

Every Student Succeeds Act (ESSA) Summary

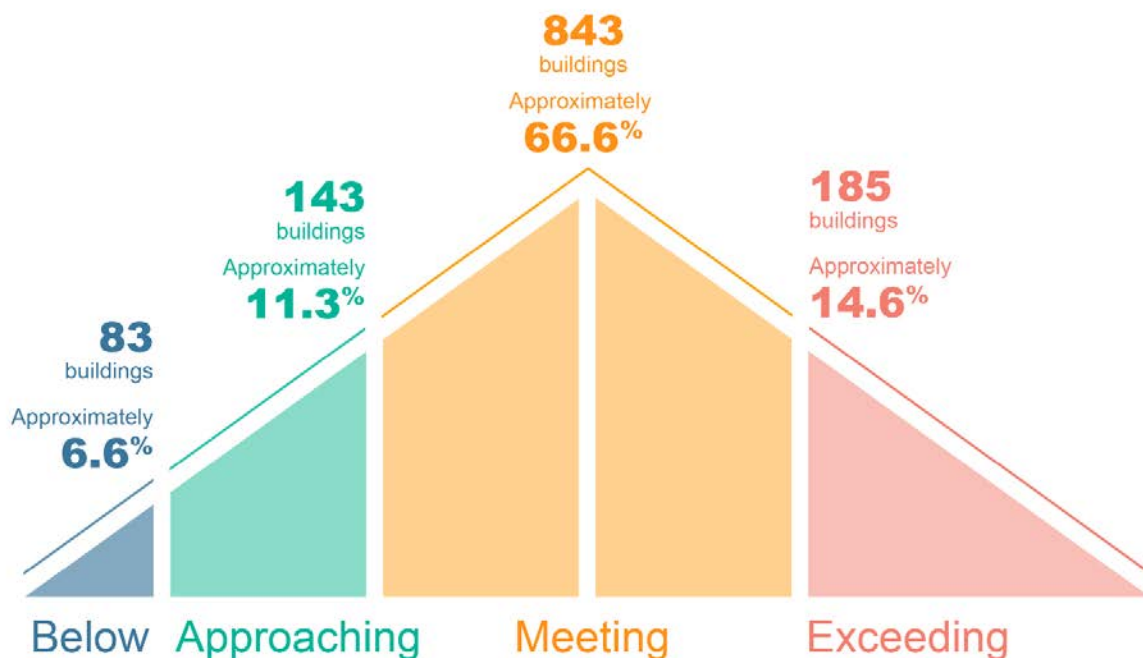
The focus of the Every Student Succeeds Act (ESSA) is on improving the academic achievement of disadvantaged students by providing supports and resources for schools in the greatest need of assistance. To address the needs of the schools and students in the greatest need of assistance the Kansas State Plan uses five indicators to look at how schools are performing. Again, the emphasis is on academics and schools in need of support. The five indicators are:

1. Academic Achievement as determined by the percent of scores at performance levels 3 and 4 on the Math and English Language Arts state assessment.
2. Gap comparisons between contrasting groups of students on the state assessments.
3. The percent of English Language Learners making progress towards proficiency.
4. The percent of scores at performance level 1 on the state assessments.
5. Graduation rate

Each of the five indicators produces an outcome result. The results from each of the indicators are combined to generate an overall result:

Indicator 1 + Indicator 2* + Indicator 3 + Indicator 4 + Indicator 5* = overall result

From the overall combined result for each building we can look at differences between schools and can identify those in the greatest need of assistance. The results create a range of outcomes. Most results are typical and are close to the state average. Some results are quite a bit higher than the state average. Some results are slightly lower than the state average. Some results are significantly lower than the state average. Depending upon how close or far away the results are from the state average we classify them as Meeting Expectations, Exceeding Expectations, Approaching Expectations, or Below Expectations. We call this classification the process of Annual Meaningful Differentiation.



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Each year, all public schools will receive an annual meaningful differentiation of Exceeds, Meets, Approaching, or Below based upon their overall combined indicator results in relation to the state average.

Kansas expects all students to participate in the Kansas State Assessments. Any subgroup or building not meeting 95% participation will be identified as Below expectations.

In order to deliver resources and supports to the schools and students with the greatest needs the annual meaningful differentiation process is also used to identify schools and groups of students that are significantly scoring below the state average.

Beginning in 2018, and every three years thereafter, those Title I schools that have an overall combined result that is in the lowest 5% of results of Title I schools will be identified for Comprehensive Support and Improvement (CSI).

Each year any high school that has a subgroup of students with a graduation rate of less than 67% will be identified for CSI.

Each year any school that has a subgroup of students whose overall results has for three consecutive years performed at the Below range will be identified for Targeted Support and Improvement (TSI).

Each year any school that has a subgroup overall result that is the same as any overall result as that of a CSI building will be identified for Additional Targeted Support (ATS).

Additional information about the indicators:

*The Gap Comparison indicator is not applied to a high school or school with a 12th grade graduating class.

*The Graduation indicator is only applied to schools with a 12th grade graduating class.

*Schools will have a maximum of 4 indicators applied. Some schools will have less than 4 indicators due to the size of specific groups within the student population. Regardless of the number of indicators applied equal weight is assigned to each indicator used. The Academic Achievement, Gap Comparison, and Percent at Level 1 indicators combine the results from the Math and English Language Arts assessments into a single result that is used in the calculation.

*Each indicator is calculated using the most recent three years of data. The required number of students needed for the Academic Achievement, Gap Comparison, and Percent at Level 1 indicator is 60 total for the three years of data. The English Language Learners and the Graduation indicator require 30 total students for the three years of data.

In addition to paying attention to the year-to-year progress of students and schools the Kansas State Plan has set three long-term goals for schools to work towards. By the year 2030 it is the hope and aspiration that the following goals will be achieved or surpassed.

- Academic Achievement: 75%
- English Language Learners Progress Towards Proficiency: 95%
- Graduation: 95%