Kansas Curriculum Leaders
Accreditation Step-by-Step
January 23, 2015
Accreditation Update

1. Right now
2. On the discussion table
3. New Pieces
4. Process
5. Unpacking the Five Rs
6. Documenting growth
Advisory Council Recommendations in Place

- District level accreditation
- Growth model
- Pedagogical Framework: The Five Rs
- Four components under each R
- Rubrics for four of the Rs
- Results “R” using College- and Career-Ready Results
- Public transparency / KSDE dashboard
- KSDE training of all members of Outside Validation Teams
- Five-year cycle
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
## Approval Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Fall 2014/Winter 2015</td>
<td>submit revisions for legal review</td>
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<tr>
<td>Fall 2015</td>
<td>State Board ‘Receive Item’</td>
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<td>Fall/Winter 2015</td>
<td>State Board ‘Action Item’</td>
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<td>Winter ’15 – Summer ‘16</td>
<td>Prepare field for implementation</td>
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<td><strong>July 2016</strong></td>
<td><strong>First cycle begins for all districts</strong></td>
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<tr>
<td>May 2018</td>
<td>Group 1 districts receive official ratings</td>
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<tr>
<td>May 2019</td>
<td>Group 2 districts receive official ratings</td>
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What You Can Do Now

1. Continue to do what you are already doing.
2. Unpack the R rubrics – 1 at a time – don’t overwhelm.
3. Begin review of rubrics to determine what they mean in your district. (IRA)
5. Be transparent now.
On the Discussion Table
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**Implementation**
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
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

Framework/CCR Results

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” (KSDE, 2010, p. 40)
- 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” (KSDE, 2010, p. 42).
- Curriculum
- Instruction
- Student Engagement
- Technology

RESPONSIVE CULTURE
Defining Responsive Culture: “one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stakeholders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community” (KSDE, 2010, p. 44).
- 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” (KSDE, 2010, p. 46).
- Career & Technical Ed
- 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.” (KSDE, 2010, p. 46)
- Academic / Cognitive
- Technical / Career-specific
- Employability
- Post-secondary evidence

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

Kansas Education Systems
Accreditation: The Five Rs
Rating: ACCREDITED
Rating expires: 6/30/2021
Details>
Accreditation Process
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 the 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.


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.)
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

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<th>Academic/Cognitive</th>
<th>PK-12 Data</th>
<th>Post-secondary Data</th>
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<tr>
<td>SAT</td>
<td>High School GPA</td>
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<td>Academic Contest Success</td>
<td>Community Involvement</td>
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<td>State Assessments</td>
<td>PK-12 Discipline Record</td>
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<td>Socio-emotional Development</td>
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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)
4. Be transparent now.