Envisioning a New Model: AN UPDATE

Systems Accreditation in Kansas

QPA Advisory Council Represents:

- All state board regions
- Teachers – all levels
- Administration – bldg and district
- Organizations – parents, teachers, boards
- Schools – USDs, private/religious
- Classified staff
- Business/industry
Section 1
Purpose of Accreditation

Purpose of Accreditation:
To ensure the quality and continuing improvement of Kansas education systems’ capacity to lead schools in producing college and career ready graduates.
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

Measuring “College and Career-Ready”

CCR = ACTE
Section 2
Strengths of a District-Level Systems Accreditation Model

Systemic Change Means...

• working with school systems – districts and departments of education.
• working with every school in a system.
• working with every aspect of a school system.
• systematic – horizontal and vertical structures necessary.
• fundamental change – structural and/or paradigmatic.

Strengths of District-Level Model...

- Based on definitively researched systems theory
- Addresses significant role of district leadership in school quality
- Promotes district’s accountability for all its schools
- Promotes horizontal and vertical alignment
- Promotes collaboration rather than competition
- Promotes economical use of district resources
- Increases local board involvement
- Increases involvement of broader community

Other States Accrediting Districts:

- Arkansas*
- Colorado
- Mississippi*
- Missouri
- New Mexico*
- South Carolina
- Texas
- Wyoming

*Accredits districts and schools.

The Field Expects District Level

• KSDE (2011) “The new model...maintains an emphasis on the results that schools achieve, but places a larger emphasis on the systems and practices that schools use to gain their results.”

• KSDE (2011) “The new model uses the 21st Century themes of: Relationships, Relevance, Responsive Culture, Results and Rigor (five R’s) as a way to focus on the quality characteristics of a school system.”

The Field Approves of District Level

• Superintendents’ Sub-Committee on Accreditation (10-2-2014):
  “We are ready.”
  “We prefer the district model.”

• QPA Advisory Council, representing the various roles and expertise in the field, researched, developed, and fully recommends district approach.


Section 4
Kansas Education Systems Accreditation: The Five Rs

Proposed New Accreditation Model for Kansas
Schools and districts are scored on every component of each of the 5 Rs. Scores are based on data and evidence.

Evidence-Based Rubric Scores:

- No Evidence
- Implementing
- Transitioning
- Modeling

Click here to view rubrics on KSDE.org.
Proposed KESA Model

- District receives rating; school data on dashboard
- Ratings recognize levels of quality
- Five-year cycle
- Building Teams make it happen
- District Team leads the way – evaluates, approves, guides throughout the process.
- Stakeholder Team provides insights and feedback throughout process
- Outside Validation Team guides, evaluates, validates throughout process

KESA Process - Overview

Yr 1
- Needs Assessments
- Goal Area(s) Identification

Yr 2
- Goal Establishment
- Action Plan Development

Yr 3
- Implementation of Action Plans
- Mid-implementation assessment

Yr 4
- Continue Implementation
- Gather Data/Evidence

Yr 5
- Analyze Data/Evidence
- OVT On-site Visit
- Official KESA Rating!
Outside Validation Team

- Operates at district level.
- Mandatory on-site visit in Year Five.
- OVT members are trained through KSDE.
- Size of team depends somewhat on size of district.
- Members live in region.
- Various levels of teachers and admin (PK-2, 3-5, 6-8, 9-13), subject areas, and areas of expertise are represented.
- Team is as diverse as possible.

Accreditation Ratings or Levels

- Accredited with Distinction
- Accredited with Excellence
- Accredited with Progress
- Accredited
- Provisionally Accredited
- Not Accredited
- Transitional ratings (Approaching “Accredited with ___”)
After the Ratings

Based on ratings, State Board would....

• Celebrate “Distinction” and “Excellence.”
• Acknowledge “Progress.”
• Assist “Provisionally.”
• Appoint state team to oversee “Not Accredited.”

Section 5

Transparency: The “Dashboard”
District KSDE Dashboard

• District overall demographic overview
• District overall results on state- and federally-mandated data points
• Results on district-selected data points
• District overall accreditation rating, data points, and process details

USD #XYZ Sunnytown
District Overview

MORE INFO:
Diversity
English Learners
Gender
Health/Wellness
Kan-Eat
Migrants
Socio-Economic
Special Education
State Assessments
Transportation

LOCAL INFO:
Contact Information
Google Map
Official Website

Students : Teachers
XX% Low Income

STUDENTS
XX% white
XX% African American
XX% Asian American
XX% Native American
XX% Other
XX% Male
XX% Female

TEACHERS
XX% white
XX% African American
XX% Asian American
XX% Native American
XX% Other
XX% Male
XX% Female

Career & Tech Ed
XX% earning industry-recognized certifications

Graduation Rate (4 years)

College & Career Ready

District-Selected Achievement Data

Kansas Education Systems Accreditation: The Five Rs
Accreditation Rating: Approaching “Accredited with Progress” New Rating: 7/1/2018
Relationships Score: Implementing
Relevance Score: Modeling
Responsive Culture Score: Transitioning
Rigor Score: Transitioning
Results Score: Modeling

View individual schools in this district.
School KSDE Dashboard

- Set up same as district dashboard
- Individual school’s demographic overview
- Individual school’s state- and federally-mandated results
- Individual school’s data on district-selected data points
- Individual school’s accreditation data and process details

Sunnytown Elementary
School Overview

MORE INFO: Diversity Dropout Rate English Learners Gender Health/Wellness Ken-Ed Migrants Post-Sec Enrollment Post-Secondary Completion Socio-Economic Special Education State Assessments Transportation

LOCAL INFO: Contact Information Google Map Official Website

Students : Teachers XX : 1

XX% Low Income

STUDENTS
##% white
##% African American
##% Asian American
##% Native American
##% Other
##% Male
##% Female

TEACHERS
##% white
##% African American
##% Asian American
##% Native American
##% Other
##% Male
##% Female

Career & Tech Ed
##% earning industry-recognized certifications

Graduation Rate (4 years)

College & Career Ready

State Assessment Results

Results

District-Selected Achievement Data

View individual schools' or district's page.
Section 6
Moving Forward

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For more information

• Bibliography of research
• Invitation from AdvancED
• Contact Brad, Scott, Bill, or Kelly

Dr. Scott Myers, Director
Teacher Licensure & Accreditation
785-296-8010
smyers@ksde.org

Bill Bagshaw, Assistant Director
Teacher Licensure & Accreditation
785-296-2198
bbagshaw@ksde.org

Kelly Slaton, Education Program Consultant
Teacher Licensure & Accreditation
785-368-7356
kslaton@ksde.org