



Hutchinson High School

School Profile

2010 – 2011 School Year



Major Findings

AYP/QPA

- Hutchinson High School did Not attain AYP for the 2011 school year. The AYP status for Hutchinson High School in 2012 is Not on Improvement.
- All five subgroup(s) (All Students, F/R Lunch, Students with Disabilities, Hispanic and White) did meet the AYP Reading criteria in 2011. Three subgroup(s) (All Students, Students with Disabilities and White) did meet the AYP Math criteria in 2011. Two subgroup(s) (F/R Lunch and Hispanic) did not meet the AYP Math criteria in 2011.
- The QPA status for Hutchinson High School in 2011 is Accredited.

State Assessment Results - 2011

- 88.6% of Hutchinson High School students scored proficient in reading in 2011. This was above the annual target of 86%. The highest performing AYP subgroup in 2011 was the White Student group (92.6%) and the lowest performing AYP subgroup was the Students with Disabilities Student group (54.8%).
- 78.6% of Hutchinson High School students scored proficient in math in 2011. This was below the annual target of 82.3%. The highest performing AYP subgroup in 2011 was the White Student group (86.8%) and the lowest performing AYP subgroup was the Students with Disabilities Student group (45.9%).
- 75.1% of Hutchinson High School students scored proficient in science in 2011. This was above the annual target of 69%.

Trends and Analysis

Demographics

- The total school enrollment has steadily decreased since 2007. In 2011, the total school enrollment was 1301 students.
- In 2011, the percentage of students receiving free and reduced lunches was 54.73%, which was an increase of +10.78% since 2007. In 2011, special education students accounted for 13.14% of total school enrollment. This was an increase of +0.45% since 2007. In 2011, ELL students accounted for 1.69% of total school enrollment. This is an increase of +0.37% since 2007.

Reading

- From 2010 to 2011, the percentage of All Students scoring proficient in reading increased by +1.9%. Hutchinson High School has seen an increase in the percent of students scoring proficient since 2007. From 2010 to 2011, four subgroups (All, F/R Lunch, Students with Disabilities and White) had an increase in the percentage of students scoring proficient in reading. From 2010 to 2011, one subgroup (Hispanic) had a decrease in the percentage of students scoring proficient in reading. Since 2007, all five subgroups have seen an increase in the percentage of students scoring proficient in reading (All, F/R Lunch, Students with Disabilities, Hispanic and White).
- In 2011, 51.13% of students were in the Exceeds and Exemplary categories in reading. This was an increase of +8.8% from 2007. In 2011, 11.38% of students were not proficient in reading. This was a decrease of -13.03% from 2007. In 2011, 5.21% of students were in the Academic Warning category for reading. This was a decrease of -2.28% from 2007.
- The percent proficient in 2011 was 88.59%. This was an increase of +13.03% from 2007.

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Math

- From 2010 to 2011, the percentage of All Students scoring proficient in math decreased by -0.5%. They have seen an increase in the percent of students scoring proficient since 2007. From 2010 to 2011, two subgroups showed an increase of students scoring proficient (Students with Disabilities and White). From 2010 to 2011, three subgroups showed a decrease of students scoring proficient (All, F/R Lunch and Hispanic). From 2007 to 2011, four subgroups (All, F/R Lunch, Students with Disabilities and White) have seen an increase in the percentage of students scoring proficient in math. From 2007 to 2011, one subgroup (Hispanic) has seen a decrease in the percentage of students scoring proficient in math.
- In 2011, 36.68% of students were in the Exceeds and Exemplary categories for math. This was an increase of +8.58% from 2007. In 2011, 21.42% of students were not proficient for math. This was a decrease of -8.61% from 2007. In 2011, 10.06% of students were in the Academic Warning category for math. This was a decrease of -5.59% from 2007.
- The percent proficient in 2011 was 78.57%. This was an increase of +8.61% from 2007.

Science

- For grade 11, the percent proficient in science for 2011 was 75.1%. This was a decrease of -7.7% from 2010. In 2011, two subgroups (All and White) met and exceeded the annual target in science of 69%. Two subgroups (F/R Lunch and Hispanic) did not meet the annual target in science of 69%.
- In 2011, 32.64% of students were in the Exceeds and Exemplary categories. This was an increase of +0.27% from 2008. In 2011, 24.89% of students were not proficient. This was an increase of +7.28% from 2008. In 2011, 2.04% of students were in the Academic Warning category. This was an increase of +0.97% from 2008.

Writing

State Writing Assessment

- For grade 11, the percent proficient in 2009 was 52.36%. In 2009, all four subgroups (All, F/R Lunch, Hispanic and White) did not meet the annual target in writing of 69%.
- In 2009, 17.81% of students were in the Exceeds and Exemplary categories. This was a decrease of -7.42% from 2007. In 2009, 47.63% of students were Not proficient. This was an increase of +8.29% from 2007. In 2009, 11.27% of students were in the Academic Warning category. This was an increase of +1.11% from 2007.

Section 1: Demographics

Table 1: Enrollment by Subgroup - Hutchinson High School

Group	Total Enrollment						% of Total Enrollment				
	2007	2008	2009	2010	2011	Change 07-11	2007	2008	2009	2010	2011
ALL	1363	1365	1322	1304	1301	-62	100.00%	100.00%	100.00%	100.00%	100.00%
F/R Lunch	599	635	666	687	712	113	43.95%	46.52%	50.38%	52.68%	54.73%
Full Price	764	730	656	617	589	-175	56.05%	53.48%	49.62%	47.32%	45.27%
ELL	18	18	16	23	34	16	1.32%	1.32%	1.21%	1.76%	2.62%
SPED	173	178	179	182	171	-2	12.69%	13.04%	13.54%	13.96%	13.14%
African American	105	112	115	87	66	-39	7.70%	8.21%	8.70%	6.67%	5.07%
Am Indian/Alaskan	8	11	16	8	15	7	0.59%	0.81%	1.21%	0.61%	1.15%
Asian	11	14	12	10	16	5	0.81%	1.03%	0.91%	0.77%	1.23%
Hawaiian/Pac. Islander	0	0	0	0	0	0	0.00%	0.00%	0.00%	0.00%	0.00%
Hispanic	152	169	165	226	232	80	11.15%	12.38%	12.48%	17.33%	17.83%
Multi-Racial	0	0	0	40	70	70	0.00%	0.00%	0.00%	3.07%	5.38%
White	1087	1059	1014	932	902	-185	79.75%	77.58%	76.70%	71.47%	69.33%
Female	647	675	656	641	636	-11	47.47%	49.45%	49.62%	49.16%	48.89%
Male	716	690	666	663	665	-51	52.53%	50.55%	50.38%	50.84%	51.11%

- The total school enrollment has steadily decreased since 2007. In 2011, the total school enrollment was 1301 students.
- In 2011, the percentage of students receiving free and reduced lunches was 54.73%, which was an increase of +10.78% since 2007.
- In 2011, special education students accounted for 13.14% of total school enrollment. This was an increase of +0.45% since 2007.
- In 2011, ELL students accounted for 1.69% of total school enrollment. This is an increase of +0.37% since 2007.
- The following group(s) have seen an increase in the number of students enrolled by more than 5% since 2007: F/R Lunch, Hispanic, Multi-racial
- The following group(s) have seen a decrease in enrollment by more than 5% since 2007: White

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Table 2: Enrollment by Grade Level - Hutchinson High School

Year	Grade	ALL	F/R Lunch	Full Price	ELL	SPED	African American	Am. Indian	Asian	Pac. Islander	Hispanic	Multi-Racial	White	Female	Male
2007	9 th	379	206	173	9	50	43	3	0	0	55	0	278	165	214
	10 th	333	151	182	3	40	23	4	2	0	31	0	273	160	173
	11 th	342	145	197	6	51	23	1	3	0	38	0	277	175	167
	12 th	309	97	212	0	32	16	0	6	0	28	0	259	147	162
	All	1363	599	764	18	173	105	8	11	0	152	0	1087	647	716
2008	9 th	362	193	169	6	49	36	4	6	0	49	0	267	172	190
	10 th	343	182	161	8	51	35	3	0	0	52	0	253	167	176
	11 th	323	133	190	2	33	19	3	2	0	31	0	268	162	161
	12 th	337	127	210	2	45	22	1	6	0	37	0	271	174	163
	All	1365	635	730	18	178	112	11	14	0	169	0	1059	675	690
2009	9 th	344	197	147	6	53	36	8	4	0	43	0	253	180	164
	10 th	343	181	162	5	49	33	2	5	0	46	0	257	169	174
	11 th	327	158	169	4	41	29	3	1	0	45	0	249	163	164
	12 th	308	130	178	1	36	17	3	2	0	31	0	255	144	164
	All	1322	666	656	16	179	115	16	12	0	165	0	1014	656	666
2010	9 th	321	186	135	5	50	25	3	1	0	59	13	220	148	173
	10 th	336	187	149	8	49	21	2	3	0	59	10	241	174	162
	11 th	321	157	164	3	41	23	2	4	0	55	9	227	161	160
	12 th	326	157	169	7	42	18	1	2	0	53	8	244	158	168
	All	1304	687	617	23	182	87	8	10	0	226	40	932	641	663
2011	9 th	349	217	132	10	68	14	5	2	0	68	22	238	157	192
	10 th	309	174	135	4	37	18	1	3	0	56	16	215	153	156
	11 th	325	164	161	7	40	20	7	5	0	56	17	220	168	157
	12 th	318	157	161	1	26	14	2	6	0	52	15	229	158	160
	All	1301	712	589	22	171	66	15	16	0	232	70	902	636	665

Section 2: AYP/QPA Results

Table 3: AYP Summary – Hutchinson High School

Area	AYP Summary					
	2007	2008	2009	2010	2011	# Years Meeting Criteria
Met Reading	Yes	Yes	Yes	Yes	Yes	5 / 5
Met Math	Yes	Yes	Yes	Yes	No	4 / 5
Other Measures	Yes	Yes	Yes	Yes	Yes	5 / 5
Attained AYP	Yes	Yes	Yes	Yes	No	4 / 5

- From 2007 to 2011, Hutchinson High School attained AYP four out of the five years.
- From 2007 to 2011, Hutchinson High School met the criteria in reading all five years.
- From 2007 to 2011, Hutchinson High School met the criteria in math four out of the five years.
- From 2007 to 2011, Hutchinson High School met the criteria in other measures all five years.

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Table 4: AYP/QPA Accountability - Hutchinson High School

Accountability Measure	AYP/QPA Accountability					# of Years on Improvement
	2007	2008	2009	2010	2011	
AYP Status	Not on Improvement	Not on Improvement	Not on Improvement	Not on Improvement	Not on Improvement	0
QPA Status	Accredited	Accredited	Accredited	Accredited	Accredited	

- The QPA status for Hutchinson High School in 2011 is Accredited.
- The AYP status for Hutchinson High School in 2011 is Not on Improvement.

Table 5: % of Hutchinson High School Scoring Proficient in Reading (2007-2011)

Group	% of Students Scoring Proficient					Change 2010-2011
	2007	2008	2009	2010	2011	
Annual Target	69.5	72	76.7	81.3	86	
ALL	74.9	81.9	80.9	86.7	88.6	+1.9
F/R Lunch	65.8	71	74.1	79.3	85.8	+6.5
SPED	52.5		53.1	52.9	54.8	+1.9
ELL						
African American						
Hispanic	63.3		83.7	78.6	76	-2.6
White	78.4	85.7	81.3	88.7	92.6	+3.9
Multi-Racial						
# Groups at or Above the Annual Target	2/5	2/3	3/5	2/5	2/5	

Cells shaded blue = Group scored at or above the annual target

- 88.6% of Hutchinson High School students scored proficient in reading in 2011. This was above at the annual target of 86%.
- From 2010 to 2011, the percentage of All Students scoring proficient in reading increased by +1.9%.
- From 2010 to 2011, four subgroups showed gains (All, F/R Lunch, Students with Disabilities and White) and one subgroup (Hispanic) showed a decline in reading.
- The highest performing AYP subgroup in 2011 was the White Student group (92.6 %) and the lowest performing AYP subgroup was the Students with Disabilities Student group (54.8%).

Table 6: Hutchinson High School Subgroups Meeting AYP Criteria in Reading (2007-2011)

Group	2007	2008	2009	2010	2011	# Years Meeting Criteria
ALL	Yes	Yes	Yes	Yes	Yes	5 / 5
F/R Lunch	Yes	Yes*	Yes*	Yes*	Yes*	5 / 5
SPED	Yes*		Yes7	Yes6	Yes6	4 / 4
ELL						
African American						
Hispanic	Yes*		Yes	Yes*	Yes*	4 / 4
White	Yes	Yes	Yes	Yes	Yes	5 / 5
Multi-Racial						
# Groups Meeting Criteria	5 / 5	3 / 3	5 / 5	5 / 5	5 / 5	

Yes* = Group met the criteria via the Confidence Interval

Yes6 or Yes7 = Group met the criteria via Safe Harbor

- From 2010 to 2011, the number of subgroups meeting criteria remained constant.
- All five subgroup(s) (All, F/R Lunch, Students with Disabilities, Hispanic and White) met the AYP reading criteria in 2011.

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Table 7: % of Hutchinson High School Scoring Proficient in Math (2007-2011)

Group	% of Students Scoring Proficient					Change 2010-2011
	2007	2008	2009	2010	2011	
Annual Target	66.8	64.6	70.5	76.4	82.3	
ALL	69.9	77.9	75.9	79.1	78.6	-0.5
F/R Lunch	64.3	70.3	64.9	73.6	71.4	-2.2
SPED	34.1		45.2	43.2	45.9	+2.7
ELL						
African American						
Hispanic	70.9	51.6	81	62.5	51	-11.5
White	71.4	83.8	75.1	82.7	86.8	+4.1
Multi-Racial						
# Groups at or Above the Annual Target	3 / 5	3 / 4	3 / 5	2 / 5	1 / 5	

Cells shaded blue = Group scored at or above the annual target

- 78.6% of Hutchinson High School students scored proficient in math in 2011. This was below the annual target of 82.3%.
- From 2010 to 2011, the percentage of All Students scoring proficient in math decreased by -0.5%.
- From 2010 to 2011, two subgroups showed gains (Students with Disabilities and White). Three subgroups showed declines (All, F/R Lunch and Hispanic).
- The highest performing AYP subgroup in 2011 was the White Student group (86.8%) and the lowest performing AYP subgroup was the Students with Disabilities Student group (45.9%).

Table 8: Hutchinson High School Subgroups Meeting AYP Criteria in Math (2007-2011)

Group	2007	2008	2009	2010	2011	# Years Meeting Criteria
ALL	Yes	Yes	Yes	Yes	Yes*	5 / 5
F/R Lunch	Yes	Yes	Yes*	Yes*	No	4 / 5
SPED	Yes		Yes7	Yes6	Yes6	4 / 4
ELL						
African American						
Hispanic	Yes	Yes*	Yes	Yes*	No	4 / 5
White	Yes	Yes	Yes	Yes	Yes	5 / 5
Multi-Racial						
# Groups Meeting Criteria	5 / 5	4 / 4	5 / 5	5 / 5	3 / 5	

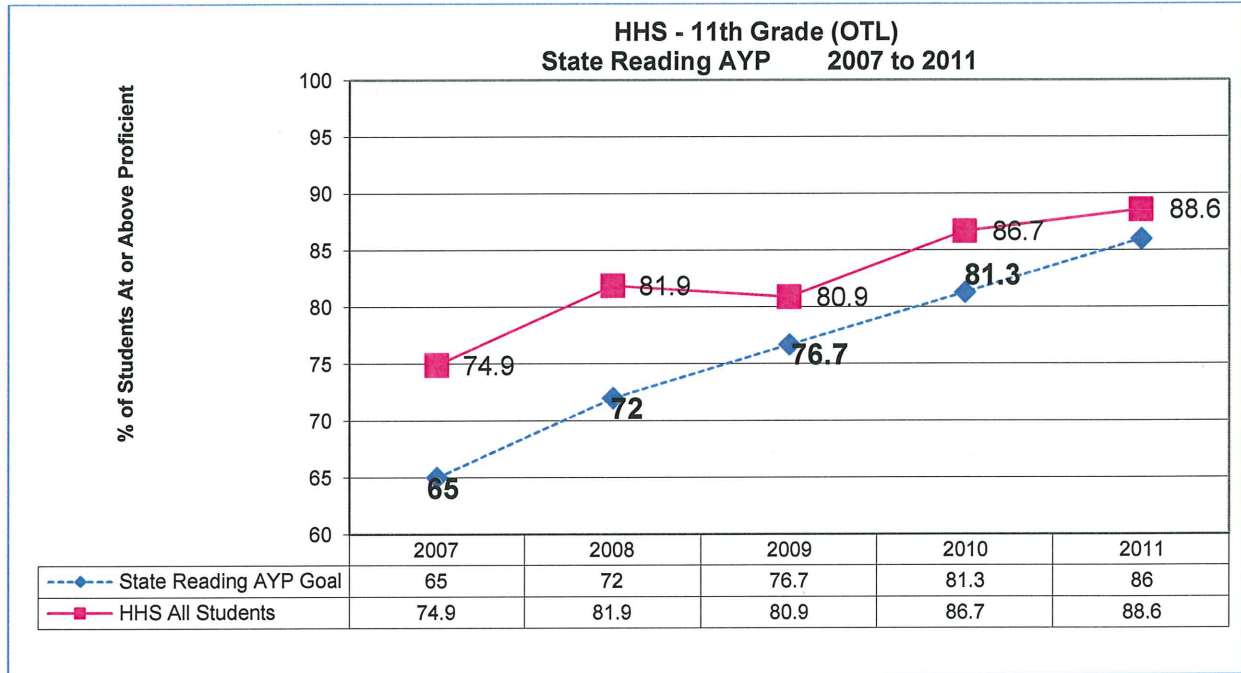
Yes* = Group met the criteria via the Confidence Interval

Yes6 or Yes7 = Group met the criteria via Safe Harbor

- From 2010 to 2011, the number of subgroups meeting criteria decreased.
- Three subgroup(s) (All, Students with Disabilities and White) did meet the AYP math criteria in 2011.

Section 3: Reading Results

Graph 1: KS Reading Assessment - Hutchinson High School



Graph 2: KS Reading Assessment - Hutchinson High School

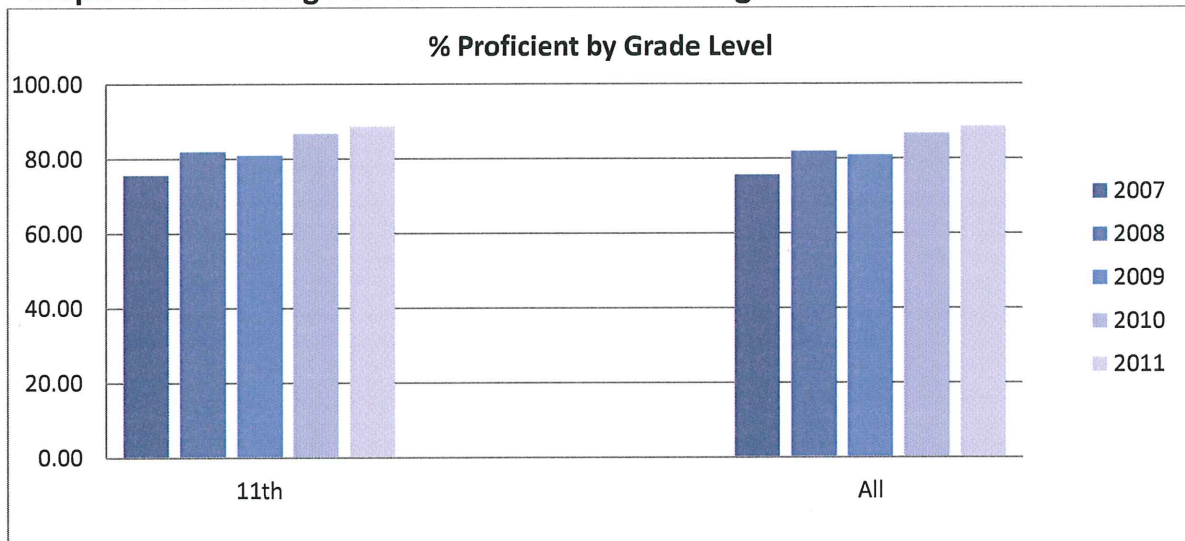


Table 9: Kansas Reading Assessment History by Grade Level - Hutchinson High School

Group	% Proficient in Reading					Change 2007 to 2011
	2007	2008	2009	2010	2011	
11 th	75.57	81.91	80.85	86.68	88.59	13.02
All	75.57	81.91	80.85	86.68	88.59	13.02

- 11th grade has seen an increase in the percent of students scoring proficient since 2007.

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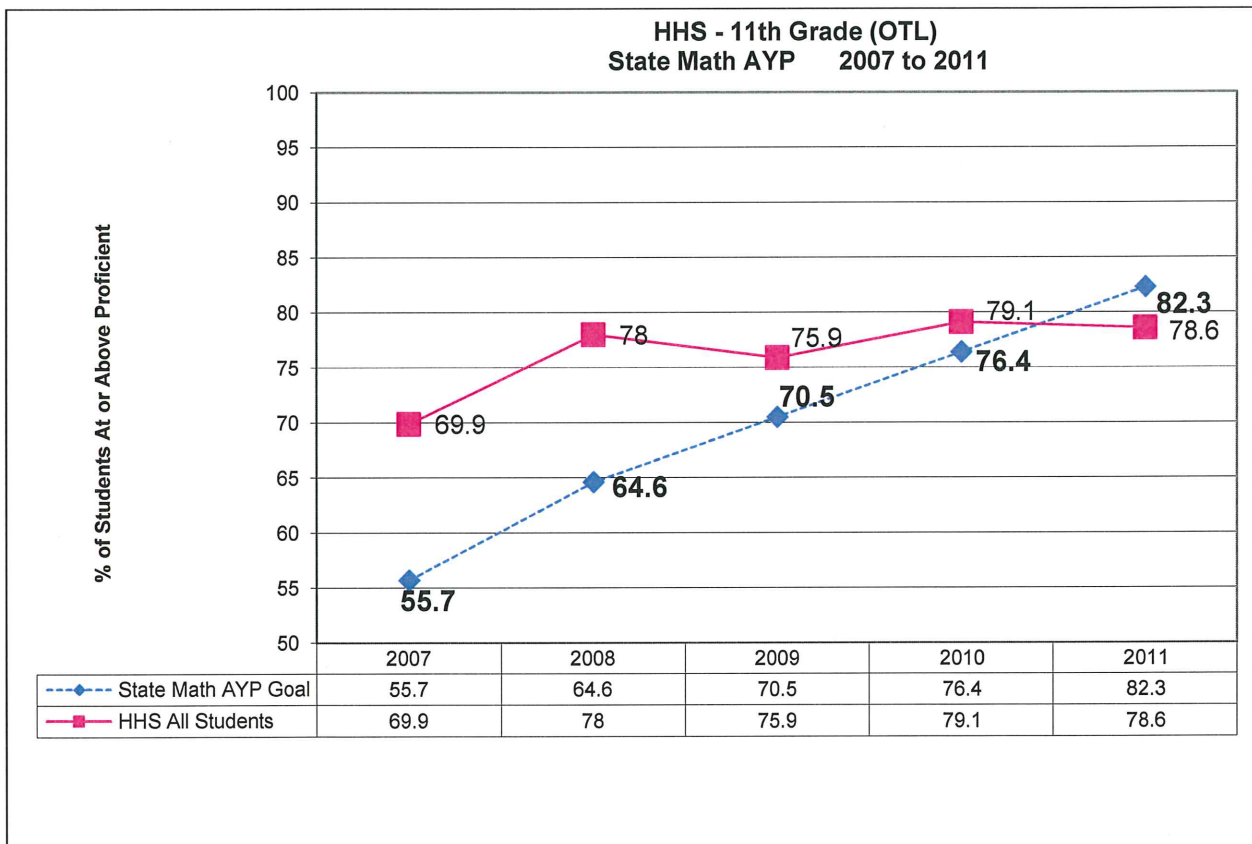
Table 10: Kansas Reading Assessment - Hutchinson High School Gr. 11

Performance Category	% of Students in Each Category					Change 2007 to 2011
	2007	2008	2009	2010	2011	
Warning	7.49	6.02	7.26	5.19	5.21	-2.28
Approaches	16.93	12.05	11.88	8.11	6.18	-10.75
Meets	33.22	29.78	37.62	38.96	37.45	4.23
Exceeds	28.33	26.24	25.08	32.14	30.61	2.28
Exemplary	14.00	25.88	18.15	15.58	20.52	6.52
Meets or Above	75.57	81.91	80.85	86.68	88.59	13.02

- The percent proficient in 2011 was 88.59%. This was an increase of +13.02% from 2007.
- In 2011, 11.39% of students were Not proficient. This was a decrease of -13.02% from 2007.

Section 4: Math Results

Graph 3: KS Math Assessment - Hutchinson High School



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Graph 4: KS Math Assessment - Hutchinson High School Gr 11

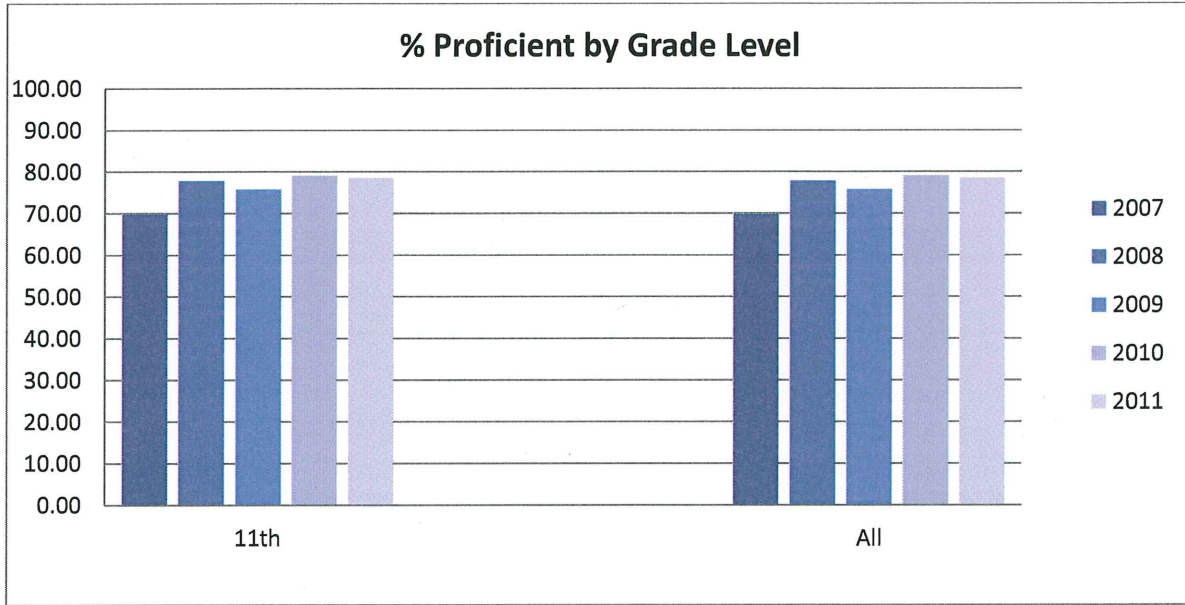


Table 11: Kansas Math Assessment History by Grade Level - Hutchinson High School

Group	% Meeting Standard or Above					Change 2007 to 2011
	2007	2008	2009	2010	2011	
11 th	69.96	77.89	75.85	79.13	78.57	8.61
All	69.96	77.89	75.85	79.13	78.57	8.61

- 11th grade has seen an increase in the percent of students scoring proficient since 2007.

Table 12: Kansas Math Assessment - Hutchinson High School

Performance Category	% of Students in Each Category					Change 2007 to 2011
	2007	2008	2009	2010	2011	
Warning	15.65	9.86	7.48	8.27	10.06	-5.59
Approaches	14.37	12.24	16.66	12.58	11.36	-3.01
Meets	41.85	43.87	43.53	46.35	41.88	0.03
Exceeds	19.80	21.76	21.76	22.84	23.70	3.9
Exemplary	8.30	12.24	10.54	9.93	12.98	4.68
Meets or Above	69.96	77.89	75.85	79.13	78.57	8.61

- The percent proficient in 2011 was 78.57%. This was an increase of +8.61% from 2007.
- In 2011, 21.42% of students were Not proficient. This was a decrease of -8.60% from 2007.

Section 5: Science Results

Graph 5: KS Science Assessment - Hutchinson High School

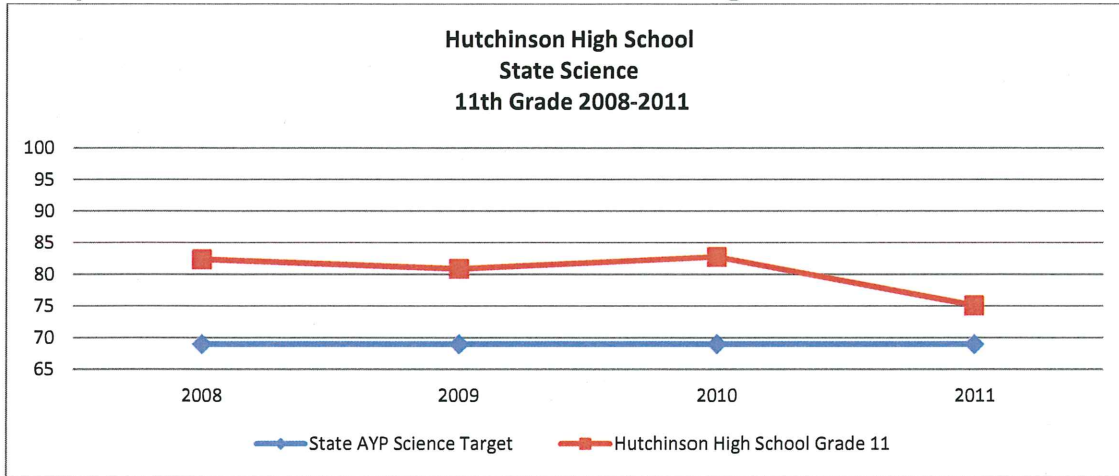


Table 13: Kansas Science Assessment History by Subgroup - Hutchinson High School

Group	% Scoring Proficient in Science				Change 2008 to 2011
	2008	2009	2010	2011	
Annual Target	69	69	69	69	
ALL	82.4	80.9	82.8	75.1	-7.7
F/R Lunch	75.9	72.3	73.6	63.3	-10.3
Hispanic		84.6	76.1	51.2	-24.9
White	82.9	80.3	83.9	82.4	-1.5
# Groups at or Above the Annual Target	3 / 3	4 / 4	4 / 4	2 / 4	

Note: ONLY Subgroups containing 30 or more students are reported

- 75.1% of Hutchinson High School students scored proficient in science in 2011. This was above the annual target of 69%.
- In 2011, two subgroups (All and White) met and exceeded the annual target in science. Two subgroups (F/R Lunch and Hispanic) did not meet the annual target in science of 69%.

Table 14: Kansas Science Assessment - Hutchinson High School

Performance Category	% of Students in Each Category				Change 2008 to 2011
	2008	2009	2010	2011	
Warning	1.07	2.20	1.87	2.04	0.97
Approaches	16.54	16.54	15.35	22.85	6.31
Meets	50.00	53.67	50.93	42.44	-7.56
Exceeds	24.46	19.85	21.34	23.26	-1.20
Exemplary	7.91	7.35	10.48	9.38	1.47
Meets or Above	82.37	80.88	82.77	75.10	-7.27

- The percent proficient in science for 2011 was 75.1%. This was a decrease of -7.27% from 2008.
- In 2011, 24.89% of students were Not proficient. This was an increase of +7.28% from 2008.
- In 2011, 32.64% of students were in the Exceeds and Exemplary categories. This was an increase of +0.27% from 2008.
- In 2011, 2.04% of students were in the Academic Warning category. This was an increase of +0.97% from 2008.

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Section 6: Writing Results

Graph 6: KS Writing Assessment - Hutchinson High School

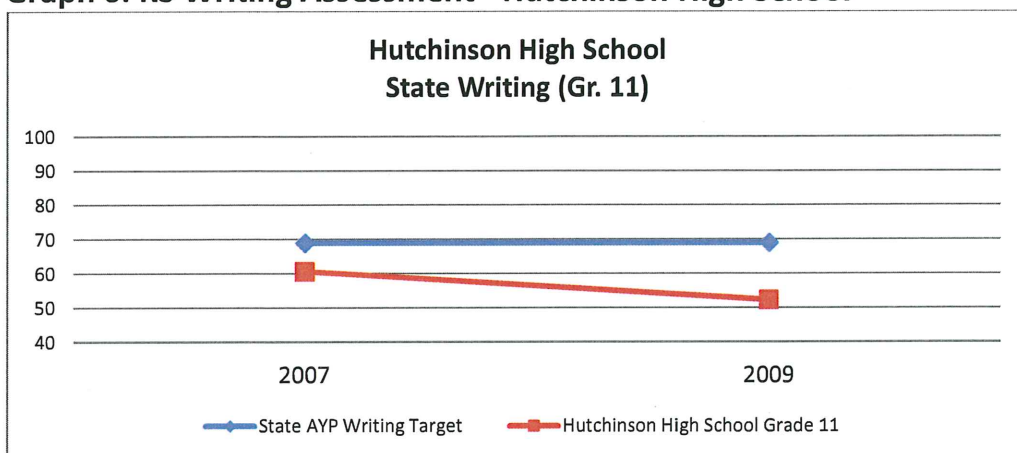


Table 15: Kansas Writing Assessment History by Subgroup – Hutchinson High School

Group	% Scoring Proficient in Writing		
	2007	2009	Change 07 to 09
Annual Target	69	69	
ALL	60.65	52.36	-8.29
F/R Lunch		32.8	
SPED			
Hispanic		31.7	
White		57.2	
# Groups at or Above the Annual Target	0 / 1	0 / 4	

Note: Only Subgroups containing 30 or more students are reported

* KSDE did not report Writing subgroups in 2007

- The percent proficient in 2009 was 52.36%. This was a decrease of -8.29% from 2007.

Table 16: Kansas Writing Assessment - Hutchinson High School

Performance Category	% of Students in Each Category		
	2007	2009	Change from 2007 to 2009
Warning	10.16	11.27	1.11
Approaches	29.18	36.36	7.18
Meets	35.40	34.54	-0.86
Exceeds	19.01	12.36	-6.65
Exemplary	6.22	5.45	-0.77
Meets or Above	60.65	52.36	-8.29

- The percent proficient in 2009 was 52.36%. This was a decrease of -8.29% from 2007.
- In 2009, 47.63% of students were Not proficient. This was an increase of +8.29% from 2007.
- In 2009, 17.81% of students were in the Exceeds and Exemplary categories. This was a decrease of -7.42% from 2007.
- In 2009, 11.27% of students were in the Academic Warning category. This was an increase of +1.11% from 2007.

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Appendix

Adequate Yearly Progress (AYP) is a system designed by the federal government to evaluate the achievement of students in schools, districts, and states. Each state submitted its own plan for determining AYP, which had to be approved by the U.S. Department of Education.

The plan submitted by Kansas has three components that are used to determine if a school, district, or the state attained AYP. The components are:

- Student participation in testing
- Meeting annual targets in reading and mathematics
- Meeting other measures for attendance and graduation rates

The state also determined that all students, as well as all subgroups containing 30 or more students, would have to meet the criterion in order for a school, district, or the state to attain AYP.

Student Participation in Testing

In order to attain AYP, 95% of all students, as well as 95% of students in each subgroup must be tested in reading, mathematics, and science. Every student enrolled by the opening of the test window must take the state assessments. However, students enrolling after September 20 do not have their results included in AYP calculations. ELL students whose first enrollment in a school in the United States was less than a year before the opening of the state testing window must be tested in math and with a language-proficiency test. However, those “recently arrived” students are not included in AYP calculations. All other ELL students must take both the reading and math assessments and their results are included in AYP calculations.

Meeting Annual Targets in Reading and Mathematics

Each year a minimum percentage of students must score proficient (e.g. at Meets Standard or above) in reading and mathematics in order for a school, district, or the state to attain AYP. This percentage is called the annual target. All of the students in a school or district, as well as the students in each subgroup, must meet the annual targets. The annual targets increase each year until the year 2014 when 100% of students must score proficient.

Annual targets differ by subject and level. For instance, the annual target for reading for elementary and middle schools in 2009 was 79.7%, while the target in reading for high schools and for districts was 76.7%.

Groups that do not meet the annual target can still attain AYP in one of two ways. The first way is to calculate whether the percentage of students scoring proficient falls within the Confidence Interval (a statistical measure like the margin of error in polls). The second way is through the use of Safe Harbor. The Safe Harbor calculation is done to see if the group of students in question has increased its percentage of students scoring proficient by a certain amount.

These two provisions (the Confidence Interval and Safe Harbor) sometimes cause confusion when the performances of different subgroups or schools are compared. There might be two subgroups that both missed the annual target by having 65% of the students scoring proficient. However, one subgroup attained AYP because their performance increased from 50% proficient the previous year to 65% proficient, while the other group did not attain AYP since their performance decreased from 68% proficient the previous year to 65% proficient.

The proficiency levels of students on the science assessments are not included in AYP calculations. The only element of the science assessments that is included in AYP is participation in testing.

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**Table 27: AYP Annual Targets for Reading and Mathematics (2003-2014)
Minimum % of Students Scoring Proficient**

Year	Elementary and Middle Schools		High Schools, Districts, and State	
	Reading	Math	Reading	Math
2003	51.2%	46.8%	44.0%	29.1%
2004	57.3%	53.5%	51.0%	38.0%
2005	63.4%	60.1%	58.0%	46.8%
2006	63.4%	60.1%	58.0%	46.8%
2007	69.5%	66.8%	65.0%	55.7%
2008	75.6%	73.4%	72.0%	64.6%
2009	79.7%	77.8%	76.7%	70.5%
2010	83.7%	82.3%	81.3%	76.4%
2011	87.8%	86.7%	86.0%	82.3%
2012	91.9%	91.1%	90.7%	88.2%
2013	95.9%	95.6%	95.3%	94.1%
2014	100.0%	100.0%	100.0%	100.0%

Meeting Other Measures (Attendance and Graduation Rates)

The final criteria used to calculate AYP is whether a school, district, or the state had the proper attendance and graduation rates. Elementary and middle schools must have an attendance rate of 90% for the All Students group. High schools do not have to meet the attendance rate. However, high schools must have a graduation rate of at least 80% for its All Students group. Attendance and graduation targets remain constant each year.

For AYP calculations, the attendance rate and graduation rate of the all students group is examined. The attendance rates and graduation rates of subgroups are not used or reported for AYP calculations. However, in order to use the Safe Harbor provision, the attendance rate or graduation rate of the subgroup must meet the criteria for Other Measures.

Table 28: AYP Annual Targets for Other Measures

Level	Attendance Target	Graduation Target
Elementary / Middle School	90%	NA
High School	NA	80%
District / State	90%	80%

Note: The annual targets for Other Measures are the same every year.

QPA Targets

The QPA criteria for Reading, Mathematics, and for Other Measures are the same as the AYP targets. The targets for History / Government, Science, and writing vary by level and by subject. Unlike the AYP annual targets (which increase each year), the targets for QPA remain constant each year.

**Table 29: QPA Targets for History / Government, Science, and Writing.
(Minimum % of Students Scoring Proficient)**

Grade Level	History / Government	Science	Writing
4		73.0%	
5			67.0%
6	70.0%		
7		71.0%	
8	70.0%		73.0%
HS	68.0%	69.0%	76.0%

Title I Reporting and Sanctions for Schools

Schools that receive Title I funds must meet AYP. If they do not, certain sanctions will be applied. The status levels and required actions for Title I schools are listed below.

Table 30: Title I Status Levels and Required Actions for Schools

Improvement Status	Identified by	Required Actions
Not on Improvement	<ul style="list-style-type: none"> • Attain AYP for two consecutive years 	<ul style="list-style-type: none"> • None required
On Improvement Year 1	<ul style="list-style-type: none"> • Did not attain AYP for two consecutive years 	<ul style="list-style-type: none"> • School choice • Write an <i>Integrated Improvement Plan</i> (IIP) • Set aside 10% of Title funds for professional development
On Improvement Year 2	<ul style="list-style-type: none"> • Did not attain AYP for three consecutive years OR • Was <i>On Improvement Year 1</i>, attained AYP and then did not attain AYP for two consecutive years 	<ul style="list-style-type: none"> • School choice • Provide supplemental educational services (tutoring) • Implement IIP • Set aside 10% of Title funds for professional development
Corrective Action	<ul style="list-style-type: none"> • Did not attain AYP for four consecutive years OR • Was <i>On Improvement Year 2</i>, attained AYP and then did not attain AYP for two consecutive years 	<ul style="list-style-type: none"> • School choice • Provide supplemental educational services (tutoring) • Write a <i>Corrective Action Plan</i> • Set aside 10% of Title funds for professional development • Take one of the following corrective actions: <ul style="list-style-type: none"> ○ Replace relevant school staff ○ Implement new curriculum ○ Decrease management authority ○ Appoint outside experts ○ Extend school day/year ○ Restructure internal organization
Restructuring	<ul style="list-style-type: none"> • Did not attain AYP for five 	<ul style="list-style-type: none"> • School choice

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Year 1	consecutive years OR <ul style="list-style-type: none"> Was on <i>Corrective Action</i>, attained AYP and then did not attain AYP for two consecutive years 	<ul style="list-style-type: none"> Provide supplemental educational services (tutoring) Write a <i>Restructuring Plan</i> Set aside 10% of Title funds for professional development
Restructuring Year 2	<ul style="list-style-type: none"> Did not attain AYP for six consecutive years OR <ul style="list-style-type: none"> Was on <i>Corrective Action</i>, attained AYP and then did not attain AYP for two consecutive years 	<ul style="list-style-type: none"> School choice Provide supplemental educational services (tutoring) Write a <i>Restructuring Plan</i> Set aside 10% of Title funds for professional development Take one of the following corrective actions: <ul style="list-style-type: none"> Reopen as a public charter school Replace school staff Contract with an outside entity Restructure of school government Restructure internal organization

QPA Status for Schools

The results of the state assessments are also used as a part of the accreditation process by the Kansas State Department of Education (KSDE). Quality Performance Accreditation (QPA) uses the results of all state assessments as well as other factors to accredit schools. QPA applies to all schools and not just to those receiving Title I funds.

A school is annually assigned its accreditation status based upon performance and quality measures. The performance criteria are based upon student performance and participation on state assessments, elementary attendance rate, and high school graduation rate. The quality criteria are based upon eleven specific processes, programs, and policies. Only the All Students group is used for QPA calculations.

There are five levels of accreditation status: Accredited, Accredited on Watch, Accredited on Improvement, Conditionally Accredited, and Not Accredited.

Table 31: QPA Accreditation Status Levels and Required Actions for Schools

Accreditation Status	Identified by	Required Actions
Accredited	<ul style="list-style-type: none"> The school meets performance and quality criteria 	<ul style="list-style-type: none"> None required
Accredited on Watch	<ul style="list-style-type: none"> The school fails to meet performance criteria for one or more assessed student groups for one year in any area 	<ul style="list-style-type: none"> None required Recommended optional actions <ul style="list-style-type: none"> Register for expected gains provision by writing and submitting an <i>Integrated Improvement Plan (IIP)</i> and attending a state sponsored peer review session
Accredited On Improvement	<ul style="list-style-type: none"> The school fails to meet performance criteria for one or more assessed student group(s) OR fails to meet three or more quality criteria for <u>two consecutive years</u> 	<ul style="list-style-type: none"> Select a state technical assistance team (STAT) for the state to appoint Write / revise and submit an IIP Attend a state sponsored peer review session unless the school attended a review while on watch
Conditionally Accredited	<ul style="list-style-type: none"> The school fails to meet performance criteria for the All Student group OR fails to meet four or more quality criteria for <u>three consecutive years</u> 	<ul style="list-style-type: none"> Revise and submit an IIP Have the IIP approved by the STAT Attend a state sponsored peer review session Implement any corrective action required by state

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		board
		<ul style="list-style-type: none"> Abide by any sanctions approved by the state board
Not Accredited	<ul style="list-style-type: none"> The school fails to meet performance criteria for the All Student group OR fails to meet four or more quality criteria for <u>five consecutive years</u> 	<ul style="list-style-type: none"> Abide by any sanctions applied by the state board

Potential QPA Sanctions for Schools *Conditionally Accredited* or *Not Accredited*

The state board of education may apply any of the sanctions listed below to schools that are *Conditionally Accredited* or to schools that are *Not Accredited*:

- Order that district personnel or resources be reassigned or reallocated within the district by the local board of education.
- 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.
- Recommend to the legislature that it approve a reduction in state funding to the local district by an amount that will be added to the local property tax imposed by the local board of education.
- Recommend that the legislature abolish or restructure the local school.
- Issue a letter of notification and a press release announcing the accreditation status of the school.
- Take other actions as deemed appropriate by the state board.