



STATE ASSESSMENTS 101:

A Parents' Guide to Kansas State Assessments for the 2010-2011 School Year

Introduction

The No Child Left Behind Act was passed in 2001 with the aim of helping students increase their skills in math and reading. This law set performance goals that rise each year until 2014, when all students will be expected to perform at their grade levels in math and reading. Student performance is measured using standardized achievement tests. The following information explains how Kansas tests its students, and how the test results affect schools.

Kansas State Assessments for 2010-2011

Students across Kansas will be tested in the following subjects:

- Reading* - Grades 3-8 and once in high school
- Math* - Grades 3-8 and once in high school
- Science - Grades 4 and 7, and once in high school
- Social Studies – Grades 9 and 11

*No Child Left Behind focuses on math and reading. Kansas also tests students in science and social studies, but these results are not considered when deciding whether or not a school has met its goals according to No Child Left Behind.

These tests, which are the same in every Kansas school, are usually administered on computers. Students often have the chance to practice with the computer system before taking the real tests.

Student Performance

Individual student performance is based on how many questions they answer correctly on the tests. The performance categories are as follows, listed from lowest to highest performance:

- Academic Warning
- Approaches Standard
- Meets Standard
- Exceeds Standard
- Exemplary



Adequate Yearly Progress (AYP)

No Child Left Behind requires that a certain portion of students score at least “Meets Standard” each year to make Adequate Yearly Progress, or AYP. This performance target rises each year. The following table shows a year-by-year breakdown of performance targets:

AYP ANNUAL TARGETS

Year	K-8 Schools		9-12 Schools	
	Reading	Mathematics	Reading	Mathematics
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%

- Targets are the percentage of students scoring at Meets Standard and above.

Subgroups

The AYP targets are not just for individual schools. They also apply to the school district as a whole, and to subgroups of students. A subgroup exists when 30 or more students who share certain traits are enrolled in a school or district. Each subgroup must also make AYP. The following is a list of subgroups that might exist within a school or district:

- All students
- Free and reduced lunch
- Students with disabilities
- ELL – English Language Learners
- African Americans
- Hispanics
- Whites
- Asians / Pacific Islanders
- American Indians
- Other



Kansas State Assessment Results

The Kansas State Department of Education (KSDE) and the Center for Educational Testing and Evaluation (CETE) at the University of Kansas work together to calculate individual school and district achievement results. These results are released to the public the next fall. The following is a list of designations schools and districts might receive:

- **Standard of Excellence**
 - Minimum and maximum percentages in each performance category determine this designation. Standard of Excellence is a state award and is not part of the No Child Left Behind legislation.
- **Made AYP**
 - The school and/or district met or exceeded the Adequate Yearly Progress targets for that year.
- **Did Not Make AYP – “On Watch”**
 - The school and/or district did not meet the Adequate Yearly Progress targets in reading and/or math.
- **Did Not Make AYP – “On Improvement”**
 - The school and/or district did not meet the Adequate Yearly Progress Targets in reading and/or math for the second year in a row.
 - First year on improvement: The school and/or district must develop and implement an improvement plan and allow students to go to other schools in the district, if there is more than one option.
 - Second year on improvement: The school and/or district must offer “Supplemental Education Services” (SES), which could include paying for tutors and other services.
 - Third year on improvement: The school and/or district must begin corrective action, which could include changes in staffing and/or the school’s curriculum.
 - Fourth year on improvement: The school and/or district must begin restructuring, which could include changes in school leadership and/or changes to school schedules.
 - To come off of improvement, the school and/or district must meet AYP targets for two years in a row.