



Kansans **CAN**

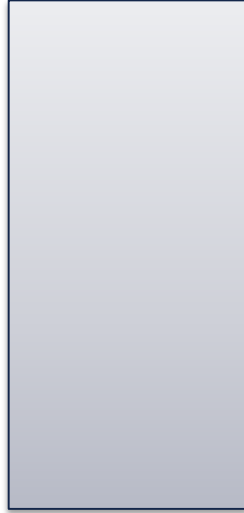
KANSAS EDUCATION
SYSTEMS ACCREDITATION
SYSTEM REGIONAL
MEETING FALL 2018

Kansas leads the world in the success of each student.

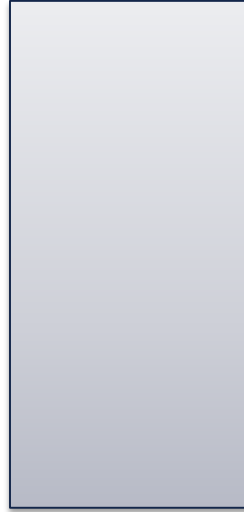
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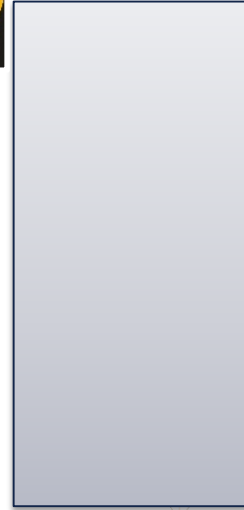
Know



Want to Know



Resources



TODAY'S OUTCOMES

- Kansas Vision and KESA
- Process
- KESA and Redesign
- Logistics and Responsibilities
- Resources

KANSAS VISION FOR EDUCATION



Kansans
CAN

Kansas leads the world in the
success of each student.



Successful High School Graduate

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification, or in the workforce, without the need for remediation.

STATE BOARD OUTCOMES FOR MEASURING PROGRESS



Kindergarten
Readiness



Individual Plan of
Study



High school
graduation



Postsecondary
Success



Social-emotional
growth measured
locally

KINDERGARTEN READINESS



Kindergarten
Readiness

- Connection between early years and later success
- Early learning programs make a difference
- Parents/families make a difference

INDIVIDUAL PLANS OF STUDY (IPS)



Individual Plan of Study

- Required from 8th through 12th grades
- Process and Product
- Helps students plan for success after high school

HIGH SCHOOL GRADUATION



High School
Graduation

- No high school diploma = almost no chance of achieving middle class
- Only 17% of all jobs available to those with no high school diploma
- Available jobs may not provide a living wage or health care benefits
- 2016-17 Kansas graduation rate = 86.9%



POSTSECONDARY SUCCESS



Postsecondary Success

- In 2020, education demand for jobs in Kansas: 29% High School Diploma or less; 35% Associate's degree; 25% Bachelor's degree; 11% Master's degree
- State goal = 70-75%
- Two pieces of paper

SOCIAL/EMOTIONAL GROWTH MEASURED LOCALLY



Social-Emotional
Growth Measured
Locally

- Students lacking nonacademic skills find postsecondary success more difficult
- Process of acquiring nonacademic skills
- Schools incorporating social-emotional and character development have increased student engagement and academic skills and decreased suspensions

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RESULTS

Social-Emotional
Factors Measured
Locally

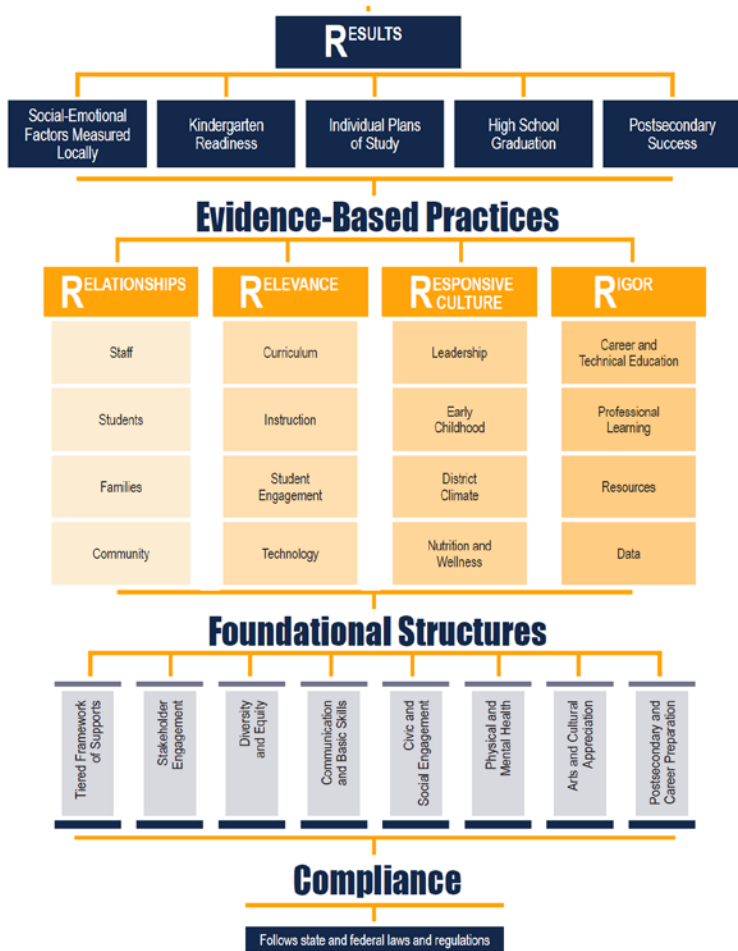
Kindergarten
Readiness

Individual Plans
of Study

High School
Graduation

Postsecondary
Success





How Will We Get There?

Kansas Education Systems Accreditation



RELATIONSHIPS

Defining Relationships:

"a state of interconnectedness - among people, curricula, programs, projects, and communities - is critical in establishing connections that result in high performing learning environments"

COMPONENTS:

Staff
Students
Families
Community

RELEVANCE

Defining Relevance:

"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"

COMPONENTS:

Curriculum
Instruction
Student Engagement
Technology

RESPONSIVE CULTURE

Defining Responsive Culture:

"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"

COMPONENTS:

Leadership
Early Childhood
District Climate
Nutrition and Wellness

RIGOR

Defining Rigor:

"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"

COMPONENTS:

Career and Technical Education
Professional Learning
Resources
Data

RESULTS

Defining Results:

"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."

COMPONENTS:

Social-Emotional Factors
Kindergarten Readiness
Individual Plans of Study
High School Graduation
Postsecondary Completion/Attendance

FOUNDATIONAL STRUCTURES

- Tiered Framework of Supports
- Stakeholder Engagement
- Diversity and Equity
- Communication and Basic Skills
- Civic and Social Engagement
- Physical and Mental Health
- Arts and Cultural Appreciation
- Postsecondary and Career Preparation

COMPLIANCE

- Graduation requirements
- Educator licensure
- System professional Development plan
- System mentoring plan
- Educator evaluation
- Child nutrition and wellness
- Early Childhood
- Special Education
- Title
- State Assessments
- Bullying Policy
- Jason Flatt Act
- Fiscal/Finance



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RESULTS



Evidence-Based Practices

RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR
Staff	Curriculum	Leadership	Career and Technical Education
Students	Instruction	Early Childhood	Professional Learning
Families	Student Engagement	District Climate	Resources
Community	Technology	Nutrition and Wellness	Data

Foundational Structures



Compliance

Follows state and federal laws and regulations



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SO, HOW DO REDESIGN AND THE KESA ALIGN?

SYSTEM "PLAYERS"

- Governing Body
- District Level Team (DLT)
- District Site Council (DSC)
- Other Stakeholders



BUILDING “PLAYERS”

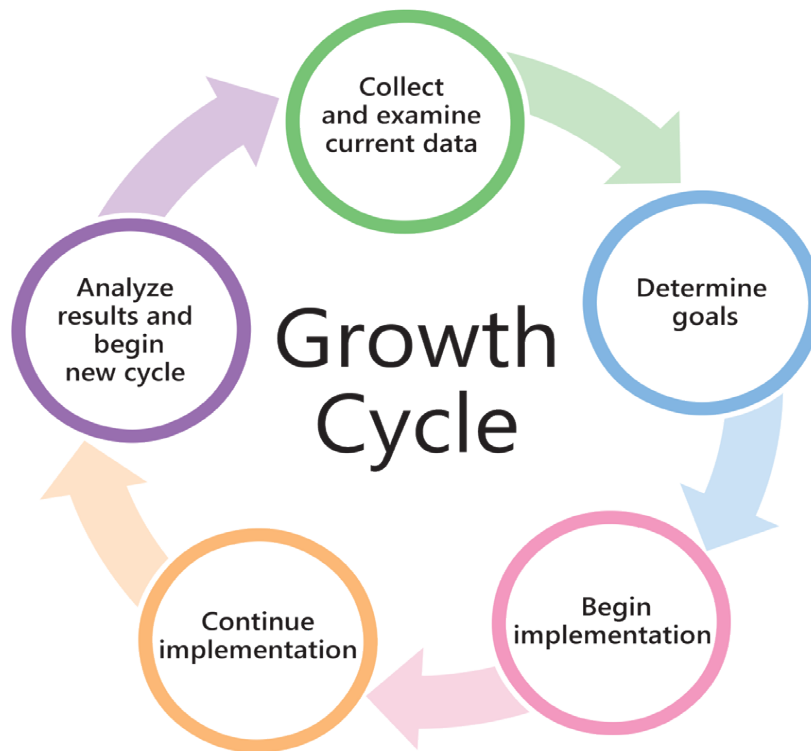
- ALL staff
- Building Leadership Team (BLT)
- Building Site Council (BSC)

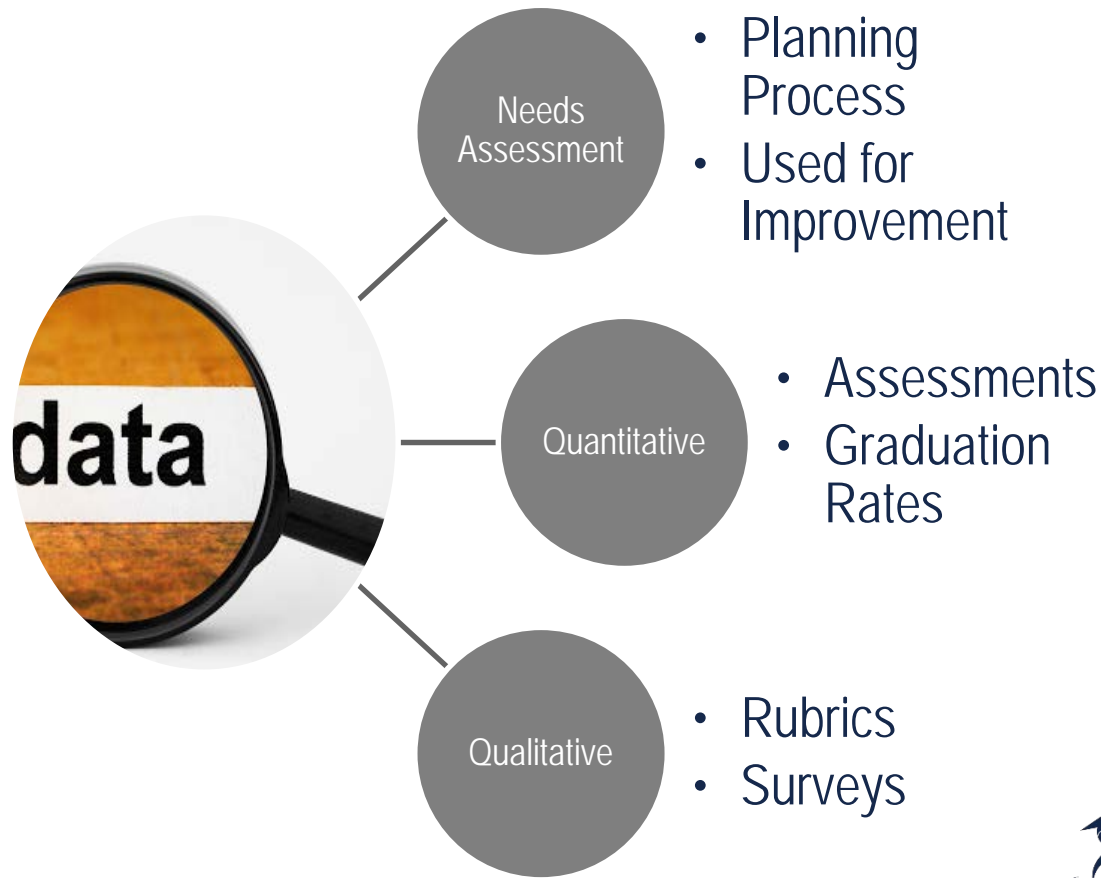


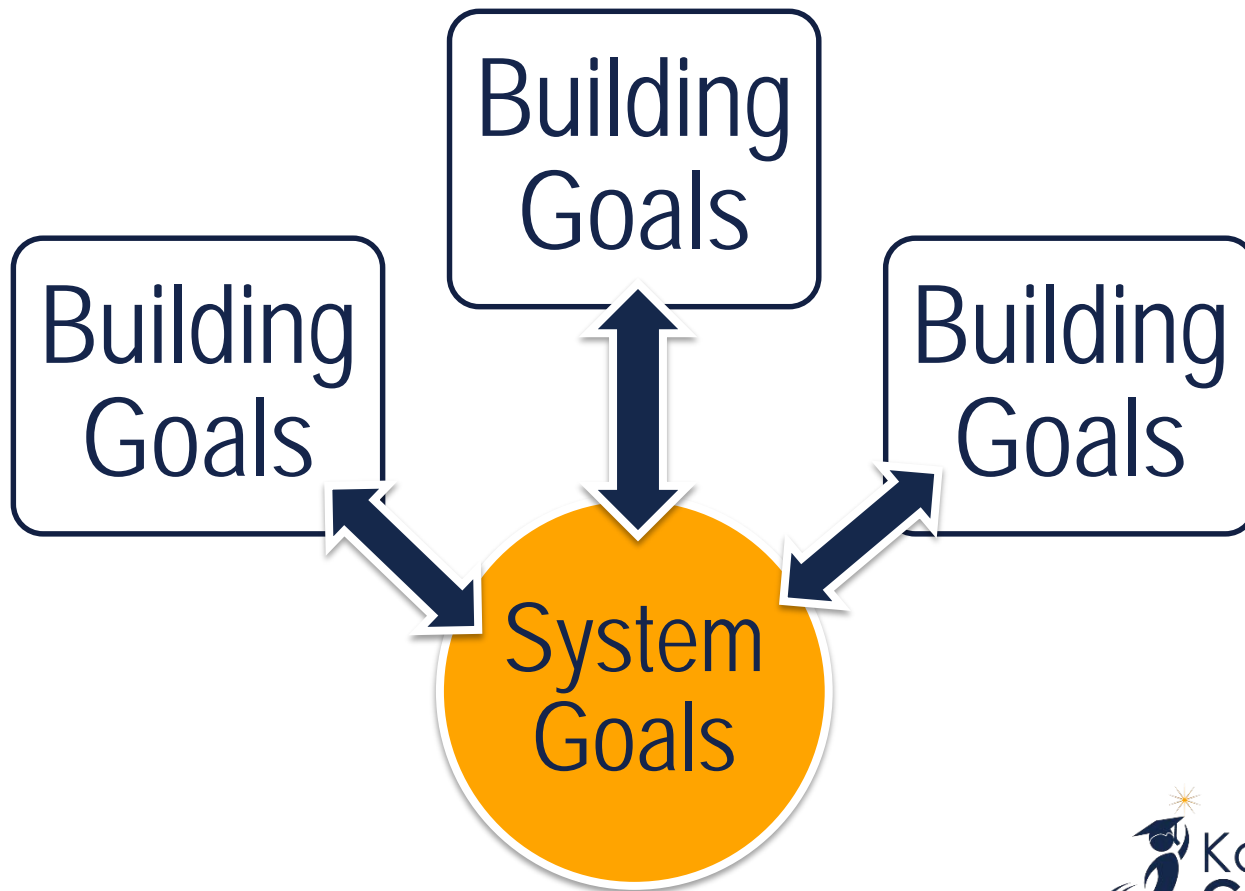
SITE COUNCIL PURPOSE AND ROLE

- Provides Advice/input
- Helps Communicate Vision and Improvement Growth
- Representative of the System Stakeholders

KESA CONTINUOUS IMPROVEMENT CYCLE FOR SYSTEM REDESIGN





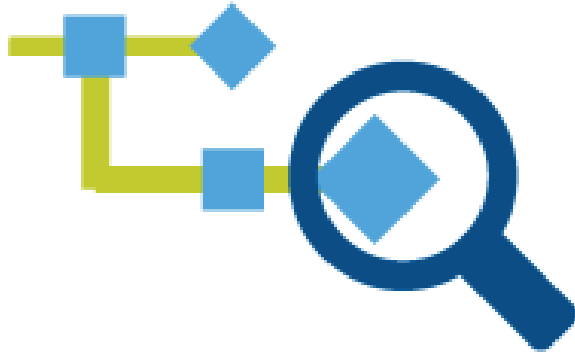


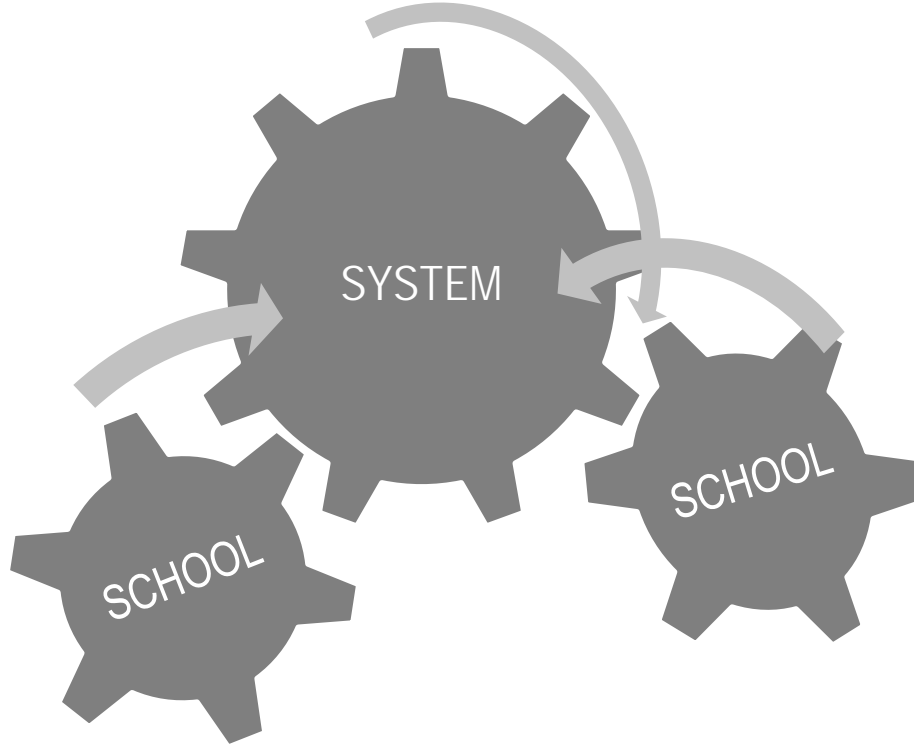


Develop Improvement Plan



Analysis





HOW WOULD I DEFINE THE ROLE
OF THE SYSTEM IN RELATION TO
THE OUTSIDE VISITING TEAM?

SYSTEM ACTIVITIES – YEAR ONE

Initial KESA Implementation (17-18)

Systems completed:

- Initial KESA Report
- A needs assessment
- Review of KESA rubrics
- Selection of two Goal Areas
- Schedule Onsite Visit

Moving Forward

Systems Complete:

- Initial KESA Report
- Review Goal Areas & priorities
- Revise based on Needs Assessment (KESA Rubrics and/or other data) & Accreditation Report
- Develop/Refine Improvement Plan
- System Yearly Update
- Schedule Onsite Visit

SYSTEM ACTIVITIES – YEAR TWO

This Year (2018-19)

Systems do the following:

- DLTs develop priorities for goal areas based on building goals/needs
- BLTs develop building goals and action plans based on System Goal Areas
- Complete System Yearly Update
- Schedule the Onsite Visit

Moving Forward

Systems do the following:

- Complete building and System plans (if needed)
- Begin Implementation of improvement/action plans
- Complete System Yearly Update
- Schedule the Onsite Visit

SYSTEM ACTIVITIES – YEAR THREE

Mid-Cycle Review (2018-20)

Systems do the following:

- Mid-cycle review at all levels
- Begin implementing action plans & identify data or evidence supporting plans & make adjustments as needed
- Complete System Yearly Update
- Schedule an Onsite Visit

Moving Forward

Systems do the following:

- Mid-cycle review at all levels
- **Continue** implementation of improvement/action plans & identify data or evidence supporting plans & make adjustments as needed
- Complete System Yearly Update
- Schedule an Onsite Visit

SYSTEM ACTIVITIES – YEAR FOUR

Systems do the following:

- Compliance and foundational structures review
- Continue implementation & monitoring of improvement/action plans, revise as necessary based on data
- Continue identification of data/evidence supporting plans
- Begin preparation for accreditation year
- Complete System Yearly Update
- Schedule an onsite visit

SYSTEM ACTIVITIES – YEAR FIVE ACCREDITATION YEAR

Systems do the following:

- BLTs and DLTs conduct end of cycle needs assessment and review results to determine progress
- Review compliance and foundational structures
- Submit KESA Final Report
- Complete System Yearly Update
- Schedule final onsite visit

OVT ANNUAL SUMMARY REPORTS

- Overview/Summary of the visit
- Highlights of decisions, discussions and interviews during the visit
- Observations of the system's progress
- Data
- Delegation among members for writing various portions of report
- Submit within 30 days of visit

OVT VISIT TIMEFRAME AND AGENDAS

- At least ½ a day
- Done in collaboration with the OVT Chair
- Focus agenda around areas of need and support
- Arrange for focus group/stakeholder meetings
- Do not tour buildings without a purpose
- Seek support regarding goals and improvement plan

IMPROVEMENT PLAN

System – Two “Rs”

Broad goals that can support building goals

System goals based on building needs

Strategies focused on system improvements and building supports

Building goals based on needs assessment and aligned with System goals.

WHAT DOES A GOOD PLAN LOOK LIKE?

SAMPLE GOALS AND IMPROVEMENT PLANS

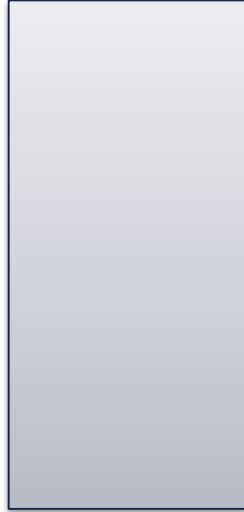
ARC RESPONSIBILITIES

- 18-20 Member Group
- Reviews All System Documentation
- Reviews Chair Documentation
- Provides Recommendation of Accreditation Status to State Board of Education
- May Provide Suggestions for Areas of Improvement

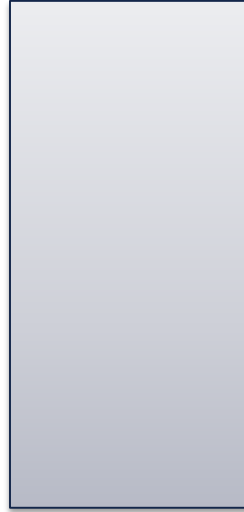
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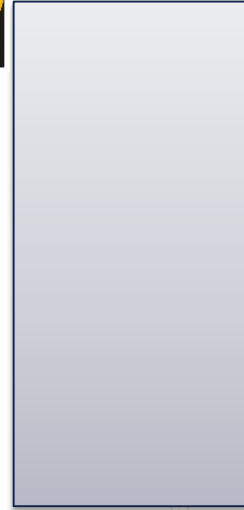
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