



McCandless Elementary

School Profile

2010 – 2011 School Year



Major Findings

AYP/QPA

- McCandless Elementary did attain AYP for the 2011 school year. The AYP status for McCandless Elementary in 2012 is not on Improvement.
- McCandless was on watch due to math and reading in 2010. However, 2011 scores improved and McCandless is not on watch at this time.
- All five subgroup(s) (All Students, Free and Reduced Lunch, Students with Disabilities, Hispanic and White) did meet the AYP Reading criteria in 2011. All five subgroup(s) (All Students, Free and Reduced Lunch, Students with Disabilities, Hispanic and White) did meet the AYP Math criteria in 2011.
- The QPA status for McCandless Elementary in 2011 is Accredited.

State Assessment Results - 2011

- 82.1% of McCandless Elementary students scored proficient in reading in 2011. This was below the annual target of 87.8%. The highest performing AYP subgroup in 2011 was the Hispanic Student group (81.3%) and the lowest performing AYP subgroup was the Students with Disabilities Student group (58.7%).
- 78.1% of McCandless Elementary students scored proficient in math in 2011. This was below the annual target of 86.7%. The highest performing AYP subgroup in 2011 was the Hispanic Student group (81.3%) and the lowest performing AYP subgroup was the Students with Disabilities Student group (55.6%).
- 94% of McCandless Elementary students scored proficient in science in 2011. This was above the annual target of 71%.

Trends and Analysis

Demographics

- The total school enrollment has remained stable since 2007. In 2011, the total school enrollment was 426 students.
- In 2011, the percentage of students receiving free and reduced lunches was 90.14%, which was an increase of +10.43% since 2007. In 2011, special education students accounted for 17.61% of total school enrollment. This was an increase of +1.47% since 2007. In 2011, ELL students accounted for 4.69% of total school enrollment. This is an increase of +2.25% since 2007.

Reading

- From 2010 to 2011, the percentage of All Students scoring proficient in reading increased by +3.1%. McCandless 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 four subgroups have seen an increase in the percentage of students scoring proficient in reading (All, F/R Lunch, Students with Disabilities and White). * There was not a Hispanic subgroup in 2007
- In 2011, 49.52% of students were in the Exceeds and Exemplary categories in reading. This was an increase of +10.4% from 2007. In 2011, 17.91% of students were not proficient in reading. This was a decrease of -10.34% from 2007. In 2011, 5.18% of students were in the Academic Warning category for reading. This was a decrease of -2.97% from 2007.
- The percent proficient in 2011 was 82.07%. This was an increase of +10.34% from 2007.

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Math

- From 2010 to 2011, the percentage of All Students scoring proficient in math increased by +5%. McCandless has seen an increase in the percent of students scoring proficient since 2007. From 2010 to 2011, all five subgroups showed an increase of students scoring proficient (ALL, F/R Lunch, Students with Disabilities, Hispanic and White). From 2007 to 2011, two subgroups (Students with Disabilities and White) have seen a decrease in the percentage of students scoring proficient in math. From 2007 to 2011, two subgroups (All and F/R Lunch) have seen an increase in the percentage of students scoring proficient in math.
- In 2011, 45.7% of students were in the Exceeds and Exemplary categories for math. This was a decrease of -2.94% from 2007. In 2011, 21.89% of students were not proficient for math. This was a decrease of -1.35% from 2007. In 2011, 9.04% of students were in the Academic Warning category for math. This was a decrease of -3.39% from 2007.
- The percent proficient in 2011 was 78.09%. This was an increase of +1.34% from 2007.

Science

- For grade 4, the percent proficient in science for 2011 was 94%. This was an increase of +.3% from 2010. In 2011, all two subgroups (All and F/R Lunch) met and exceeded the annual target in science of 71%.
- In 2011, 38% of students were in the Exceeds and Exemplary categories. This was a decrease of -10.33% from 2008. In 2011, 6% of students were not proficient. This was a decrease of -3.99% from 2008. In 2011, 0% of students were in the Academic Warning category. This was a decrease of -1.66% from 2008.

Writing

- For grade 5, the percent proficient in 2009 was 62.71%. In 2009, all three subgroups (All, F/R Lunch and White) did not meet the annual target in writing of 71%.
- In 2009, 28.80% of students were in the Exceeds and Exemplary categories. This was an increase of +26.8% from 2007. In 2009, 37.28% of students were not proficient. This was a decrease of -28.72% from 2007. In 2009, 5.08% of students were in the Academic Warning category. This was a decrease of -16.92% from 2007.

Section 1: Demographics

Table 1: Enrollment by Subgroup - McCandless Elementary

Group	Total Enrollment						% of Total Enrollment				
	2007	2008	2009	2010	2011	Change 07-11	2007	2008	2009	2010	2011
ALL	409	450	428	478	426	17	100.00%	100.00%	100.00%	100.00%	100.00%
F/R Lunch	326	382	375	426	384	58	79.71%	84.89%	87.62%	89.12%	90.14%
Full Price	83	68	53	52	42	-41	20.29%	15.11%	12.38%	10.88%	9.86%
ELL	10	18	18	23	20	10	2.44%	4.00%	4.21%	4.81%	4.69%
SPED	66	85	84	71	75	9	16.14%	18.89%	19.63%	14.85%	17.61%
African American	63	50	56	34	34	-29	15.40%	11.11%	13.08%	7.11%	7.98%
Am Indian/Alaskan	7	6	9	2	2	-5	1.71%	1.33%	2.10%	0.42%	0.47%
Asian	1	1	1	1	1	0	0.24%	0.22%	0.23%	0.21%	0.23%
Hawaiian/Pac. Islander	0	0	0	0	0	0	0.00%	0.00%	0.00%	0.00%	0.00%
Hispanic	62	96	100	116	101	39	15.16%	21.33%	23.36%	24.27%	23.71%
Multi-Racial	0	0	0	34	49	49	0.00%	0.00%	0.00%	7.11%	11.50%
White	276	297	262	291	239	-37	67.48%	66.00%	61.21%	60.88%	56.10%
Female	216	233	216	224	209	-7	52.81%	51.78%	50.47%	46.86%	49.06%
Male	193	217	212	254	217	24	47.19%	48.22%	49.53%	53.14%	50.94%

- The total school enrollment has remained stable since 2007. In 2011, the total school enrollment was 426 students.
- In 2011, the percentage of students receiving free and reduced lunches was 90.14%, which was an increase of +10.43% since 2007.
- In 2011, special education students accounted for 17.61% of total school enrollment, which was an increase of +1.47% since 2007.
- In 2011, ELL students accounted for 4.69% of total school enrollment, which was an increase of +2.25% 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 and Multi-Racial
- The following group(s) have seen a decrease in enrollment by more than 5% since 2007: African-American and White

Table 2: Enrollment by Grade Level - McCandless Elementary

Year	Grade	ALL	F/R Lunch	Full Price	ELL	SPED	African American	Am. Indian	Asian	Pac. Islander	Hispanic	Multi-Racial	White	Female	Male
2007	K	63	50	13	3	7	11	1	0	0	13	0	38	35	28
	1 st	63	55	8	0	8	12	0	0	0	8	0	43	31	32
	2 nd	52	42	10	1	6	6	0	1	0	10	0	35	26	26
	3 rd	61	49	12	3	12	7	1	0	0	13	0	40	30	31
	4 th	47	32	15	2	11	9	2	0	0	5	0	31	23	24
	5 th	55	37	18	1	15	8	2	0	0	5	0	40	28	27
	6 th	48	43	5	0	7	9	1	0	0	3	0	35	29	19
	Pre-K	20	18	2	0	0	1	0	0	0	5	0	14	14	6
All	409	326	83	10	66	63	7	1	0	62	0	276	216	193	
2008	K	72	65	7	1	12	9	0	0	0	12	0	51	39	33
	1 st	66	54	12	3	8	8	0	0	0	17	0	41	38	28
	2 nd	66	62	4	1	10	8	1	0	0	15	0	42	33	33
	3 rd	51	43	8	3	8	4	0	1	0	16	0	30	25	26
	4 th	67	57	10	3	16	4	2	0	0	13	0	48	33	34
	5 th	48	36	12	4	14	7	1	0	0	11	0	29	22	26
	6 th	60	46	14	2	17	6	2	0	0	7	0	45	34	26
	Pre-K	20	19	1	1	0	4	0	0	0	5	0	11	9	11
All	450	382	68	18	85	50	6	1	0	96	0	297	233	217	
2009	K	70	60	10	5	13	11	2	0	0	17	0	40	36	34
	1 st	66	59	7	1	12	10	1	0	0	13	0	42	35	31
	2 nd	54	47	7	5	9	7	0	0	0	16	0	31	32	22
	3 rd	61	58	3	1	11	8	0	0	0	16	0	37	31	30
	4 th	56	49	7	2	8	5	1	1	0	15	0	34	28	28
	5 th	66	56	10	1	14	6	4	0	0	15	0	41	29	37
	6 th	55	46	9	3	17	9	1	0	0	8	0	37	25	30
	All	428	375	53	18	84	56	9	1	0	100	0	262	216	212
2010	K	72	61	11	2	9	4	0	1	0	12	7	48	30	42
	1 st	67	60	7	3	6	10	0	0	0	15	3	39	30	37
	2 nd	70	65	5	1	10	4	0	0	0	13	7	46	35	35
	3 rd	60	53	7	7	7	2	0	0	0	18	4	36	36	24
	4 th	67	64	3	1	15	4	0	0	0	17	7	39	34	33
	5 th	58	49	9	3	5	5	1	0	0	16	2	34	26	32
	6 th	84	74	10	6	19	5	1	0	0	25	4	49	33	51
	All	478	426	52	23	71	34	2	1	0	116	34	291	224	254
2011	K	53	48	5	2	7	5	0	0	0	12	7	29	25	28
	1 st	64	55	9	5	7	4	1	1	0	14	8	36	26	38
	2 nd	71	64	7	3	13	7	0	0	0	20	7	37	31	40
	3 rd	57	55	2	2	9	5	0	0	0	10	7	35	30	27
	4 th	55	48	7	4	12	3	0	0	0	14	8	30	35	20
	5 th	70	67	3	1	20	5	0	0	0	16	10	39	38	32
	6 th	56	47	9	3	7	5	1	0	0	15	2	33	24	32
	All	426	384	42	20	75	34	2	1	0	101	49	239	209	217

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Section 2: AYP/QPA Results

Table 3: AYP Summary – McCandless Elementary

Area	AYP Summary					
	2007	2008	2009	2010	2011	# Years Meeting Criteria
Met Reading	Yes	Yes	Yes	No	Yes	4 / 5
Met Math	Yes	No	Yes	No	Yes	3 / 5
Other Measures	Yes	Yes	Yes	Yes	Yes	5 / 5
Attained AYP	Yes	No	Yes	No	Yes	3 / 5

- From 2007 to 2011, McCandless Elementary attained AYP three out of the five years.
- From 2007 to 2011, McCandless Elementary met the criteria in reading four out of the five years.
- From 2007 to 2011, McCandless Elementary met the criteria in math three out of the five years.
- From 2007 to 2011, McCandless Elementary met the criteria in other measures all five years.

Table 4: AYP/QPA Accountability - McCandless Elementary

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 McCandless Elementary in 2011 is Accredited.
- The AYP status for McCandless Elementary in 2011 is Not on Improvement.

Table 5: % of McCandless Elementary Scoring Proficient in Reading (2007-2011)

Group	% of Students Scoring Proficient					Change 2010-2011
	2007	2008	2009	2010	2011	
Annual Target	69.5	75.6	79.7	83.7	87.8	
ALL	70.6	78.3	86.2	79	82.1	+3.1
F/R Lunch	69	76.4	85.3	78.2	80.2	+2
SPED	53.8	57.7	76.6	52.2	58.7	+6.5
ELL						
Asian						
Pac. Islander						
Hispanic		79.6	85.4	82.4	81.3	-1.1
White	73	79	88.7	74.5	80.6	+6.1
# Groups at or Above the Annual Target	3/4	4/5	4/5	0/5	0/5	

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

- 82.1% of McCandless Elementary students scored proficient in reading in 2011. This was below at the annual target of 87.8%.
- From 2010 to 2011, the percentage of All Students scoring proficient in reading increased by +3.1%.
- 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 Hispanic Student group (81.3%) and the lowest performing AYP subgroup was the Students with Disabilities Student group (58.7%).
- No subgroups or All students met the state reading target in 2011.

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Table 6: McCandless Elementary Subgroups Meeting AYP Criteria in Reading (2007-2011)

Group	2007	2008	2009	2010	2011	# Years Meeting Criteria
ALL	Yes	Yes	Yes	Yes*	Yes7	5 / 5
F/R Lunch	Yes*	Yes	Yes	Yes*	Yes6	5 / 5
SPED	Yes*	Yes6	Yes*	No	Yes7	4 / 5
ELL						
Hispanic		Yes	Yes	Yes*	Yes*	4 / 4
White	Yes	Yes	Yes	No	Yes7	4 / 5
# Groups Meeting Criteria	4 / 4	5 / 5	5 / 5	3 / 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 increased.
- All five subgroup(s) (All, F/R Lunch, Students with Disabilities, Hispanic and White) met the AYP reading criteria in 2011.

Table 7: % of McCandless Elementary Scoring Proficient in Math (2007-2011)

Group	% of Students Scoring Proficient					Change 2010-2011
	2007	2008	2009	2010	2011	
Annual Target	66.8	73.4	77.8	82.3	86.7	
ALL	76.7	75.3	87.2	73.1	78.1	+5
F/R Lunch	72.1	72.6	87.1	72.9	76.7	+3.8
SPED	58.9	51.9	76.6	39.1	55.6	+15.5
ELL						
Hispanic		79.6	88	77.9	81.3	+3.4
White	81.7	74.3	88.6	70.8	79.7	+8.9
# Groups at or Above the Annual Target	3 / 4	3 / 5	4 / 5	0 / 5	0 / 5	

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

- 78.1% of McCandless Elementary students scored proficient in math in 2011. This was below the annual target of 86.7%.
- From 2010 to 2011, the percentage of All Students scoring proficient in math increased by +5%.
- From 2010 to 2011, all five subgroups showed gains (ALL, F/R Lunch, Students with Disabilities, Hispanic and White).
- The highest performing AYP subgroup in 2011 was the Hispanic Student group (81.3%) and the lowest performing AYP subgroup was the Students with Disabilities Student group (55.6%).
- No subgroups or All students met the state math target in 2011.

Table 8: McCandless Elementary Subgroups Meeting AYP Criteria in Math (2007-2011)

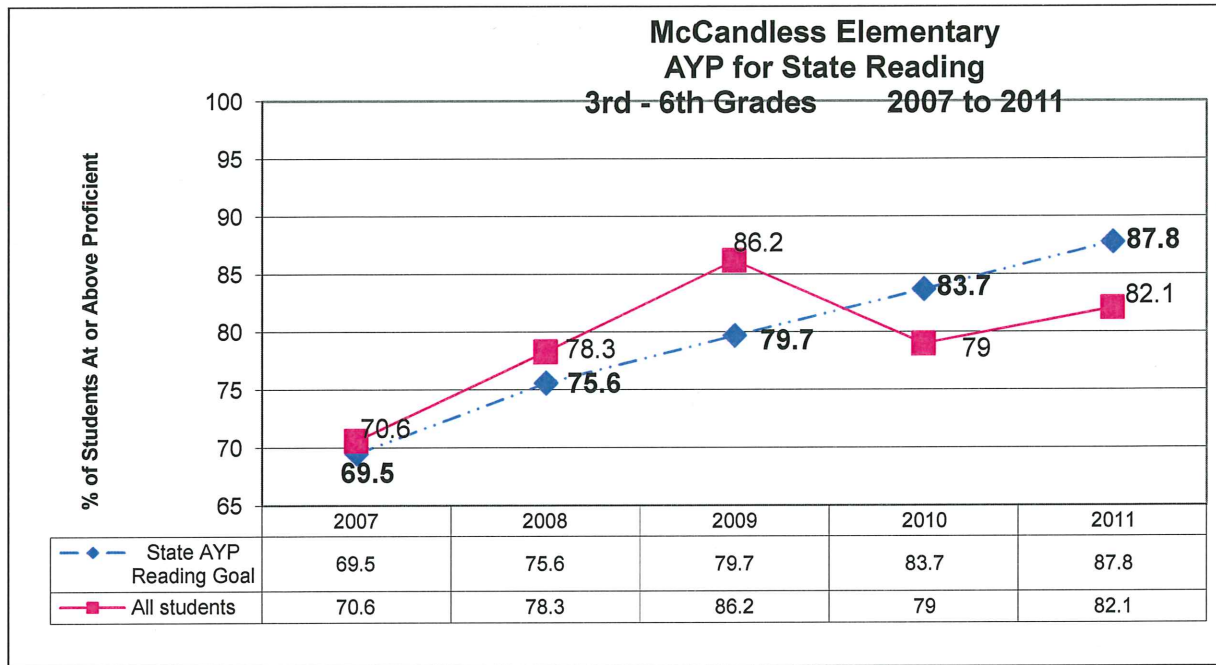
Group	2007	2008	2009	2010	2011	# Years Meeting Criteria
ALL	Yes	Yes	Yes	No	Yes7	4 / 5
F/R Lunch	Yes	Yes*	Yes	No	Yes7	4 / 5
SPED	Yes*	No	Yes*	No	Yes7	3 / 5
ELL						
Hispanic		Yes	Yes	Yes*	Yes*	4 / 4
White	Yes	Yes	Yes	No	Yes*	4 / 5
# Groups Meeting Criteria	4 / 4	4 / 5	5 / 5	1 / 5	5 / 5	

Yes* = Group met the criteria via the Confidence Interval
 Yes6 or Yes7 = Group met the criteria via Safe Harbor

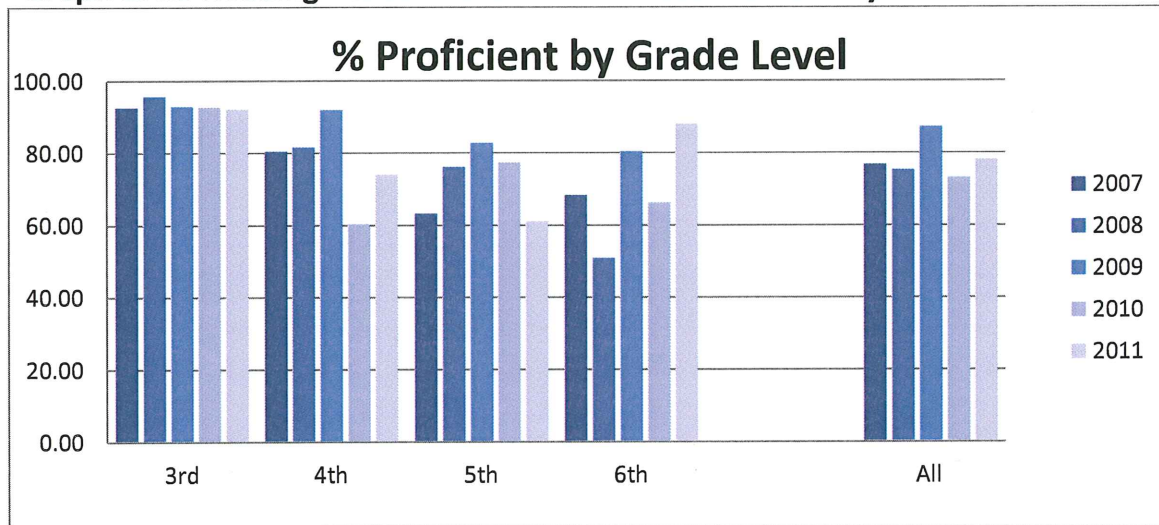
- From 2010 to 2011, the number of subgroups meeting criteria has increased.
- All five subgroup(s) (All, F/R Lunch, Students with Disabilities, Hispanic and White) did meet the AYP math criteria in 2011.

Section 3: Reading Results

Graph 1: KS Reading Assessment - McCandless Elementary



Graph 2: KS Reading Assessment - McCandless Elementary



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Table 9: Kansas Reading Assessment History by Grade Level - McCandless Elementary

Group	% Proficient in Reading					Change 2007 to 2011
	2007	2008	2009	2010	2011	
3 rd	75.47	95.74	87.50	81.81	90.19	+14.72
4 th	68.29	80.00	91.83	73.01	80.39	+12.1
5 th	69.38	62.79	86.44	83.33	71.66	+2.28
6 th	73.17	73.68	78.26	78.87	88.00	+14.83
All	71.73	78.26	86.19	79.01	82.07	+10.34

- All grades have seen an increase in the percent of students scoring proficient since 2007.

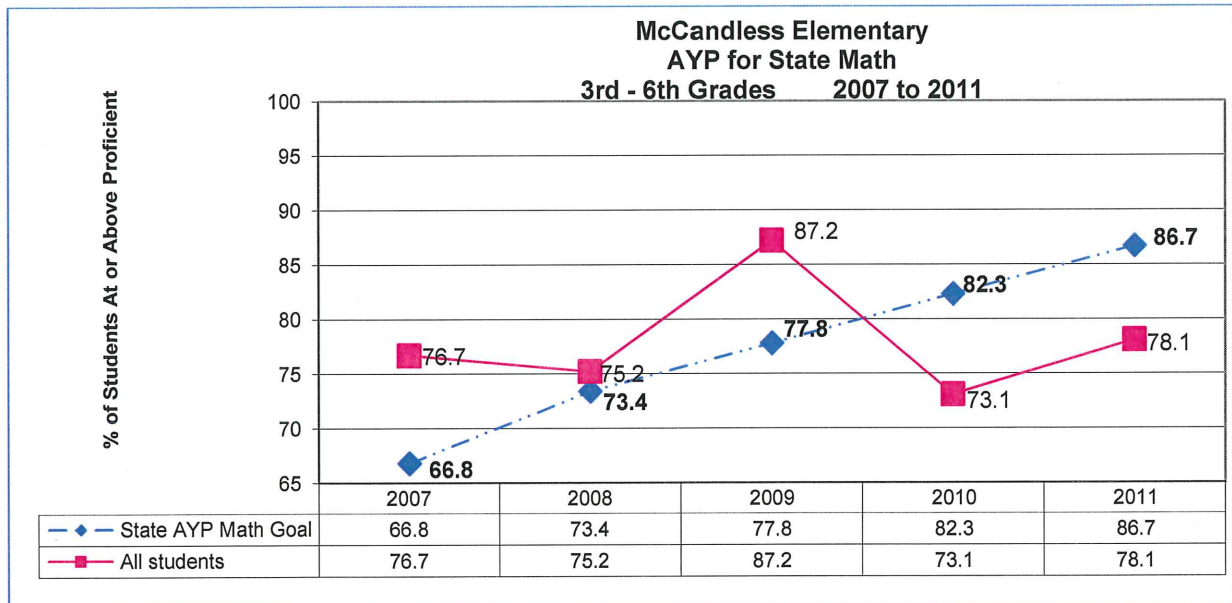
Table 10: Kansas Reading Assessment - McCandless Elementary Gr. 3-6

Performance Category	% of Students in Each Category					Change 2007 to 2011
	2007	2008	2009	2010	2011	
Warning	8.15	10.14	2.85	7.40	5.18	-2.97
Approaches	20.10	11.59	10.95	13.58	12.73	-7.37
Meets	32.60	30.91	33.80	30.04	32.54	-.06
Exceeds	22.28	30.43	31.90	30.45	28.77	+6.49
Exemplary	16.84	16.90	20.47	18.51	20.75	+3.91
Meets or Above	71.73	78.26	86.19	79.01	82.07	+10.34

- The percent proficient in 2011 was 82.07%. This was an increase of +10.34% from 2007.
- In 2011, 17.91% of students were Not proficient. This was a decrease of -10.34% from 2007.

Section 4: Math Results

Graph 3: KS Math Assessment - McCandless Elementary



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Graph 4: KS Math Assessment - McCandless Elementary Gr 3-6

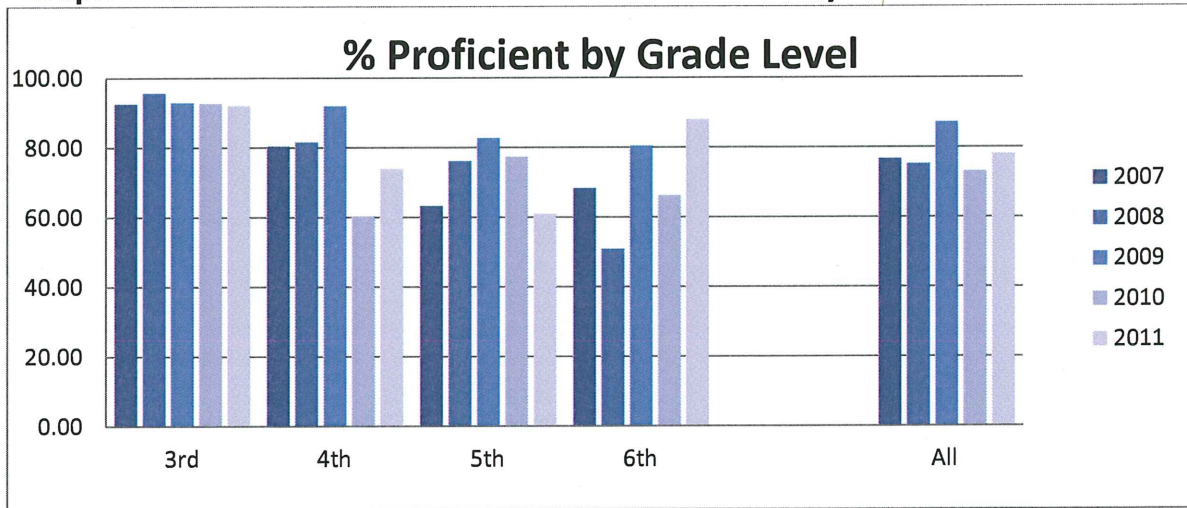


Table 11: Kansas Math Assessment History by Grade Level - McCandless Elementary

Group	% Meeting Standard or Above					Change 2007 to 2011
	2007	2008	2009	2010	2011	
3 rd	92.59	95.74	92.98	92.72	92.15	-.44
4 th	80.48	81.66	92.00	60.31	74.00	-6.48
5 th	63.26	76.19	82.75	77.35	61.01	-2.25
6 th	68.29	50.87	80.43	66.19	88.00	+19.71
All	76.75	75.24	87.20	73.14	78.09	+1.34

- 5th and 6th grades have seen an increase in the percent of students scoring proficient since 2007.

Table 12: Kansas Math Assessment - McCandless Elementary

Performance Category	% of Students in Each Category					Change 2007 to 2011
	2007	2008	2009	2010	2011	
Warning	12.43	14.56	4.26	13.22	9.04	-3.39
Approaches	10.81	10.19	8.53	13.63	12.85	+2.04
Meets	28.10	25.24	36.49	31.40	32.38	+4.28
Exceeds	22.70	25.24	28.43	24.38	28.09	+5.39
Exemplary	25.94	24.75	22.27	17.35	17.61	-8.33
Meets or Above	76.75	75.24	87.20	73.14	78.09	+1.34

- The percent proficient in 2011 was 78.09%. This was an increase of +1.34% from 2007.
- In 2011, 21.89% of students were Not proficient. This was a decrease of -1.35% from 2007.

Section 5: Science Results

Graph 5: KS Science Assessment - McCandless Elementary

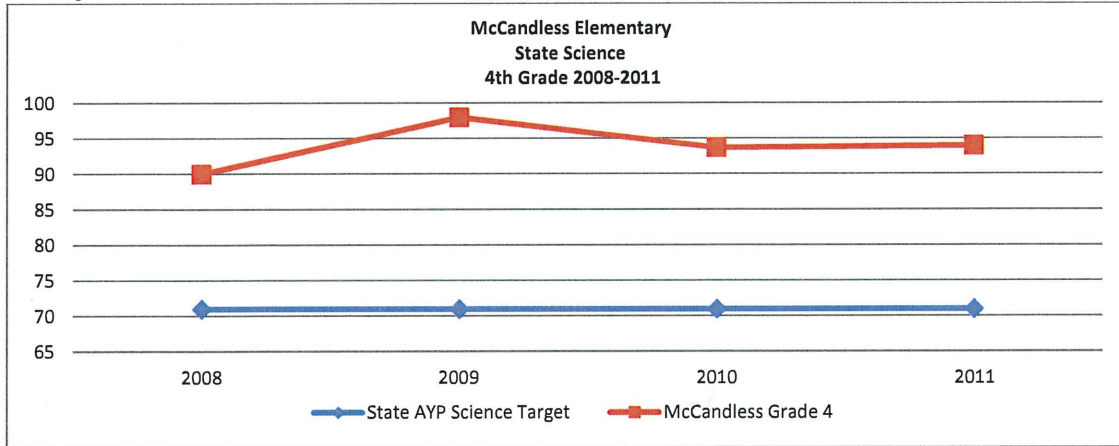


Table 13: Kansas Science Assessment History by Subgroup - McCandless Elementary

Group	% Scoring Proficient in Science				Change 2008 to 2011
	2008	2009	2010	2011	
Annual Target	71	71	71	71	
ALL	90	97.95	93.65	94	+4
F/R Lunch	88	97.4	95	92.9	+4.9
ELL					
White	85.7	100	91.9		
# Groups at or Above the Annual Target	3 / 3	3 / 3	3 / 3	2 / 2	

Note: ONLY Subgroups containing 30 or more students are reported

- 94% of McCandless Elementary students scored proficient in science in 2011. This was above the annual target of 71.0%.
- In 2011, all two subgroups (All and F/R Lunch) met and exceeded the annual target in science.

Table 14: Kansas Science Assessment - McCandless Elementary

Performance Category	% of Students in Each Category				Change 2008 to 2011
	2008	2009	2010	2011	
Warning	1.66	0.00	0.00	0.00	-1.66
Approaches	8.33	2.04	6.34	6.00	-2.33
Meets	41.66	32.65	49.20	56.00	+14.34
Exceeds	43.33	46.93	33.33	30.00	-13.33
Exemplary	5.00	18.36	11.11	8.00	+3
Meets or Above	90.00	97.95	93.65	94.00	+4

- The percent proficient in science for 2011 was 94%. This was an increase of +4% from 2008.
- In 2011, 6% of students were Not proficient. This was a decrease of -3.99% from 2008.
- In 2011, 47.05% of students were in the Exceeds and Exemplary categories. This was a decrease of -10.33% from 2008.
- In 2011, 0% of students were in the Academic Warning category. This was a decrease of -1.66 from 2008.

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Section 6: Writing Results

Graph 6: KS Writing Assessment - McCandless Elementary

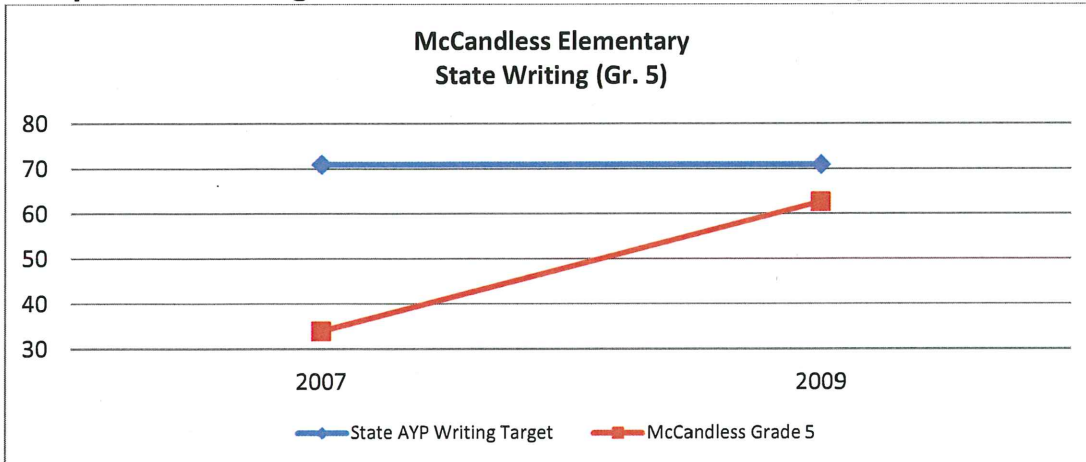


Table 15: Kansas Writing Assessment History by Subgroup – McCandless Elementary

Group	% Scoring Proficient in Writing		
	2007	2009	Change 07 to 09
Annual Target	71	71	
ALL	34	62.71	+28.71
F/R Lunch		62	
ELL			
White		63.9	
# Groups at or Above the Annual Target	0 / 1	0 / 3	

Note: Only Subgroups containing 30 or more students are reported

* KSDE did not report Writing subgroups in 2007

- The percent proficient in 2009 was 62.71%. This was an increase of +28.71% from 2007.

Table 16: Kansas Writing Assessment - McCandless Elementary

Performance Category	% of Students in Each Category		
	2007	2009	Change from 2007 -2009
Warning	22.00	5.08	-16.92
Approaches	44.00	32.20	-11.8
Meets	32.00	33.89	+1.89
Exceeds	0	20.33	+20.33
Exemplary	2.00	8.47	+6.47
Meets or Above	34.00	62.71	+28.71

- The percent proficient in 2009 was 62.71%. This was an increase of +28.71% from 2007.
- In 2009, 37.28% of students were Not proficient. This was a decrease of -28.72% from 2007.
- In 2009, 28.80% of students were in the Exceeds and Exemplary categories. This was an increase of +26.80% from 2007.
- In 2009, 5.08% of students were in the Academic Warning category. This was a decrease of -16.92% 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.

**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 (IIP)</i> • 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

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Restructuring Year 1	<ul style="list-style-type: none"> • Did not attain AYP for five consecutive years <p>OR</p> <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
Restructuring Year 2	<ul style="list-style-type: none"> • Did not attain AYP for six consecutive years <p>OR</p> <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 	<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

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	criteria for <u>three consecutive years</u>	<ul style="list-style-type: none"> • Implement any corrective action required by state board • 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.