

KESA Informational Session

August – September 2024





Welcome and Introductions

Introductions



- Your name and role.
- Why did you decide to attend today?



Table Top Discussion



- What is your perception of KESA 2.0?
- What questions, if any, have you brought to this discussion?





Today's topics

1. Overview of KESA 2.0
2. School Improvement Days



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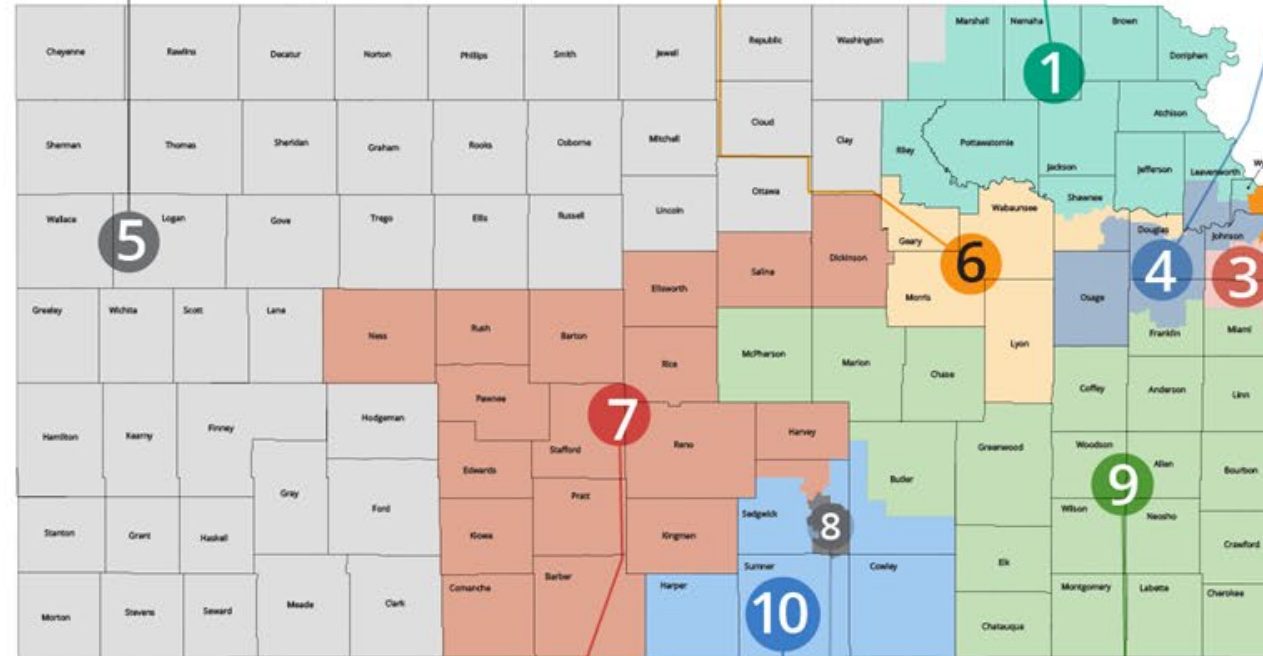


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Kansas leads the world in the success of each student.

Our Vision for Kansas ...



Kansas leads the world in the success of each student





Overview of KESA 2.0

KESA 2.0 – Main messages

- Instructionally-focused
- Improved environment for teachers.
- Flawed
- Sustainable improvement



If we strengthen **coherence** across Kansas through focusing on a few **high-leverage, fundamental** actions,

then our students will develop more knowledge and skills leading to greater opportunities and fewer limitations.



Accreditation Determination Areas



Compliance

School
Improvement



Outcomes

Each accreditation area has:

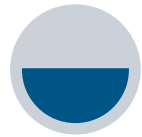
- A **set standard** to meet.
- A **measure** to evaluate a school system's performance.
- **Supports to assist systems** in meeting the standard.

KESA Roles and Responsibilities



Systems

Engage in the KESA Collaboration Process, including development and implementation of an action plan.



KSDE

Analyzes information and presents to the **Accreditation Review Council (ARC)** when a system is not meeting a standard.



ARC

Reviews compliance issues, information and data from KSDE. Makes recommendation to the State Board.



KSBE

Determines accreditation.



Timeline

Implementation	School Year	Compliance	School Improvement	Outcomes
Year 1	2024-2025	Report Evaluate	Evaluate • Action Plan	Report
Year 2	2025-2026	Report Evaluate	Evaluate • Action Plan • Implementation	Report
Year 3	2026-2027	Report Evaluate	Evaluate • Action Plan • Implementation	Report Evaluate*

*We will begin evaluating outcomes in 2026-27 school year.



Accreditation Determination Examples

	Compliance	School Improvement	Outcomes	Recommended Status
Meets the standard		X	X	Systems will have one year to work towards compliance. If not addressed, the system will be referred to the ARC for a review and recommendation of accreditation.
Does not meet the standard	X			

	Compliance	School Improvement	Outcomes	Recommended Status
Meets the standard	X		X	Systems will have one year to address action plan implementation through supports & resources. If not addressed, the system will be referred to the ARC for a review and recommendation of accreditation.
Does not meet the standard		X		

	Compliance	School Improvement	Outcomes	Recommended Status
Meets the standard	X	X		Systems will have one year to address data through action plan, supports, & resources. If data does not improve, the system will be referred to the ARC for a review and recommendation of accreditation.
Does not meet the standard			X	

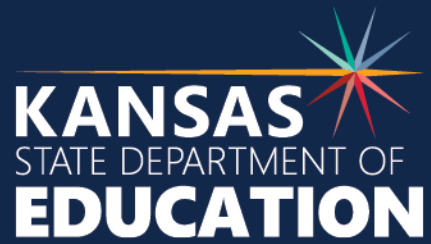
Table Top Discussion



Overview of KESA 2.0

- Key takeaways?
- Questions you have?





School Improvement Days

KESA Collaboration Process

2024-25



What are School Improvement Days?



After systems complete an on-site check-in with their Regional Executive or Cohort Lead, the DLT (District Leadership Team) will participate in the annual school improvement day which will consist of:

- Collaboration with like systems
- Reviewing data and identifying data resources
- Discuss School Improvement Model and related reflective questions
- Begin to develop action plan
- Plan for school community engagement

Who is involved in School Improvement Days?



The School Improvement Day will be facilitated by KSDE trained facilitators at a local service center with like systems, a regional executive, and KSDE staff. District leadership teams attending will be limited to 8-10 participants. Here are KSDE's recommendations for a district leadership team attending the School Improvement Day:

- Superintendent (required)
- District office administrator(s)
- Building principal(s)
- Special Education representative(s)
- Curriculum leader
- Pre-K through 12 Teacher representative(s)

School Improvement Day Agenda (Draft)

9 a.m.

Welcome to the School Improvement Day
(Facilitator 1)

9:20 a.m.

Data Review
(Facilitator 1)

10:10 am

School Improvement Model
(Facilitator 2)

2:10 pm

School Community Engagement
(Facilitator 1)

12:40 pm

Action Plan
(Facilitator 3)

12:10 pm

Lunch

2:45 pm

Review
(Facilitator 1+)





Welcome to the School Improvement Day

School Improvement Day

Welcome to the School Improvement Day



Objectives:

- Create the environment for an effective school improvement day.
- Provide objectives for the school improvement day.
- Set the tone for clarity, trust, and collaboration among the school improvement day participants.



Data Review

School Improvement Day

Data Review: Objectives

Objectives of this activity:

- Review assessment-related data sources from KSDE's Data Central, Annual Measures of Student Success (AMOSS) and the Kite Educator Portal.
 - Share the purpose, pros, and cons of data sources documents.
- Discuss the relationship between data and the School Improvement Model.
- Plan for continued data analysis and conversation with their school community.
 - Data Review Plan template is included in the Data Review Guide for Systems.



Steps: Data Review



Provide attendees with the Data Review Guide: Systems document.

10 minutes

- Quick overview of the Data Source Guide resource.
- Facilitator Guide page 5, System Guide page 2
- Slides 4 – 9

Provide time for districts to explore the Broad data sources.

15 minutes

- Data Central – Student Performance Reports

Facilitate across-system discussion following the Connecting Conversation questions.

15 minutes (5 minutes per question)

- What does your broad data indicate could be an area of focus for your school system?

Wrap up the Data Review portion of the day.

5 minutes

- Facilitator Guide page 4, System Guide pages 11 - 13
- Slides 15 – 17





School Improvement Model

School Improvement Day

School Improvement Model Objectives

During this portion of the School Improvement Day, the Facilitator and systems will ...

- **Discuss** the components of the school improvement model.
- **Collaborate** on the guided reflective questions.
- **Complete** the current state activity (radar graph).



Steps: School Improvement Model



School Improvement Model Walk-Through

10 minutes

Provide an overview of the **School Improvement Model** by defining each component moving left to right across the document.

- Slides and hard copy of the model available.

Guided Reflective Questions/Current State Activity

50 minutes

DLT's review initial thoughts on the **Guided Reflective Questions** (hard copies available).

Individual DLT members complete evaluation of current state of structures/lead indicators (radar graph hard copy)

Whole DLT reaches consensus on evaluation of structures/lead indicators (radar graph hard copy)

- Slides and hard copy of radar graph available

Current State Cross-system Collaboration

45 minutes

Form into small groups (number of groups = number of systems in the room)

In small groups, DLT representatives share their collective DLT radar graph results

Whole group discussion on what those in the small groups notices about other system's current state in the structures/lead indicators



Kansas School Improvement Model

Fundamentals

(The foundation for school improvement in Kansas Schools)

Structured Literacy

We provide literacy instruction in pre-K-12 aligned to the science of reading and assure teachers and admin are well-trained and knowledgeable in the elements and implementation of structured literacy.

Standards Alignment

We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in pre-K-12.

Balanced Assessment

We assess students for risk and standards and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.

Quality Instruction

We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials.

Structures

(Reinforce lead indicators and sustain fundamentals within the system)

Resource Allocation

Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.

Educator Evaluation

Educator evaluation processes and conversations account for standards in pre-K-12 and optimizing conditions for learning in classrooms.

Professional Learning

District professional development and mentoring plans account for the alignment of classroom practice with state standards and HQIM to optimize conditions for learning in classrooms.

Professional Collaboration

Collaboration system includes grade level and content area teachers aligning instruction with state standards and HQIM to optimize conditions for learning in classrooms.

Tiered System of Supports

Data analysis and utilization includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.

Family, Community and Business Partnerships

Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.

Lead Indicators

(Actions that support implementation of the Fundamentals)

Measures of Progress

(How we know the action is being implemented effectively)

- Measure
- 6 Month Target
- 1 Year Target

- Measure
- 6 Month Target
- 1 Year Target

- Measure
- 6 Month Target
- 1 Year Target

- Measure
- 6 Month Target
- 1 Year Target

- Measure
- 6 Month Target
- 1 Year Target

- Measure
- 6 Month Target
- 1 Year Target



Guided Reflective Questions

Purpose

To allow each system to prioritize the most critical high-leverage actions through collaborative conversations around [these questions](#).

District Leadership Teams should familiarize themselves with the questions prior to their School Improvement Day and be prepared to discuss as a DLT and with other DLT's at the School Improvement Day.

Discussion around these questions should inform the Current State Activity.



Current State Activity

The purpose of this activity is to have each DLT analyze the current state related to each structure and lead indicator. The system will mark 1-10 (1 = low, 10 = high) as to where they perceive current implementation of each structure/lead indicator. Through DLT conversation, one person will record on the graph the number associated with each structure/lead indicator and once completed, the recorder will color in the graph, creating a shape for the “current state.”

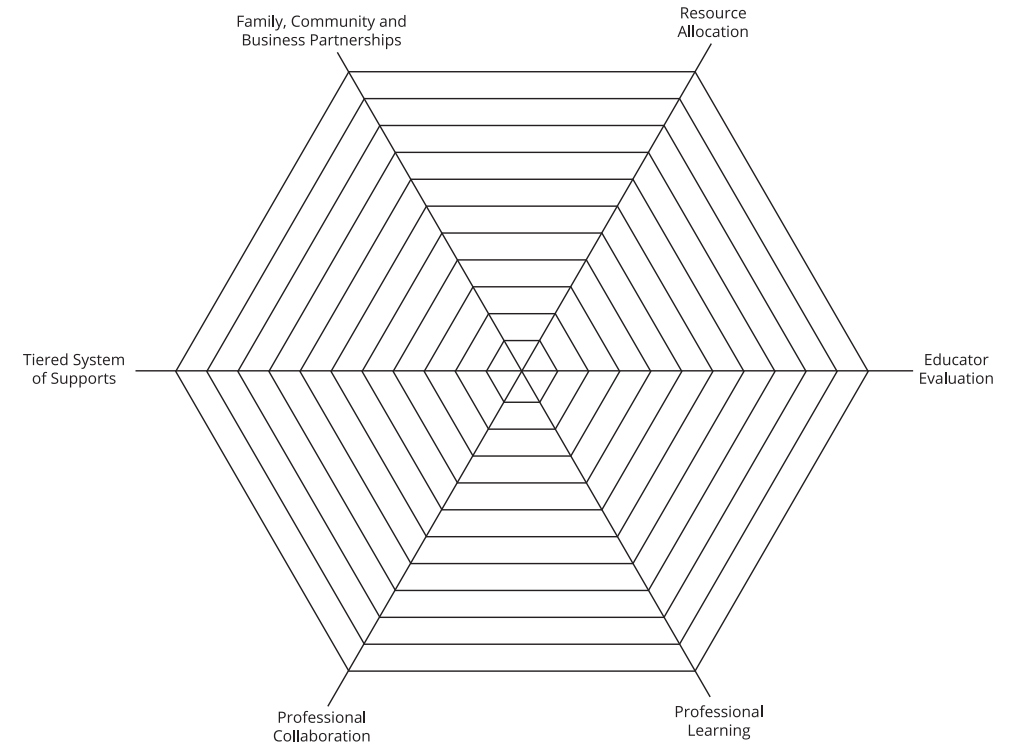


Table Top Discussion



Data Review & School Improvement

- Key takeaways?
- Questions you have?





Action Plan

School Improvement Day

Action Plan Objectives

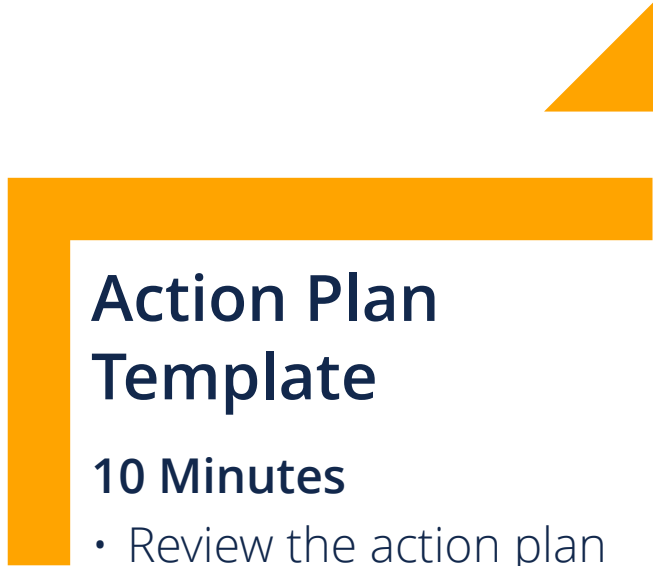
During this portion of the School Improvement Day, the Facilitator and systems will ...

1. Review the action plan template.
2. Review action plan examples.
3. Discuss likely action plan priorities.



Steps: Action Plan

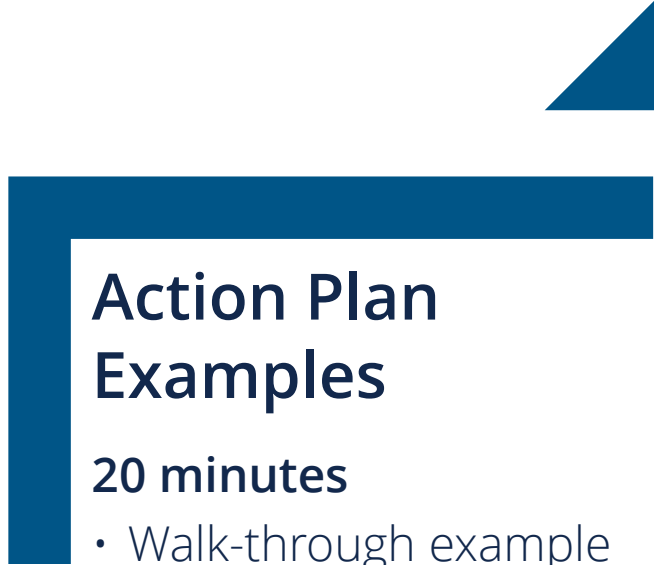
See Facilitator Guide for more details on each of these steps.



Action Plan Template

10 Minutes

- Review the action plan template.
- Slide and hard copies available.



Action Plan Examples

20 minutes

- Walk-through example action plans.
- Slide and hard copies available.



Action Planning

60 minutes

- Facilitate Action Planning
- Slides available.



Action Plan



Component of an Action Plan

- 1 Fundamental Emphasized
- 1 or 2 Structures/Lead Indicators (with Local Context for each Structure)
- 1 or 2 Measures of Progress per Structure/Lead Indicator
- Answer the 3 Questions (Why, Current Data/Evidence, What's Next)

School system can have 1 or 2 total components in the Action Plan in 24-25



Manage Applications

Logout

Home

Action Plan

DLT Survey

Resources

User Name: John Girodat User Type: District Update Org No: D0105 Bldg No: 0000

Action Plan

Fundamentals	Structures	Lead Indicators
<p>Structured Literacy</p> <p>We provide literacy instruction in PreK-12 aligned to the science of reading and assure teachers and administrators are well-trained and knowledgeable in the elements and implementation of structured literacy</p>	<p>Resource Allocation</p>	<p>Budget emphasis on implementing high-quality instructional materials (HQIM) and professional development aligned to state standards and structured literacy.</p>
<p>Standards Alignment</p> <p>We align lessons, instruction, and materials to Kansas Standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills.</p>	<p>Educator Evaluation</p>	<p>Teacher and administrator evaluation system accounts for standards and high expectations in Pre-K-12 and optimizing conditions for learning in classrooms.</p>
<p>Balanced Assessment</p> <p>We assess students for risk and standards and use data to adjust instruction. WE have a deep understanding of the purpose of each assessment and how to use the data to raise achievement.</p>	<p>Professional Learning</p>	<p>District professional development (PD) plan accounts for the alignment of classroom practice with state standards through the school system.</p>
<p>Quality Instruction</p> <p>We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials.</p>	<p>Professional Collaboration</p>	<p>Collaboration system includes grade level and content area teachers teaming to align standards throughout the school system.</p>
	<p>Tiered System of Supports</p>	<p>Data analysis includes screening for risk and performance against standards. Appropriate time is provided for core activities and interventions to meet student needs.</p>
	<p>Family, Community and Business Partnerships</p>	<p>Educators, families, and community partners collaborate to ensure students are progressing on state standards, competencies, and postsecondary readiness indicators.</p>



Action Plan

Fundamentals	Structures	Lead Indicators
Structured Literacy We provide literacy instruction in PreK-12 aligned to the science of reading and assure teachers and administrators are well-trained and knowledgeable in the elements and implementation of structured literacy.	Professional Learning District professional development (PD) plan accounts for the alignment of classroom practice with state standards through the school system.	
Additional Information goes here Context for Choosing Structure/Lead Indicator		
Measures of Progress		
PD plan accounts for structured literacy	PD plan accounts for standards alignment	
PD plan accounts for HQM implementation	Teachers trained in structured literacy	
Teachers trained in standards alignment	Mentors or coaches trained to support structured literacy	
Mentors or coaches trained in standards alignment	Educator perception data on professional development impact	
Early learning training	User-Defined MOP	
User-Defined MOP		
Why is this the right action for your school system?		
What is your current data and evidence related to this action?		
What are your anticipated next actions?		
Cancel	Add to Action Plan	

Action Plan

Fundamentals	Structures	Lead Indicators
Structured Literacy We provide literacy instruction in PreK-12 aligned to the science of reading and assure teachers and administrators are well-trained and knowledgeable in the elements and implementation of structured literacy.	Professional Learning District professional development (PD) plan accounts for the alignment of classroom practice with state standards through the school system.	
Additional Information goes here Context for Choosing Structure/Lead Indicator		
Measures of Progress		
PD plan accounts for structured literacy 6 Month Target 250 Characters 1 Year Target 250 Characters	PD plan accounts for standards alignment	
PD plan accounts for HQM implementation	Teachers trained in structured literacy	
Teachers trained in standards alignment	Mentors or coaches trained to support structured literacy	
Mentors or coaches trained in standards alignment	Educator perception data on professional development impact	
Early learning training	User-Defined MOP	
User-Defined MOP 500 Characters 6 Month Target 250 Characters 1 Year Target 250 Characters		
Why is this the right action for your school system?		
What is your current data and evidence related to this action?		
What are your anticipated next actions?		
Cancel	Add to Action Plan	



Action Plan Review Process

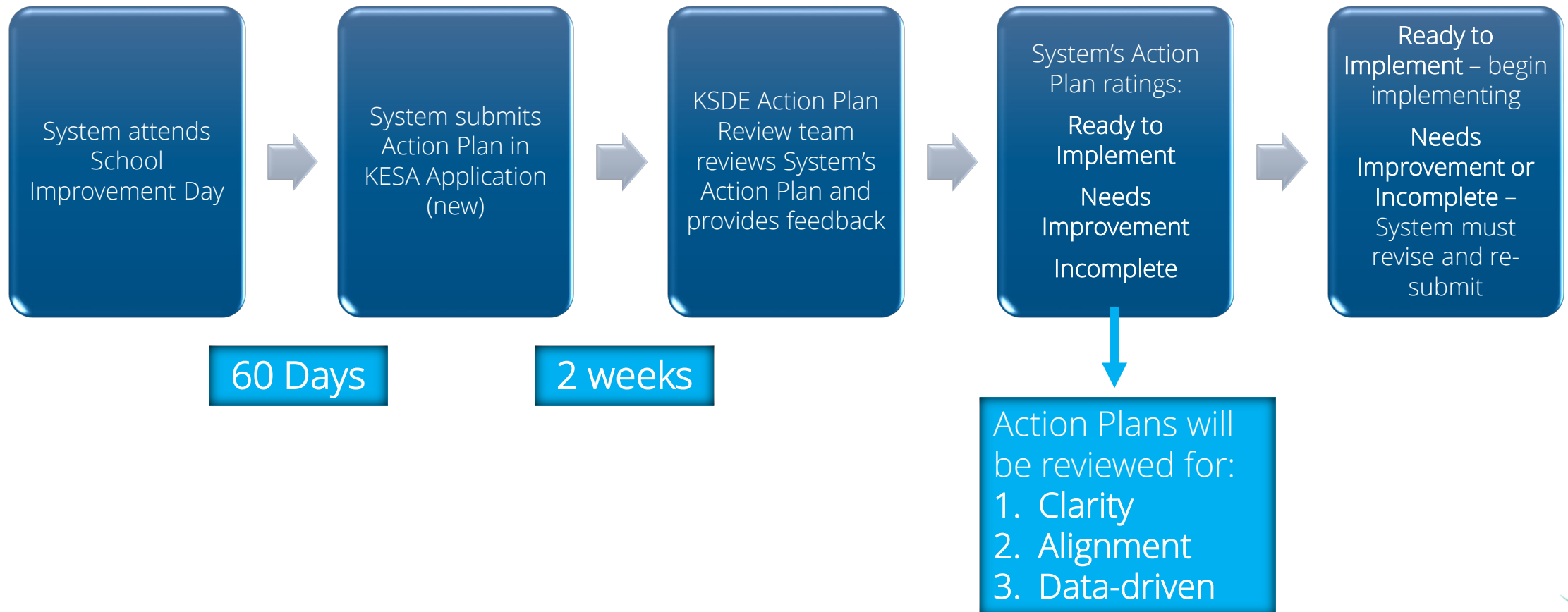


Table Top Discussion



Action Plan

- Key takeaways?
- Questions you have?





School Community Engagement

School Improvement Day

School Community Engagement Objectives

During this portion of the School Improvement Day, the Facilitator and systems will ...

1. Discuss current collaborative structures within the school system, including collaboration with all staff, the local board of education, and site councils.
2. Develop a plan to engage all staff, the local board of education, and site councils over the next two months before finalizing the KESA action plan.





Review

School Improvement Day

Review Objectives: School Improvement Day

During this portion of the School Improvement Day, the Facilitator and systems will ...

1. Ensure that each system knows their next steps.
2. Discuss the timeline for school community collaboration.
3. Discuss the timeline for the action plan submission.





Wrap-up for Today

KESA 2.0 – Main messages

- Instructionally-focused
- Improved environment for teachers.
- Flawed
- Sustainable improvement





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