

ACCREDITATION CRITERIA

1. KESA COMPLIANCE		
	ASSUREDLY (YES)	NOT EVIDENT (NO)
If a system is not in compliance or has ignored a maximum of three requests made to work towards compliance, the system is considered not accredited.	Fulfilled official applicable requirements and deadlines and/or timelines or actively working with State BOE to achieve compliance (Chair/OVT will list specifics addressed).	Insufficient evidence of compliance provided; or system has no plan in place to fulfill compliance requirements.
<ul style="list-style-type: none"> • Licensure • Professional Development Plan (5-year plan) • Educator Mentoring and Induction Plan • Educator Evaluation • Child Nutrition & Wellness (USDA Regulations and KS Statutes) • Dyslexia – Compliance will be phased in once implementation plan is completed. • Early Childhood • Emergency Safety Intervention (ESI) • Special Education (IDEA) • Title Services – Improving Academic Achievement of Disadvantaged • Assessments – (ELA, Math, Science, Social Studies, History/Government - - Meets all Federal and State Requirements) • Social Emotional – Provides Annual SEL Trainings • Data Submission – State and Federal Reporting (Collection and Reporting) 		

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2. KESA FOUNDATIONAL STRUCTURES			
	ASSUREDLY	GENERALLY	NOT EVIDENT OR LACKING
Tiered Framework of Supports	All buildings have a tiered framework of supports in place for all students and use data to determine students' tiers.	Partial tiered framework of supports in place for all students or in some buildings data is used to determine students' tiers.	No data-based tiered framework of supports in place.
Stakeholder Engagement	System-wide practice of engaging all stakeholders occurs on a regular basis and is embedded in the overall culture. Evidence is shown throughout all Rs.	System's practice of engaging all stakeholders occurs irregularly; evidence shown in some Rs.	System's practice of engaging all stakeholders is not evident.
Diversity and Equity	All student group needs are represented in the improvement process. System's and schools' cultures reflected in vision and improvement process.	Some student group needs are represented in the improvement process. System's and schools' cultures reflected in vision and improvement process.	Diversity of the system is not reflected in the improvement process. System's and schools' cultures not reflected in vision and/or improvement process.
Communication and Basic Skills (Rose Capacity)	Curricula that support the structures in communication and basic skills are evident.	Curricula that support the structures in communication and basic skills are somewhat evident.	Curricula that support the structures in communication and basic skills are not evident.
Civic and Social Engagement (Rose Capacity)	Curricula that support the structures in civic and social engagement are evident.	Curricula that support the structures in civic and social engagement are somewhat evident.	Curricula that support the structures in civic and social engagement are not evident.
Physical and Mental Health (Rose Capacity)	Curricula that support the structures in physical and mental health are evident.	Curricula that support the structures in physical and mental health are somewhat evident.	Curricula that support the structures in physical and mental health are not evident.
Arts and Cultural Appreciation (Rose Capacity)	Curricula that support the structures in arts and cultural appreciation are evident.	Curricula that support the structures in arts and cultural appreciation are somewhat evident.	Curricula that support the structures in arts and cultural appreciation are not evident.
Postsecondary and Career Preparation (Rose Capacity)	Curricula that support the structures in postsecondary and career preparation are evident at elementary and secondary levels.	Curricula that support the structures in postsecondary and career preparation are somewhat evident at elementary and secondary levels.	Curricula that support the structures in postsecondary and career preparation are not evident at elementary and secondary levels.

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3. & 4. KESA GOAL AREAS & STATEMENTS			
	ASSUREDLY	GENERALLY	NOT EVIDENT OR LACKING
All goal statements are to be reviewed using these criteria.	Has at least two fully developed goal statements that are measurable and are complex enough to challenge systems throughout their continuous improvement process/cycle. Goals developed will result in an impact on student learning.	Has at least two goal statements. One goal statement is fully developed and measurable and complex enough to challenge the system throughout their continuous improvement process/cycle. This goal will result in an impact on student learning. Other goal statement(s) needs improvement.	Has at least two goal statements but they are not fully developed nor measurable, and may not result in an impact on student learning.
	Shows evidence, supported by data (quantitative and qualitative), of results in all goal statements.	Shows progress toward some goal statements supported by data (quantitative and qualitative).	Shows no progress toward goal statements.
	An action/improvement plan including evidence-based strategies/interventions for each of the goal statements is fully developed and implemented.	An action/improvement plan including evidence-based strategies/interventions for at least one of the goal statements is fully developed and implemented.	No action/implementation plan including evidence-based strategies/interventions is developed or implemented.
All goal statements are to be reviewed using these criteria.	System's professional development program is aligned and supports the implementation of all goal statements interventions/strategies.	System's professional development program supports the implementation of some goal statement interventions/strategies.	System's professional development program is not aligned to their goal statements.
	System can measure the success of all implemented programs and activities and understands the relationship between its goals to the successful implementation of the State BOE Outcomes.	System can measure the success of some of the implemented programs and activities and has some understanding of the relationship between its goals and the successful implementation of the State BOE Outcomes.	System can measure the success of a few of the implemented programs and activities and has limited understanding of the relationship between its goals to the successful implementation of the State BOE Outcomes.

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5. PROCEDURES AND POLICIES FOR LONG TERM SUSTAINABILITY			
	ASSUREDLY	GENERALLY	NOT EVIDENT OR LACKING
Procedures and Policies	System effectively works with its local board to ensure all needed procedures and policies to support improvement efforts are instituted.	System works with its local board to ensure procedures and policies exist to support improvement efforts and has implemented some.	System and its local board are identifying procedures and policies needed to support its improvement efforts but few or none have been implemented.
Financial and Human Resources	System has the necessary financial and human resources needed to support effective implementation of its continuous improvement plan.	System appears to have sufficient financial and human resources to support the effective implementation of its continuous improvement plan.	The system does not appear to have sufficient financial and human resources to support the implementation of its continuous improvement plan.

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6. RESULTS – STATE BOARD GOALS			
BOARD GOAL AREAS	ASSUREDLY	GENERALLY	NOT EVIDENT OR LACKING
Kindergarten Readiness - Assessing data and developing a plan for growth over the next 5-year cycle.	Data for all State BOE goals are at or above expectations or showing a positive incline. System understands and can explain its data results. System demonstrated evidence, data and a viable plan reflecting all five (5) State BOE goals will result in change.	Data for some State BOE goals are at or above expectations or showing a positive incline and some are below expectations or declining. System understands and can explain its data results for some or all State BOE goals. System is beginning to collect evidence, data and is working on a plan addressing the five (5) State BOE goals to create change.	The majority of the State BOE goals are below average or declining. The system can't explain or has very little understanding of its data results. No evidence that the system has a plan to address all five (5) State BOE goals.
Social Emotional Factors - Have some measurement and are showing growth on local measures.			
Individual Plans of Study - Every student has one by end of 8 th grade and every student's plan is reviewed annually.			
Graduation Rate - Showing growth or at >90%			
Postsecondary Success - In or above effectiveness range within the next accreditation cycle.			

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7. STAKEHOLDER INVOLVEMENT AND ENGAGEMENT IN THE KESA PROCESS			
	ASSUREDLY	GENERALLY	NOT EVIDENT OR LACKING
Feedback	Stakeholder feedback is gathered and progress is shared consistently (transparent) regarding improvement in all goal areas.	Some stakeholder feedback is gathered and progress is shared randomly on improvement in some goal areas. The system is not fully transparent.	No state-required relevant stakeholder engagement.
Involvement	All relevant stakeholder groups, e.g. students, parents, community, business, etc., are involved in the KESA process.	Some relevant stakeholder groups, e.g. students, parents, community, business, etc., are involved in the KESA process.	
Engagement	There is evidence that all relevant stakeholder groups are represented, and are active participants providing input to the system regarding KESA.	There is some evidence that some relevant stakeholder groups are represented, and are active participants providing input to the system with regard to KESA.	

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8. KESA PROCESS			
	ASSUREDLY	GENERALLY	NOT EVIDENT OR LACKING
Needs Assessment	<p>System ensured that all school buildings conducted a comprehensive needs assessment using multiple types of data and including feedback from all stakeholders.</p> <p>Needs assessment results from all buildings was aggregated at the system level to determine the needs of the system as a whole.</p> <p>Needs assessment data was balanced with both qualitative and quantitative data.</p>	<p>System incorporated only some of its school buildings results in the needs assessment process or used representatives from each building to conduct an assessment only at the system level.</p> <p>Some attempt was made to determine student needs but results were likely based on adult perceptions of them; a true comprehensive needs assessment process was not followed.</p> <p>Needs assessment data was limited.</p>	<p>A comprehensive needs assessment process was not conducted.</p>
Goal Statements and Measurability	<p>System goal areas and goal statements result from system-level analysis of combined building-reported needs and building representative participated in the determination of system-level needs. Goal statements are measurable and are complex enough to challenge system throughout their continuous improvement process/cycle.</p>	<p>System goal areas and goal statements result from some system-level analysis and/or perceptions. Some goal statements are measurable.</p> <p>Some goal statements are measurable and some are complex enough to challenge system throughout their continuous improvement process/cycle.</p>	<p>Goal statements are not measurable and don't align with identified needs.</p>

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8. KESA PROCESS (Continued)			
	ASSUREDLY	GENERALLY	NOT EVIDENT OR LACKING
OVT Chair and Team Members	<p>System has an OVT Chair and team and have conducted yearly visit.</p> <p>All KESA reports from the OVT chair and the system have been completed.</p>	<p>Some documentation of the chair and OVT member visits are evident.</p> <p>Some KESA reports from the OVT chair and the system have been completed.</p>	<p>System has not ensured that their OVT is at least a three-member team. Visits appear to be short and unproductive. KESA reports are incomplete.</p>
Building Plans	<p>There is evidence that all buildings have action/improvement plans related to their student needs and are aligned to system goal statements.</p>	<p>Minimal evidence that all buildings have action/improvement plans related to their student needs. Some alignment to system goal statements exists.</p>	<p>Some building plans do not align with system goals and do not show positive impact on student learning.</p>
System Plan	<p>System action/improvement exists, is aligned with all building needs, and evidence reflects the work done by the system to support buildings' actions and state board goals.</p>	<p>System action/improvement plan is partially completed, partially aligned with all building needs and state board goals and/or is not actionable.</p>	<p>No evidence of system action/improvement plan and/or system goal statements.</p>
Evaluation of System & Building Improvement Process	<p>Systems and their buildings evaluate their improvement process (formative and interim measures) throughout the year, and the systems use the data to determine progress of action/improvement plans and are adjusted as needed. Evidence of progress is reflected by analysis of appropriate data.</p>	<p>System and their buildings evaluate improvement on goal statements more than once during the five-year cycle to determine progress. Action/improvement plans may be adjusted as needed. Some data is used to reflect evidence of progress.</p>	<p>No evidence of the system and its buildings evaluation of goal statements during the 5-year cycle.</p>