



KELI Professional Learning for Principals

Accreditation Step-by-Step

February 12, 2015 - Sublette

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



What should you be doing right 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.



QPA Quality Criteria

INITIAL REQUIREMENTS of new model

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 cont.

INITIAL REQUIREMENTS of new model

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: 4 – and only 4 – PERFORMANCE CRITERIA	NEW MODEL: All kinds of possible RESULTS In ACTE and The Five Rs!
STUDENT ACHIEVEMENT	Results - Academic/cognitive Results - Technical/career-specific Responsive Culture
ASSESSMENT PARTICIPATION	Results - academic/cognitive Relevance – student engagement Rigor - data
ATTENDANCE RATES	Results – employability Relationships – students Relevance – student engagement Responsive Culture – district climate
GRADUATION RATES	Results – academic/cognitive Results – employability Rigor – data, CTE Relevance – student engagement, instruction, curriculum, technology



NOTE:

APIs and AMOs are FEDERAL requirements, not state.

State Accreditation is NOT governed by feds. How and if we accredit schools/districts is governed by the State Board of Education.



Advisory Council Recommendations in Place

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



Draft 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 Schedule Concept



Accreditation Requirements

New Model Requirements

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



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.

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

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	Academic/ Cognitive	Technical/ Career- Specific	Employability	Post- Secondary Evidence



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	Relationships	Relevance	Responsive Culture	Rigor



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

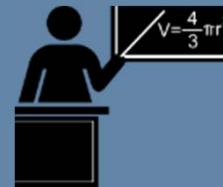
- LOCAL INFO:**
 Contact Information
 Google Map
 Official Website

Post-Secondary Attendance



94%

Post-Secondary Remediation



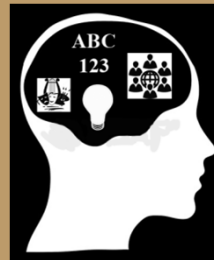
45%

Post-Secondary Retention



52%

Academic/ Cognitive



Technical/ Career-Specific



Employability



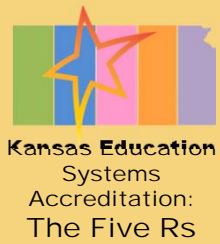
Educator Demographics



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

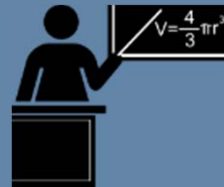
LOCAL INFO:
 Contact Information
 Google Map
 Official Website

Post-Secondary Attendance



94%

Post-Secondary Remediation



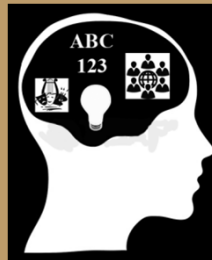
45%

Post-Secondary Retention



52%

Academic/ Cognitive



Technical/ Career-Specific



Employability



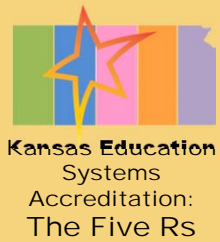
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The Five Rs RESULTS



District-Selected RESULT



District-Selected RESULT



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District-Selected RESULT



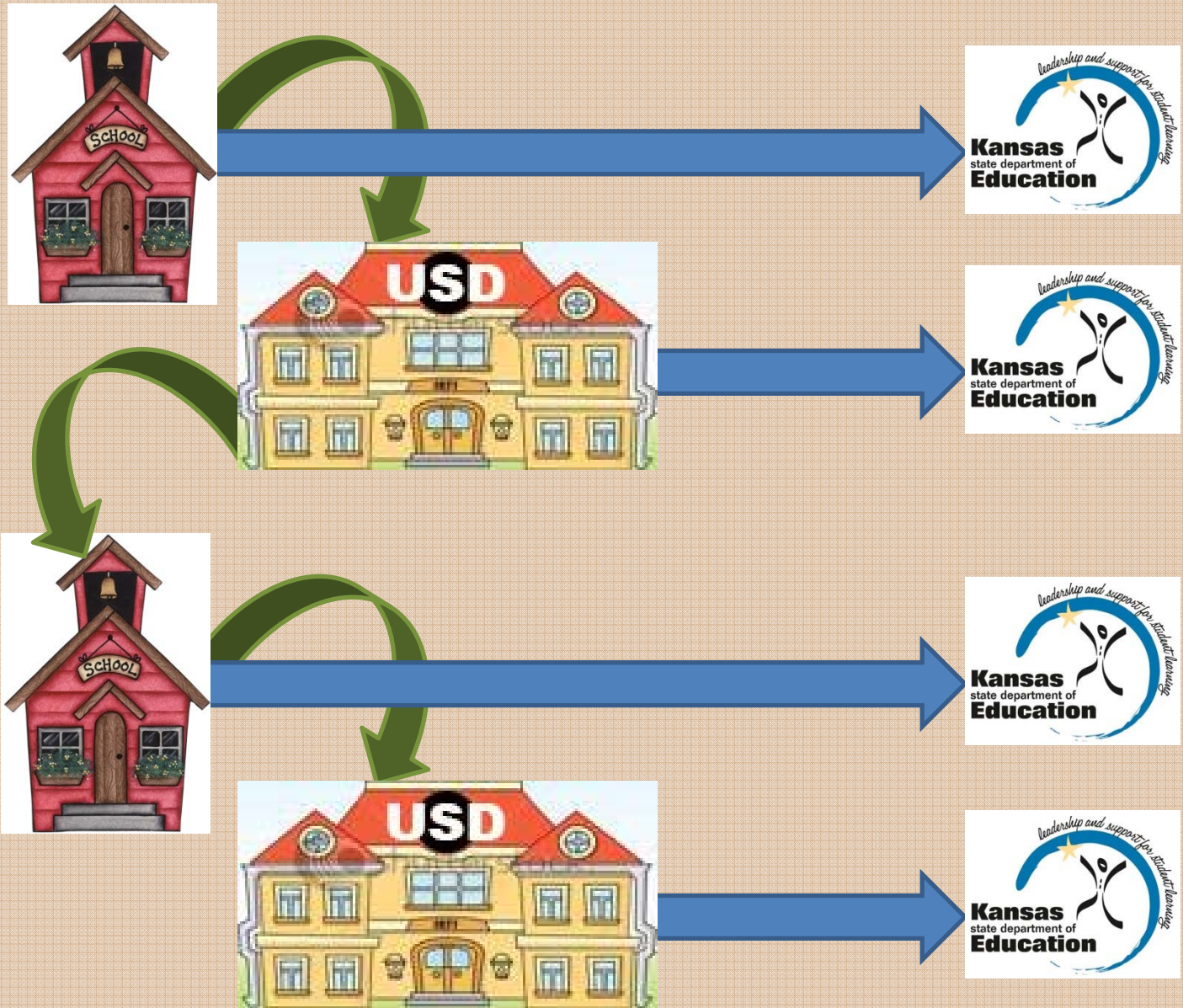


Accreditation Process

QPA



New Model



Year One



1. Buildings and district document completion of **initial requirements**.
2. Buildings and district assemble and train all teams/committees.
3. Buildings conduct **needs assessment**. Building Site Council and District Leadership Team acknowledge.
4. District conducts **needs assessment** and selects 1-2 Rs as **goal areas**. District Site Council gives feedback.
5. District conducts virtual meeting with Outside Validation Team.
6. BOE acknowledges needs assessments, approves **district goal areas**.



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. District Leadership Team approves goals and plans.



4. District develops 2-3 **district leadership goals** related to the district-wide goal areas.



5. District develops **district leadership plan** for each district leadership goal. BOE approves.



6. District and Buildings can initiate **Professional Learning** to prepare staff for implementation.



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. Building Site Council provides feedback. DLT approves.



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.



Year Four



1. Buildings continue implementation of building action plans, gathering **evidence and artifacts** throughout.



2. Buildings update Building Site Councils and Superintendent each semester.



3. District continues implementation of district leadership action plans, gathering **evidence and artifacts** throughout.



4. District updates District Site Council, OVT, and BOE each semester.



5. Buildings escalate data collection and submission, as applicable, for upcoming post-implementation analysis.



Year Five



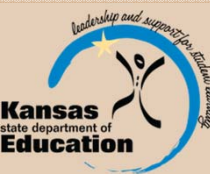
1. Buildings and District conduct **post-implementation analysis** (similar process to needs assessment).



2. District Leadership Team hosts Outside Validation Team for on-site visit.



3. District submits **application for accreditation**. Outside Validation Team attaches its recommendation.



4. KSDE determines its accreditation status recommendation and notifies district. If applicable, district initiates appeal.



5. State Board acts on KSDE recommendation.



6. New **district accreditation rating** is effective July 1 and remains in effect for five years or until State Board changes it.



Accreditation Status

Accredited

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

Accredited—Conditional

- **Opportunity to correct**
- CONCEPT: USDs with more than ___% of its schools not showing significant, continual overall improvement and/or involved in mandated improvement programs
- New non-public schools seeking initial accreditation

Not Accredited

- **Opportunity to correct, mandatory STAT support until achieving “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 initial requirements
- ✓ Define accreditation statuses/scoring matrix
- ✓ 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



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.



KSDE

Teacher Licensure and Accreditation

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