

# Accreditation Update

---

for the Kansas Learning First Alliance  
April 16, 2015



---

# Adoption Timeline

---

<b>June 2015</b>	Submit revisions for legal review
<b>November 2015</b>	State Board 'Receive Item'
<b>December 2015</b>	State Board 'Action Item'
<b>Jan – June 2016</b>	Prepare field for implementation
<b>July 2016</b>	First cycle begins for all districts
<b>June 2017</b>	Group 1 districts receive official ratings
<b>June 2018</b>	Group 2 districts receive official ratings

# Staggered Implementation

Group	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-2023
1	(RATING YR)	Year 1	Year 2	Year 3	Year 4	Year 5 (RATING YR)	Year 1
2	2-year cycle	(RATING YR)	Year 1	Year 2	Year 3	Year 4	Year 5 (RATING YR)
3	3-year cycle	(RATING YR)	Year 1	Year 2	Year 3	Year 4	Year 5
4	4-year cycle	(RATING YR)	Year 1	Year 2	Year 3	Year 4	Year 5
5	5-year cycle	(RATING YR)	Year 1	Year 2	Year 3	Year 4	Year 5

---

# Prior to April 2015

---

## As of June 2014:

- ✓ District level accreditation model
- ✓ The Five Rs framework
- ✓ Rubrics for four of the Rs

## During 2014-2015:

- ✓ Public transparency through KSDE dashboard **SEP 2014**
- ✓ KSDE training of all members of Outside Validation Teams  
**SEP 2014**
- ✓ Five-year cycle **SEP 2014**
- ✓ Results "R" using College and Career Ready results **DEC 2014**
- ✓ Accreditation Levels **FEB 2015**

---

# 2015-2016 Accreditation

---

Per current regulation, all schools complete QPA Quality Criteria Collection by June 1, 2015.

*Accreditation Advisory Council recommendation **APR 2015**:*

All schools maintain their current accreditation status for the 2015-2016 school year (by State Board action May 2015).

---

# New Model – Non-negotiables

---

*Accreditation Advisory Council recommendation* **APR 2015:**

Districts will meet all licensure, fiscal/accounting, mentoring, IDEA, and ESI statutes/regulations in order to be considered for an accreditation rating other than “not accredited.”

(KSDE will work closely with districts to assist in resolving issues related to these requirements.)

---

# New Model – Foundational Requirements

---

*Accreditation Advisory Council recommendation* **APR 2015:**

SYSTEMS MUST HAVE STRUCTURES IN PLACE TO ADDRESS:

1. Compliance with statutes/regs
2. Participation in school improvement/accreditation
3. Diversity and equity in education
4. Family and community engagement
5. CCR/Rose Capacities
6. Social-emotional development of all students

---

# New Model – Accreditation Ratings

---

The following ratings will be used in conjunction with the new model:

**Accredited**

**Accredited – Conditional**

**Not Accredited**



---

# New Model – Process

---

## Year One

Needs assessments (buildings and district)

Goal area selection (District selects 2 of the Rs **APR 2015.**)

Meeting with Outside Validation Team (can be virtual)

## Year Two

Development of goals and action plans (buildings)

Development of leadership goals and action plans (district)

## Year Three

Implementation of action plans

Meeting with Outside Validation Team Chair (can be virtual)

## Year Four

Continued Implementation of action plans

## Year Five

Post-implementation analysis

OVT formal accreditation visit

Application for accreditation rating

---

# We are advising districts to:

1. Familiarize all staff with State Board's definition of College and Career Ready, including the use of the ACTE (Academic, Cognitive, Technical, Employability) acronym.
2. Familiarize all staff with the Rose Capacities.

---

## We are advising districts to:

3. Leadership begin review of the four rubrics (Rs) with calibration (IRA) in mind.
4. Familiarize all staff with the four rubrics – have them reflect on what they already do in support of CCR, ACTE, Rose Capacities, and the four rubric areas.

---

# We are advising districts to:

---

5. Relate strategic/action plans and goals to the components of the four rubrics.
6. When discussing data, address its relationship (and possible use as growth evidence) to CCR, ACTE, Rose Capacities, and the four rubric areas.

---

# We are advising districts to:

7. Identify existing ACTE and 5R data points for possible use as indicators of goal and growth achievement.

# Kansas Education Systems Accreditation

*A systems approach to K-12 accreditation*

## Framework: The Five Rs

Everything an educational system does can be classified in one of the first four categories, and all efforts in these areas – collectively – contribute to the RESULTS: *measurable indicators* of readiness for the next year of education and, ultimately, of college- and career-readiness. Performance after graduation is *measurable evidence* of PK-12 preparation.

RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR	RESULTS
<p><b>Defining Relationships:</b>  <i>"a state of interconnectedness – among people, curricula, programs, projects, and communities – is critical in establishing connections that result in high performing learning environments"</i> (KSDE, 2010, p. 40)</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Students</li> <li>• Families</li> <li>• Community</li> </ul>	<p><b>Defining Relevance:</b>  <i>"the power and ability of specific information to meet the needs of its user – strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real world, and socially significant"</i> (KSDE, 2010, p. 42).</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Instruction</li> <li>• Student Engagement</li> <li>• Technology</li> </ul>	<p><b>Defining Responsive Culture:</b>  <i>"one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stake holders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community"</i> (KSDE, 2010, p. 48).</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Early Childhood</li> <li>• District Climate</li> <li>• Nutrition and Wellness</li> </ul>	<p><b>Defining Rigor:</b>  <i>"a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning – is essential in addressing the needs of our rapidly expanding society and world"</i> (KSDE, 2010, p. 44).</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>• Career &amp; Technical Ed</li> <li>• Professional Learning</li> <li>• Resources</li> <li>• Data</li> </ul>	<p><b>Defining Results:</b>  <i>"witnessable evidence of growth and learning – allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner."</i> (KSDE, 2010, p. 46).</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>• Academic / Cognitive</li> <li>• Technical / Career-specific</li> <li>• Employability</li> <li>• Post-secondary evidence</li> </ul>

# The Four Rubrics

RELEVANCE					
COMPONENT 1: CURRICULUM					
Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Kansas College and Career Ready Standards: Implementation		Provides evidence of implementation of Kansas College and Career Ready Standards at district and school levels. Demonstrates use of Kansas College and Career Ready Standards to create two of the following: district curriculum, vertical alignment, student learning outcomes, scope and sequence for teaching and learning, and implemented research-based strategies.	Provides evidence of implementation of Kansas College and Career Ready Standards at district and school levels. Implementation is reviewed on an annual basis according to a process. Demonstrates use of Kansas College and Career Ready Standards to create three of the following: district curriculum, vertical alignment, student learning outcomes, scope and sequence for teaching and learning, and implemented research-based strategies.	Provides evidence of implementation of Kansas College and Career Ready Standards at district and school levels. Implementation is reviewed throughout the academic year according to a process. Demonstrates use of Kansas College and Career Ready Standards to create all of the following: district curriculum, vertical alignment, student learning outcomes, scope and sequence for teaching and learning, and implemented research-based strategies.	
Curriculum and resources adoptions		Provides evidence of leader and educator participation in curriculum and resources adoptions.	Provides evidence of leader and educator participation in curriculum and resources adoptions. Presents a process for adoptions.	Provides evidence of leader, educator, family, and student participation in curriculum and resources adoptions. Presents a process for adoptions. Demonstrates that adopted curricular material content is sensitive to and reflective of the culture and community in which they will be used.	
Professional learning		Presents and uses data at the classroom, school, and district levels to inform professional learning about curriculum.	Presents and uses data at the classroom, school, and district levels to inform professional learning about curriculum. Uses learning communities to address curriculum.	Uses formalized process to analyze data at the classroom, school, and district levels to inform professional learning about curriculum. Documents work of how learning communities are reviewing and addressing curriculum.	





# Scoring a Criterion

	NO EVIDENCE	IMPLEMENTING	TRANSITIONING	MODELING
Curriculum and resources adoptions		Provides evidence of leader and educator participation in curriculum and resources adoptions.	Provides evidence of leader and educator participation in curriculum and resources adoptions. Presents a process for adoptions.	Provides evidence of leader, educator, family, and student participation in curriculum and resources adoptions. Presents a process for adoptions. Demonstrates that adopted curricular material content is sensitive to and reflective of the culture and community in which they will be used.

1. Do we meet the MODELING description completely?
2. If so, what is our evidence?
3. If not, what is lacking? Do we, then, meet the TRANSITIONING description completely?
4. If so, what is our evidence?
5. If not, what is lacking? Do we, then, meet the IMPLEMENTING description completely?



---

## SAMPLE RESULTS

- 1 SAT
- 2 ACT
- 3 GRADUATION RATE
- 4 GRADES
- 5 STATE ASSESSMENTS
- 6 INDUSTRY-RECOGNIZED CERTIFICATES
- 7 PATHWAYS COMPLETERS
- 8 WORK KEYS
- 9 ATTENDANCE
- 10 EXTRACURRICULAR PARTICIPATION
- 11 EXTRACURRICULAR LEADERSHIP
- 12 ACADEMIC SHOLARSHIPS
- 13 CAREER PLAN ON TRACK
- 14 DISCIPLINE RECORD
- 15 SERVICE WORK
- 16 SERVICE LEADERSHIP
- 17 EMPLOYMENT DURING HIGH SCHOOL
- 18 SOCIO-EMOTIONAL ADJUSTMENT
- 19 FINE ARTS COURSES
- 20 COLLEGE/VT GPA
- 21 POST-SEC REMEDIATION
- 22 MILITARY ENLISTMENT
- 23 COMMUNITY INVOLVEMENT
- 24 COLLEGE/VT COMPLETION
- 25 READING LEVEL
- 26 COLLEGE/VT RETENTION
- 27 COLLEGE/VT COMPLETION
- 28 ASVAB
- 29 PARENTAL INVOLVEMENT
- 30 FREE/REDUCED PARTICIPATION

CLASSIFYING RESULTS

RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RESULTS

CLASSIFYING RESULTS

ACADEMIC/COGNITIVE	TECHNICAL / CAREER-SPECIFIC	EMPLOYABILITY	POST-SECONDARY EVIDENCE

---

# Teacher Licensure & Accreditation

---

**Dr. Scott Myers, Director**

785-296-8010

*smyers@ksde.org*

**Bill Bagshaw, Assistant Director**

785-296-2198

*bbagshaw@ksde.org*

**Kelly Slaton, Education Program Consultant**

785-368-7356

*kslaton@ksde.org*