



United School Administrators of Kansas

515 S. Kansas Avenue Suite 201

Topeka, Kansas 66603

Phone: 785.232.6566

Fax: 785.232.9776

Web: [www.usakansas.org](http://www.usakansas.org)

**Presentation to the  
Kansas Board of Regents**

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**Presented by:**

Jacque Feist, Principal, Dodge City High School  
President, United School Administrators of Kansas

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The mission of United School Administrators of Kansas (USA|Kansas<sup>1</sup>), through collaboration of member associations, is to serve, support, and develop educational leaders and to establish USA|Kansas as a significant force to improve education.

USA|Kansas appreciates the opportunity to respond to the Board of Regents recently revised Qualified Admissions regulations, which became effective July 1, 2009. We recognize that the State University Admissions Task Force recommended the proposed changes to Qualified Admissions precollege curriculum and that these recommendations are temporary until the Board of Regents takes final action.

In June 2008, USA|Kansas and several of our member organizations appeared before the Task Force to discuss qualified admissions, concurrent enrollment and transfer policies. At that time, the Task Force asked us to respond to the following questions:

- What is working with the current qualified admissions, concurrent enrollment, and transfer policies?
- What is not working with current policies?
- What are the stakeholder's recommendations for improvements in the policies?

At that time and given the feedback the Task Force received, there was no indication that the Task Force was considering the specific recommendations, related to math and technology, that were put forth on June 25, 2009.

That said, USA|Kansas does believe that the Task Force intended to implement policies that would enhance learning opportunities for students; unfortunately, administrators are concerned that if implemented, as currently written, there would likely be several unintended consequences that may adversely impact student preparedness and competitiveness. We offer this feedback in hopes that the Board will re-evaluate the proposed regulatory changes prior to final adoption.

**Recommendation 1: The computer technology requirement was eliminated from the precollege curriculum for students graduating from high school in 2010 and thereafter.**

Generally, there is agreement that eliminating the technology requirement from the precollege curriculum requirements is reasonable. Technology has, in many districts, been integrated across the curriculum. This change may allow students to enhance their preparatory experience with other relevant coursework.

**Recommendation 2: Approved Qualified Admissions mathematics courses may be completed in the seventh through twelfth grades (instead of the ninth through twelfth grades) for students graduating from high school in 2010 and thereafter.**

**Recommendation 3: For each student graduating from high school in 2014 and thereafter, at least one approved Qualified Admissions mathematics course must be completed in the twelfth grade.**

Administrators understand that the intent was to allow students increased opportunities to engage in rigorous curriculum that may better prepare them for postsecondary education. However, it was apparent in all of our conversations that these two recommendations are closely related, although somewhat inconsistent. Therefore, we are addressing these recommendations in a single response.

It would be simple to speculate that the proposed changes will create scheduling and academic counseling challenges for students. However, the academic consequences are far more serious; potentially impacting student achievement and success.

First, in smaller school districts, students could reasonably exhaust the school's math curriculum and find that there are not adequate advanced opportunities available to them if they begin taking the appropriate coursework in seventh grade. If this is enacted, we have an obligation to provide adequate opportunities – either through extended programming or stronger concurrent enrollment programs – for students to participate in appropriate, rigorous curriculum.

Second, students completing approved Qualified Admissions mathematics in middle grades (seventh and eighth) may opt to enroll in fewer courses during high school (ninth through twelfth). All indications are that students enrolled in appropriate coursework at the time of graduation are more likely to be successful in their first year of postsecondary coursework. This change could result in a prolonged period of time between precollege coursework and postsecondary coursework and impact student success. In practice, students could enter high school having completed two math credits and would not be required to take a high school math course until their senior year.

Overall, Recommendation 2 seems inconsistent with the K-12 and higher education's believe that high school students should be enrolled in a mathematics course during their senior year (Recommendation 3).

Recommendation 3 may unintentionally impact student behavior. Many students who complete three consecutive math courses upon entry into high school opt to enroll in a mathematics course during their senior year or take advantage of concurrent enrollment opportunities. There were concerns that this proposed regulatory change did not clearly articulate whether concurrent enrollment coursework would be satisfy this requirement.

Finally, this recommendation may influence less motivated students to “opt out” of a year of math. This action could impact adequate yearly progress and student success on the ACT if a student does not remain continuously enrolled throughout high school. At the same time, this raises the stakes for students “putting off” their third math course until the senior year. If a student is unsuccessful in the completion of the course, they would be ineligible to graduate – effectively limiting postsecondary opportunities and impacting a school’s ability to meet the graduation requirements under No Child Left Behind.

On behalf of USA|Kansas, administrators appreciate the opportunity to provide feedback on the proposed regulations. K-12 education administrators invite you to work with us to ensure success for Kansas students. We remain committed to ensuring that each and every child in Kansas receives a quality education that will help them reach their potential and become successful, productive adults. We also know that preparing our children requires a shared commitment, collaboration, and open dialogue among all shareholders – including K-12 education, institutions of higher education, the State Board of Education, and the Board of Regents.

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Kansas Association of Elementary School Principals (KAESP)  
Kansas Association of Middle School Administrators (KAMSA)  
Kansas Association of School Administrators (KASA)  
Kansas Association of School Business Officials (KASBO)  
Kansas Association of School Personnel Administrators (KASPA)  
Kansas Assoc for Supervision and Curriculum Development (KASCD)  
Kansas Association of Special Education Administrators (KASEA)  
Kansas Association of Secondary School Principals (KASSP)  
Kansas Council of Career and Technical Education Administrators (KCCTEA)  
Kansas School Public Relations Association (KanSPRA)