



KELI Professional Learning for Principals: Seminar 3
Accreditation Step-by-Step
January 21, 2015

WHAT ARE YOU ALREADY DOING BECAUSE OF QPA?



QPA Quality Criteria

1. School Improvement Plan (incl. staff dev.)
2. External Assistance Team
3. Locally determined assessments (aligned)
4. Formal training re: standards, assessments
5. Local BOE requirements
 - teacher/substitute teacher licensure
 - minimum enrollment
 - student credit transfer/acceptance
 - records retention



QPA Quality Criteria

6. Local graduation requirements meeting state minimum
7. Regents/Honor Scholar curricula
8. Specified elementary and secondary programs and services
9. Specified secondary programs and services
10. Athletic participation policies
11. Specified programs and services supporting learning and growth



QPA Performance Criteria and New Model

- ✓ **Student achievement**
RESULTS – ACADEMIC / COGNITIVE
- ✓ **Assessment participation**
RESULTS – ACADEMIC / COGNITIVE
RELEVANCE – STUDENT ENGAGEMENT
- ✓ **Attendance rates**
RESULTS – EMPLOYABILITY
RELATIONSHIPS – STUDENTS
RELEVANCE – STUDENT ENGAGEMENT
- ✓ **Graduation rates**
RESULTS – EMPLOYABILITY



WHAT TO DO NOW

1. Continue to do what you are already doing.
2. Begin review of rubrics to determine what they mean in your district.
(IRA)
3. Begin self-assessing.
4. Be transparent now.



Today's Discussion of Proposed New Model

1. Requirements
2. Process
3. What's next
4. Unpacking the Five Rs
5. Documenting growth





Accreditation Requirements

Advisory Council Recommendations in Place

- ✓ District level accreditation model
- ✓ The Five Rs
- ✓ Rubrics for four of the Rs
- ✓ Four components under each R (**with Results “R” using College- and Career-Ready Results**)
- ✓ **Public transparency through KSDE dashboard**
- ✓ **KSDE training of all members of Outside Validation Teams**
- ✓ **Five-year cycle**



New Model Requirements

- **Stakeholder Participation**
- Evidence (data, artifacts) of **CCR Results**
- Goal Areas (**Framework - 5 Rs**)
- Building Goals/Action Plans
- **District Leadership Goals/Leadership Plans**
- Professional Learning
- Implementation
- Mid-implementation Review
- Post-implementation Analysis
- On-site Visit
- Accreditation Rating
- **Public Transparency throughout process**



Stakeholder Participation

District Employees

- ✓ Building Leadership Team
- ✓ District Leadership Team

Other Stakeholders

- ✓ Building Site Council
- ✓ District Site Council
- ✓ Board of Education

Outside Validation

- ✓ Outside Validation Team
- ✓ KSDE oversight
- ✓ Public transparency



Framework/CCR Results

RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR	RESULTS
<p>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" (KSDE, 2010, p. 40)</p> <ul style="list-style-type: none"> • Staff • Students • Families • Community 	<p>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" (KSDE, 2010, p. 42).</p> <ul style="list-style-type: none"> • Curriculum • Instruction • Student Engagement • Technology 	<p>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" (KSDE, 2010, p. 48).</p> <ul style="list-style-type: none"> • Leadership • Early Childhood • District Climate • Nutrition and Wellness 	<p>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" (KSDE, 2010, p. 44).</p> <ul style="list-style-type: none"> • Career & Technical Ed • Professional Learning • Resources • Data 	<p>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." (KSDE, 2010, p. 46).</p> <ul style="list-style-type: none"> • Academic / Cognitive • Technical / Career-specific • Employability • Post-secondary evidence



Note: Results components revised by KSDE Accreditation Advisory Council recommendation Dec. 1, 2014.

Defining College- and Career-Ready

“College- and Career-Ready means an individual has the academic preparation, cognitive preparation, technical skills, and employability skills to be successful in postsecondary education, in the attainment of an industry recognized certification, or in the workforce—without the need for remediation.”

CCR = ACTE



District Leadership Goals/Plans

- Layer of accountability at district level
- Actively involves district leadership and BOE in the process



Public Transparency

Where

- School Home Page
- District Home Page
- KSDE Dashboard

How

- **All accreditation work is accomplished through KSDE Accreditation System – step-by-step, screen-by-screen guidance through entire process.**





Select another dashboard to view.

USD #XYZ Sunnytown Dashboard

- MORE INFO:**
- Budget/Finance
 - Demographics
 - English Learners
 - Health/Wellness
 - Kan-Eat
 - Migrants
 - MTSS
 - Special Education
 - Title Programs
 - Transportation

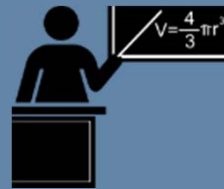
- LOCAL INFO:**
- Contact Information
 - Google Map
 - Official Website

Post-Secondary Attendance



94%

Post-Secondary Remediation



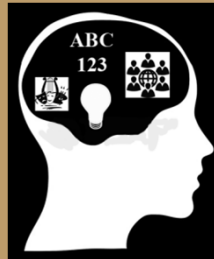
45%

Post-Secondary Retention



52%

Academic/Cognitive



Technical/Career-Specific



Employability



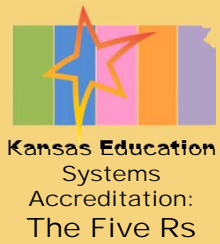
Educator Demographics



Educator Quality



Educator Licensure



Rating:
ACCREDITED
 Rating expires:
 6/30/2021
 Details>>>

The Five Rs RESULTS



District-Selected RESULT



District-Selected RESULT



District-Selected RESULT



District-Selected RESULT





▼ [Select another dashboard to view.](#)

Sunnytown Elementary School Dashboard

- MORE INFO:**
 Budget/Finance
 Demographics
 English Learners
 Health/Wellness
 Kan-Eat
 Migrants
 MTSS
 Special Education
 Title Programs
 Transportation

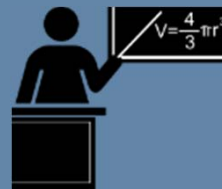
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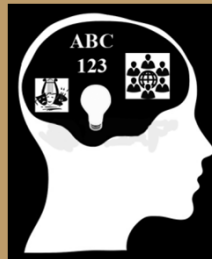
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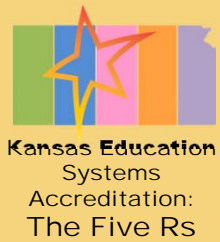
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The Five Rs RESULTS



District-Selected RESULT



District-Selected RESULT



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District-Selected RESULT



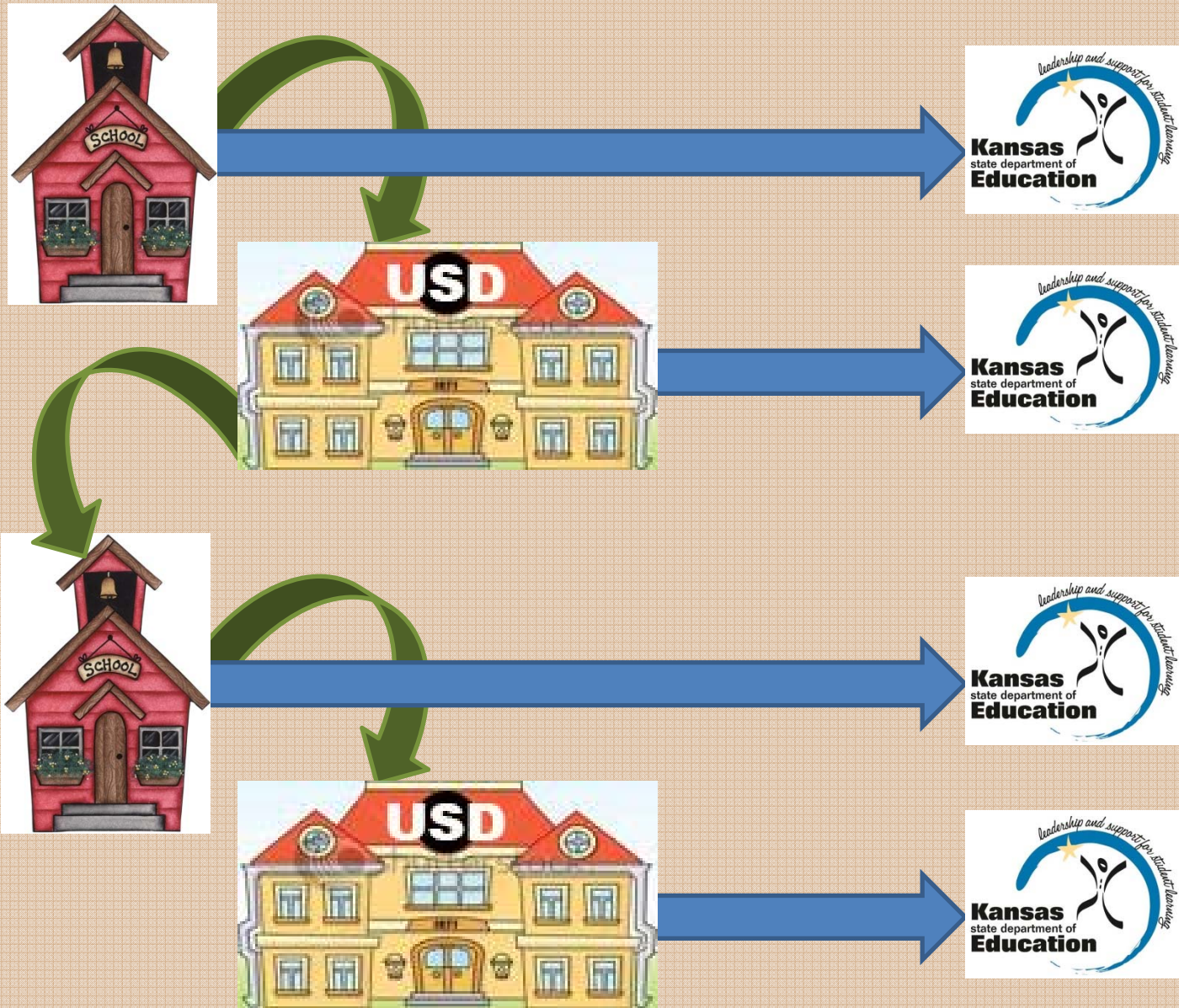


Accreditation Process

QPA



New Model



Process

Year One

1. Assemble and train all teams/committees.
2. Buildings conduct **NEEDS ASSESSMENT**.
Building Site Council acknowledges,
Superintendent approves.
3. District conducts **NEEDS ASSESSMENT**
and selects 1-2 Rs as **GOAL AREAS**.
District Site Council gives feedback.
4. District conducts virtual meeting with OVT.
5. BOE acknowledges needs assessments,
approves goal areas.



Process

Year Two

1. Buildings develop 2-3 **BUILDING GOALS** related to the district-wide goal areas.
2. Buildings develop a **BUILDING ACTION PLAN** for each goal developed in Step 1.
3. Building Site Councils give feedback on goals and plans. Superintendent approves goals and plans.
4. District develops 2-3 **DISTRICT LEADERSHIP GOALS** related to the district-wide goal areas.
5. District develops **DISTRICT LEADERSHIP ACTION PLAN** for each district leadership goal.
6. District and Buildings can initiate **PROFESSIONAL LEARNING** to prepare staff for implementation.



Process

Year Three

1. District and Buildings implement action plans, gathering **EVIDENCE AND ARTIFACTS** throughout.
2. Buildings conduct **MID-IMPLEMENTATION REVIEW** at year-end and make adjustments (as indicated) for the following year.
3. District conducts **MID-IMPLEMENTATION REVIEW** at year-end and makes adjustments (as indicated) for following year.
4. District Site Council and Outside Validation Team give feedback on adjustments.
5. BOE approves any adjustments.



Process

Year Four

1. Buildings continue implementation of building action plans, gathering **EVIDENCE AND ARTIFACTS** throughout.
2. Buildings update Building Site Councils and Superintendent by Dec. 1 and April 1.
3. District continues implementation of district leadership action plans, gathering **EVIDENCE AND ARTIFACTS** throughout.
4. District updates District Site Council, OVT, and BOE by Dec. 15 and March 15.
5. Buildings begin gathering data, as applicable, for upcoming post-implementation analysis.



Process

Year Five

1. Buildings and District conduct **POST IMPLEMENTATION ANALYSIS** (similar process to needs assessment).
2. District conducts **OVT ON-SITE VISIT**.
3. District submits **APPLICATION FOR DISTRICT ACCREDITATION RATING** by March 1.
4. State Board acts on applications in April.
5. **NEW DISTRICT ACCREDITATION RATING** is effective July 1 and remains in effect for five years or until State Board acts to change it.



Accreditation Status

(Advisory Council will finalize a recommendation at Feb. 9 meeting.)

Accredited

- USDs and non-public schools completing all requirements and demonstrating continual overall growth

Conditionally Accredited

- USDs with more than ___% of its schools involved in mandated improvement programs or not showing significant, continual overall improvement
- New non-public schools seeking initial accreditation

Not Accredited

- USDs and non-public school participants not completing requirements and/or not demonstrating overall growth

(Non-public schools that do not participate in state accreditation are supposed to be registered with KSDE.)





What's Next

Advisory Council Recommendations to Come

- ✓ Finalize prerequisites/prerequisite waivers
- ✓ Define accreditation statuses
- ✓ Recommend rewards/sanctions
- ✓ Define Outside Validation Team details



KSDE Work to Do

- ✓ Revise regulations
- ✓ Accreditation software (authenticated app)
- ✓ Accreditation instructions/guidance for field
- ✓ Professional learning for field
- ✓ Training for Outside Validation Team members
- ✓ Details of implementation



WHAT TO DO NOW

1. Continue to do what you are already doing.
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(IRA)
3. Begin self-assessing.
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Approval Timeline

Fall 2014/Winter 2015	submit revisions for legal review
Fall 2015	State Board 'Receive Item'
Fall/Winter 2015	State Board 'Action Item'
Winter '15 – Summer '16	Prepare field for implementation
July 2016	First cycle begins for all districts
May 2018	Group 1 districts receive official ratings
May 2019	Group 2 districts receive official ratings



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
4	4-year cycle → (RATING YR)				Year 1	Year 2	Year 3
5	5-year cycle → (RATING YR)					Year 1	Year 2



Implementation



Unpacking the Five Rs

The Five Rs

RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR	RESULTS
<p>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" (KSDE, 2010, p. 40)</p> <ul style="list-style-type: none"> • Staff • Students • Families • Community 	<p>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" (KSDE, 2010, p. 42).</p> <ul style="list-style-type: none"> • Curriculum • Instruction • Student Engagement • Technology 	<p>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" (KSDE, 2010, p. 48).</p> <ul style="list-style-type: none"> • Leadership • Early Childhood • District Climate • Nutrition and Wellness 	<p>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" (KSDE, 2010, p. 44).</p> <ul style="list-style-type: none"> • Career & Technical Ed • Professional Learning • Resources • Data 	<p>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." (KSDE, 2010, p. 46).</p> <ul style="list-style-type: none"> • Academic / Cognitive • Technical / Career-specific • Employability • Post-secondary evidence



Note: Results components revised by KSDE Accreditation Advisory Council recommendation Dec. 1, 2014.

Five Rs Debriefing

- ✓ Understanding 'The Five Rs' Framework and the four Rubrics
- ✓ Relationships/Evidence
- ✓ Relevance/Evidence
- ✓ Responsive Culture/Evidence
- ✓ Rigor/Evidence

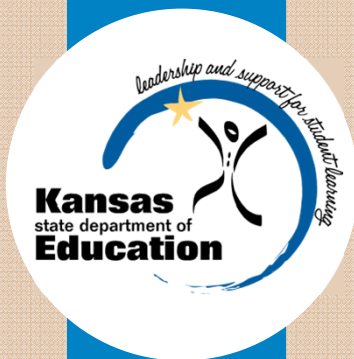
What are your schools already doing that address these four of the Five Rs?

What evidence/artifacts do you already gather on a regular basis that will assist you in demonstrating your results in the new accreditation model?

Takeaways:

KSDE: Input from field on the rubrics and questions/suggestions.

Field: How new model meshes with what they are already doing and ideas of evidence/artifacts for showing growth in each of the R areas.





Documenting Growth

Defining College- and Career-Ready

“College- and Career-Ready means an individual has the academic preparation, cognitive preparation, technical skills, and employability skills to be successful in postsecondary education, in the attainment of an industry recognized certification, or in the workforce—without the need for remediation.”

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Types of Results

Indicators

established (through research) readiness measures used during PK-12

Predictors

Factors/measures *strongly correlated* (through research) with improved post-secondary outcomes

Other Potential Factors

factors *identified as important* (through research) to post-secondary success

Evidence

measures of *actual* post-secondary success of graduates



	Indicators	Predictors	Other Potential Factors	Post-secondary Evidence
Academic/ Cognitive				
Technical/ Career-specific				
Employability				

	Indicators	Predictors	Other Potential Factors	Post-secondary Evidence
Academic/ Cognitive	SAT	High School GPA	Socio-emotional Development	College/VT GPA
	ACT	Academic Scholarships	Fine Arts Participation	Post-secondary Remediation
	Grad Rate	PK-12 Career Plan on Track		
	High School GPA	Academic Contest Success		
	State Assessments	PK-12 Discipline Record		
Technical/ Career-specific	Industry-recognized certificate during HS			Industry-recognized certificate after HS
	Pathways Completers		Fine Arts Participation	Community Involvement
	Work Keys			
Employability	HS Attendance	Academic Contest Success	Fine Arts Participation	Start Yr 2 College/VT
	Extracurricular Leadership	Service Work	Socio-emotional Development	Yr 1 College/VT Completion
		Job during HS		
		Service Work Leadership		Complete College/VT

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Results Debriefing

What are your schools already doing that addresses ACTE?

What evidence/artifacts do you already gather on a regular basis that will assist your school and district in demonstrating ACTE results in the new accreditation model?

Takeaways:

KSDE: Input from field on the RESULTS components and questions/suggestions.

Field: How new model meshes with what they are already doing and ideas of evidence/artifacts for showing growth in each of the RESULTS components.



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U.S. Department of Education

ESEA

Title IX General Provisions

PART A Definitions

Sec. 9101

(11) **CORE ACADEMIC SUBJECTS** - The term ‘core academic subjects’ means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.



<http://www2.ed.gov/policy/elsec/leg/esea02/pg107.html>