

# FACT SHEET



## ESSA Assessment Accountability

### ESSA Accountability Goals

- 1 Academic Proficiency – Seventy-five percent of assessed students should achieve an academic performance level score of three or higher on state assessments in English Language Arts (ELA) and mathematics by the end of the school year 2030.
- 2 High School Graduation – Based on a four-year adjusted cohort, ninety-five percent of all students will graduate high school by the end of the school year 2030.
- 3 English Language Proficiency – By 2030, ninety-five percent of English Learners' enrolled for at least one year will show progress toward proficiency on the Kansas English Language Proficiency (KELPA2) state assessment.

### ESSA Accountability Indicators

The KSDE will determine the state mean for all indicators at the subgroup, building, and district level and report annual meaningful differentiation as follows:

- Those below 1.5 standard deviations from the mean will be identified as “below”
  - Those between -1.5 and -1.0 standard deviations will be identified as “approaching”
  - Those between -1.0 and +1.0 standard deviations will be identified as “meeting”
  - Those above +1.0 standard deviations will be identified as “exceeding”
- 1 Academic Achievement Indicator – Percent of students achieving level three or higher in ELA and math on the Kansas State Assessments
  - 2 Other Academic Indicator (grades 3 – 8) – Building and district subgroup gaps in ELA and math on the Kansas State Assessments will be calculated using the state mean Assessment Performance Index (API) score
  - 3 Graduation Rate Indicator – Rate calculated on the four-year adjusted cohort
  - 4 Progress in Achieving English Language Proficiency Indicator – Individual student progress towards proficiency will be calculated by the student making positive growth in performance as compared to prior year's performance on the KELPA2
  - 5 Student Success Indicator – Decrease the percent of students scoring at level one in ELA or math on the Kansas State Assessments.

### ESSA Annual Meaningful Differentiation

Using the ratings that are calculated for each indicator and weighted equally the KSDE will average the numerical rankings for each building. The overall rating for each building will be ranked lowest to highest to determine the state mean and median:

- Those below 1.5 standard deviations from the mean will be identified as “below”
- Those between -1.5 and -1.0 standard deviations will be identified as “approaching”
- Those between -1.0 and +1.0 standard deviations will be identified as “meeting”
- Those above +1.0 standard deviations will be identified as “exceeding”

## Identification of Schools

### Comprehensive Support and Improvement (CSI)

- a. Every three years, using the most current three years of indicator data the KSDE will rank buildings. The lowest five percent of Title I buildings will be identified for CSI.
- b. Annually, using the most current three years of data the KSDE will identify any schools graduating less than sixty-seven percent of all students or any subgroup in the four-year adjusted cohort for CSI.
- c. Any school identified for CSI that fails to meet the exit criteria after three years will be provided additional technical assistance from the KLN and the KSDE consultant assigned to the district.

### Targeted Support and Improvement (TSI)

- d. Using the most current three years of indicator data, the KSDE will annually calculate a summary score for each subgroup based on an equal weighting of each indicator. The overall rating for each subgroup will be ranked lowest to highest to determine the state mean. Those below 1.5 standard deviations from the mean will be identified for targeted support from the KLN.

### Additional Targeted Support (ATS)

- e. Annually, using three years of annual meaningful differentiation data the KSDE will rank subgroups. Any subgroup, on its own, that performs as low as any identified CSI building will be identified for additional targeted support from the KLN.

## Additional Information

- Kansas expects all students enrolled on the day the testing window opens to participate in the Kansas State Assessments. The denominator used to calculate participation will be used when reporting all academic measures.
- Any subgroup, building, or district not meeting ninety-five participation will be identified as “below” expectations on the building report card.

For more information, contact:

Kelly Spurgeon,  
Sr. Research Analyst  
785-296-4924  
kspurgeon@ksde.org

Beth Fultz, Assistant Director,  
Career, Standards, & Assessments  
785-296-2325  
bfultz@ksde.org



Kansas State Department of Education  
900 S.W. Jackson Street, Suite 102  
Topeka, Kansas 66612-1212

(785) 296-3201

[www.ksde.org](http://www.ksde.org)

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.