



# Kansas Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated.

- Kansas uses a dashboard to annually differentiate across all public schools by assigning, to each individual accountability measure, a rating of Exceeds Expectations, Meets Expectations, or Below Expectations.
- Kansas uses a measure of the gap in the proficiency index between subgroups and all students as an accountability measure.
- Kansas includes chronic absenteeism and the percentage of suspensions and expulsions in its school quality or student success indicator.

## Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation		
<input type="checkbox"/> <b>Annual summative rating</b> (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)		
<input checked="" type="checkbox"/> <b>Data dashboard only</b> (CSI/TSI schools identification only)		
Summative Ratings		
Not applicable		
Accountability Measures	Included in Accountability	
Academic		
Achievement status	✓	
Achievement growth		
<b>GAP</b> Achievement gap	✓	
<b>ELP</b> English language proficiency/progress	✓	
4-year graduation rate	✓	
<b>EAR</b> Early learning		
<b>WRE</b> Well-rounded education		
Persistence		
<b>EXT</b> Extended-year graduation rate(s)		
<b>OTG</b> On-track to graduation		
Dropout rate		
College and career readiness		
<b>COL</b> College enrollment		
<b>ADV</b> Advanced coursework or sequence		
<b>CPT</b> College placement test(s)		
<b>CTE</b> Career and technical education or work-based learning		
Readiness to learn		
<b>CFL</b> Conditions for learning/school climate	✓	
<b>SEL</b> Social-emotional learning		
<b>CHR</b> Chronic absenteeism	✓	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 30 for accountability, N = 10 for reporting)	
Major racial/ethnic subgroups	
African American	
American Indian or Alaska Native	
Asian	
Hispanic	
Multiracial	
Native Hawaiian or Pacific Islander	
White	
Other required subgroups	
Economically disadvantaged	
Students with disabilities	
English learners	
Nonrequired subgroups	
Not applicable	




Subjects Used for Accountability		
Subject	Status	Growth
Math	✓	
Reading/English language arts (ELA)	✓	
Writing		
Science		
Social studies		
Other		



## Annual Differentiation System

Kansas uses a dashboard to annually differentiate across all schools by assigning, to each individual accountability measure, a rating of Exceeds Expectations, Meets Expectations, or Below Expectations. To identify schools for comprehensive support and improvement (CSI), a weighted average of the “academic gap” measure (60%) and chronic absenteeism/suspensions (40%) is used.




### Kansas Dashboard for Annual Differentiation and Index for Determination of CSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	State Measures for Dashboard and/or CSI Determination	
		Elementary/Middle Schools	High Schools
 Academic achievement	Proficiency (ELA, math)	1 of 3 performance levels for dashboard: <ul style="list-style-type: none"> <li>Exceeds Expectations</li> <li>Meets Expectations</li> <li>Below Expectations</li> </ul>	1 of 3 performance levels for dashboard: <ul style="list-style-type: none"> <li>Exceeds Expectations</li> <li>Meets Expectations</li> <li>Below Expectations</li> </ul>
 Other academic	Academic gap (proficiency index for ELA, math)	1 of 3 performance levels <b>60% of CSI determination</b>	1 of 3 performance levels <b>60% of CSI determination</b>
 Graduation rate	4-year graduation rate	--	1 of 3 performance levels
ELP English language proficiency progress	On-track to ELP	1 of 3 performance levels	1 of 3 performance levels
SQSS School quality or student success	Nonproficient students (ELA, math)	1 of 3 performance levels	1 of 3 performance levels
	Chronic absenteeism	<b>40% of CSI determination</b>	<b>40% of CSI determination</b>
	Suspensions/expulsions		

Note 1 ELA=English language arts

Note 2: Kansas does not include suspension rate or chronic absenteeism in any of the required ESSA indicators or in the context of dashboard measures; however, because they are used for determination of CSI schools, they are included in the SQSS indicator here consistent with previous federal interpretation and for purpose of cross-state comparison.

## Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency (ELA, math)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
	<i>Participation rate inclusion</i>	Participation rate is not included in the proficiency calculation. Schools with participation rate less than 95% must develop an improvement plan. After 2 years, the schools is flagged for additional potential correction action.
 Other academic	Academic gap (proficiency index for ELA, math)	Change in gap between the average subgroup proficiency index score and the proficiency index score for all students. Proficiency index score is based on average scale score.
 Graduation rate	4-year graduation rate	The percentage of students within an <a href="#">adjusted cohort</a> who graduate within 4 years with a regular high school diploma.
ELP English language proficiency progress	On-track to ELP	Percentage of students meeting annual individual targets for sufficient progress toward ELP within a state-determined number of years based on state ELP test results.
<b>SQSS</b> School quality or student success	Nonproficient students (ELA, math)	Percentage of students scoring below proficiency on annual statewide assessments.
	Chronic absenteeism	Calculation to be determined
	Suspensions/expulsions	Percentage of students receiving at least 1 suspension or expulsion during the course of a school year.

Note. ELA=English language arts

## School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> <li>Low-performing school: Bottom 5% of Title I schools, as ranked by weighted average of the proficiency index (60%) and suspension rate and chronic absenteeism rate (40% combined)</li> <li>Low graduation rate school: 4-year graduation rate for all students or any subgroup less than 67%</li> <li>Chronically underperforming subgroup (i.e., 3 years failure to exit TSI status)</li> </ul>	Any Title I school with consistently underperforming subgroup(s) based on proficiency index score (math/ELA combined) falling below cut score for comparison with state average proficiency index for all students, for 2 years (up to 5% of Title I schools)	Any school that fails to exit bottom 5% of Title I schools based on all students performance (CSI) after 3 years (pending clarification)
First year and frequency of identification	<ul style="list-style-type: none"> <li>2016–17, 2020–21, and every 3 years thereafter for low-performing schools</li> <li>2017–18 and annually thereafter for low graduation schools</li> <li>2020–21 for chronically underperforming subgroup schools and every 3 years thereafter</li> </ul>	2017–18 and every 3 years thereafter	2020–21 and every 3 years thereafter
Years of improvement to exit status	1 year of improvement required to exit CSI status (2 years minimum required in status)	1 year of improvement required to exit TSI status (2 years minimum required in status)	1 year of improvement required to exit ATS status (2 years minimum required in status)

Note: Kansas indicates that it transitioned to its methodology for identifying CSI bottom 5% schools in early 2016.

## Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA		Year of Student Enrollment		
		Year 1	Year 2	Year 3
1 (for all recent ELs)	✓	Exempt recent ELs from ELA/reading statewide testing.	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time.	Test ELs and include proficiency and growth in accountability.
2 (for all recent ELs)		Test recent ELs in ELA/reading but exclude from accountability.	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time.	Test ELs and include proficiency and growth in accountability.
3		Uniform procedure for assigning individual ELs to either Option 1 or Option 2		