quality criteria established by the state board.

(o) "Student subgroup" means those students within a school who, for monitoring purposes, are classified by a common factor, including economic disadvantage, race, ethnicity, disability, and limited English proficiency.

(p) "Unit of credit" means a measure of credit that may be awarded to a student for satisfactory completion of a particular course or subject. A full unit of credit is credit that is awarded for satisfactory completion of a course or subject that is offered for and generally requires 120 clock-hours to complete. Credit may be awarded in increments based upon the amount of time a course or subject is offered and generally requires to complete. Individual students may be awarded credit based upon demonstrated knowledge of the content of a course or subject, regardless of the amount of time spent by the student in the course or subject.

This regulation shall be effective on and after July 1, 2005. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005.)

91-31-32. Performance and quality criteria. (a) Each school shall be assigned its accreditation status based upon the extent to which the school has met the performance and quality criteria established by the state board in this regulation.

(b) The performance criteria shall be as follows:

(1) Except as provided in subsection (d) of this regulation, having met the percentage prescribed by the state board of students performing at or above the proficient level on state assessments or having increased overall student achievement by a percentage prescribed by the state board;

(2) having 95% or more of all students and 95% or more of each student subgroup take the state assessments; this should be percent, but since taken directly from the law, leave as is in the law.

(3) having an attendance rate equal to or greater than that prescribed by the state board; and

(4) for high schools, having a graduation rate equal to or greater than that prescribed by the state board.

(c) The quality criteria shall consist of the following quality measures, which shall be required to be in place at each school:

(1) A school improvement plan that includes a results-based staff development plan;

(2) an external technical assistance team;

(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 subjects by the United States department of education, and 95% or more of all other faculty, fully certified for the positions they hold;

(6) policies that meet the requirements of S.B.R. 91-31-34;

(7) local graduation requirements that include at least those requirements imposed by the state board;

(8) curricula that allow each student to meet the Regents qualified admissions requirements and the state scholarship program;

(9) programs and services to support student learning and growth at both the elementary and secondary levels, including the following:

(A) Computer literacy;

(B) counseling services;

(C) fine arts;

(D) language arts;

(E) library services;

(F) mathematics;

(G) physical education, which shall include instruction in health and human sexuality;

(H) science;

(I) services for students with special learning needs; and

(J) history and government. Each local board of education shall include in its history and government curriculum, within one of the grades seven through 12, a course of instruction in Kansas history and government. The course of instruction shall be offered for at least nine consecutive weeks. The local board of education shall waive this requirement for any student who transfers into the district at a grade level above that in which the course is taught;

(10) programs and services to support student learning and growth at the secondary level, including the following:

(A) Business;

(B) family and consumer science;

(C) foreign language; and

(D) industrial and technical education; and

(11) local policies ensuring compliance with other accreditation regulations and state education laws.

(d) If the grade configuration of a school does not include any of the grades included in the state assessment program, the school shall use an assessment that is aligned with the state standards.

This regulation shall be effective on and after July 1, 2005. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005.)

91-31-33. Data submission. Each school shall provide to the state department of education information concerning each of the following, upon request:

- (a) Qualifications of the school's teachers;
- (b) student attendance;
- (c) the number of high school students who graduate; and
- (d) any other data requested by the state board.

This regulation shall be effective on and after July 1, 2005. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005.)

91-31-34. Local board of education requirements. (a) General. Each local board of education shall ensure that each school meets the requirements of this regulation.

(b) Staff.

(1) Except as otherwise provided in this subsection, in filling positions for which a license or certificate is issued by the state board, each school district shall employ persons who hold licenses or certificates with specific endorsements for the positions held.

(2) If a teacher holding an appropriate license or certificate is not available, the school district shall use a substitute teacher holding a valid Kansas teacher or administrator license or certificate at any level or in any field or subject. A school district shall not allow any person holding a Kansas teaching license or certificate to substitute teach for more than 125 days in the same assignment.

(3) If a substitute teacher holding a valid Kansas teacher or administrator license or certificate is not available, the school district shall use a substitute teacher holding a valid Kansas substitute teaching license or certificate. A school district shall not allow a person holding a substitute teaching license or certificate to teach for more than 90 days in the same assignment.

(4) If a substitute teacher holding a valid Kansas substitute teaching license or certificate is not available, the school district shall use a person who holds a baccalaureate degree and an emergency substitute teaching license or certificate. A school district shall not allow a person who holds a baccalaureate degree and an emergency substitute teaching license or certificate to teach for more than 30 days in the same assignment.

(5) (A) If a person holding a baccalaureate degree and an emergency substitute teaching license or certificate is not available, the school district shall use a person who has been licensed or certified by the state board as an emergency substitute teacher. A school district shall not allow any person who does not hold a baccalaureate degree to teach for more than fifteen days in the same assignment or more than 60 days in a semester.

(B) If a local board of education documents that there is an insufficient supply of substitute teachers, the board may appeal to the commissioner of education for authority to allow individuals holding an emergency substitute teaching license or certificate to continue to teach for an additional length of time that shall not exceed a total of 93 days in a school year.

(6) If the state board of education has declared a time of emergency, any person holding a five-year substitute teaching license or certificate or an emergency substitute teaching license or certificate with a baccalaureate degree may teach for the duration of the time of emergency in a position made vacant by reason of the emergency.

(7) Each school shall report the name of each licensed or certified staff member on the personnel report or the supplemental personnel report required by the state board. Each licensed or certified personnel staff change that occurs between September 15 and the end of the school year shall be reported on a form prescribed by the state board within 30 days after the staff change.

(c) Minimum enrollment. Each elementary school shall have an enrollment of 10 or more students on September 20 to remain eligible for accreditation.

(d) Student credit. Each school, through the local board of education, shall have a written policy specifying that the credit of any pupil transferring from an accredited school shall be accepted.

(e) Records retention. Each school shall permanently retain records relating to each student's academic performance, attendance, and activities.

(f) Interscholastic athletics.

(1) A local board of education shall not allow any student below the sixth grade level to participate in interscholastic athletics.

(2) A local board of education may allow any student at the sixth grade level or higher to participate in interscholastic athletics.

(3) If a local board of education allows students at the sixth grade level to participate in interscholastic athletics, the local board of education shall comply with the guidelines adopted by the state board.

(4) A local board of education may join the Kansas state high school activities association and participate under its rules. A local board of education that does not join that association shall comply with guidelines for interscholastic athletics adopted by the state board.

(g) Athletic practice.

(1) Any elementary or middle school that includes any of the grades six through nine may conduct athletic practice during the school day only at times when one or more elective academic courses or a study period is offered to students.

(2) A high school shall not conduct athletic practice during the school day, and athletic practice shall not be counted for credit or as a part of the school term.

(3) A school shall neither offer credit for athletic practice nor count athletic practice as a physical education course.

This regulation shall be effective on and after July 1, 2005. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005.)

91-31-35. Graduation requirements. (a) Each local board of education shall adopt a written policy specifying that pupils are eligible for graduation only upon completion of at least the following requirements:

(1) Four units of English language arts, which shall include reading, writing, literature, communication, and grammar. The building administrator may waive up to one unit of this requirement if the administrator determines that a pupil can profit more by taking another subject;

(2) three units of history and government, which shall include world history; United States history; United States government, including the Constitution of the United States; concepts of economics and geography; and, except as otherwise provided in S.B.R. 91-31-32, a course of instruction in Kansas history and government;

(3) three units of science, which shall include physical, biological, and earth and space science concepts and which shall include at least one unit as a laboratory course;

(4) three units of mathematics, including algebraic and geometric concepts;

(5) one unit of physical education, which shall include health and which may include safety, first aid, or physiology. This requirement shall be waived if the school district is provided with either of the following:

(A) A statement by a licensed physician that a pupil is mentally or physically incapable of participating in a regular or modified physical education program; or

(B) a statement, signed by a lawful custodian of the pupil, indicating that the requirement is contrary to the religious teachings of the pupil;

(6) one unit of fine arts, which may include art, music, dance, theatre, forensics, and other similar studies selected by a local board of education; and

(7) six units of elective courses.

(b) A minimum of 21 units of credit shall be required for graduation.

(c) Any local board of education may increase the number of units of credit required for graduation. Any additional requirements of the local board of education that increase the number of units of credit required for graduation shall apply to those students who will enter the ninth grade in the school year following the effective date of the additional requirement.

(d) Unless more stringent requirements are specified by existing local policy, the graduation requirements established by this regulation shall apply to those students who enter the ninth grade in the school year following the effective date of this regulation and to each subsequent class of students.

This regulation shall be effective on and after July 1, 2005. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005.)

91-31-36. Technical assistance teams. (a) Each school shall select an external technical assistance team, which shall be approved by the local board of education. Each team shall be comprised of two or more people who are not affiliated with the school. The school shall determine the number of onsite visits to be made by this team.

(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 onsite 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.

This regulation shall be effective on and after July 1, 2005. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005.)

91-31-37. Accreditation recommendation and appeal. (a) A written recommendation regarding the accreditation status to be assigned to each school shall be prepared annually by the state department of education. Each recommendation shall include a statement of the reasons for the recommendation.

(b) The state department of education's recommendation shall be submitted to the local board of education of the school district in which the school is located.

(c) If the local board of education disagrees with the recommendation, the local board may file an appeal with the commissioner of education within fifteen days after receipt of the recommendation. Except in regard to a recommendation for accredited on improvement, the local board of education may raise any issue and present any additional information that is relevant to its appeal. If the recommendation is for accredited on improvement, an appeal may be filed only if the local board of education believes that a statistical or clerical error has been made in regard to the recommendation.

(d) (1) If the local board of education files an appeal, a consultation shall be ordered by the commissioner and shall be conducted by an appeal team appointed by the commissioner.

(2) The appeal team shall consult with one or more staff members who made the recommendation and one or more representatives of the local board of education.

(3) If there is agreement on the recommendation following the appeal, the appeal team shall forward the accreditation recommendation to the commissioner for submission to the state board.

(4) If there is not agreement on a recommendation following the appeal, the appeal team shall request the commissioner to appoint a hearing officer to conduct a hearing and forward an accreditation recommendation to the state board.

(e) Each recommendation for accreditation status shall be acted upon by the state board.

This regulation shall be effective on and after July 1, 2005. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005.)

91-31-38. Accreditation status. (a) Each school shall be classified as one of the following:

- (1) Accredited;
- (2) accredited on improvement;
- (3) conditionally accredited; or
- (4) not accredited.

(b) Each school that has accredited status from the state board on June 30, 2005 shall retain its accreditation status until that status is replaced with a status specified in subsection (a) of this regulation.

(c) Each school that seeks initial accreditation by the state board shall be designated as a candidate school and shall be granted accredited status until the school's status can be determined using the criteria prescribed in S.B.R. 91-31-32.

(d) If a school is accredited on improvement or conditionally accredited, the school shall develop and implement a corrective action plan approved by the state technical assistance team assigned to the school and shall implement any corrective action required by the state board.

(e) Each school that is accredited on improvement and that fails to meet one or more of the performance criteria in regard to all students assessed or four or more of the quality criteria shall be classified as conditionally accredited.

(f) Any school that is accredited on improvement or conditionally accredited may attain the status of accredited or accredited on improvement, respectively, by meeting, for two consecutive years, the criteria for that accreditation status.

(g) Each school that is conditionally accredited and that, for a fifth consecutive year, fails to meet one or more of the performance criteria or four or more of the quality criteria shall be classified as not accredited.

(h) If a school is not accredited, sanctions shall be applied.

This regulation shall be effective on and after July 1, 2005. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005.)

91-31-39. Rewards. (a) Each school that attains the status of accredited shall receive from the state board a letter of accreditation and a press release announcing that school's accreditation status.

(b) Any school that attains the status of accredited may be recognized in additional ways by the state board.

This regulation shall be effective on and after July 1, 2005. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005.)

91-31-40. Sanctions. One or more of the following sanctions may be applied by the state board to a school that is conditionally accredited or not accredited:

(a) An order that district personnel or resources be reassigned or reallocated within the district by the local board of education;

(b) an order that the local board of education hire one or more designated persons to assist the school in making the changes necessary to improve student performance;

(c) a recommendation to the legislature that it approve a reduction in state funding to the local school district by an amount that will be added to the local property tax imposed by the local board of education;

(d) a recommendation that the legislature abolish or restructure the local district;

(e) a letter of notification and a press release announcing the accreditation status of the school; or

(f) other action, as deemed appropriate by the state board.

This regulation shall be effective on and after July 1, 2005. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005.)

91-31-41. Public disclosure. At least once each year, each school shall notify the local board of education, parents, and community of the school's accreditation status and the progress that the school has made in school improvement. Within 60 days after being notified by the state board of the final determination of the school's accreditation status, each school shall disclose the accreditation results, including any performance or quality criteria that are not met, to the local board of education, parents, and community. The school shall make all notices and disclosures available in the primary languages of the community.

This regulation shall be effective on and after July 1, 2005. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005.)

91-31-42. Waiver. (a) Any school may request a waiver from one or more accreditation requirements imposed by the state board. Each request for a waiver shall meet the following requirements:

- (1) The school shall make the request, in writing, to the commissioner of education.
- (2) The chief administrative officer of the school shall sign the request. If the request is made by a public school, both the superintendent and the president of the local school board shall sign the request.
- (3) In the request, the school shall state the specific requirement or requirements for which the school is requesting a waiver and shall indicate how the granting of the waiver would enhance improvement at the school.

(b) Within 30 days after the receipt of a request for a waiver, a recommendation shall be made by the commissioner of education to the state board to either grant or deny the request.

(c) The request and the recommendation from the commissioner of education shall be considered by the state board, and the final decision on whether to grant or deny the request shall be made by the state board.

This regulation shall be effective on and after July 1, 2005. (Authorized by and implementing Article 6, Section 2(a) of the Kansas Constitution; effective July 1, 2005.)

ACRONYMS

AYP - Adequate Yearly Progress

CETE – Center for Educational Testing and Evaluation, Kansas University

ETAT – External Technical Assistance Team

FAPE – Free, Appropriate Public Education

IDEA – Individuals with Disabilities Education Act

KAR – Kansas Administrative Regulations

KSBE – Kansas State Board of Education

KSDE – Kansas State Department of Education

KSHSAA – Kansas State High School Activities Association

LEA - Local Education Agencies

NCA – North Central Accreditation

OSEP – Office of Special Education Programs

QPA – Quality Performance Accreditation

RBSD – Results-based Staff Development

SIP – School Improvement Plan

SPP – State Performance Plan

APR – Annual Performance Plan

SEA – State Education Agencies

SAR – Staff Assignment Report

STAT – Appointed State Technical Assistance Team

GLOSSARY

Accreditation

The process of assigning a status to schools based upon minimum performance and quality criteria established by the state board.

Accreditation appeal

An appeal filed by a local board of education to the commissioner of education if it disagrees with the accreditation recommendation made by the Kansas State Department of Education (KSDE).

Accreditation criteria

Minimum student performance standards and school quality measures used to determine the accredited status of schools.

Accreditation performance criteria

See **performance criteria**.

Accreditation quality criteria

See **quality criteria**.

Accreditation recommendation

An annual written recommendation prepared by the KSDE regarding the accreditation status assigned to each school.

Accreditation status

The four levels of school accreditation status possible based upon meeting or not meeting the minimum quality criteria and performance criteria established by the Kansas State Board of Education (KSBE). These four levels are:

Accredited

The accreditation status assigned to a school that meets the minimum performance and quality criteria established by the KSBE.

Accredited on improvement

The status assigned to a school that for two consecutive years

- fails to meet one or more of the performance criteria applicable to the school;
- has a prescribed percentage of students in one or more student subgroups (i.e., economic disadvantage, race/ethnicity, disability, and limited English proficiency) that fails to meet one or more of the performance criteria applicable to the school; and
- fails to meet three or more of the quality criteria applicable to the school.

Conditionally accredited

The status assigned to a school that for three consecutive years

- has a prescribed percentage of all students assessed that scores below the proficient level on the state assessments; or
- fails to meet four or more of the quality criteria applicable to the school.

Not accredited

The status assigned to a school that for five consecutive years

- has a prescribed percentage of all students assessed that scores below the proficient level on the state assessments; or
- fails to meet four or more of the quality criteria applicable to the school.

Adequate yearly progress (AYP)

The minimum percentage prescribed by the state board of students performing at or above the proficient level on state assessments.

Aligned assessments

Different assessments that measure the same standards of performance (knowledge or skills) at the same grade, course or developmental levels, but that are not necessarily the same type of assessments.

Appeal

Any issue and any additional information presented by a local board of education when that board of education disagrees with an accreditation recommendation. If the recommendation is for accredited on improvement, an appeal may be filed only if the local board of education believes a statistical or clerical error has been made in regard to the recommendation. See also **accreditation recommendation**.

Appeal team

The group of individuals appointed by the commissioner of education who resolve an accreditation recommendation appeal. See also **hearing officer**.

Attendance rate

The rate calculated by dividing the average daily attendance (ADA) by the average daily membership (ADM).

Average daily attendance (ADA)

A school's average daily attendance 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 class.

Average daily membership (ADM)

A school's average daily membership 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 class.

Candidate school

A school that seeks initial accreditation by the state board.

Carnegie unit

A measure of credit that may be awarded to a student for satisfactory completion of all of the required work for a particular course or subject. See also **credit, unit of credit, student credit**.

Conditionally accredited

The status assigned to a school that for three consecutive years

- has a prescribed percentage of all students assessed that scores below the proficient level on the state assessments; or
- fails to meet four or more of the quality criteria applicable to the school.

Confidence intervals

A statistical tool used to assure that a school did or did not make adequate yearly progress (AYP) because of student performance rather than because of random error.

Core academic subjects

Those areas assessed by the state or described as such by the United States Department of Education.

Corrective action plan

The plan a school accredited on improvement or conditionally accredited is required to develop and implement. The corrective action plan must be approved by the state technical assistance team (STAT) assigned to the school.

Credit

A measure of credit that may be awarded to a student for satisfactory completion of all of the required work for a particular course or subject. See also **unit of credit, Carnegie unit, student credit**.

Curriculum standards

Statements adopted by the state board of what students should know and be able to do in specific content areas.

Emergency substitute teaching license/certificate

The license held by a person who has a baccalaureate degree and who serves as a substitute teacher when a licensed substitute teacher is not available.

Endorsements

Components of a teaching license that indicate the specific subject(s) or content area(s) an individual is qualified to teach according to state regulations.

External technical assistance team (ETAT)

A group of persons selected by a school for the purpose of advising school staff on issues of school improvement, curricula and instruction, student performance, and other accreditation matters.

Graduation rate

The same group or cohort of students that started in the ninth grade year and who graduate from high school in the standard four-years. Students who have received GEDs and transfers are not included in the group. Dropouts are included in calculating graduation rate.

Graduation requirements

A policy written by the local board of education of the minimum total units of credit students must complete to be eligible for graduation. Although the state requires 21 units, local boards may require more.

Hearing officer

The individual appointed by the commissioner of education to conduct a hearing and forward an accreditation recommendation to the state board if there is not agreement on an accreditation recommendation following an appeal. See also **appeal team**.

Kansas Administrative Regulations (KAR)

The administrative regulations adopted by state agencies (such as the Kansas State Board of Education [KSBE]) pursuant to legal authority.

Kansas curriculum standards

Statements adopted by the state board of what students should know and be able to do in specific content areas.

Kansas state assessments

The assessments that the state board administers in order to measure student learning within the Kansas curriculum standards for mathematics, reading, science, history and government, and writing.

License or certificate

The official recognition by the KSBE that an individual has met state requirements and is, therefore, approved to practice as a duly certified/licensed professional.

Locally determined assessments

Assessments that are locally developed or purchased and that are aligned with the state standards.

Minimum enrollment

The requirement that each elementary school have an enrollment of 10 or more students on September 20 to remain eligible for accreditation.

Not accredited

The status assigned to a school that for five consecutive years

- has a prescribed percentage of all students assessed that scores below the proficient level on the state assessments; or
- fails to meet four or more of the quality criteria applicable to the school.

Onsite visit

A visit at a school by either the school's external technical assistance team or a state technical assistance team.

Participation rate

The rate determined by dividing the number of students administered a state assessment(s) by the number of students enrolled on that day.

Performance criteria

The performance criteria that must be met by each school for accreditation. These include

- having the percentage prescribed by the state board of students performing at or above the proficient level on state assessments; or
- having increased overall student achievement by a percentage prescribed by the state board;
- having 95 percent or more of all students and 95 percent or more of each student subgroup take the state assessments;
- having an attendance rate equal to or greater than that prescribed by the state board; and
- for high schools, having a graduation rate equal to or greater than that prescribed by the state board.

Performance levels on state assessments

The measures that specify individual student performance and building-level performance on the state assessments. The current performance levels are: "Exemplary," "Advanced," "Proficient," "Basic," and "Unsatisfactory."

Personnel report

The report required by the state board of the names of each licensed or certified staff member in a school.

Primary languages of the community

The principal or dominant languages used and understood within a school's community.

Public disclosure

The annual notification by each school to the local board of education, parents, and community of the school's accreditation status and the progress the school has made in school improvement.

Quality criteria

The eleven quality measures required to be in place at each school for accreditation. These include

- a school improvement plan and results-based staff development plan;
- an external technical assistance team;
- locally determined assessments;
- formal training for teachers regarding state assessments and curriculum standards;
- fully qualified staff teaching core academic areas;
- 100 percent of the teachers assigned to teach in those areas assessed by the state or described as core academic subjects by the United States Department of Education, and 95 percent or more of all other faculty, fully certified for the positions they hold;
- local graduation requirements;
- curricula allowing each student to meet qualified admissions requirements and state scholarship program (Kansas scholars curriculum);
- programs and services to support student learning at the elementary and secondary levels; and
- local policies ensuring compliance with other accreditation regulations and state education laws.

Records retention

The permanent keeping of records relating to each student's academic performance, attendance, and activities.

Regents' Qualified Admissions

The requirements a student must meet to qualify for admission to any of the six Kansas regents' universities.

Restructure local district

One form of applied sanctions recommended by the legislature to the state board when a school is conditionally accredited or not accredited.

Results-based staff development plan

A staff development plan focused on the results of staff development for individual educators, students' learning, schools, districts, and other education organizations.

Rewards

A letter of accreditation and a press release announcing that school's accreditation status; or some additional recognition given to a school by the state board upon that school receiving accredited status.

Sanctions

One or more requirements applied by the state board to a school that is conditionally accredited or not accredited.

School

An organizational unit that, for the purposes of school improvement, constitutes a logical sequence of elements that may be structured as grade levels, developmental levels, or instructional levels. (See regulation 91-31-31. Definitions. (i))

School improvement plan

A multi-year (five years or less) plan developed by a school that states specific actions for achieving continuous improvement in student performance.

School term

The official span of time a school is in session.

Staff

A group of employees, including teachers, administrators, instructional and non-instructional support personnel, charged with working together toward the goals of the school and district.

Standards

Statements adopted by the state board of what students should know and be able to do in specific content areas.

Standards of excellence

The expectations for academic achievement that the state board has set for Kansas schools.

State assessments

The assessments that the state board administers in order to measure student learning within the Kansas curriculum standards for mathematics, reading, science, history and government, and writing.

State technical assistance team (STAT)

A group of persons appointed by the state department of education to assist schools in meeting the performance and quality criteria established by the state board.

Student credit

The credit a student is awarded for satisfactory completion of a course or subject that is offered by a school. Each school is required to have a written policy specifying that the credit of any pupil transferring from an accredited school shall be accepted. See also **unit of credit**.

Student performance

How all students and student subgroups in a school perform on state assessments.

Student subgroup

Those students within a school who, for monitoring purposes, are classified by a common factor, including economic disadvantage, race, ethnicity, disability, and limited English proficiency.

Substitute teaching license or certificate

A license issued to an individual that allows access to practice as a substitute teacher. See also **license or certificate**.

Technical assistance teams

A group of persons selected by a school for the purpose of advising school staff on issues of school improvement, curricula and instruction, student performance, and other accreditation matters. See also **external technical assistance team**.

Unit of credit

A measure of credit that may be awarded to a student for satisfactory completion of all of the required work for a particular course or subject. See also **credit, Carnegie unit, student credit**.

Waiver

The document that evidences a school's release from one or more of the state board's school accreditation or teacher licensure requirements. Any school may request a waiver from one or more of the requirements by making a written request to the Kansas commissioner of education. Waivers can only be granted by the state board.

Section VI

Resources

Overview of the Parent Teacher Association
National Standards for Family School Partnerships

Overview of the National Staff Development Council's
Standards for Staff Development

Overview of the Kansas Profiles of the
21st Century Learner and
21st Century Learning Environment

PARENT TEACHER ASSOCIATION (PTA) NATIONAL STANDARDS FOR FAMILY SCHOOL PARTNERSHIPS

In January of 2008, the Kansas State Board of Education endorsed the PTA National Standards for Family School Partnerships. The standards shift the focus from what schools should do to involve parents to what parents, schools, and communities can do together to support student success. Each of the six standards includes quality indicators for successful programs. The standards are available to all schools on the National PTA website, <http://www.pta.org>. Because of the work of the PTA in promoting parent engagement in schools, the PTA National Standards provided the framework for how schools are required to address all the parent involvement mandates under the 2002 No Child Left Behind (NCLB) federal education legislation. The PTA National Standards shape the definition of parent involvement under Title IX of NCLB, as

“the participation of parents in regular, two way, and meaningful communication involving student academic learning and other school activities; including ensuring that parents play an integral role in assisting their child’s learning; are encouraged to be actively involved in their child’s education at school; are full partners in their child’s education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and the carrying out of other activities such as those in Title I, Sec 1118.”

The PTA National Standards for Family School Partnerships are a comprehensive guide that schools can use to determine how successfully they are implementing family school community partnerships. The PTA National Standards for Family School Partnerships are as follows:

Standard 1 - Welcoming All Families into the School Community
Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
Standard 2 - Communicating Effectively
Families and school staff engage in regular, meaningful communication about student learning.
Standard 3 - Supporting Student Success
Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
Standard 4 - Speaking Up for Every Child
Families are empowered to be advocates for their own children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
Standard 5 - Sharing Power
Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.
Standard 6 - Collaborating with Community
Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

NATIONAL STAFF DEVELOPMENT COUNCIL'S STANDARDS FOR STAFF DEVELOPMENT (REVISED, 2001)

Context Standards

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

Staff development that improves the learning of all students:

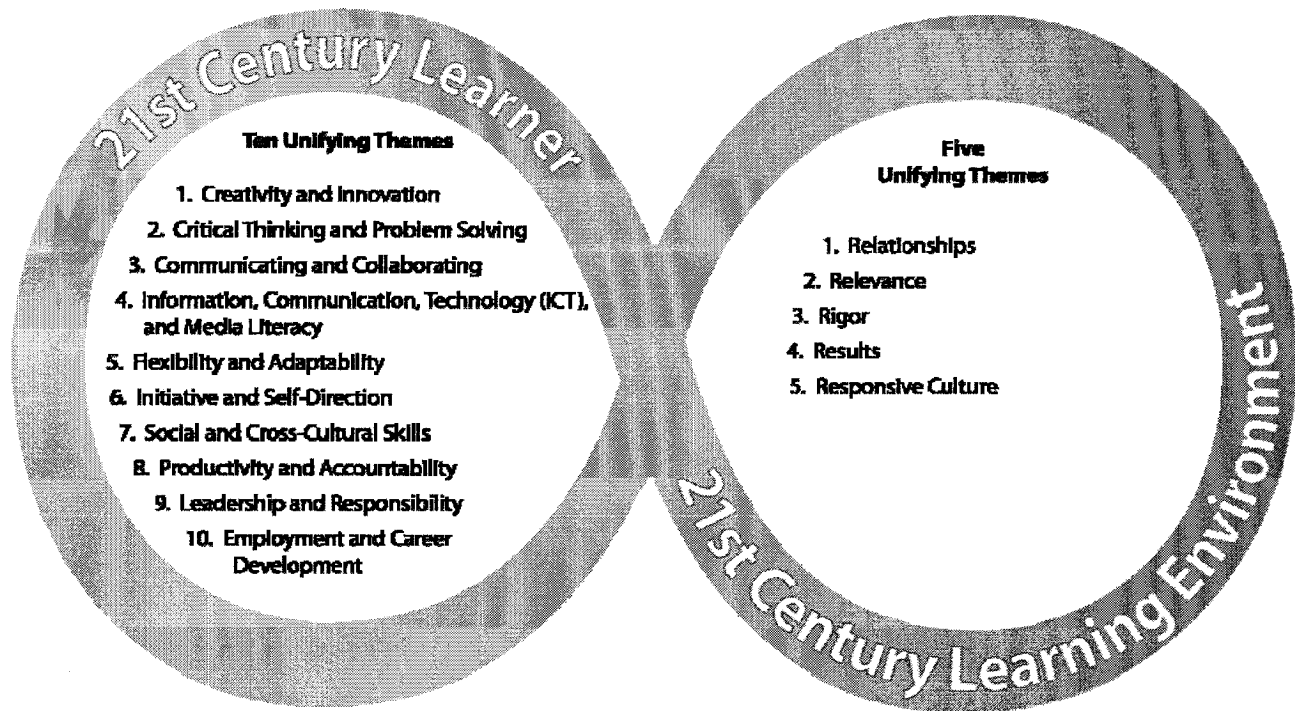
- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teachers)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

RESOURCES

National Staff Development Council's Standards for Staff Development. <http://www.nsd.org>

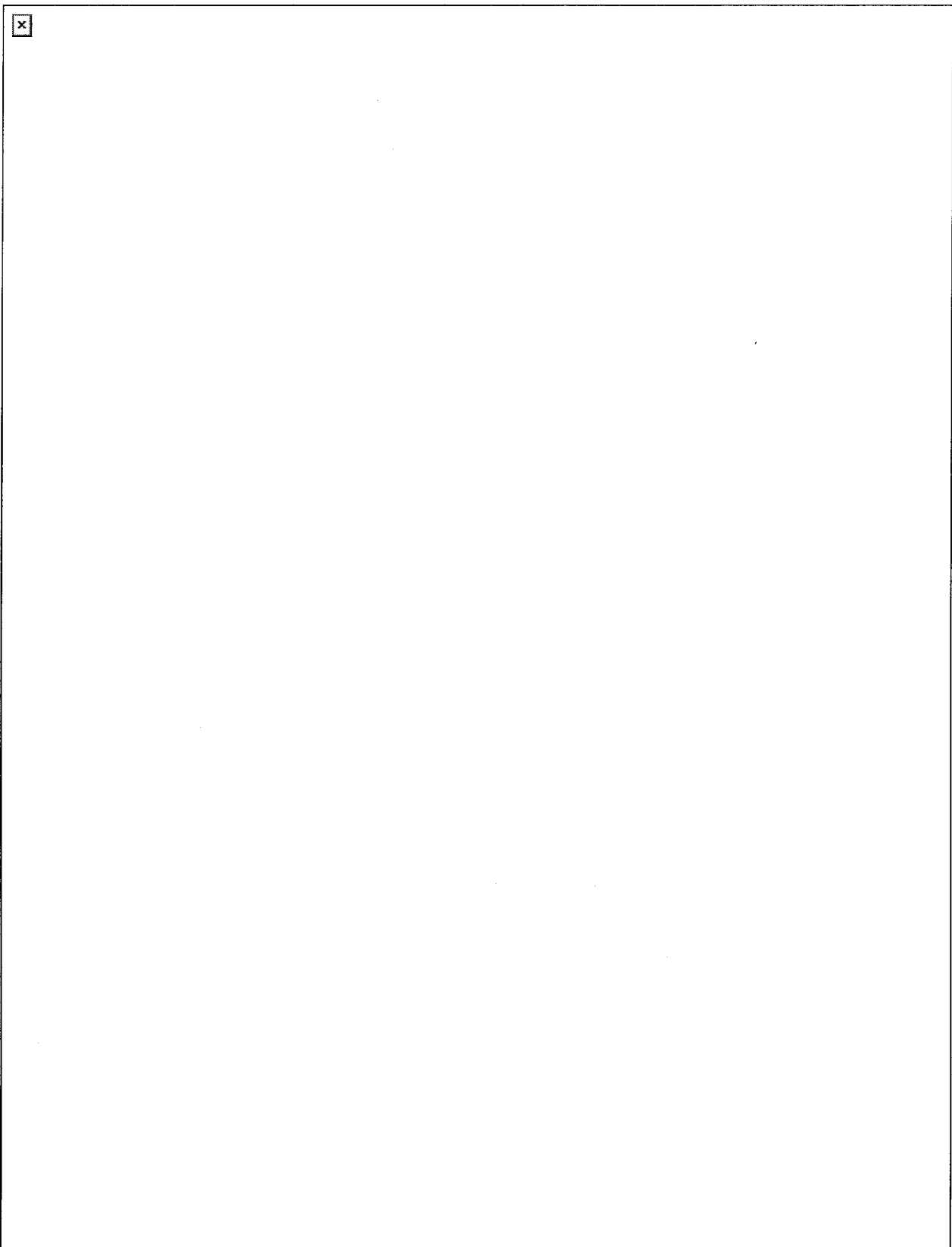
KANSAS PROFILES OF THE 21ST CENTURY LEARNER AND 21ST CENTURY LEARNING ENVIRONMENT

Profiles of the...



Endorsed by KSBOE 12/9/2008

<http://www.ksde.org/learn21>





Adequate Yearly Progress (AYP) 2011-2012 Fact Sheet

What is AYP?

- Requirement of federal law No Child Left Behind, Title I, Part A
- 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 goal is 80%. If the school or district's graduation rate is less than 80%, it must meet one of the targets:

If Rate is	Target is
At or above 50% but less than 80%	3% improvement from last year
Less than 50%	5% improvement from last year

What Are the Other Graduation Rate Changes?

- 2011 AYP was the first year for using the 4-Year and 5-Year Adjusted Cohort Graduation Rate formulas.
- The 2012 AYP 4-Year Adjusted Cohort Graduation Rate is based on 1st time 9th graders in 2007-2008 who graduated four years later in 2011. The 2012 AYP 5-Year Adjusted Cohort Graduation Rate is based on 1st time 9th graders in 2006-2007 who graduated five years later in 2011. The formulas are adjusted for transfers in and out and students who emigrate or die. (See Graduation Fact Sheet)

What are the Disaggregated Student Groups?

- All students
- Free & reduced meal students
- Students with disabilities
- English Language Learners (ELLs)
- Each racial/ethnic group: Hispanic, African

American, American Indian, White, Asian, Pacific Islander/Native Hawaiian and Multi-Racial

- Students who identify with the Hispanic/Latino ethnicity will only be included in the "Hispanic" group; they will not be included in any racial group including Multi-Racial.

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

- 30 students
- All assessed grades within the school 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 2011-2012 Targets for Schools?

- AYP targets are the percent of students meeting or exceeding standard (proficient and above).

	K-8	9-12
Reading	91.9%	90.7%
Mathematics	91.1%	88.2%

What are the 2011-2012 Targets for Districts?

Reading	90.7%
Mathematics	88.2%

NOTE: Kansas will probably seek a waiver from certain accountability requirements later this year from the US Department of Education. The Fact Sheet will be updated if the waiver is approved.

What Happens if the AYP Target is Missed?

- Confidence Intervals of 99% are applied.
- If still not making AYP, Safe Harbor is applied if eligible.



Adequate Yearly Progress (AYP) 2011-2012 Fact Sheet

- 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 80% graduation rate or meets target (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 the public at a Kansas State Board of Education meeting.
- Status is publicized on KSDE website (www.ksde.org) through the report cards.

Where is the AYP Guidance Posted?

- 2011-2012 AYP Guidance is posted at <http://www.ksde.org/Default.aspx?tabid=403>

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.
- Actual assessment results should be reported to parents.
- 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.

- Districts not exceeding the 1% will have the difference added to the 2% cap.

What is the 2% Cap?

- The 2% cap applies at the district and state levels.
- Only 2% of students with disabilities who took the Kansas Assessment of Modified 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;
- Actual assessment results should be reported to parents.
- The 2% cap is based on the district's testing pool of all students, not just students with disabilities.
- Districts not exceeding the 1% will have the difference added to the 2% cap.
- Federal regulations do not allow waivers on the 2% cap.

What is the Flexibility for ELLs?

- Recently arrived English Language Learners (ELLs) are ones who have attended schools in US 12 months or less.
- Recently arrived ELLs must be assessed with the content assessments 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.

How are Former Students with Disabilities Included in AYP Calculations?

- Students who have previously been identified as students with disabilities are included in the students with disabilities student group for up to two years.

Who Do I Call if I Have Questions?

- Help desk at gpa@ksde.org or 785-296-2261.



No Child Left Behind District Corrective Action Fact Sheet

What is Corrective Action as it applies to the district?

- Corrective action is the collective name given to steps taken by a state to substantially and directly respond to serious instructional, managerial, and organizational problems in the district that jeopardize the likelihood that students will achieve proficiency in the core academic subjects of reading and mathematics.
- Corrective action is a ***significant intervention*** in a district that is designed to remedy the district's persistent inability to make adequate progress toward all students becoming proficient in reading and mathematics.

What is district identified for Corrective Action?

- If a district does not make adequate progress by the end of the second full school year it has been identified for improvement or at any time during the improvement process, the state may identify the district for corrective action.

How will the district be notified regarding the Corrective Action status?

- KSDE will notify the district in writing of its corrective action status and provide the district with a public hearing no later than 45 days following identification if the district requests a public hearing.

What sanctions apply to a district identified for Corrective Action?

- The district continues to reserve 10% of Title I for professional development.
- The state and the district work together to select a Corrective Action option to implement in the district.
- The district must write a Corrective Action Plan and submit it to the state.
- The district must participate in a state sponsored peer review.
- The district must focus on improved instruction
- The district must work with a state appointed Implementation Coach
- The district must participate in the Kansas Learning Network
- The district must promptly notify parents in writing that the school is in corrective action.
- Districts in the 3rd Year on improvement must develop a Corrective Action Plan that includes

at least one of the below numbered options as specified by Federal law.

What are the Corrective Action Options available to the district?

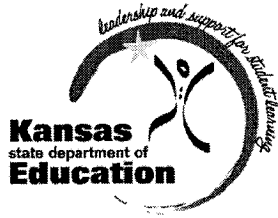
- Institute and fully implement a new curriculum based on state and local content and academic achievement standards, including provision of research-based professional development for all relevant staff;
- Replace the district staff that are related to the inability of the district to make adequate progress;
- Remove individual schools from the jurisdiction of the district and arrange for their public governance and supervision;
- Appoint a receiver or trustee to administer the affairs of the district in place of the superintendent and school board;
- Abolish the district or restructure the district. ***Kansas law does not authorize KSDE to abolish or restructure a district. However, an district could choose to disorganize the district or restructure the school board's governance and/or central office administration. (Reference: Article 6, § 5 of the Kansas Constitution, KSA 72-7301, 72-8202a, and 72-8202e.)***
- In conjunction with at least one of the options above, the state may authorize students to transfer from a school operated by the district to a high-performing school operated by another district. ***In Kansas, students may transfer from a school in their district to a school operated by another district. However the transfer must be approved by the board of education of the district to which the student wishes to transfer. For students who transfer because their school is on improvement, federal law provides that the district from which this student transfers must provide transportation or pay for transportation for the student. This option has to be in conjunction with carrying out not less than one other action. (Reference: Legislature: 72-1046a)***

Who is the contact for questions?

C. Nicholson, cnicholson@ksde.org Title Programs and Services Team, KSDE, 785-296-3069.

7.1.2010

District Corrective Action Fact Sheet.doc



State of Kansas

English for Speakers of Other Languages

2011-2012 Fact Sheet

Who are Kansas' English language learners (ELLs)?

ELLs are immigrants, refugees, migrants, children of military families, internationally adopted children, and US citizens. They come from various countries, but many are US citizens with Kansas as their only home.

What languages do Kansas' ELLs speak?

Approximately 80% of ELLs also speak Spanish. Other languages include Vietnamese, Chinese, Arabic, Korean, Hmong, Lao, Somali, Russian, Burmese, German, and many others.

Legal obligation to serve ELLs

The legal obligation to serve ELLs can be found in the Equal Education Opportunities Act, Lau v. Nichols, Title VI of the Civil Rights Act of 1964, Plyler v. Doe, Castañeda v. Pickard, No Child Left Behind, and many others. ELLs also have the same rights to Advanced Placement, college preparation courses, Gifted and Talented programs, Special Education services, extracurricular activities, etc. as any student.

How are ELLs in Kansas identified?

Every child enrolled in Kansas schools is to be given a Home Language Survey. If a language other than English is provided on the survey, students in grades K-12 are assessed for English proficiency using the LAS-Links, IPT, LPTS, or KELPA-P. Pre-K students may be assessed using the Pre-LAS or the Pre-IPT. Students scoring below "fluent/proficient" will receive ESOL services.

KIDS

Once a student has been identified as an ELL, s/he is entered in the KIDS system in the appropriate fields. Information gathered from KIDS is used to determine funding and to report program information.

Individual Learning Plan (ILP)

Each ELL has an ILP listing areas of interest, strength and challenge, as well as any

accommodations that may be needed. The ILP should serve as a guide for instruction and support, and a record of progress.

How to serve ELLs

An ESOL endorsed teacher or a paraprofessional working under the direct supervision of an ESOL endorsed teacher provides ELLs with the language support needed to access the regular curriculum and to improve English proficiency. Language support is offered through various program types including dual language, ESOL class period, modified instruction, and others.

KELPA

Each spring all ELLs are given the Kansas English Language Proficiency Assessment (KELPA). This assessment is required in order to measure the student's yearly progress in acquiring English.

Funding

The State of Kansas provides funding to districts with ELLs to help them provide quality instruction to students and professional development to staff to meet the needs of ELLs. Funding is provided using a weighted formula based on the base state aid per pupil and the number of contact minutes (instructional time) a student receives with an ESL endorsed teacher.

For more information contact:

Melanie Manares
ESOL/Bilingual and Title III Program Consultant
Visiting International Teachers
Kansas State Department of Education
120 SE 10th Ave
Topeka, KS 66612
785-296-7929
mmanares@ksde.org

Or visit the ESOL webpage:

<http://www.ksde.org/Default.aspx?tabid=350>

An Equal Employment/Educational Opportunity Agency The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave., Topeka, KS, 66612, 785-296-3201.

July 2011



**State Performance Plan (SPP) and Annual Report (APR)
Special Education Services**
<http://www.ksde.org/Default.aspx?tabid=101>

General Information – State Performance Plan (SPP) and Annual Performance Report (APR)	SPP/APR Compliance Indicators
<ul style="list-style-type: none"> • Six year plan for the state FFY 2005-2011 • Provide oversight and guidance in carrying out IDEA 2004 requirements to ensure Free Appropriate Public Education (FAPE) for children & youth with disabilities • Evaluate progress of students with disabilities throughout the state of Kansas 	<ul style="list-style-type: none"> • 9,10 Disproportionate Representation • 11 Child Find • 12 Early Childhood Transition (Part C to B) • 13 Post School Transition • 15 General Supervision • 16 Complaint Timelines • 17 Hearing Timelines • 20 Timely/Accurate Data • Significant Disproportionality
Statutory Requirements <ul style="list-style-type: none"> • Establish targets in the State Performance Plan (SPP) to analyze the performance of each local district and early childhood special education program in the State • Collect/report data annually on all 20 Indicators of the State Performance Plan (SPP) and submit in the Annual Performance Report (APR) • Report annually to the public on the performance of each local district and early childhood special education program in the State on the targets in the SPP 	Impact of SPP/APR Reporting
SPP/APR Results Indicators <ul style="list-style-type: none"> • 1 Graduation • 2 Drop Out • 3 Assessment • 4 Suspension/Expulsion • 5 Least Restrictive Environment (LRE) (ages 6-21) • 6 Preschool Least Restrictive Environment (LRE) • 7 Preschool Outcomes • 8 Parent Indicator • 14 Post School Outcomes • 18 Resolution Session • 19 Mediation 	<ul style="list-style-type: none"> • State receives federal funding • State receives rating on results and compliance indicators compared to targets • State receives Level of Determination from Office of Special Education (OSEP) • Maintenance of Effort (MOE)
	Levels of Determination <ul style="list-style-type: none"> • Meets Requirements • Needs Assistance • Needs Intervention • Needs Substantial Intervention • 2005 APR – Kansas Earned Level of Determination of Needs Assistance • 2006 APR – Kansas earned Level of Determination of Meets Requirements • 2007 APR – Kansas earned Level of Determination of Meets Requirements
Kansas Statewide Technical Assistance Resource System (KSTARS)	
<p>The KSTARS is designed to enhance the capacity of local school districts to design, implement and evaluate improved learning and outcomes for children and youth with disabilities. Project staff support practices related to student results and compliance indicators contained in the SPP and APR, as well as other priority areas put forth by the KSBE.</p>	
KSTARS Network Projects	
Inclusive Network of Kansas: Field-Based Technical Assistance and Professional Development www.ku.edu/~inks	
Integrated Data Management and Support System Priority www.misdata.org	
Kansas Inservice Training System (KITS) www.kskits.org	
Kansas Instructional Resource Center for the Visually Impaired (KIRC) www.kirc.org	
Kansas Instructional Support Network (KISN) www.ksndsp.org	
Student Improvement Team (SIT) http://sit.keystonelearning.org/	
Statewide Recruitment and Retention - Kansas Educational Employment Board (KEEB) www.kansasteachingjobs.com	
Supporting Program Outcomes and Teachers (Project SPOT) www.projectsspot.org	
Supporting Teachers and Youth (Project STAY) www.projectstay.com	
Kansas Infinitec Coalition (KIC) http://www.myinfinitec.org/MyInfinitec/	
Kansas Personnel Development Grant (SPDG)	
Goal 1: Mentor and retain special education teachers Goal 2: Increase supply of teachers in areas of functional, Deaf/Hard of Hearing, Visually Impaired Goal 3: Establish statewide infrastructure for Statewide Positive Behavior Support (PBIS) http://pbskansas.org/swpbs/schoolwide/index.html Goal 4: Provide professional development support for Multi-tier System of Support (MTSS) www.kansasmtss.org	

KASEA REGION	KANSAS DEPARTMENT OF EDUCATION Regional Contact	KSDE CONTACT Special Education Services Team Focus
1	Debbie Matthews dmatthews@ksde.org 785-296-0916	Alternate Assessment/KAMM, LRE Autism, Program Accountability
	Carol Ayres cayers@ksde.org 785-296-1944	Early Childhood Program Accountability
2	John Green jgreen@ksde.org 785-296-0917	SPDG Grant SPP website
	Gayle Stuber gstuber@ksde.org 785-296-5352	Early Learners 4 year-old At Risk School Readiness
3	Linda Geiger lgeiger@ksde.org 785-296-3378	Gifted Education Disproportionate Representation Program Accountability
	Janet Newton jnewton@ksde.org 785-296-4964	Parents As Teachers
4	Elena Lincoln elincoln@ksde.org 785-296-4941	Dispute Resolution/Formal Complaints Significant Disproportionality Program Accountability
	Kimberly Symansky ksymansky@ksde.org 785-246-5095	Sensory Education, Assistive Technology Program Accountability
5	Mark Ward mward@ksde.org 785-296-5478	Dispute Resolution/Formal Complaints Law Conference Program Accountability
	Stacie Martin smartin@ksde.org 785-296-6855	Medicaid, Social Workers IDEA Requirement File Review Fiscal & Program Accountability
6	Wendy Pickell wblaauw@ksde.org 785-296-0948	Secondary Transition Program Accountability Career, Standards & Assessment Services
	Joan Houghton jhoughton@ksde.org 785-296-2515	IHE Teacher Licensure, Professional Development Program Accountability
7 & 8	Chelle Kemper ckemper@ksde.org 785-296-7454	Western Kansas field-based EPC MTSS Curriculum Content, LRE and Fiscal and Program Accountability
	Tim Berens tberens@ksde.org 785-296-5157	SPP/APR Data, SEAMIS/LEAMIS
	Kerry Haag, Assistant Director khaag@ksde.org 785-296-4952	Professional Development TIP, Program Improvement
	Patty Gray, Assistant Director pgray@ksde.org 785-296-4951	State CAT Aid, Seclusion Reporting, MOE, Data & Fiscal Accountability
	Colleen Riley, Director criley@ksde.org 785-261-3097	General Supervision Integrated Accountability MTSS, Early Childhood
	VACANT	SPDG Seclusion Reporting, Seclusion & Expulsion, Program Accountability
	VACANT	OT/PT and Related Services Program Accountability
	VACANT	Business Analyst
	VACANT	KAMM Development/Alternate Assessment Program Accountability
ACRONYMS		
• CAT Aid – Categorical Aid	• MTSS – Multi Tier System of Supports	
• KAMM – Kansas Assessment of Modified Measures	• SPDG – State Personnel Development Grant	
• KASEA – Kansas Assoc. of Special Ed Administrators	• TIP – Targeted Improvement Plan	
• MOE – Maintenance of Effort		

