

Kansans **CAN**



# Kansas Education Systems Accreditation

**ZERO YEAR Guidance  
Part 1 of 4  
September-October 2016**



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# Commissioner's Message

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To view video, click on image above or go to <https://youtu.be/dfGquJK56g4>.





# State Board Vision and Outcomes

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In January of 2016, the Kansas State Board of Education announced a new vision and five outcomes for determining the effectiveness of education systems.

VISION: Kansas leads the world in the success of each student.

## OUTCOMES:

- Kindergarten readiness
- Graduation rates
- Post-secondary attendance/completion
- Individual Plans of Study (IPS)
- Social/emotional factors measured locally





# Successful Kansas High School Graduate

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## **Kansas State Board of Education Definition:**

A successful Kansas high school graduate has the

- academic preparation,
- cognitive preparation,
- technical skills,
- employability skills, and
- civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification, or in the workforce, without the need for remediation.





# What is KESA?

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Kansas Education Systems Accreditation, or KESA (KEE-suh), is the new K-12 accreditation model approved by the Kansas State Board of Education in June of 2016. KESA will officially begin with the 2017-2018 year.

The 2016-2017 year will serve as “Zero Year,” a year of transition, communication and professional learning about the new model.

The new model employs a systems approach to school improvement, accrediting *systems* instead of *schools*. It requires systems (USDs and accredited private schools) to engage in a transparent, data-based process of system-wide needs assessment, goal setting, implementation, and reflection.

KESA provides an educational framework called “The Five Rs” (p. 25), which encompass everything an education system does to achieve successful high school graduates (p. 4).

Relationships, Relevance, Responsive Culture, Rigor and Results are the five areas in which education systems assess overall and individual school performance to identify two of the Rs as “Goal Areas” for the five-year cycle.

In the KESA model, each education system consults with an outside validation team (OVT) of experienced education professionals throughout the cycle, culminating in an official accreditation visit in Year 5, followed by the OVT’s recommendation of a rating.





# Transitioning to KESA

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We are excited to begin ZERO YEAR, the official transition to a new K-12 accreditation model for Kansas.

At the beginning of each of four quarters of the 2016-2017 year (p. 8), we will send a KESA Zero Year Guidance booklet to system leaders. The guidance plan for the year is on the next page of this booklet.

Kansas has 286 public education systems (unified school districts) and 136 private schools that are state-accredited (meaning they voluntarily participate in the state accreditation process and receive a rating from the State Board of Education). Around 90% of the accredited private schools are affiliated with a larger system. These

systems will determine if their schools will participate together or independently of each other for KESA.

Systems that have not yet started addressing the various parts of the Kansas Education Systems Accreditation (KESA) model are urged to use this resource to assist as they begin the transition during 2016-2017.

**Those systems that have been preparing for the new model as much as possible can use this resource to review and verify their current status and to move forward as applicable.**

As always, be sure to contact us in TLA if we can be of any assistance (p. 45).





# ZERO YEAR Guidance Plan

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THIS BOOKLET



PAGE	STEP	TOPIC	1 – SEP-OCT <i>(Guidance arrives mid-August)</i>	2 – NOV-JAN <i>(Guidance arrives mid-October)</i>	3 – FEB-APR <i>(Guidance arrives mid-January)</i>	4 – MAY-JUNE <i>(Guidance arrives mid-April)</i>
9	1	Organize Stakeholder Teams	<ul style="list-style-type: none"> <li>- DLT: establish &amp; meet</li> <li>- DSC: establish</li> <li>- BLTs: establish &amp; meet</li> <li>- BSCs meet</li> </ul>	<ul style="list-style-type: none"> <li>- DLT meets</li> <li>- BLTs meet</li> <li>- DSC meets</li> </ul>	<ul style="list-style-type: none"> <li>- DLT meets</li> <li>- BLTs meet</li> <li>- BSCs meet</li> </ul>	<ul style="list-style-type: none"> <li>- DLT meets</li> <li>- BLTs meet</li> <li>- DSC meets</li> </ul>
20	2	Study Model/Process	<ul style="list-style-type: none"> <li>- Systems approach</li> <li>- Growth process</li> <li>- The Five Rs</li> </ul>	<ul style="list-style-type: none"> <li>- Staggered implementation plan</li> <li>- Process overview</li> <li>- Detail of cycle</li> </ul>	<ul style="list-style-type: none"> <li>- KESA group select</li> <li>- Outside validation</li> <li>- ARC</li> </ul>	<ul style="list-style-type: none"> <li>- Detail of Cycle 1 for groups 1-4</li> </ul>
26	3	Introduce Rubrics	Rubric 1 familiarization IRA/calibration	Rubric 2 familiarization IRA/calibration	Rubric 3 familiarization IRA/calibration	Rubric 4 familiarization IRA/calibration
30	4	Discuss results: State Board Definition State Board Outcomes	<ul style="list-style-type: none"> <li>→ - Academic/cog</li> <li>→ - Kdg readiness</li> </ul>	<ul style="list-style-type: none"> <li>- Technical/career</li> <li>- Postsecondary</li> </ul>	<ul style="list-style-type: none"> <li>- Employability</li> <li>- Graduation</li> </ul>	<ul style="list-style-type: none"> <li>- Civic engagement</li> <li>- Social/Emotional</li> <li>- Ind plans of study</li> </ul>
33	5	Evaluate Foundational Structures	<ul style="list-style-type: none"> <li>- Mult-tiered support</li> <li>- Stakeholder eng</li> <li>- Diversity/equity</li> </ul>	<ul style="list-style-type: none"> <li>- Rose Capacity 1: Comm/basic skills</li> <li>- Rose Capacities 2-3: Civic/social eng</li> </ul>	<ul style="list-style-type: none"> <li>- Rose Capacity 4: Phys/mental health</li> <li>- Rose Capacity 5: Arts/cultural apprec</li> </ul>	<ul style="list-style-type: none"> <li>- Rose Capacities 6-7: Postsec prep</li> </ul>
39	6	Verify Compliance	<ul style="list-style-type: none"> <li>- KESA Readiness Survey</li> <li>- Licensure and PD plans</li> <li>- Mentoring</li> <li>- Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- Nutrition/wellness</li> <li>- Early childhood</li> <li>- Special Ed/Title</li> </ul>	<ul style="list-style-type: none"> <li>- Career-Tech Ed</li> <li>- Curricular stnds</li> <li>- Assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Fiscal/finance</li> <li>- Data Qual Cert</li> <li>- Data submit</li> </ul>



KESA page on KSDE website: <http://goo.gl/3iVeuU>.



STEP ONE:

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# Organize Stakeholder Teams



# Leadership Teams

(EMPLOYEE STAKEHOLDERS)



# District Leadership Team: Composition

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Every KESA system must have a system-level leadership team. KSDE will refer to this team as the [district leadership team, or DLT](#). This team oversees and approves building-level KESA work, leads/facilitates the system-wide needs assessment, establishes the district's goal areas and leadership goals for the five-year cycle, develops an action plan for each goal, oversees the implementation of the action plans, and analyzes the effectiveness of the action plans.

1. THERE IS NO NEED TO CREATE A NEW, SEPARATE DLT FOR KESA.
2. DLTs are made up of employees of the district.
3. Most districts already have district leadership teams (DLTs). Because every district is unique, all DLTs are not alike.
4. Some districts' current leadership team consists strictly of administrators. **For KESA discussions, a representation of teachers should be included.**





# District Leadership Team: Agenda

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1. The DLT should meet at least once per quarter during Zero Year.
2. Suggested KESA-related Quarter 1 agenda items:
  - a. KSDE Zero Year guidance plan (p. 8 of this booklet)
  - b. Compliance – review licensure, mentoring, evaluation
  - c. Foundational Structures – systemic approaches to tiered support, stakeholder engagement, diversity/equity
  - d. Systems Approach (p. 21 of this booklet)
  - e. Review growth process (p. 23 of this booklet)
  - f. Rubrics – choose one “R” rubric per quarter (relationships, relevance, responsive culture, rigor); familiarize staff with it and address cross-system inter-rater agreement/calibration
  - g. Results: Academic/cognitive data – current data points and results, what else could be collected
  - h. Results: Kindergarten readiness – current data points and results; what else could be collected





# Building Leadership Team: Composition

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Each school building must have a [building leadership team \(BLT\)](#). KSDE will consider exceptions on an individual basis. This team leads building-level KESA work, leads/facilitates the building needs assessment, establishes the building's goals for the five-year cycle, develops an action plan for each goal, oversees the implementation of the action plans, and analyzes the effectiveness of the action plans.

1. THERE IS NO NEED TO CREATE A NEW, SEPARATE BLT FOR KESA.
2. BLTs are made up of employees of the building.
3. Most schools already have building leadership teams (BLTs). Because every building is unique, all BLTs are not alike.
4. **For KESA just make sure that the team represents the building's employees.**





# Building Leadership Team: Agenda

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1. BLTs should meet at least once per quarter during Zero Year.
2. KESA-related Quarter 1 agenda items:
  - a. KSDE Zero Year guidance plan (p. 8 of this booklet)
  - b. Compliance – review licensure, mentoring, evaluation
  - c. Foundational Structures – systemic approaches to tiered support, stakeholder engagement, diversity/equity
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  - f. Rubrics – choose one “R” rubric per quarter (relationships, relevance, responsive culture, rigor); familiarize staff with it
  - g. Results: Academic/cognitive data – current data points and results, what else could be collected
  - h. Results: Kindergarten readiness – current data points and results; what else could be collected





# Site Councils

(NON-EMPLOYEE STAKEHOLDERS)



# District Site Council: Composition

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Representing the system's parents, community, and business/industry, the system-wide site council provides input during every step of the KESA cycle. KSDE will refer to this group as the [District Site Council \(DSC\)](#). The DSC reviews and provides input/feedback on the work of the DLT (p. 11). This includes needs assessment, goal area selection, leadership goal and action plan development, evidence/data, and analysis of growth.

1. DSCs are made up primarily of non-employees of the district.
2. Because every district is unique, all DSCs are not alike.
3. For KESA, just make sure that the DSC represents the district's various demographic and stakeholder groups (including business/industry). Remember that **virtual attendance** is an option, especially for representatives of business/industry corporate executives, for example.





# District Site Council: Agenda

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1. DSCs should meet at least once per SEMESTER during Zero Year.
2. Suggested KESA-related agenda covering Quarters 1-2 information from the Zero Year plan on page 8 of this booklet:
  - a. KSDE Zero Year guidance plan (p. 8 of this booklet)
  - b. Compliance
  - c. Foundational Structures
  - d. Model/Process
  - e. Rubrics
  - f. Results (State Board definition)
  - g. Results (State Board outcomes)





# Building Site Council: Composition

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Every school building must have a [Building Site Council \(BSC\)](#). The BSC reviews and provides input/feedback on the work of the BLT (p. 13). This includes needs assessment, goal area selection, goal and action plan development, evidence/data, and analysis of growth.

1. BSCs are made up primarily of non-employees of the district.
2. Because every building is unique, all BSCs are not alike.
3. For KESA, just make sure that the BSC represents the building's various demographic and stakeholder groups (including business/industry). Remember that **virtual attendance** is an option, especially for representatives of business/industry corporate executives, for example.





# Building Site Council: Agenda

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1. BSCs should meet at least once per SEMESTER during Zero Year.
2. Suggested KESA-related agenda covering Quarters 1-2 information from the Zero Year plan on page 8 of this booklet:
  - a. KSDE Zero Year guidance plan (p. 8 of this booklet)
  - b. Compliance
  - c. Foundational Structures
  - d. Model/Process
  - e. Rubrics
  - f. Results (State Board definition)
  - g. Results (State Board outcomes)





STEP TWO

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# Study Model/Process



# Systems Approach

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SYSTEMS  
THINKING

A WAY TO MAXIMIZE PROGRAM EFFECTIVENESS

CLICK HERE TO VIEW VIDEO: <https://www.youtube.com/watch?v=2vojPkdsbtI>

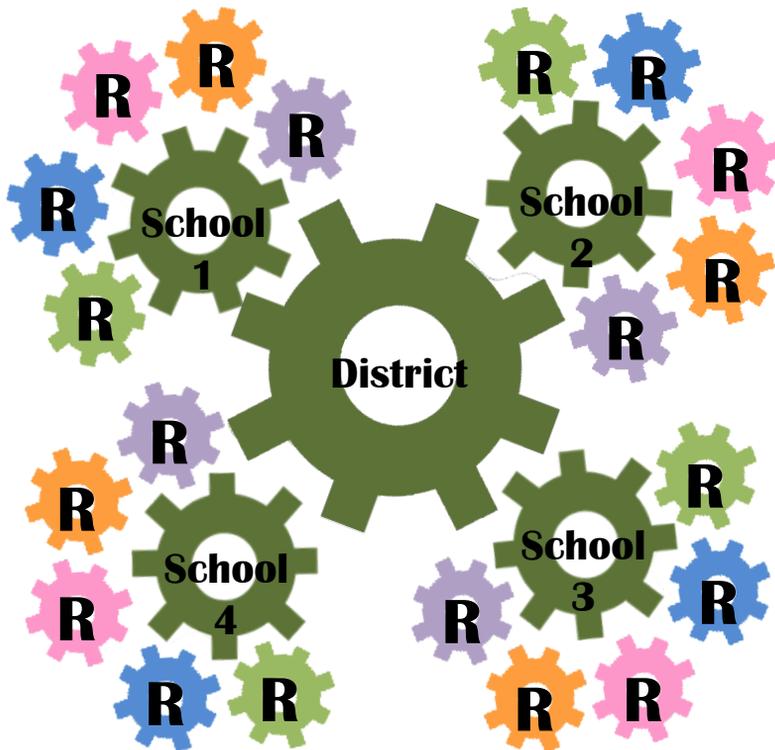
“Systems thinkers believe that viewing [a part] in isolation from a larger system within which it operates [the whole] tends to ignore other aspects that might influence its potential for impact.”





# Systems Approach (continued)

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“Everybody doing their best is not sufficient. Functional areas of a system must be aware of how their actions impact other groups and the entire system. Each group must investigate to understand how their actions will benefit the whole, and identify the dangers of how their actions introduce risks to the whole.”

<http://davenave.com/documents/Systemic.pdf>

**If rotation of a gear represents change (positive or negative), what happens to all the other gears when one gear rotates even just one notch?**





# Growth Cycle

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The improvement, or growth, cycle is not new. School improvement has been based on it for decades. As one cycle yields results, the next cycle begins, using those results to determine the focus for the continuing process.





# Growth Cycle (continued)

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In KESA, accreditation is the recognition of the growth achieved during the five-year cycle – of the work of education systems toward becoming increasingly effective in achieving student learning and, ultimately, successful high school graduates.





# KESA Framework: The Five Rs

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The KESA model provides “The Five Rs,” an educational framework through which systems across Kansas can examine the work they do to bring about student learning. Because the work of educators is inherently integrated, much overlap exists among these five areas. Each “R” has four components that further defining the concepts represented by the “R.” Assessment rubrics for the first four Rs encompass all of this work, and the fifth R – Results – documents the growth in the desired outcome areas.

RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR	RESULTS
<p><b>Defining Relationships:</b> “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> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>• Staff</li> <li>• Students</li> <li>• Families</li> <li>• Community</li> </ul>	<p><b>Defining Relevance:</b> “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> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Instruction</li> <li>• Student Engagement</li> <li>• Technology</li> </ul>	<p><b>Defining Responsive Culture:</b> “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> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Early Childhood</li> <li>• District Climate</li> <li>• Nutrition and Wellness</li> </ul>	<p><b>Defining Rigor:</b> “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> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>• Career &amp; Technical Ed</li> <li>• Professional Learning</li> <li>• Resources</li> <li>• Data</li> </ul>	<p><b>Defining Results:</b> “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> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>• Academic / Cognitive</li> <li>• Technical / Career-specific</li> <li>• Employability</li> <li>• Civic Engagement</li> <li>• SB&amp;E Outcomes</li> </ul>





STEP THREE

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# Introduce Rubrics



# KESA Rubrics: Format

## Rubric Format

**The "R"**

RELEVANCE					
The Component → COMPONENT 1: CURRICULUM					
Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Kansas College and Career Ready Standards: Implementation	<b>The Descriptors</b>	Provides evidence of implementation of Kansas College and Career Ready Standards at district and school levels. Demonstrates use Kansas College and Career Ready Standards to create two of the following: district curriculum, vertical alignment, student learning outcomes, scope and sequence for teaching and research-based strategies.	Provides evidence of implementation of Kansas College and Career Ready Standards at district and school levels. Implementation is reviewed on an annual basis according to a process. Demonstrates use Kansas College and Career Ready Standards to create three of the following: district curriculum, vertical alignment, student learning outcomes, scope and sequence for teaching and learning, and implemented research-based strategies.	Provides evidence of implementation of Kansas College and Career Ready Standards at district and school levels. Implementation is reviewed throughout the academic year according to a process. Demonstrates use Kansas College and Career Ready Standards to create all of the following: district curriculum, vertical alignment, student learning outcomes, scope and sequence for teaching and learning, and implemented research-based strategies.	<b>The Ratings</b>
Curriculum and resources adoptions		Provides evidence of leader and educator participation in curriculum and resources adoptions.	Provides evidence of leader and educator participation in curriculum and resources adoptions. Presents a process for adoptions.	Provides evidence of leader, educator, family, and student participation in curriculum and resources adoptions. Presents a process for adoptions. Demonstrates that adopted curricular material content is sensitive to and reflective of the culture and community in which they will be used.	
Professional learning		Presents and uses data at the classroom, school, and district levels to inform professional learning about curriculum.	Presents and uses data at the classroom, school, and district levels to inform professional learning about curriculum. Uses learning communities to address curriculum.	Uses formalized process to analyze data at the classroom, school, and district levels to inform professional learning needs about curriculum. Documents work of how learning communities are reviewing and addressing curriculum.	





# KESA Rubrics: Criteria

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## Needs Assessment

The needs assessment (Year 1) and post-implementation analysis (Year 5) will entail schools and systems going through the four rubrics, as well as analyzing their “Results R” data. Later in Zero Year, KSDE will provide guidance on how to conduct a needs assessment.

## Assessing a Criterion During the Needs Assessment Phase

	NO EVIDENCE	IMPLEMENTING	TRANSITIONING	MODELING
<b>Curriculum and resources adoptions</b>		Provides evidence of leader and educator participation in curriculum and resources adoptions.	Provides evidence of leader and educator participation in curriculum and resources adoptions. Presents a process for adoptions.	Provides evidence of leader, educator, family, and student participation in curriculum and resources adoptions. Presents a process for adoptions. Demonstrates that adopted curricular material content is sensitive to and reflective of the culture and community in which they will be used.

1. Review the MODELING descriptor. Assure IRA/common understanding of terms within it.
2. Do we meet the MODELING descriptor completely?
3. If so, what is our evidence?
4. If not, what is lacking? Do we, then, meet the TRANSITIONING descriptor completely?
5. If so, what is our evidence?
6. If not, what is lacking? Do we, then, meet the IMPLEMENTING descriptor completely?
7. If so, what is our evidence?





# KESA Rubrics: IRA

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## Establishing Inter-rater Agreement (IRA)

As systems move into the needs assessment phase (Year One, 2017-2018) of the KESA cycle, [inter-rater agreement, or IRA](#), will be important. During that phase, each BLT will assess its school using the KESA rubrics and results data, and then the DLT will use all this data to assess the system's overall status and determine goal areas.

In order for the DLT's assessment to be reliable and accurate, agreement needs to exist among BLTs system-wide as to the meanings of the ratings within the rubrics. For example, if two BLTs both rate their schools as "Transitioning" in a specific criterion, the implication is that both schools are performing at the same level of quality relative to the rubric's "Modeling" descriptor for that criterion. For this implication to be accurate, discussions must take place within a system to establish the meanings of the ratings – what this rating "looks like" in this system.

See the next page, or [any of the rubrics](#), for examples of descriptors.





STEP FOUR

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# Discuss Results/Data



# Academic/Cognitive Data

“Academic” and “Cognitive” preparation are two elements of the Kansas State Board of Education’s definition of a “Successful Kansas High School Graduate” (See page 4.). What does/will your system use to document academic/cognitive growth? Brainstorm academic and/or cognitive data points that your system already collects, as well as a meaningful ones that could be collected. Consider the various subject areas and grade levels.

Existing Data Points	Potential Data Points
<p>*State reading assessments, grades 3-8, 10            *State math assessments, grades 3-8, 10            *State assessments – other, grades 3-8, 10            *KELPA (English language proficiency)</p> <p>What else?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<ol style="list-style-type: none"> <li>1. What learning activities and/or assessments of academic/cognitive skills/abilities already occur but aren't tracked in the various subject areas and/or grade levels? Think outside the box!</li> <li>2. What learning activities and/or assessments of academic/cognitive skills/abilities are you considering at this time that could be implemented and tracked?</li> </ol> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

\*Federal accountability under ESSA requires this data.

KESA page on KSDE website: <http://qoo.gl/3iVeuU>.





# Kindergarten Readiness

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“Kindergarten Readiness” is one of five outcomes (See page 3.) the Kansas State Board of Education will consider when analyzing the effectiveness of Kansas education systems. KSDE is working on a statewide measure for K-readiness. In the mean time, here are some questions for discussion:

1. Does your system use a standard measure for determining K-readiness?
2. If no: How is K-readiness determined at the various schools throughout your system?  
If yes: What is the nature/content of the measure?
3. **Are all kindergarteners measured for readiness by the end of the first nine weeks of the kindergarten year?**
4. Overall, what percentage of your 2015-2016 kindergarteners were measured for readiness, and what percentage of those were K-ready according to your system’s readiness measurement at the time?
5. With whom are the results of K-readiness measurement shared?
6. How are K-readiness results utilized in decisions around curriculum, instruction, intervention, and social/emotional support?
7. Examine your relationship with area preschools, daycares, etc., in terms of collaboration for K-readiness.





STEP FIVE

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# Evaluate Foundational Structures



To be accredited, systems must have structures (systemic plans, processes, programs) in place to support certain best practices and the Rose Capacities.



# Tiered System of Supports

Contact:  
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316-680-6573

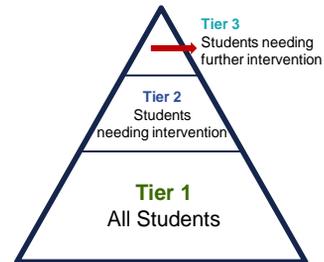
Tiered systems of supports are for all students. Tier 1 involves ALL STUDENTS. Tier 2 involves students needing intervention. Tier 3 involves students who need further intervention. Systems can develop their own plans/programs or work with profit and not-for-profit organizations that provide related products/services. Either way, in order to be considered a “tiered system of supports,” the program must include the “ingredients” shown below.

## “Ingredients” of a Tiered System of Supports

1. All students are involved.
2. System- and school-wide behavior expectations and response/discipline policy
3. Data-based decision making framework/process
4. Research-based screeners for reading, math, behavior
5. Evidence-based curriculum (all tiers) for reading, math, behavior, social skills
6. Research-based interventions for Tiers 2 and 3
7. Fluid intervention groups
8. Buildings have master schedule providing for assessment, core, intervention, and collaborative team time
9. Family engagement (not just notification) is an inherent part of the tiered system of supports process.
10. System-wide assessment plan
11. Regular evaluation of tiered system of supports
12. Ongoing review/revision of system policies to support framework

**For internal use and discussion, rate your system regarding the status of your tiered system of supports and related policy/practice. The “ingredients” list below can aid your discussion.**

- No Evidence – no system-wide formal structure
- Implementing – drafting system-wide formal structure
- Transitioning – system-wide formal structure finalized
- Modeling – system-wide formal structure fully implemented





# Stakeholder Engagement

The theme of stakeholder engagement is embedded in the KESA philosophy. The KESA process involves teams of stakeholders, and the KESA rubrics directly address stakeholder engagement in many places (see table below).

## Relationships

Staff – “Communication with staff” is one criterion.  
Students – “Student Involvement and Empowerment” is one criterion.  
Families – This component is all about family engagement.  
Communities – This component is all about community engagement.

## Relevance

Curriculum – This component calls for leader, educator, family and student involvement in curriculum/resource adoptions  
Student Engagement – “Student Input” and “Individual Plans of Study” require family involvement and advisory councils  
Technology – This component calls for student involvement in decision making and for response to student, community, state, and national workforce needs.

## Responsive Culture

This entire rubric is about collaboration with stakeholders to develop and execute a vision of learning. Stakeholder engagement is key throughout the rubric.

## Rigor

Career and Technical Education – This component calls for partnerships with business/industry and communication with educators, students, families, and community.  
Professional Learning – This component calls for clear communication with all stakeholders regarding the link between professional learning and increased student performance; stakeholder involvement in identifying priorities; pursuing potential professional learning resources, prioritizing and evaluating use of resources.

**For internal use and discussion, rate your system regarding the status of its stakeholder engagement structure/plan.**

- No Evidence – no system-wide formal structure
- Implementing – drafting system-wide formal structure
- Transitioning – system-wide formal structure finalized
- Modeling – system-wide formal structure fully implemented





# Equity in Education

KSDE Contact:  
Sandy Guidry, Assistant Director  
Early Childhood, Special Education and Title Services (ECSETS)  
*sguidry@ksde.org*  
785-296-1101

## What is equity in education?

Is every student receiving equitable access to quality instruction, resources, and facilities according to his/her learning needs?

Are students in the various sub-groups receiving equitable access to experienced, qualified, and effective educators at the same rate as students not belonging to the various sub-groups?

**Experience:** Three or more years

**Qualified:** Current endorsement for specific assignment

**Effective:** As determined through formal educator evaluation process

**Subgroups:** Students in poverty, Students with disabilities, Minorities

**For internal use and discussion, rate your system regarding the status of its provision of equity in education through policy and practice.**

No Evidence – no system-wide formal structure

Implementing – drafting system-wide formal structure

Transitioning – system-wide formal structure finalized

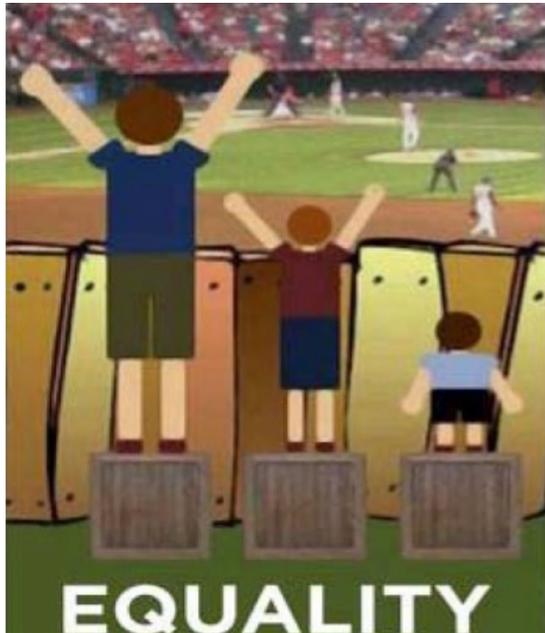
Modeling – system-wide formal structure fully implemented





# Equity in Education (continued)

KSDE Contact:  
Sandy Guidry, Assistant Director  
Early Childhood, Special Education and Title Services (ECSETS)  
[sguidry@ksde.org](mailto:sguidry@ksde.org)  
785-296-1101



Paul C. Gorski. "An Equity Literacy Workshop for Educators." Equity and Diversity Seminar. Central Comprehensive Center. October 21, 2014.





STEP SIX

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# Verify Compliance



To be accredited, systems must be in good standing with KSDE regarding all applicable state and federal statutory and regulatory requirements.



# KESA Readiness Survey

KSDE Contact:  
Kelly Slaton, Education Program Consultant  
Teacher Licensure and Accreditation (TLA)  
[kslaton@ksde.org](mailto:kslaton@ksde.org)  
785-368-7356

The leader or his/her designee of every accredited system (including each independent accredited private school) must complete the survey (one per accredited private system or accredited independent private school) by **Friday, September 2**.

**LINK:** <http://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/K-12-Accreditation-Home>

This survey was developed by the [KSDE Accreditation Advisory Council](#), a group of educators and organization representatives from across Kansas. This group provides recommendations to KSDE and the Kansas State Board of Education and has been specifically assisting with the development of a new accreditation model, referred to as [Kansas Education Systems Accreditation \(KESA\)](#).

The purpose of this survey is to prepare educational systems for the changes and expectations of the new K-12 accreditation model, Kansas Education Systems Accreditation (KESA).

**The data collected will not be displayed anywhere. It will be used only for preparatory purposes.**

**There are no right or wrong answers on this survey** and no ramifications for any answers given on the survey. ***After studying the guidance***, the survey should take **fewer than 10 minutes and must be completed in one sitting.**





# Licensure and Professional Development

KSDE Contact:  
Licensure Consultants  
Teacher Licensure and Accreditation (TLA)  
785-296-2288

## Does your system have a current, KSDE-approved five-year professional development plan?

Q: Whom do I contact for more information about professional development plans?

A: Contact Lynn Bechtel: [lbechtel@ksde.org](mailto:lbechtel@ksde.org) or 785-296-8110.

## Are your Educators Appropriately Licensed for their Assignments?

Q: Where can I look up license records?

A: Verify license type/dates, endorsements through [License Lookup](#)

Q: How do I know what endorsement is okay for teaching a course?

A: Utilize the [Licensed Personnel Guide](#)

Q: What are options for an individual to achieve the appropriate license or endorsement?

A: Refer to the [Routes to the Classroom Wheel and Chart](#)

Q: Where can I find applications and instructions? [License Applications](#) page.

A: See instructions for districts/applicants, fingerprint information, and links by individual application forms.

Q: What if I need to contact licensure staff?

A: Call our operators at 785-296-2288 or see consultant contact information on the [License Applications](#) page.





# Mentoring

KSDE Contact:  
Kelly Slaton, Education Program Consultant  
Teacher Licensure and Accreditation (TLA)  
*kslaton@ksde.org*  
785-368-7356

- In order to upgrade from an initial license to a professional license, teachers, school specialists, and administrators must complete a year-long, KSDE-approved mentoring program.
- Every accredited system is required to have a KSDE-approved mentoring program in place for new teachers, school counselors, library/media specialists, reading specialists, and leaders (building- and district-level).
- Outside providers (vendors) can submit their plan for approval after a system has selected them to provide mentoring services.
- Special education cooperatives and interlocals can provide their own mentoring or, through mutual agreement, their professionals can participate through their assigned school district.
- Guidelines for the plans address program content; mentor training and support; regular and ongoing support for mentees, and program evaluation.

Guidelines, sample plans, and submission information are available at <http://goo.gl/aAGTIM>.





# Educator Evaluation

KSDE Contact:  
Ann Yates, Education Program Consultant  
Teacher Licensure and Accreditation (TLA)  
[ayates@ksde.org](mailto:ayates@ksde.org)  
785-6-5140

- By 2014-2015, all accredited systems were to have implemented KSDE-vetted educator evaluation systems.
- Evaluations must be based on a combination of instructional practice and student performance.
- KSDE offers a free exemplar system for use by all Kansas education systems. The system is called Kansas Educator Evaluation Protocol, or KEEP, and is accessed through KSDE's authenticated applications portal.
- Education systems must complete the EDEN report at the end of each school year.
- Presentations and training about educator evaluation in general, as well as about KEEP specifically, can be requested through Bill Bagshaw at 785-296-2198 or [bbagshaw@ksde.org](mailto:bbagshaw@ksde.org).
- [Evaluation requirements](#) and [Evaluation timeline and deadlines](#)
- Details about educator evaluation and KEEP are available at <http://goo.gl/pIHdWA>.





# KESA Zero Year Qtr 1 Guidance - Resource Index

With assistance from the Kansas Professional Learning Team (KPLT), this resource index has been assembled to assist Kansas education systems with the transition from Quality Performance Accreditation (QPA) to Kansas Education Systems Accreditation (KESA). Many of the resources shown here are available on the [KESA page of the KSDE website](#). The “PG” column refers to the page(s) where the topic is addressed in the [Quarter 1 guidance booklet](#). The resources provided here are in addition to the booklet’s content. Please be sure to contact Teacher Licensure and Accreditation (TLA) staff for assistance during the KESA Zero Year.

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PG	TOPIC	PG	TOPIC	PG	TOPIC
3	<b>SBoE Vision, Outcomes</b> <a href="#">Kansans CAN booklet</a> <a href="#">Kansans CAN guiding questions</a>	21-22	<b>WHY CHANGE?</b> <b>Systems Approach</b> <a href="#">About the Systems Approach</a> <a href="#">Systems Thinking pdf</a> <a href="#">Systems Thinking video</a> <a href="#">Systemic Approach article</a>	32	<b>Kdg Readiness Outcome – Results</b> <a href="#">Kansas CAN Talking Points</a>
4	<b>SBoE Definition of a Successful Kansas High School Graduate</b> <a href="#">Bullseye graphic</a>	23-24	<b>Growth Cycle</b> <a href="#">Growth Cycle graphic</a> <a href="#">KESA Growth Process activity</a>	35	<b>Tiered System of Supports</b> <a href="#">Kansas MTSS</a>
6	WHAT IS KESA? <b>WHY ACCREDIT?</b> <a href="#">Kansas Statute 72-6479(a)</a> <a href="#">Umbrella graphic</a>	25	<b>The Five Rs</b> <a href="#">Working with the Five Rs</a>	37-38	<b>Equity in Education</b> <a href="#">Kansas Equity Plan</a> <a href="#">Midwest Equity Assistance Center</a>
8	<b>HOW WILL WE PREPARE?</b> <a href="#">Zero Year Guidance Plan</a>		<b>CHOOSE ONE FOR EACH QUARTER OF ZERO YEAR.</b> <a href="#">Relationships Rubric</a> <a href="#">Relevance Rubric</a> <a href="#">Responsive Culture Rubric</a> <a href="#">Rigor Rubric</a>	41	<b><u>KESA Readiness Survey</u></b>
11-12	<b>WHO PARTICIPATES?</b> <a href="#">Visual of stakeholder teams</a> <a href="#">Stakeholder Perception Surveys</a>  District Leadership Team <a href="#">Factoid #2 (4-11-2016)</a>	27	<b>Rubrics – Inter-rater agreement</b>	36	<b>Stakeholder Engagement</b>
13-14	<b>Bldg Leadership Team</b> <a href="#">Factoid #1 (4-4-2016)</a>	28	<b>Rubrics – format</b> <a href="#">Rubrics in online survey format</a>	42	<b><u>Licensure</u></b>
16-17	<b>District Site Council</b> <a href="#">Factoid #6 (5-17-2016)</a>	29	<b>Rubrics – assessing a criterion</b> <a href="#">HHH Jigsaw (p. 10-11 of LFKS guide)</a> <a href="#">Pre-Assessment Carousel (p. 19-20 of LFKS guide)</a>	43	<b><u>Mentoring</u></b>
18-19	<b>Bldg Site Council</b> <a href="#">Factoid #5 (5-9-2016)</a> <a href="#">Kansas Statute 72-6479(d)</a>	31	<b>Academic/Cognitive Results</b> <a href="#">Data, Data Everywhere (p. 35 of LFKS guide)</a>	44	<b><u>Educator Evaluation</u></b>



# Accreditation Contacts

## Teacher Licensure and Accreditation (TLA)

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Janet Waugh



DISTRICT 2  
Steve Roberts



DISTRICT 3  
John W. Bacon



DISTRICT 4  
Carolyn L.  
Wims-Campbell,  
Co-chair



DISTRICT 5  
Sally Cauble



DISTRICT 6  
Deena Horst



DISTRICT 7  
Kenneth Willard



DISTRICT 8  
Kathy Busch



DISTRICT 9  
Jim Porter



DISTRICT 10  
Jim McNeire,  
Chairman

## Mission

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

## Vision

Kansas leads the world in the success of each student.

## Motto

Kansans CAN.

## Successful Kansas High School Graduate

A successful Kansas high school graduate has the

- **Academic** preparation,
- **Cognitive** preparation,
- **Technical** skills,
- **Employability** skills and
- **Civic** engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

## Outcomes for Measuring Progress

- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance
- Social/emotional growth measured locally



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Kansas Commissioner of Education



Dale M. Dennis  
Deputy Commissioner  
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Division of Learning Services