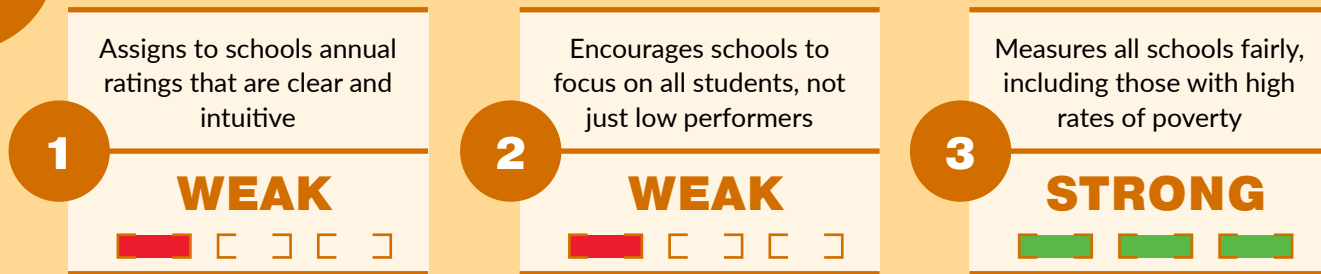


KANSAS



ESSA grants states more authority over their school accountability systems than did NCLB. Three of the most important improvements states can make are to: (1) assign to schools annual ratings that are clear and intuitive for parents, educators, and the public; (2) encourage schools to focus on all students, not just their low performers; and (3) measure and judge all schools fairly, including those with high rates of poverty.

To determine whether Kansas's proposed ESSA accountability system accomplishes these three objectives, this analysis evaluates its state plan, as submitted to the U.S. Department of Education on September 18, 2017,⁴³ as explained below.

1

Are the labels or ratings for schools clear and intuitive for parents, educators, and the public?

Kansas receives a grade of **weak** because it proposes to use text labels that aren't clear regarding most schools' quality. The vast majority of schools will receive the "eligible for universal support and improvement" label, which conveys almost nothing about how well they're performing.

2

Does the rating system encourage schools to focus on all students?

There are two primary ways for state accountability systems to encourage schools to focus on all students: (1) use a performance index and/or scale scores in place of proficiency rates when measuring achievement and (2) measure the growth of all students. Kansas receives a grade of **weak** because it measures achievement with proficiency rates—which may encourage schools to focus on pupils near the proficiency cutoff—and only measures the progress of students in disadvantaged subgroups.

3

Is the rating system fair to all schools, including those with high rates of poverty?

Kansas is **strong** here because academic growth will constitute 60 percent of schools' annual ratings—all of which is a gap closing measure that tracks the progress of students in disadvantaged subgroups. Growth measures gauge changes in pupil achievement over time, independent of prior achievement, and are therefore less correlated with poverty—thus affording high-poverty schools the opportunity to earn positive ratings.