



State: Kansas

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



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Plan Approved: January 19, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> • Kansas sets an ambitious goal for 75% proficiency by 2025. • This is the same goal for all subgroups and Kansas acknowledges that some subgroups will have to demonstrate steeper performance increase to meet the targets and the subsequent goals. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> • Subgroup performance affects elementary and middle school summative ratings through the “academic gap” indicator, which measures proficiency gaps between each subgroup and statewide performance of non-subgroup members and counts for 25% of the rating; subgroups are not included in high school ratings. • Kansas’ n-size of 30 for accountability is high and risks leaving large numbers of subgroups of students out of its accountability system. N-size should be reduced to 10 which is the number recommended by the National Center for Education Statistics (NCES) for ensuring privacy while maximizing the number of students counted. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> • The definition for “consistently underperforming” used to identify schools for “targeted support and improvement” (TSI) identifies schools with subgroups with a summative score that is 1.5 standard deviations below the median score for that subgroup calculated across all indicators. • The Kansas State Department of Education (KSDE) could strengthen this definition and therefore identify more schools in need of support by triggering intervention based on low subgroup performance on a <i>subset</i> of indicators as opposed to across <i>all</i> indicators. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> • While the KSDE describes resources inequities on its report card – such as academic gaps by subgroup, disparate access to effective teachers, and all schools identified as “comprehensive support and improvement” (CSI) and TSI – it should also clarify how it intends to report per-pupil funding as required by law. • The KSDE’s plan describes how it will support districts and schools identified for support and improvement complete a comprehensive needs analysis and develop a school improvement plan to address inequities. • The KSDE could demonstrate a stronger commitment to addressing resource inequities by including a resource equity indicator such as access to quality teachers, access to preschool and success on Advanced Placement (AP), International Baccalaureate (IB), dual enrollment and Career and Technical Education (CTE) offerings in its accountability system. • Kansas could also use the Title I set asides for school improvement to address inequities in low performing schools. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity</p> <ul style="list-style-type: none"> • The KSDE’s state plan provides definitions for minimal statutory terms and describes efforts and strategies it will take to support LEAs to identify and address any disparities 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



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<p>that result in low-income students and minority students being taught by ineffective, inexperienced, or out-of-field teachers at higher rates than other students.</p> <ul style="list-style-type: none">• The KSDE’s plan lacks timelines and interim targets for eliminating existing educator equity gaps. It should create a more detailed teacher equity plan and reconsider using the Title II set aside for equitable access to effective teachers.• The KSDE includes a measure of cultural competency as a standard in the Kansas Educator Preparation Program Standards for Professional Education.• The KSDE should prioritize evidenced based strategies to increase pipeline diversity or placed based efforts, including residencies and mentoring/induction supports.	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none">• The KSDE’s plan describes a process wherein parents, teachers, and communities were engaged in the development of the plan and includes efforts that indicate continued engagement during implementation.• The KSDE should ensure all communities including civil rights organizations and community-based organizations representing underserved communities are also engaged.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none">• The KSDE makes available funds from Title I, Part A, or other included programs, to continue the efforts on prevention of the use of aversive behavioral interventions including through providing training for district staff in prevention techniques, de-escalation techniques and positive behavioral intervention strategies; data analysis of the use of seclusion and physical restraint; and targeted technical assistance for those schools reporting high numbers of seclusion and physical restraint duration and incidents.• The KSDE makes available funds from Title I, Part A, to partner with 21st Century Community Learning Center after school programs, sharing transportation costs and expanding what current takes place.• The KSDE can strengthen these efforts by including discipline rates as an indicator of school quality and student success its accountability system.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none">• The KSDE’s plan describes efforts designed to increase the ability of early childhood educators, and other professionals to meet the needs of students through age eight through resource development, training, and support for district wide implementation.• The KSDE should adopt flexibility given under ESSA to use Title I dollars for the purpose of creating or expanding equitable access to early childhood education.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none">• Kansas does not include a college and career ready measure in its accountability plan.• The KSDE offers no credit for untested students; schools that do not meet 95% participation requirement must implement corrective action plan.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none">• The KSDE makes available funds from Title I, Part A, or other included programs, to partner with 21st Century Community Learning Center after school programs, sharing transportation costs and expanding what current takes place.• The KSDE’s plan mentions the availability of after school, before school and summer learning programs across the state but offers little detail regarding efforts to expand	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>



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these services, including using Title IV funds.	
11. Equitable Access to High Quality Curricula <ul style="list-style-type: none">The KSDE has implemented alternative routes to the classroom including hard-to-fill positions in science, technology, engineering and math, for those who have a degree in the subject area but do not have a teaching degree, and those who have work and/or skill experience but do not have a teaching degree.The KSDE also has alternative routes to the classroom for those with a Career and Technical Education (CTE) Specialized Certificate (employment in CTE pathways).	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
12. Clear Reporting and Transparent Data Systems That Are Easy to Understand <ul style="list-style-type: none">The KSDE's plan uses descriptive ratings to differentiate schools annually based on all indicators, where "below" means schools with an overall indicator score 1.5 standard deviations below the statewide median, "approaching" means 1.5 to 1.0 standard deviations below the median, "meeting" means within 1.0 standard deviation of the median, and "exceeding" means more than 1.0 standard deviation above the median.The KSDE should also provide a dashboard with information beyond what is required for accountability and compliance such as school climate or nonacademic information.	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
Overall Rating	Poor