
Kansas

ESEA Flexibility

Accountability Addendum

February, 2013



U.S. Department of Education

Washington, DC 20202

In order to move forward with State and local reforms designed to improve academic achievement and increase the quality of instruction for all students in a manner that was not originally contemplated by the No Child Left Behind Act of 2001 (NCLB), a State educational agency (SEA) may request flexibility, on its own behalf and on behalf of its local educational agencies (LEAs), through waivers of certain provisions of the Elementary and Secondary Education Act of 1965 (ESEA) and their associated regulatory, administrative, and reporting requirements (ESEA flexibility). However, an SEA that receives ESEA flexibility must comply with all statutory and regulatory provisions that are not waived. For example, an SEA must calculate a four-year adjusted cohort graduation rate, as set forth in 34 C.F.R. § 200.19(b), and disaggregate that rate for reporting. Similarly, an SEA must use an “n-size” that ensures, to the maximum extent practicable, that all student subgroups are included in accountability determinations, in accordance with 34 C.F.R. § 200.7(a)(2)(i)(B). Furthermore, an SEA may continue to use technical measures, such as confidence intervals, to the extent they are relevant to the SEA’s ESEA flexibility request. This accountability addendum replaces a State’s accountability workbook under NCLB and, together, an SEA’s approved ESEA flexibility request and this accountability addendum contain the elements of the State’s system of differentiated recognition, accountability and support.

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Instructions to the SEA: Please provide the requested information in the “State Response” column in the table below. Please provide the information in sufficient detail to fully explain your response. Also, please indicate whether the information provided is the same as that in your State accountability workbook under NCLB or reflects a change. Note that these instructions, the “change” column, and the “ED Comments” column of the table will be removed in the version of this document that is posted on ED’s website.

Subject and Question	State Response	Change from NCLB accountability workbook	ED Comments
Annual Measurable Objectives (AMOs)			

Subject and Question	State Response	Change from NCLB accountability workbook	ED Comments
<p>Please attach the State’s AMOs for reading/language arts and mathematics for the all students group and each individual subgroup. If the State has different AMOs for each school or LEA, attach the State-level AMOs and provide a link to a page on the SEA’s web site where the LEA and school level AMOs are available.</p>	<p>Kansas established 4 different Annual Measurable Objectives (AMOs) relating to the state assessments. These AMOs are calculated separately for reading and math. Following are the AMOs:</p> <ol style="list-style-type: none"> 1. Improving Achievement (using the Assessment Performance Index—API) 2. Increasing Growth 3. Decreasing Gap 4. Reducing the Non-Proficient. (RNP) <p>(Note: The Growth AMO will not be calculated at the high school since only one grade is assessed.) Each school’s AMOs is individually determined based on its 2012 state assessment results. The AMOs for each school are available to the school via a KSDE secure web application, “Measurable Objectives.” The schools access the application via the KSDE website at www.ksde.org.</p> <p>An <u>example</u> of one school’s reading AMOs: AMO #1 Improving Achievement 2012 Assessment Performance Index 414 2013 AMO 451</p> <p>AMO #2 Increasing Growth requires a school to have a median student growth score that meets or exceeds half the schools.</p>	<p>✓</p>	

Subject and Question	State Response	Change from NCLB accountability workbook	ED Comments																				
	<p>AMO #3 Decreasing Gap compares the lowest-performing 30% (LP30) of students in the building against a state benchmark. An API is calculated for the LP30.</p> <p>An example of one school's AMO in reading: 2012 LP30 API = 309 2013 LP30 AMO = 35 or 2013 Expected LP30 API=344</p> <p>AMO #4 Reducing the Non-Proficient is calculated <u>individually</u> for each school whether it's the All Students group or any of the traditional subgroups. This AMO is based on the percent of students who are below proficient in 2012. The goal is to reduce that percent of students by 50% in 6 years. An example for one school's AMO (only 4 groups are listed in this example):</p> <table border="1" data-bbox="575 1036 1251 1198"> <thead> <tr> <th></th> <th><u>2012 % Non-Prof.</u></th> <th><u>2013 Expected Non-Prof.</u></th> <th><u>2013 AMO</u></th> </tr> </thead> <tbody> <tr> <td>All</td> <td>46.14%</td> <td><42.29%</td> <td>3.85</td> </tr> <tr> <td>SwD</td> <td>63.22</td> <td><57.95</td> <td>5.27</td> </tr> <tr> <td>ELs</td> <td>60.74</td> <td><56.68</td> <td>5.06</td> </tr> <tr> <td>F/R</td> <td>48.58</td> <td><44.53</td> <td>4.05</td> </tr> </tbody> </table> <p>The table on the next page provides the AMOs at the State level to illustrate AMOs for each subgroup and content area. Again, each school's AMO is different based on 2012 baseline.</p>		<u>2012 % Non-Prof.</u>	<u>2013 Expected Non-Prof.</u>	<u>2013 AMO</u>	All	46.14%	<42.29%	3.85	SwD	63.22	<57.95	5.27	ELs	60.74	<56.68	5.06	F/R	48.58	<44.53	4.05		
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State-Level Non-Proficiency Reduction AMOs

	<u>Reading</u>				<u>Mathematics</u>			
	Percent Proficient 2012	Percent Non-Proficient 2012	AMO Value	AMO 2013	Percent Proficient 2012	Percent Non-Proficient 2012	AMO Value	AMO 2013
All Students	87.0%	13.0%	1.1%	11.9%	85.0%	15.0%	1.3%	13.8%
Free & Reduced Lunch	77.0%	23.0%	1.9%	21.0%	77.0%	23.0%	1.9%	21.0%
Students with Disabilities	73.1%	26.9%	2.2%	24.6%	68.4%	31.6%	2.6%	29.0%
English Language Learners	70.1%	29.9%	2.5%	27.4%	73.3%	26.7%	2.2%	24.5%
Hispanics	76.9%	23.1%	1.9%	21.2%	76.4%	23.6%	2.0%	21.6%
African Americans	70.5%	29.5%	2.5%	27.0%	66.2%	33.8%	2.8%	31.0%
Whites	91.3%	8.7%	0.7%	7.9%	89.1%	10.9%	0.9%	10.0%
Asian & Pacific Islanders	82.2%	17.8%	1.5%	16.4%	83.1%	16.9%	1.4%	15.5%
American Indians	80.0%	20.0%	1.7%	18.3%	80.0%	20.0%	1.7%	18.3%
Multi-Racial	85.4%	14.6%	1.2%	13.4%	82.0%	18.0%	1.5%	16.5%

Annual Measurable Achievement Objective 3 (AMAO 3) under Title III

Please affirm that the State determines whether an LEA that receives funds under Title III of the ESEA meets AMAO 3 (ESEA section 3122(a)(3)(A)(iii)) based on either of the following:

- Whether the subgroup of English Learners has made adequate yearly progress (AYP) under ESEA section 1111(b)(2)(B); or
- If the State has received a waiver of making AYP determinations, whether the subgroup of English Learners has met or exceeded each of the following:
 - Its AMOs in reading/language arts and mathematics.
 - 95 percent participation on the State’s assessments in reading/language arts and mathematics.
 - The State’s goal or annual targets for graduation rate if the LEA includes one or more high schools.

For Annual Measurable Achievement Objective (AMAO 3) under Title III, Kansas is not making Adequate Yearly Progress (AYP) determinations. Instead it is using the Reducing the Non-Proficient AMO established in the ESEA Flexibility Waiver.

The Reducing the Non-Proficient AMO is calculated separately for reading and for mathematics. This AMO is calculated specifically for each district based on its 2012 assessment results. The goal is to reduce the percent of non-proficient ELs on the reading and math assessments by 50% in 6 years.

Following are examples of 2 districts’ AMAOs for ELs in reading:

	2012 % Non-Prof.	2013 Expected Non-Prof.	2013 AMAO
District 1	21.31	<19.53	1.78
District 2	49.45	<45.33	4.12

In addition, participation rate on state assessments for ELs will be determined with a 95% goal for reading and a 95% goal for math.

Graduation is also calculated for ELs. The graduation goal is 80% or an annual target of either 3% or 5%. Districts with a graduation rate for ELs that is between 50% and 80% have a 3% improvement target. Districts with a graduation rate that is less than 50% have a 5% annual improvement target.

✓

Subgroup Accountability			
<p>What subgroups, including any combined subgroups, as applicable, does the State use for accountability purposes, including measuring performance against AMOs, identifying priority, focus, and reward schools, and differentiating among other Title I schools? If using one or more combined subgroups, the State should identify what students comprise each combined subgroup.</p>	<p>The AMOs on Achievement and Growth are calculated only for the All Students group. The AMO on Gap uses the Lowest Performing 30% of Students (LP30). The Reducing the Non-Proficient AMO, Participation Rates and Graduation Rates include the traditional groups: All Students, Free/Reduced, English Language Learners, Students with Disabilities and Racial and Ethnic groups.</p> <p>The Priority and Reward Schools were identified based on the All Students group. The Focus Schools used the LP30 group since this was looking at Gap.</p>	✓	
State Accountability System Includes All Schools and Districts			
<p>What is the State's definition of a local educational agency (LEA)?</p>	<p>Local educational agencies (LEAs) are public school districts. They are publicly-funded organizations that provide education while complying with state statute and regulations.</p>		
<p>What is the State's definition of a public school? Please provide definitions for elementary school, middle school, and secondary school, as applicable.</p>	<p>A school is an organizational unit that constitutes a logical sequence of elements that may be structured as grade levels, developmental levels or instructional levels. The public school district determines what grades constitute elementary, intermediate, middle school, junior high school and/or high school. Typically, elementary has grades K-6 or K-8; middle school has grades 6-8; and high school has grades 9-12. Schools with 7-12th grades are secondary.</p>		
<p>How does the State define a small school?</p>	<p>For accountability purposes, a small school is one in which the aggregate of students (All Students group) in the grades with state assessments is less than 30.</p>		

<p>How does the State include small schools in its accountability system?</p>	<p>Kansas will use a mix of current year data and previous years' data when calculating the Reducing the Non-Proficient AMOs. The KSDE will review the current year's results and the results from combining the previous 1-2 years' data to the current year's results. Whichever shows better results will be used for that year. The number of students determines whether 1, 2 or 3 years of data are combines. Two years of data will be used if the All Students reaches 30; otherwise, three years of data will be considered.</p>	<p>✓</p>	
<p>How does the State define a new school?</p>	<p>Kansas has a web-based application called "Directory." Districts open and close schools through this application. For accountability purposes, whenever a district submits an "Open Building" record, the school receives a new building number. This is considered a "new" school.</p>		
<p>How does the State include new schools, schools that split or merge grades (<i>e.g.</i>, because of overpopulation or court rulings), and schools that otherwise change configuration in its accountability system?</p>	<p>Schools that are new or reconfigured are given a "pass" in their initial year. The data for the AMOs for that year will be run; however, no determination of making or not making progress or making or not making a particular AMO will be made at the school level.</p> <p>The data will be included at district and state levels.</p>		
<p>How does the State include schools that have no grades assessed (<i>e.g.</i>, K-2 schools) in its accountability system?</p>	<p>K, K-1 and K-2 schools are excluded from the accountability system. There are 33 schools in Kansas with this grade configuration. Since there are no common assessments or required benchmarks at these grade levels, there is no standardized way in which to make accountability decisions.</p>		

<p>How does the State include alternative schools in its accountability system? Consistent with State law, alternative schools include, but are not limited to:</p> <ul style="list-style-type: none"> • State schools for deaf and blind, • Juvenile institutions, • Alternative high schools, and • Alternative schools for special education students. <p>If the State includes categories of alternative schools in its accountability system in different ways, please provide a separate explanation for each category of school.</p>	<p>The following state schools are accredited through the state accreditation system; therefore, these schools will be included in the ESEA Flexibility accountability system. The AMOs including participation and graduation will be calculated for each of these schools:</p> <ul style="list-style-type: none"> --Kansas State School for the Deaf --Kansas State School for the Blind --Westside School at Larned Juvenile Correctional Facility --Lawrence Gardner High School at Kansas Juvenile Correctional Complex. <p>Students attending alternative high schools or alternative schools for special education students are included for accountability purposes in either their home district/school or the alternative school's AMOs depending on the particular situation, i.e. the school is part of a public district.</p>		
<p>How does the State include charter schools, including charter schools that are part of an LEA and charter schools that are their own LEA, in its accountability system?</p>	<p>Currently, all Kansas charter schools are public schools within public school districts. Therefore, they are included in the accountability system in the same manner in which every public school is.</p>		
<p>State Accountability System Includes All Students</p>			

<p>What are the State’s policies and procedures to ensure that all students are included in its assessment and accountability systems?</p>	<p>The expectation in Kansas is that all students in grades 3-8 and once in high school will participate in the state reading and mathematics assessments. To ensure that students participate, Kansas has a variety of assessment options: general assessment, general assessment with accommodations, Kansas Assessment of Modified Measures (KAMM) and the Alternate assessments. In addition, math assessments and directions on reading assessments are in Spanish.</p> <p>To ensure that all students have time to be assessed, the testing windows are from the end of February to first part of May for grades 3-8. The high school has a testing window in the fall and another one in the spring. This allows schools the option of assessing students when they’ve had the opportunity to learn the content in either reading or mathematics. High school students may take state assessments in grades 9, 10 or 11.</p> <p>If they score proficient or above on the assessments, their scores are “banked” until the junior year. If they score below proficient prior to the spring testing window of the junior year, students have another opportunity to learn additional content and then take the assessment again. The results of all the juniors (11th grade) are used in calculating assessment AMOs and participation rates. In the fall, schools access a report which indicates which juniors must be tested, which may be retested and which have completed their assessments. This ensures all students are assessed. (In previous Accountability Workbook, this was called Curriculum-Referenced Assessments for grades 9-12.)</p>		
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	<p>Kansas has a robust individual student database system (Kansas Individual Data on Students—KIDS). Each student has a unique ID number. State assessments are ordered via the KIDS system; school funding is based on this system. As a result of having this system, Kansas calculates participation and has the ability to conduct audits to ensure that all appropriate students are assessed. If for some reason a student is not assessed, the school contacts KSDE and codes that student’s record with a Special Circumstances Code.</p>		
<p>How does the State define “full academic year”?</p>	<p>Any student that is enrolled by September 20 each year and still enrolled during the testing window is considered as “full academic year.” September 20 is the official enrollment date. The assessment results of students enrolled in a particular school on September 20 enrollment date of the fall preceding the spring test administration will be included in the AMOs: achievement, growth, gap and reducing non-proficient.</p>		
<p>How does the State determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>Within the KIDS system, districts submit individual student records which indicate School Entry Date (D18), District Entry Date (D19) and State Entry Date (D20.) In addition, each record specifies the Accountability School Identifier (D2). Using this data, Kansas is able to determine which school and/or LEAs students have attended for a full academic year.</p>		
<p>To which accountability indicators does the State apply the definition of full academic year?</p>	<p>The Full Academic Year is applied to the AMOs relating to state assessment results: Achievement, Growth, Gap and Reducing the Non-Proficient.</p>	✓	
<p>What are the procedures the State uses to ensure that mobile students, including students who transfer within an LEA or between LEAs, are included at the appropriate level (school, LEA, and State) of the accountability system?</p>	<p>When a student leaves a school, that school submits an EXIT record to the KIDS system. If that student then enrolls in another Kansas school, the new school “claims” the student through the KIDS system. The new school will include the School Entry data element. As a result of these processes, the accountability programming has been written to include mobile students based on entry dates and exit dates.</p>		

<p>Does the State include in accountability determinations the proficient and advanced scores of students with the most significant cognitive disabilities on assessments based on alternate academic achievement standards? If so, does the State limit the number of those scores at the LEA and State levels, separately, so that the number of proficient and advanced scores included in the determinations does not exceed 1.0 percent of all students in the grades assessed?</p>	<p>Kansas does include the results from the Alternate assessment and the KAMM in accountability determinations. Kansas follows the Title I regulations that require a 1% cap and a 2% cap on the proficient and advanced scores of students with disabilities who took the Alternate assessment or the modified assessment (KAMM). These caps are calculated at the district and State levels. Scores in excess of the 1% or 2% cap are reclassified as below proficient unless a district has a waiver on the 1% cap which was approved by KSDE.</p>		
<p>If the State provides an alternate assessment based on modified academic achievement standards, does the State include in accountability determinations the proficient and advanced scores of students with disabilities who take that assessment? If so, does the State limit the number of those scores at the LEA and State levels, separately, so that the number of proficient and advanced scores included in the determinations does not exceed 2.0 percent of all students in the grades assessed?</p>	<p>Kansas does include the results from the Alternate assessment and the KAMM in accountability determinations. Kansas follows the Title I regulations that require a 1% cap and a 2% cap on the proficient and advanced scores of students with disabilities who took the Alternate assessment or the modified assessment (KAMM). These caps are calculated at the district and State levels. Scores in excess of the 1% or 2% cap are reclassified as below proficient unless a district has a waiver on the 1% cap which was approved by KSDE. No waivers are available for the 2% cap. If a district has less than 1% of the Alternate assessments as proficient and above, that difference is added to the 2% cap. When the difference is added to the 2% cap, the combined alternate and modified caps will not exceed 3%.</p>		
<p>What is the State process if an LEA or the State exceeds either the 1.0 or 2.0 percent proficiency cap?</p>	<p>Kansas will reclassify those scores exceeding the 1% or 2% proficiency cap as not proficient unless a district has applied for and been granted a waiver on the 1% cap. No waivers will be granted on the 2% cap.</p>		

<p>What are the State’s policies and procedures to ensure that students with disabilities and English Learners are provided appropriate accommodations? In addition, please provide a link to a page on the SEA’s web site where the State’s accommodations manuals or test administration manuals may be found.</p>	<p>All accommodations used for state assessments must be used by the student during instruction, on a regular basis, and on classroom assessments. Accommodations are available to any student as long as the accommodation is also used on a regular basis during classroom instruction.</p> <p>Information on accommodations including examiner’s manuals are posted on the KSDE Assessment/Testing website at http://www.ksde.org/Default.aspx?tabid=420</p>		
<p>Does the State include, for up to two accountability determination cycles, the scores of former students with disabilities in making accountability determinations for the subgroup of students with disabilities? If so, how?</p>	<p>Kansas will not include former Students with Disabilities in the Students with Disabilities subgroup in making accountability determinations.</p>	✓	
<p>Does the State count recently arrived English Learners as having participated in the State assessments for purposes of meeting the 95 percent participation requirement if they take (a) either an English language proficiency assessment or the State’s reading/language arts assessment; and (b) the State’s mathematics assessments?</p>	<p>English Learners who are in their first year in a US school are counted as participating in the state reading assessment if they took either the state reading assessment or the Kansas English Language Proficiency Assessment (KELPA).</p>		
<p>Does the State exempt a recently arrived English Learner from one administration of the State’s reading/language arts assessment?</p>	<p>Kansas exempts any English Learner from one administration of the state reading assessment is in their first year in a US school.</p>		

<p>Does the State exclude from accountability determinations the scores of recently arrived English Learners on the mathematics assessment, the reading/language arts assessment (if administered to these students), or both, even if these students have been enrolled in the same school or LEA for a full academic year?</p>	<p>English Learners are not included in the accountability determinations if they have been enrolled for a full academic year and are recently arrived (in their first year in a US school).</p>		
<p>Does the State include, for up to two accountability determination cycles, the scores of former English Learners in making accountability determinations for the subgroup of English Learners? If so, how?</p>	<p>Kansas will not include former English Learners in the EL subgroup in making accountability determinations for ELs.</p>	<p>✓</p>	
<p>What are the State’s criteria for exiting students from the English Learner subgroup?</p>	<p>For an English Learner to exit the EL subgroup, that student must score “4-Fluent” on the Kansas English Language Proficiency Assessment (KELPA) in all domains and the total score for two consecutive years. The domains include reading, writing, speaking and listening. The total score reflects a comprehension score.</p>		

Assessments

<p>Which assessments, including alternate assessments, is the SEA using for reporting achievement under ESEA section 1111(h)(1)(C)(i) (i.e., reading/language arts, mathematics, and science assessments)?</p>	<p>Kansas will be using the Kansas Reading Assessments, Kansas Mathematics Assessments and Kansas Science Assessments in 2013. These assessments will have some items changed to include ones that reflect the Kansas College and Career Ready Standards though most of the assessment is based on retired standards. The 2013 state assessments include the general assessment, the general assessment with accommodations, the Kansas Assessment of Modified Measures (KAMM), and the Alternate Assessment.</p> <p>As Kansas transitions to new reading and math assessments for 2014-2015, it will administer assessments in 2013-2014 that include mostly items that are based on the new Kansas College and Career Ready Standards.</p>	<p>✓</p>	
<p>What additional assessments, if any, does the State include in its accountability system and for what purpose is each assessment included?</p>	<p>Three districts (USD 224 Clifton-Clyde, USD 418 McPherson and USD 500 Kansas City, Kansas) received permission from ED via a waiver to administer the Explore by ACT in grade 8 and the ACT in high school in place of the Kansas reading, math and science assessments.</p>	<p>✓</p>	
<p>Statistical Reliability and Protection of Students' Privacy</p>			
<p>What is the State's minimum "n-size" for determining each of the following?</p> <ul style="list-style-type: none"> • Participation rate • Performance against AMOs • Graduation rate • Other (as applicable, please specify use) 	<p>The minimum "n-size" in Kansas is 30. This n-size is applied to graduation rates and performance against the AMOs. No minimum n-size is applied to participation rates.</p> <p>The n-size for the graduation rate refers to the number of students in the cohort rather than the number of graduates.</p> <p>In determining performance against the AMOs, if the "All Students" group is less than 30, 1 or 2 previous year's data will be combined with the current year's data to reach 30. If any of the other student groups has less than 30 in a particular group, the performance against the AMOs is not calculated for that group.</p>		

<p>What is the State’s minimum “n-size” for protecting students’ privacy when reporting?</p>	<p>Kansas does not publically report data if the “n-size” is less than 10. In addition, Kansas does not release any data if it would violate Federal Education Rights and Privacy Act (FERPA) requirements. The intent is to protect students’ privacy.</p>		
<p>What confidence intervals, if any, does the State use in its accountability system to ensure the statistical reliability of school classifications, and for which calculations are these confidence intervals applied?</p>	<p>Kansas will not apply confidence intervals or safe harbor to any of the AMO calculations.</p>	<p>✓</p>	
<p>Does the State base accountability determinations on multiple years of data? If so, which years, and how, if at all, are the years weighted?</p>	<p>Kansas will make annual accountability determinations for each AMO. In setting some of the AMOs, multiple years of data were necessary, i.e. gap and growth need at least 2 years of data. No weighting is applied.</p>		

Other Academic Indicators			
<p>What are the other academic indicators for elementary and middle schools that the State uses for annual reporting? What are the State's goal and/or annual targets for these indicators?</p>	<p>NA—The ESEA Flexibility Waiver did not include other academic indicators for elementary and middle schools since there are four AMOs for reading and four for math using the State assessments.</p>	<p>✓</p>	
Graduation Rate			
<p>What are the State's graduation rate goal and annual graduation rate targets?</p> <p>Please provide a table with State-level goal and annual targets for all students and by subgroup beginning with the 2012–2013 school year.</p> <p>If graduation rate annual targets vary by school, provide a link to the page on the SEA's web site where the LEA and school targets are available.</p>	<p>Both a 4-Year and a 5-Year Adjusted Cohort Graduation Rate are calculated for each school. Graduation rate is calculated for the All Students group and the traditional subgroups.</p> <p>The graduation rate goal is 80% or an annual target of either 3% or 5%. Schools with a graduation rate that is between 50% and 80% have a 3% improvement target over the previous year's graduation rate. Schools with a graduation rate that is less than 50% have a 5% annual improvement target.</p> <p>The goal and targets are the same for the All Students group and for each subgroup in which the cohort has at least 30 students.</p>		
<p>If the State has received a timeline extension and is not using a four-year adjusted cohort graduation rate for accountability determinations, please specify what rate the State is using and when the State will begin using a four-year adjusted cohort rate.</p>	<p>Not Applicable</p>		

<p>What, if any, extended-year graduation rate(s) does the State use? How does the State use its extended-year graduation rate(s) in its accountability system?</p>	<p>Kansas calculates both a 4-Year and a 5-Year Adjusted Cohort Graduation Rate. If a school's rate does not meet the goal or target with the 4-Year Adjusted Cohort, then the 5-year rate is compared to the goal and/or target to see if the school meets the graduation rate AMO.</p>		
Participation Rate			
<p>How does the State calculate participation rates?</p>	<p>The participation rate is the percent of students in a school during the testing window who took the State assessments in reading and mathematics. The annual measurable objective (AMO) is 95%. Participation is calculated using the TEST records from the Kansas Individual Data on Students (KIDS) system. The valid participation <u>n</u> (students tested) is divided by the total participation <u>n</u> (eligible students) = the participation %.</p> <p>If a school's percentage of participation is below 95% in the current year, the percent participating is averaged across either 2 or 3 years. If the average is at or above 95%, then the school makes the participation AMO.</p> <p>The participation <u>n</u> includes:</p> <ul style="list-style-type: none"> --All students who participated in the assessment. --All students who took the general assessments, the general assessments with accommodations, the KS Assessment of Modified Measures (KAMM) and the Alternate assessments. --English Learners who are in their first year of schooling in the US and who took the KS English Language Proficiency Assessment (KELPA) instead of the State reading assessments. 		
<p>How does the State use participation rates within its differentiated accountability system (<i>i.e.</i>, index)?</p>	<p>Participation rate is another AMO that schools need to meet. The AMO for the participation rate is 95%. If Title I schools do not meet the participate rate, they may be identified as Not Making Progress.</p>	✓	

