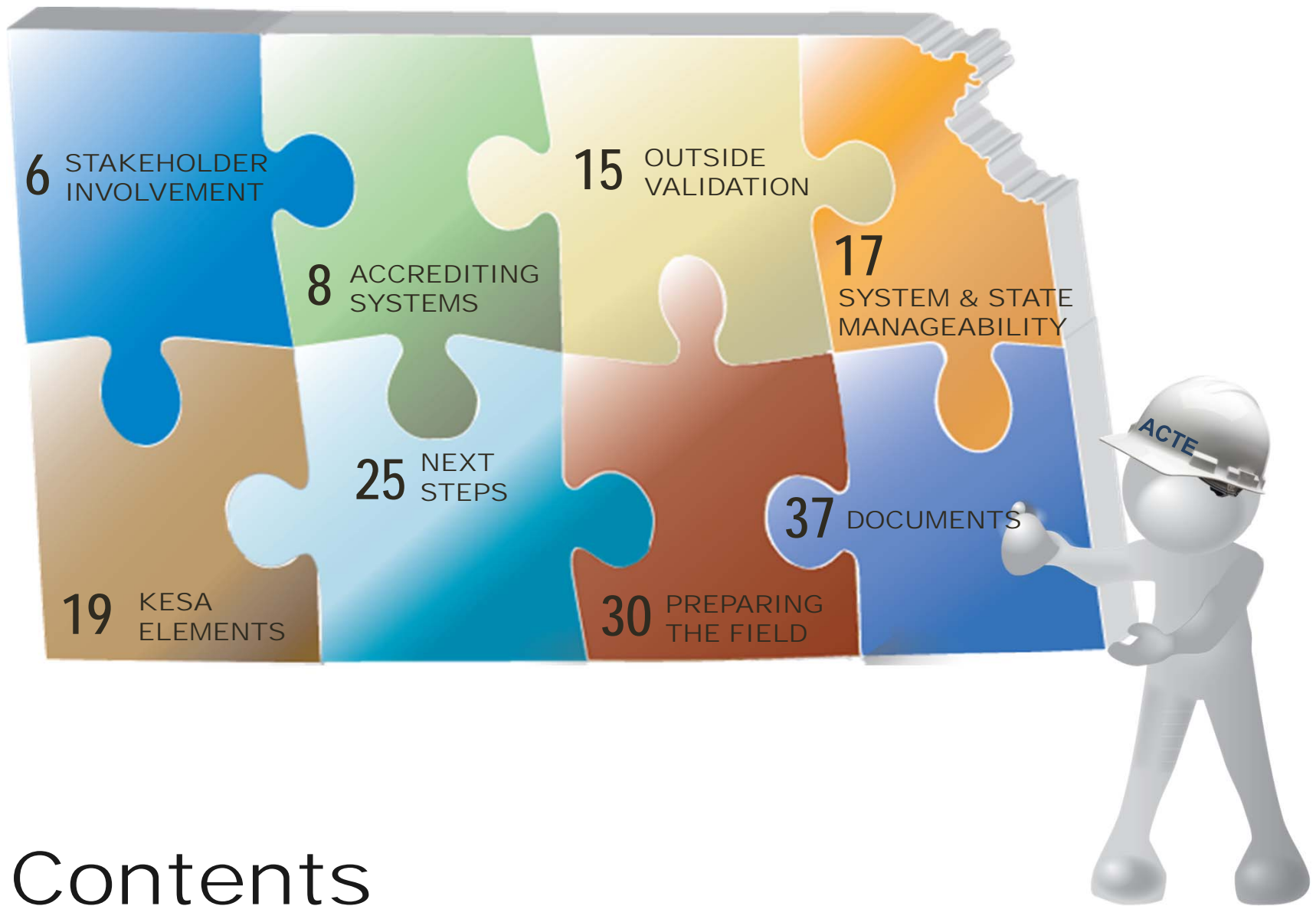


Kansas K-12 Accreditation

Provided to Kansas State Board of Education
April 24, 2015



Teacher Licensure and Accreditation
Scott P. Myers, Ed.D., Director



Contents

The goal of
Kansas K-12 education
is for every student to
be college and career
ready upon high school
graduation.



Defining 'College and Career Ready'



CCR = ACTE

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.*

Purpose of State Accreditation

To ensure the quality and continuing improvement of Kansas education systems' performance in producing college and career ready graduates.











Stakeholder Involvement

KESA – Stakeholder Representation

How districts/systems show improvement:

KSDE RESOURCES Psychometrically-accepted schools perceptions surveys for: <ul style="list-style-type: none"> • staff • grades 3-5 students • grades 6-12 students • parents KSDE provides these surveys at no charge to Kansas schools and districts/systems.	RELATIONSHIPS <u>Components</u> <ul style="list-style-type: none"> • Staff – all 5 criteria • Students – all 2 criteria • Families – all 10 criteria • Community – all 3 criteria (see rubric)	RESPONSIVE CULTURE <u>Component: Leadership Criteria</u> <ul style="list-style-type: none"> • Communication with stakeholders • Community Collaboration: strengthening education, learning, and academic success (see rubric)	PUBLIC INPUT Public users will be able to go to a school's or district/system's KSDE dashboard to direct comments, questions, and suggestions to individuals directly involved in the process.
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How stakeholders are directly involved in the process:

School building leadership team (building employees) 	District/system leadership team (employees across the district/system) 	Local governing body (Board of Education) 
School building site council (parents/community) 	District/system site council (parents, community) 	Outside validation team (PK-20 education professionals) 



Accrediting Districts/Systems

Kansas Education Systems Accreditation

A systems approach to K-12 accreditation will:

- Hold a district/system accountable for all of its schools
- Increase local governing body (BOE) involvement
- Require stakeholder involvement at building and system levels
- Address the significant role (research-based) of district/system-level leadership in continuous improvement *(see bibliography)*
- Promote collaboration among schools
- Promote strategic, economical use of district resources

PROPOSED NEW MODEL

KESA – Year One

Conduct/review
needs assessments



Review data,
select goal areas
for cycle



Approve/acknowledge
goal areas



NOTES:

1. Throughout the process, **accreditation team leaders** enter information into the KESA Authenticated Application. Information designated as public automatically shows on KSDE dashboard.
2. **KSDE staff** document phone, e-mail, on-site, and virtual support, guidance, and monitoring through the KESA Authenticated Application.
3. Building and district site councils are required to provide feedback and acknowledgment at each step – also documented in KESA Authenticated Application.
4. Any member of the public can go to a school's or district/system's KSDE dashboard to direct comments, questions, and suggestions to individuals directly involved in the process.

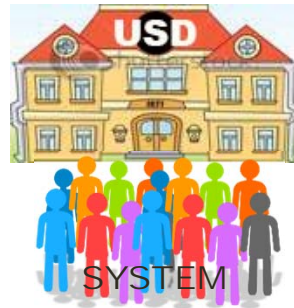
PROPOSED NEW MODEL

KESA – Year Two

Develop building goals
and action plans



Develop
leadership goals
and action plans



Approve goals and
action plans



NOTES:

1. Throughout the process, accreditation team leaders enter information into the KESA Authenticated Application. Information designated as public automatically shows on KSDE dashboard.
2. KSDE staff document phone, e-mail, on-site, and virtual support, guidance, and monitoring through the KESA Authenticated Application.
3. Building and district site councils are required to provide feedback and acknowledgment at each step – also documented in KESA Authenticated Application.
4. Any member of the public can go to a school's or district/system's KSDE dashboard to direct comments, questions, and suggestions to individuals directly involved in the process.

PROPOSED NEW MODEL

KESA – Year Three

Implement action plans



Conduct mid-implementation review at end of year



OVT Chair acknowledges mid-implementation review, provides feedback



Approve/acknowledge mid-implementation review



NOTES:

1. Throughout the process, accreditation team leaders enter information into the KESA Authenticated Application. Information designated as public automatically shows on KSDE dashboard.
2. KSDE staff document phone, e-mail, on-site, and virtual support, guidance, and monitoring through the KESA Authenticated Application.
3. Building and district site councils are required to provide feedback and acknowledgment at each step – also documented in KESA Authenticated Application.
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PROPOSED NEW MODEL

KESA – Year Four

Continue implementation



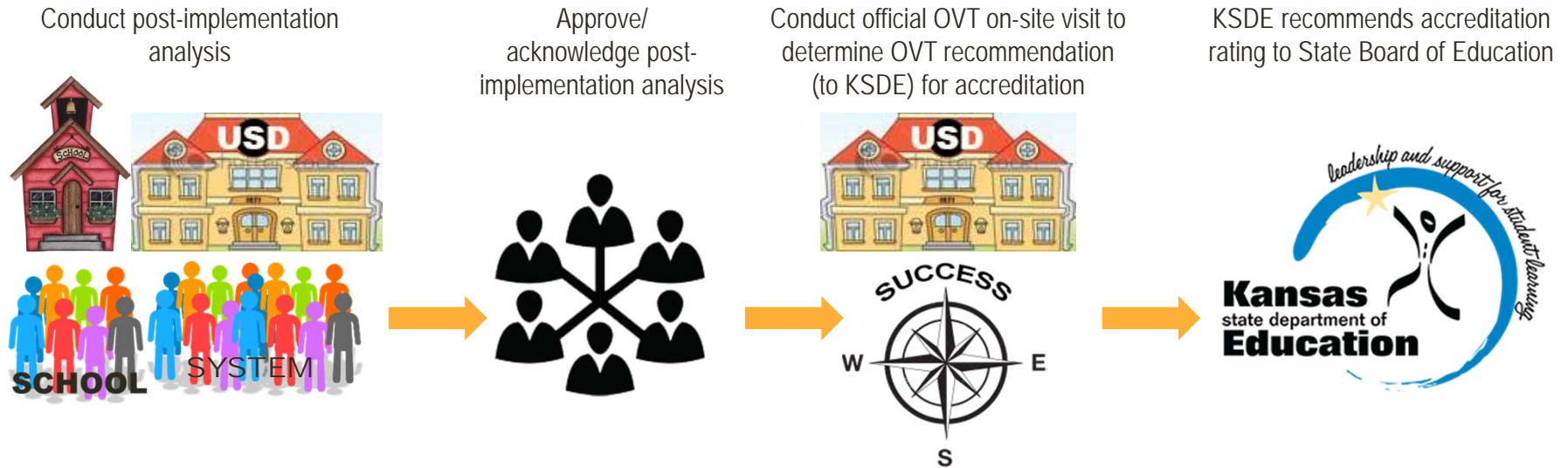
NOTES:

1. Throughout the process, accreditation team leaders enter information into the KESA Authenticated Application. Information designated as public automatically shows on KSDE dashboard.
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3. Building and district site councils are required to provide feedback and acknowledgment at each step – also documented in KESA Authenticated Application.
4. Any member of the public can go to a school's or district/system's KSDE dashboard to direct comments, questions, and suggestions to individuals directly involved in the process.



PROPOSED NEW MODEL

KESA – Year Five



NOTES:

1. Throughout the process, accreditation team leaders enter information into the KESA Authenticated Application. Information designated as public automatically shows on KSDE dashboard.
2. KSDE staff document phone, e-mail, on-site, and virtual support, guidance, and monitoring through the KESA Authenticated Application.
3. Building and district site councils are required to provide feedback and acknowledgment at each step – also documented in KESA Authenticated Application.
4. Any member of the public can go to a school's or district/system's KSDE dashboard to direct comments, questions, and suggestions to individuals directly involved in the process.



Outside Validation

KESA – Outside Validation

- Outside Validation Team (OVT) purpose is evaluation and validation.
- Outside Validation Team members are experienced PK-20 education professionals.
- OVT members must be approved by KSDE.
- OVT members must have no conflict of interest.
- Meeting Year One, Chair Check-in Year Three; On-site official visit Year Five.





Manageability of KESA

KESA – Manageability



New KESA Authenticated Application will:

- Provide user accounts for all individuals involved in process.
- Pull existing data from KSDE databases.
- Alert KSDE accreditation staff and district/system leader via e-mail when compliance issue arises.
- Provide navigation menu on every page.
- Provide overview of progress and “what to do next” upon log-in.
- Lead school and district/system admin (or appointee) **step-by-step** through process.
- Automatically populate the school’s and district/system’s KSDE dashboard.
- Provide PUBLIC viewers ability – from school and district/system dashboard – to direct comments, questions, and suggestions to individuals directly involved in the process.



Elements of KESA

KESA – Framework



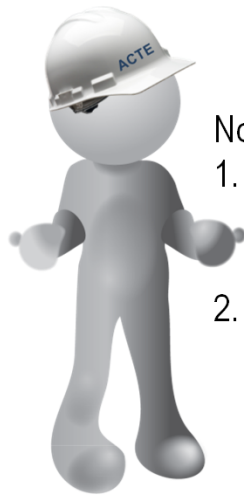
The Five Rs*

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>	<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>	<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>	<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>	<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>
<p>COMPONENTS:</p> <ul style="list-style-type: none"> • Staff • Students • Families • Community 	<p>COMPONENTS:</p> <ul style="list-style-type: none"> • Curriculum • Instruction • Student Engagement • Technology 	<p>COMPONENTS:</p> <ul style="list-style-type: none"> • Leadership • Early Childhood • District Climate • Nutrition and Wellness 	<p>COMPONENTS:</p> <ul style="list-style-type: none"> • Career & Technical Ed • Professional Learning • Resources • Data 	<p>COMPONENTS:</p> <ul style="list-style-type: none"> • Academic / Cognitive • Technical / Career-specific • Employability • Post-secondary evidence

*See “Documents” section of this packet for the four rubrics.

KESA – Non-negotiables

Districts/systems will meet certain specified statutes/regulations (such as licensure, fiscal/accounting, IDEA, and ESI) in order to be considered for an accreditation rating other than “not accredited.”



Notes:

1. KSDE will work closely with districts/systems to assist in resolving issues related to these requirements.
2. Compliance issues will be monitored through the KESA Authenticated Application – system will pull data from other KSDE databases.

PROPOSED NEW MODEL

KESA – Foundational Requirements

SYSTEMS MUST HAVE STRUCTURES (plans, processes, systems) IN PLACE TO ADDRESS:

1. Compliance with statutes/regs
2. Participation in school improvement/accreditation
3. Diversity and equity in education
4. Family and community engagement
5. CCR/Rose Capacities



(continued on next page)

KESA – Foundational Requirements



6. Social-emotional development of all students
7. Elementary and secondary programs and services including computer literacy, counseling services, library services, and fine arts.
8. Secondary programs and services including business, family and consumer science, and industrial/technical education.
9. Curricula that allow students to meet the regent's qualified admissions requirements and the state scholarship program.

KESA – Accreditation Ratings



The following ratings will be established:

Accredited

Accredited-Conditional

Not Accredited

Ratings will be based on actual evidence and artifacts showing **growth** in these areas:

- ACTE results (the 5th "R")
- Data points targeted in action plans
- Individual school performance



Next Steps

(Red print indicates State Board action needed.)

2014-2015 Accreditation To-do List

Per current regulation, all schools complete QPA Quality Criteria Collection by June 30, 2015.

State Board action at May 2015 meeting:

Proposed: All schools maintain their current accreditation status for the 2015-2016 school year.

State Board action at June 2015 meeting:

Proposed: The set of regulations submitted by KSDE staff establishing the new accreditation model shall be submitted into the required adoption process at this time.



2015-2016 Accreditation To-do List

Districts/systems will submit an Accreditation Review (specifics TBD by KSDE) to support district/system accreditation for 2016-2017.

This review will be completed inside KESA Authenticated Application and will include information such as:

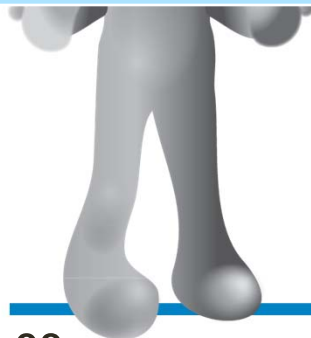
- Readiness of professional employees for new accreditation model
- Readiness for KESA non-negotiables
- Readiness for KESA foundational requirements



PROPOSED NEW MODEL

KESA – Adoption Timeline

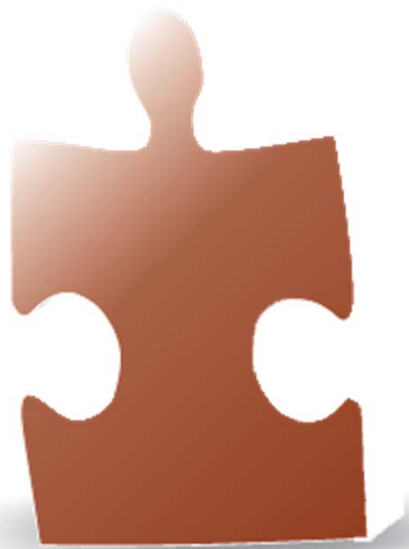
Summer 2015	State Board ‘action item’ – submit revised regulations for legal review
November 2015	State Board ‘Receive Item’ – final regs
December 2015	State Board ‘Action Item’ – ADOPT regs
Jan – June 2016	Continue to prepare field for implementation
July 2016	First cycle begins for all districts
June 2017	Group 1 districts receive official rating
June 2018	Group 2 districts receive official ratings....



PROPOSED NEW MODEL

KESA – Implementation Timeline

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 →					Year 5 (RATING YR)	Year 1	Year 2



Preparing the Field

KESA – Preparation



KSDE is advising districts to:

1. Familiarize all staff with State Board's definition of College and Career Ready, including the use of the ACTE (Academic, Cognitive, Technical, Employability) acronym.
2. Familiarize all staff with the Rose Capacities.

KESA – Preparation

3. Leadership begin review of the four rubrics (Rs) with calibration (IRA) in mind.
4. Familiarize all staff with the four rubrics – have them reflect on what they already do in support of CCR, ACTE, Rose Capacities, and the four rubric areas.



KESA – Preparation

5. Relate strategic/action plans and goals to the components of the four rubrics.
6. When discussing data, address its relationship (and possible use as growth evidence) to CCR, ACTE, Rose Capacities, and the four rubric areas.

KESA – Preparation

7. Identify existing ACTE and 5R data points for possible use as indicators of goal and growth achievement.





Documents

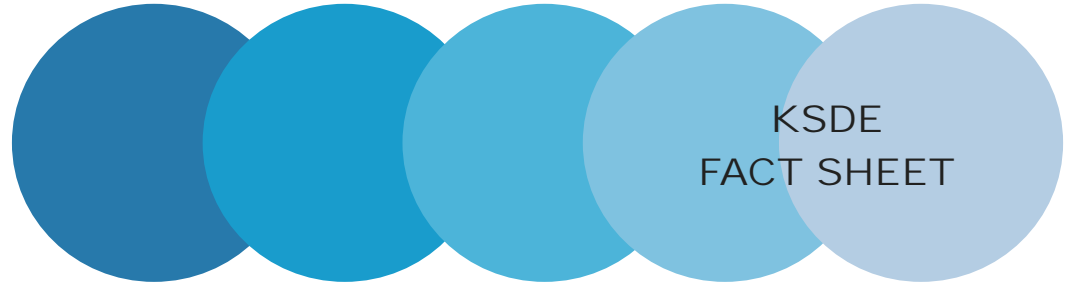
KESA – Document Overview

1. KESA Fact Sheet – brief overview of concepts
2. Crosswalk – Kansas CCR Alignment to Rose Standards
3. Crosswalk – QPA regulations vs. KESA regulations (n/a = not applicable)

Column Explanation:

- 1 Current QPA reg number
- 2 Subject of QPA regulation
- 3 How this requirement is currently verified
- 4 How subject is addressed in revised regs
- 5 Regulation number where subject will be addressed in revised regs
- 6 How this requirement will be verified in new system
- 7 Will there be revisions to the reg named in Column 1?

4. KESA Framework: The Five Rs
5. Relationships Rubric
6. Relevance Rubric
7. Responsive Culture Rubric
8. Rigor Rubric



Kansas Education Systems Accreditation (KESA)

KSDE seeks to move from an accreditation model that accredits every school to one that accredits education systems — such as unified school districts. Supporting this model is the rich research base of systems theory, which resoundingly shows that sustained improvement of a system requires viewing the system as a whole—analyzing each part’s impact on the system.

Any change to one part of the system affects (positively or negatively) other parts of the system and, therefore, the system as a whole.

Kansas’ proposed new accreditation model uses the 21st Century themes of **Relationships, Relevance, Responsive Culture, Results and Rigor** (“The Five Rs”) as a framework within which to focus on the quality characteristics of an educational system.

The State Board receives recommendations concerning K-12 accreditation from the [KSDE Accreditation Advisory Council](#), a group of representative stakeholders from all facets and levels of education and from all regions of Kansas. This Council’s recommendations specific to the new accreditation model are included on page 2 of this *KSDE Fact Sheet*.

Five-Year Process

The Accreditation Advisory Council recommends that the new accreditation process last five years to allow more time for each phase. The primary phases are as follows.

- Y1 Needs assessment (schools, followed by district/system)
Goal area identification (district level)
- Y2 Goal establishment
Action plan development
- Y3 Action plan implementation
Midpoint reflection/revision
- Y4 Action plan implementation
Data collection
- Y5 Data/evidence analysis
OVT on-site visit
Accreditation rating granted by State Board

WHO	WHAT	WHEN
<p><u>Required</u> Unified School Districts State Schools Certain Special Purpose Schools</p> <p><u>Voluntary</u> Independent Systems Independent Private Schools</p>	<p>A systems approach to accreditation, in which districts/systems lead and oversee the process and are then awarded an accreditation rating based on the growth achieved in college and career ready data.</p>	<p>Every 5 years. Formal cycles begin as follows: Group 1 - first rating May 2017 Group 2 - first rating May 2018 Group 3 - first rating May 2019 Group 4 - first rating May 2020 Group 5 - first rating May 2021</p>
WHY A SYSTEMS APPROACH?	WHY SYSTEM-LEVEL?	WHY THE FIVE Rs?
<p>“...while individual schools are indeed the center of change, the improvement of low-performing schools cannot be implemented at scale <u>or</u> sustained without redesign of the larger system in which they reside – the school district.” (p. ix) <i>Steven J. Adamowski, in the Forward</i></p>	<p>“... focusing turnaround [or improvement] on single schools will have far less impact and sustainability than a district applying a more systemic and strategic approach.” (Savadsky, p. 23)</p>	<p>We believe that the Five Rs are equivalent to each other in their importance to the quality of a system and that they encompass every concept contained in the ideas of quality education and continual improvement. <i>Everything</i> that educational leaders and stakeholders do, say, believe, model, teach, expect, and desire about education can be classified in at least one of the Five Rs.</p>

KESA Framework: The Five Rs

RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR	RESULTS
Staff	Curriculum	Leadership	Achievement	Academic/Cognitive
Students	Instruction	Early Childhood	Growth	Technical/Career-Specific
Families	Student Engagement	District Climate	Gap	Employability
Community	Technology	Nutrition and Wellness	Other Measures	Post-Secondary Evidence

To view the rubrics, visit <http://ksde.org/Default.aspx?tabid=941>.

ACCREDITATION ADVISORY COUNCIL RECOMMENDATIONS

The State Board receives recommendations concerning accreditation from the [KSDE Accreditation Advisory Council](#), a group of representative stakeholders from all facets and levels of education and from all regions of Kansas. The Council's recommendations regarding a new model for K-12 accreditation in Kansas are as follows.

- District/system-level** accreditation for Kansas K-12 named Kansas Education Systems Accreditation
- Use of "**The Five Rs**" as a framework within which to evaluate school improvement efforts. The Rs: Relationships, Relevance, Responsive Culture, Rigor, Results
- Four components, or categories, under each R, with the results components corresponding to the four elements addressed in the State Board of Education's definition of College and Career Ready: **academic/cognitive, technical/career-specific, employability, and post-secondary results**
- Thorough **rubrics** for use in school and system needs assessments
- Requirement that all outside validation team members be **approved** by KSDE
- Accreditation cycle length of **five (5) years**
- Full public transparency** (process and progress) through KSDE dashboard
- Three accreditation levels: **accredited, accredited-conditional, and not accredited**
- Non-negotiable requirements** such as compliance with licensure, fiscal, IDEA, and ESI statutes/regulations
- Foundational requirements** addressing several key topics, such as equity/diversity, family/community engagement, and social/emotional development
- Minimum interaction with **Outside Validation Team**: Year One meeting, Year Three check-in with Chair, Year Five on-site visit
- Requirement that districts/systems **select two (2) of the Rs** as official district/system goal areas for the accreditation cycle
- Continued accreditation **for 2015-2016** of all Kansas schools involved in state accreditation
- As a condition of district/system accreditation for 2016-2017, a requirement that districts/systems submit evidence indicating their **readiness for the new model**

QUESTIONS ABOUT ACCREDITATION?

Contact Kelly Slaton, 785.368.7356 or kslaton@ksde.org.

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 6612, (785) 296-3201

SOURCES CITED IN THIS FACT SHEET

Adamowski, Steven J. [In the Foreword] Savadsky, Heather. *School Turnarounds*. Cambridge, Massachusetts: Harvard Education Press, 2012. Print.

KSDE (2010). *21st Century Learning in Kansas*. Topeka, KS: KSDE.

Patrick M. Jenlink, Charles M. Reigeluth, Alison A. Carr, Laurie M. Nelson. "Facilitating the Systemic Change Process in School Districts." (1996) Academic Paper: 4. Print.

Savadsky, Heather. *School Turnarounds*. Cambridge, Massachusetts: Harvard Education Press, 2012. Print.



Kansas Alignment to Rose Standards

Division of Learning Services, Kansas State Department of Education

Rose Standards	Kansas College and Career Ready Employability Skills	Kansas 21 st Century Accreditation: Relationships, Relevance, Responsive Culture, Rigor
<p>1. Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization;</p>	<p>The Kansas definition of college and career ready advocates for employability skills through the subset of Basic Skills. These Basic Skills encompass reading, writing, listening, speaking and performing math computations.</p>	<p>The Relevance Rubric defines the criteria for Technology in a school district. Those criteria include having a vision for 21st Century learning and being able to apply digital learning through the use of technology. Districts must have the infrastructure necessary to support technology needs in the district, provide the professional learning essential to addressing the needs of learners, use technology for systemic improvement, plan strategically for the district's needs and gather data through the use of surveys to all stakeholders about technology and its use.</p>
<p>2. Sufficient knowledge of economic, social and political systems to enable the student to make informed choices;</p>	<p>The Kansas definition of college and career ready advocates for employability skills through the subset of Critical Thinking Skills, Interpersonal Qualities and Career Interest Development. These sets of skills addresses critical thinking through development of decision-making skills; thinking creatively about ideas and solutions, making decisions and using a problem-solving process; developing interpersonal qualities such as social and self-awareness; and, exploring and planning for career interest.</p>	<p>The Relevance Rubric defines the criteria for Curriculum and Instruction in a school district. Criteria include implementing the Kansas College and Career Ready Standards, using resources that reflect the culture and community of the district and providing professional learning about curriculum and instruction. Content area knowledge of teachers is evaluated in an ongoing manner in order to provide authentic learning experiences and personalized instruction for all students.</p>

Rose Standards	Kansas College and Career Ready Employability Skills	Kansas 21 st Century Accreditation: Relationships, Relevance, Responsive Culture, Rigor
<p>3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation;</p>	<p>The Kansas definition of college and career ready advocates for employability skills through the subset of Interpersonal Qualities. The Interpersonal Qualities addresses being self-aware through communication with others in a variety of settings, working well with others including those from diverse backgrounds and exercising leadership. Being aware of civics at many levels can promote success in post-secondary choices.</p>	<p>The Relationships Rubric defines the criteria for Students in a school district. Criteria include implementing policies and practices that encourage and empower students as well as demonstrating student involvement with community.</p>
<p>4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness;</p>	<p>The Kansas definition of college and career ready advocates for employability skills through the subset of Interpersonal Qualities. This subset of skills specifically addresses students' abilities to self-manage their own thoughts, feelings and behaviors and promotes self-awareness to develop positive self-worth and self-confidence.</p>	<p>The Relationships Rubric defines the criteria for Students in a school district. Criteria include implementation of the Kansas Social, Emotional and Character Development Model Standards aimed at long-range planning. Student surveys target self-efficacy for empowerment and involvement and their relationships with peers, teachers, families and community. The Responsive Culture Rubric defines criteria for District Climate. Criteria include surveying all stakeholders about the physical and emotional well-being of students, evaluating academic and social engagement and providing a safe and supportive environment for students, families and community.</p>

Rose Standards	Kansas College and Career Ready Employability Skills	Kansas 21 st Century Accreditation: Relationships, Relevance, Responsive Culture, Rigor
<p>5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage;</p>	<p>The Kansas definition of college and career ready advocates for employability skills through the subset of Critical Thinking Skills, specifically asking students to engage in creative thinking and being able to generate new ideas and find solutions to problems. The subset of Interpersonal Qualities also expects that students will work with others from diverse backgrounds and experiences allowing for appreciation of their own in the process.</p>	<p>The Relationships Rubric defines the criteria for Students, Families and Community. The criteria include developing positive relationships with students and families, fostering systemic family engagement within the district and the school and investing in community partnerships. The Relevance Rubric defines the criteria for Content Area Knowledge ensuring that teachers are able to advance student learning, creativity and innovation.</p>
<p>6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently; and</p>	<p>The Kansas definition of college and career ready advocates for employability skills through the subset of Interpersonal Qualities and Career Interest Development. Through access to information and building relationships, students explore and plan for their interests and career preferences in order to be successful in post-secondary settings.</p>	<p>The Rigor Rubric defines the criteria for Career and Technical Education in a school district. Criteria include integrating career and technical education with academics throughout the curriculum, forming partnerships with stakeholders for the purpose of career exploration and preparation and an established curriculum focused on careers. In addition, an Individual Plan of Study is advocated for every student.</p>
<p>7. Sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market.</p>	<p>The Kansas definition of college and career ready advocates for academic preparation, cognitive preparation, technical and employability skills so that all Kansas students are well rounded and prepared for pathways to post-secondary education or careers.</p>	<p>The Rigor Rubric defines the criteria for Career and Technical Education and Technology in a school district. Criteria include long-term planning through the collection, analysis and use of data focused on economic and work force trends state-wide and nationally. Addressing students' individual academic and career goals while addressing educational priorities with community state and national workforce needs is a priority.</p>

Accreditation Crosswalk Comparing QPA and KESA

Column: 1	2	3	4	5	6	7	
Row	Pertinent QPA Reg(s)	QPA Requirement	How Verified	Corresponding KESA Requirement	Pertinent KESA Regulation(s)	How Verified	Reg Change Needed?
1	91-31-31 91-31-38	State Board accredits each school building.	n/a	State Board accredits each district/system.	91-31-32 Kansas K-12 Accreditation	n/a	Yes
2	n/a	“Nonaccredited” used for independent (private) systems/schools choosing not to participate in state accreditation.	n/a	“Registered” used for independent (private) systems/schools choosing not to participate in state accreditation.	n/a	n/a	n/a
3	91-31-32 (c)(1)	Multi-year School Improvement Plan (SIP) – specific plans for achieving continuous improvement in student performance	Building reports yes/no on QPA Quality Criteria Collection each June.	a. District/system selects 2 “Rs” as goal areas. b. Buildings develop goals (within the 2 goal areas) and Action Plans c. District/System Leadership Plan for each of 2 Goal Areas	91-31-32 Kansas K-12 accreditation	Goal areas, goals, action plans, and progress are documented in KESA Authenticated Application and publicly accessible via KSDE dashboard.	91-31-32 (c)(1) stricken (superfluous)
4	91-31-32 (c)(1)	Results-Based Staff Development Plan – employs Kansas Prof Dev Program guidelines	Building reports yes/no on QPA Quality Criteria Collection each June.	Required within Action Plans named above	91-31-32 Kansas K-12 accreditation	Professional development plan is required piece of action plans.	91-31-32 (c)(1) stricken (superfluous)
5	91-31-32 (c)(2)	External Technical Assistance Team (ETAT) for each building – to support improvement efforts	Building reports yes/no on QPA Quality Criteria Collection each June.	Outside Validation Team (OVT) at district/system level; approval requirements, selection, role, participation specified	91-31-32 Kansas K-12 Accreditation 91-31-36 Outside validation team	a. Members approved by KSDE b. Names, contact info supplied in KESA Authenticated Application c. All activity, discussion, recommendations documented in KESA Authenticated Application	91-31-32 (c)(2) stricken (superfluous)
6	91-31-32 (c)(3)	Locally determined assessments aligned with state standards (multiple assessments that complement state assessments)	Building reports yes/no on QPA Quality Criteria Collection each June.	a. State will approve data for documenting ACTE growth. b. Action Plans specify data that will be measured in district/system’s 2 “R” Goal Areas.	91-31-32 Kansas K-12 accreditation	Actual data/artifacts required to be reported in KESA Authenticated Application.	91-31-32 (c)(3) stricken (superfluous)
7	91-31-32 (c)(4)	Formal training for teachers regarding the state assessments and curriculum standards	Building reports yes/no on QPA Quality Criteria Collection each June.	Foundational requirement	91-31-32 Kansas K-12 accreditation	Local administrator assurance within KESA Authenticated Application. Records of training attendance maintained at local level.	91-31-32 (c)(4) stricken (superfluous)
8	91-31-32 (c)(5) 91-31-34(b)(1)	Licensure of professional staff	Licensed Personnel Report tied to annual QPA Quality Criteria Collection	Non-negotiable	91-31-32 Kansas K-12 Accreditation 91-31-34(b)(1) Local BOE requirements	Licensed Personnel Report tied to KESA Authenticated Application.	91-31-32 (c)(5) stricken (superfluous); 91-31-34 unchanged
9	91-31-32 (c)(6) 91-31-34 (b)	Staff	Building reports yes/no on QPA Quality Criteria Collection each June.	Non-negotiable	91-31-32 Kansas K-12 accreditation 91-31-34 (b)	Existing required state reports (LPR, SAR, etc.)	91-31-32 (c)(6) stricken (superfluous); 91-31-34 unchanged
10	91-31-32 (c)(6) 91-31-34 (c)	Minimum enrollment	Required state reports	Non-negotiable	91-31-32 Kansas K-12 accreditation 91-31-34 (c) Minimum Enrollment	Existing required state reports	91-31-32 (c)(6) stricken (superfluous); 91-31-34 unchanged
11	91-31-32 (c)(6) 91-31-34 (d)	Student credit	Building reports yes/no on QPA Quality Criteria Collection each June.	Foundational requirement	91-31-32 Kansas K-12 Accreditation KAR 91-31-34 (d) Student credit	Submit URL where reg & the district/system’s corresponding BOE policies/procedures are listed.	91-31-32 (c)(6) stricken (superfluous); 91-31-34 unchanged
12	91-31-32 (c)(6) 91-31-34 (e)	Records retention	Building reports yes/no on QPA Quality Criteria Collection each June.	Foundational requirement	91-31-32 Kansas K-12 accreditation 91-31-34 (e) Records retention	Submit URL where reg & the district/system’s corresponding BOE policies/procedures are listed.	91-31-32 (c)(6) stricken (superfluous); 91-31-34 unchanged

Column: 1		2	3	4	5	6	7
Row	Pertinent QPA Reg(s)	QPA Requirement	How Verified	Corresponding KESA Requirement	Pertinent KESA Regulation(s)	How Verified	Reg Change Needed?
13	91-31-32 (c)(6) 91-31-34 (f)	Interscholastic athletics	Building reports yes/no on QPA Quality Criteria Collection each June.	Foundational requirement	91-31-32 Kansas K-12 accreditation 91-31-34 (f) Interscholastic athletics	Submit URL where reg & the district/system's corresponding BOE policies/procedures are listed.	91-31-32 (c)(6) stricken as unnecessary; 91-31-34 unchanged
14	91-31-32 (c)(6) 91-31-34 (g)	Athletic practice	Building reports yes/no on QPA Quality Criteria Collection each June.	Foundational requirement	91-31-32 Kansas K-12 Accreditation 91-31-34 (g) Athletic practice	Submit URL where reg & the district/system's corresponding BOE policies/procedures are listed.	91-31-32 (c)(6) stricken (superfluous); 91-31-34 unchanged
15	91-31-32 (c)(7) 91-31-35	Local graduation requirements meeting at least the State Board's minimum requirements	Building reports yes/no on QPA Quality Criteria Collection each June.	Foundational requirement	91-31-32 Kansas K-12 accreditation 91-31-35 Graduation requirements	Submit URL where reg & the district/system's corresponding BOE policies/procedures are listed.	91-31-32(c)(7) stricken (superfluous); 91-31-35 unchanged
16	91-31-32 (c)(8)	Curricular opportunity to meet Regents' qualified admissions/state scholarship program requirements		Foundational Requirement	91-31-32 Kansas K-12 accreditation	Submit URL where reg & the district/system's corresponding BOE policies/procedures are listed.	Moved to Foundational Requirements in 91-31-32
17	91-31-32 (c)(9)	Programs and services to support student learning (K-12)	Building reports yes/no on QPA Quality Criteria Collection each June.	Foundational requirement	91-31-32 Kansas K-12 accreditation	Submit URL where reg & the district/system's corresponding BOE policies/procedures are listed.	Moved to Foundational Requirements in 91-31-32
18	91-31-32 (c)(10)	Programs and services to support student learning (9-12)	Building reports yes/no on QPA Quality Criteria Collection each June.	Foundational requirement	91-31-32 Kansas K-12 accreditation	Submit URL where reg & the district/system's corresponding BOE policies/procedures are listed.	Moved to Foundational Requirements in 91-31-32
19	91-31-32 (c)(11)	Local policies ensuring compliance with other accreditation regulations and state education laws	Building reports yes/no on QPA Quality Criteria Collection each June.	Foundational requirement	91-31-32 Kansas K-12 accreditation	Submit URL where reg & the district/system's corresponding BOE policies/procedures are listed.	yes
20	91-31-32(d)	Assessments in schools that do not have state-assessed grade levels	Building reports yes/no on QPA Quality Criteria Collection each June.	Foundational requirement	91-31-32 Kansas K-12 accreditation	Submit URL where reg & the district/system's corresponding BOE policies/procedures are listed.	yes
21	91-31-33	Data submission	Required state reports	Same	91-31-34 Data submission	Existing required state reports	yes
22	91-31-34	Local board of education requirements	Building reports yes/no on QPA Quality Criteria Collection each June.	Foundational requirement	91-31-34 Local board of education requirements	Submit URL where reg & the district/system's corresponding BOE policies/procedures are listed.	no
23	91-31-35	Graduation requirements	Building reports yes/no on QPA Quality Criteria Collection each June.	Foundational requirement	91-31-35 Graduation requirements	Submit URL where reg & the district/system's corresponding BOE policies/procedures are listed.	no
24	91-31-36	Technical assistance teams (approved by local BOE)	<ul style="list-style-type: none"> Not verified for accredited schools State-appointed and state-monitored for schools on improvement or conditionally accredited 	Outside Validation Team requirements and integral participation in process; Required minimum visits: a. Year One (can be virtual) b. Year 3 (at least Chair involved and can be virtual) c. Year 5 (on-site visit required)	91-31-32 Kansas K-12 accreditation and 91-31-36 Outside validation team	a. Members approved by KSDE b. Names, contact info supplied in KESA Authenticated Application c. All activity, discussion, recommendations documented in KESA Authenticated Application	yes
25	91-31-37	Accreditation recommendation and appeal	n/a	No substantive changes	91-31-37 Accreditation recommendation and appeal	All communication and determinations documented in KESA Authenticated Application (downloadable and printable by district/system)	yes

Column: 1	2	3	4	5	6	7	
Row	Pertinent QPA Reg(s)	QPA Requirement	How Verified	Corresponding KESA Requirement	Pertinent KESA Regulation(s)	How Verified	Reg Change Needed?
26	91-31-38	<p>Accreditation statuses</p> <p>a. Accredited – meets minimum Q & P criteria</p> <p>b. Accredited on Improvement – after 2 consecutive yrs not meeting</p> <p>c. Conditionally Accredited – after 3 consecutive yrs not meeting</p> <p>d. Not Accredited – after 5 consecutive yrs not meeting</p> <p>e. Candidate School – new independent schools seeking state accreditation</p> <p>Corrective Action required for identified Areas for Improvement (AFIs)</p>	n/a	<p>Accreditation statuses</p> <p>a. Accredited</p> <ul style="list-style-type: none"> - ACTE data - “R” data - Struggling schools data <p>b. Accredited-Conditional</p> <ul style="list-style-type: none"> - ACTE data - “R” data - Struggling schools data <p>c. Not Accredited</p> <ul style="list-style-type: none"> - ACTE data - “R” data - Struggling schools data 	KAR 91-31-38 Accreditation status	All communication and determinations documented in KESA Authenticated Application (downloadable and printable by district/system)	Yes
27	91-31-39	Rewards	Accredited schools receive letter from SBoE, certificate, press release, additional ways as determined by SBoE	No change	91-31-39 Rewards	All communication and determinations documented in KESA Authenticated Application (downloadable and printable by district/system)	no
28	91-31-40	Sanctions	SBoE can apply any one or more of 6 possible sanctions to a school rated “conditionally accredited” or “not accredited.”	<p>Adding language:</p> <ul style="list-style-type: none"> • giving districts/systems time to achieve the next higher rating level or be sanctioned (same listing of sanctions). • giving SBoE ability to lower or revoke a district’s/system’s rating due to violation of any applicable state law or SBoE regulation. 	91-31-38 Accreditation Statuses 91-31-40 Sanctions	All areas for improvement monitored by KSDE staff. All communication and determinations documented in KESA Authenticated Application (downloadable and printable by district/system)	yes

Kansas Education Systems Accreditation

A systems approach to K-12 accreditation

Framework: The Five Rs

The Five Rs are equivalent to each other in their importance to the quality of a system and that they encompass every concept contained in the ideas of quality education and continual improvement. *Everything* that educational professionals and stakeholders do, say, believe, model, teach, expect, and desire about education can be classified in at least one of 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>	<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>	<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>	<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>	<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>
<p>COMPONENTS:</p> <ul style="list-style-type: none">• Staff• Students• Families• Community	<p>COMPONENTS:</p> <ul style="list-style-type: none">• Curriculum• Instruction• Student Engagement• Technology	<p>COMPONENTS:</p> <ul style="list-style-type: none">• Leadership• Early Childhood• District Climate• Nutrition and Wellness	<p>COMPONENTS:</p> <ul style="list-style-type: none">• Career & Technical Ed• Professional Learning• Resources• Data	<p>COMPONENTS:</p> <ul style="list-style-type: none">• Academic / Cognitive• Technical / Career-specific• Employability• Post-secondary evidence

Kansas Education Systems Accreditation

A systems approach to K-12 accreditation

Framework: The Five Rs

RELATIONSHIPS					
COMPONENT 1: STAFF					
Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Collaboration among staff		Provides professional learning to all district staff that focuses on collaboration and learning communities.	Provides professional learning to all district staff for collaboration and learning communities. Conducts survey to ascertain professional learning needs.	Provides a structural model to facilitate collaboration and learning communities during ongoing, protected, designated times. Conducts survey and evaluates results of PLC work to ascertain professional learning needs.	
Support for educators (1-2 years)		Conducts a research-based mentoring program in which all new educators participate. Operates at the building level.	Conducts a research-based, district-wide mentoring program in which all new educators participate. Provides training for mentors. Operates at the district level.	Conducts a research-based, district-wide mentoring program in which all new educators and mentors participate for a two-year period. Provides ongoing training for mentors. Identifies effective mentors through analysis of data.	
Support for educators (3+ years)		Requires a peer mentoring process for all teachers.	Requires a peer mentoring process for all teachers including documentation of peer observations at least once per year.	Requires ongoing peer mentoring process for all teachers including documentation of peer observations at least twice per year. Provides professional development for mentoring processes.	
Support for building/district leaders (3+ years)		Requires a peer mentoring process for all building/district leaders.	Requires a peer mentoring process for all building/district leaders including documentation of peer observations at least once per year.	Requires ongoing peer mentoring process for all building/district leaders documentation of peer observations at least twice per year. Provides professional development for mentoring processes.	

<p>Communication with district staff</p>		<p>Communicates with staff through formal, planned processes on a regular schedule. Occurs at the building level.</p>	<p>Communicates with staff through formal, planned processes on a regular schedule. Occurs at all levels throughout the district and in all buildings.</p>	<p>Communicates with staff through formal, planned processes on a regular schedule based on survey of staff's communication needs. Occurs at all levels throughout the district and in all buildings.</p>	
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COMPONENT 2: STUDENTS

Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
<p>Planning for safe learning environment</p>		<p>Adopts and implements Kansas Social, Emotional, and Character Development Model Standards.</p>	<p>Adopts and implements Kansas Social, Emotional, and Character Development Model Standards. Shows evidence of Kansas Social, Emotional, and Character Development Model Standards in long-range planning goals.</p>	<p>Adopts and implements Kansas Social, Emotional, and Character Development Model Standards. Shows evidence of Kansas Social, Emotional, and Character Development Model Standards in long-range planning goals. Collects and evaluates data on impact across district.</p>	
<p>Student involvement and empowerment</p>		<p>Documents implementation of policies and practices for encouraging and empowering students</p>	<p>Documents implementation of effective policies and practices for encouraging and empowering students. Promotes ongoing student involvement and positive relationships with peers, teachers, families, and community.</p>	<p>Documents implementation of highly effective policies and practices for encouraging and empowering students. Demonstrates ongoing student involvement and positive relationships with peers, teachers, families, and community. Surveys student self-efficacy for empowerment and involvement.</p>	

COMPONENT 3: FAMILIES

Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Vision and goals for family engagement		Discusses shared vision and goal(s) for systemic family engagement by the district Board of Education.	Adopts shared vision and goal(s) for systemic family engagement by the district Board of Education.	Adopts shared vision and goal(s) for systemic family engagement by the district Board of Education based on the PTA National Family School Partnership Standards (endorsed by KSBE in 2008).	
Planning for family engagement		Includes family engagement as a core instructional strategy in the long range planning of the district, district goals and the district's improvement plan.	Includes family engagement as a core instructional strategy in the long range planning of the district, district goals and the district's improvement plan. Parents, students, community members and other stakeholders are informed of these documents.	Demonstrates family engagement as a core instructional strategy in the long range planning of the district, district goals and the district's improvement plan. Parents, students, community members and other stakeholders share decision making responsibilities in the writing of these documents.	
Monitoring family engagement		Documents newly implemented accountability mechanisms to monitor each school's parent involvement policy, school-parent agreements, and Title I or other federal family engagement mandates.	Documents implementation of at least two accountability mechanisms to monitor each school's parent involvement policy, school-parent agreements, and Title I or other federal family engagement mandates.	Documents implementation of multiple accountability mechanisms to monitor each school's parent involvement policy, school-parent agreements, and Title I or other federal family engagement mandates.	
Resources for family engagement		Discusses funding or resources for fostering systemic family engagement at the district level.	Dedicates yearly funding to provide the resources necessary for fostering systemic family engagement at the district level. A district level position has family engagement responsibilities.	Dedicates and evaluates yearly funding to provide the resources necessary for fostering systemic family engagement at the district and school levels. Seeks out additional funding for family engagement opportunities. A district level position is dedicated to family engagement.	

Evaluation of family engagement		Administers an annual survey and/or other tool to district families to assess satisfaction of families.	Administers and analyzes data from annual questionnaires and surveys to assess progress and performance in family engagement.	Demonstrates multiple means to gauge families' needs at the district, school, and board of education levels through open dialogues, meetings, community gatherings, questionnaires, surveys and/or other tools to assess progress and performance in family engagement. Analyzes and distributes data from questionnaires and surveys to all stakeholders.	
Communicating with families		Discusses infrequent, meaningful, two-way communication with families about programs, meetings, and other events that promote partnerships between families and the district. Communication is provided in a single format. There is little provision for translation/ interpretation.	Establishes frequent, meaningful, two-way communication with families about programs, meetings, and other events that promote partnerships between families and the district. Not all communication is provided in multiple formats or in language all families can understand.	Evaluates frequent, positive, meaningful, two-way communication with families about programs, meetings, and other events that promote partnerships between families and the district. Communication is provided in multiple formats and in language all families can understand.	
Engaging families: Governance		Distributes resources to families but offers no training opportunities to families on the governance structure of the district and schools, ways to communicate with the district and/or school, and where to find key information about the district and/ or school in order to help their children become college and career ready.	Provides families with the resources and training needed on the governance structure of the district and schools, ways to communicate with the district and/or school, and where to find key information about the district and/ or school in order to help their children become college and career ready.	Provides families with the resources and training needed on the governance structure of the district and schools, ways to communicate with the district and/or school, and where to find key information about the district and/ or school in order to help their children become college and career ready. A documentation system is in place for utilization of resources and training.	
Engaging families: Standards, curriculum, and assessments		Provides resources to families and the community about the Kansas College and Career Ready Standards, state and local assessments, and district curriculum alignment.	Provides training and resources to families and the community about the Kansas College and Career Ready Standards, state and local assessments, and district curriculum alignment.	Evaluates training and resources provided to families and the community about the Kansas College and Career Ready Standards, state and local assessments, and district curriculum alignment. A documentation system is in place for utilization of resources and training.	

<p>Professional learning on family engagement</p>		<p>Provides yearly professional learning opportunities to educators on research based family engagement strategies for planning and implementing effective family engagement practices.</p>	<p>Provides yearly professional learning opportunities to educators on research based family engagement strategies for planning and implementing effective family engagement practices and providing support to families to help children continue learning at home.</p>	<p>Provides multiple professional learning opportunities with an academic year to educators on research based family engagement strategies for planning and implementing effective family engagement practices and providing support to families to help children continue learning at home. Conducts yearly survey of educators about professional learning needs on family engagement.</p>	
<p>Educator evaluation on family engagement</p>		<p>Discusses family engagement as a component in the educator evaluation system for all positions.</p>	<p>Establishes family engagement as a component in the educator evaluation system for all positions.</p>	<p>Evaluates family engagement as a component in the educator evaluation system for all positions.</p>	

COMPONENT 4: COMMUNITIES

Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Community: Evaluation		Plans for a variety of means to gauge the community's needs such as open dialogues, meetings, community gatherings, questions, and surveys in order to assess progress and performance.	Provides a variety of means to gauge the community's needs, such as open dialogues, meetings, community gatherings, questionnaires, and surveys in order to assess progress and performance.	Demonstrates an organized structure to communicate with the community and to ensure their involvement is in place.	
Community: A resource		Identifies and involves community members in the school improvement planning process.	Identifies and involves community members in the school improvement and long-range planning processes. Documents the role of community partnerships to share resources and support students' interests and aptitudes.	Identifies and involves community members in the school improvement planning and long-range processes. Integrates community resources into improvement plans. Documents the role of community partnerships to share resources and support students' interests and aptitudes.	
Community: Partnerships		Forms and documents partnerships, as needed, with various community organizations.	Forms year-long partnerships with various community organizations and new partners to act as mentors and advisors for students.	Forms sustained partnerships with various community organizations and new partners to act as mentors and advisors for educators and students.	

Kansas Education Systems Accreditation

A systems approach to K-12 accreditation

Framework: The Five Rs

RELEVANCE					
COMPONENT 1: CURRICULUM					
Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Kansas College and Career Ready Standards: Implementation		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 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 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.	
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.	

COMPONENT 2: INSTRUCTION

Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Strategies		Demonstrates that educators are using structures and processes for data-gathering and analysis, including formative assessments, in order to determine instructional strategies that will meet students' learning needs.	Demonstrates that educators are using structures and processes for data-gathering and analysis, including formative assessments, in order to determine appropriate instructional strategies that will meet students' learning needs. Shows how selected strategies align with curriculum.	Demonstrates that educators are using structures and processes for data-gathering and analysis, including formative assessments, in order to determine appropriate instructional strategies that will meet students learning needs. Shows how selected strategies align with curriculum. Demonstrates process for determining effectiveness of instructional strategies and curriculum, and for determining student interventions based on data.	
Professional learning		Presents and uses data at the classroom, school, and district levels to inform professional learning about instruction, student engagement, and learning.	Presents and uses data at the classroom, school, and district levels to inform professional learning needs about instruction. Documents work of how learning communities are addressing instruction, student engagement, and learning.	Uses formalized process to analyze data at the classroom, school, and district levels to inform professional learning needs about instruction. Documents work of how learning communities are reviewing and addressing instruction, student engagement, and learning.	
Instruction: Alignment		Documents engagement of district leaders in analyzing student learning data, evaluating results, and making changes to instructional processes.	Documents engagement of teams of educators in analyzing student learning data, evaluating results, and making changes to instructional processes.	Documents engagement of all educators in analyzing student learning data, evaluating results, and making changes to instructional processes.	
Personalized instruction		Provides evidence that classroom teachers are identifying instructional modifications to meet the learning needs of all students.	Provides evidence that all educators are involved in identifying instructional modifications, and that structures and practices have been implemented to address the specific learning needs of all students.	Provides evidence that the district has established a system for evaluating the effectiveness of the implemented structures and practices in order to address and respond to the learning needs of all students.	

Content area knowledge		Discusses how teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate meaningful learning experiences that advance student learning, creativity, and innovation.	Documents how teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate meaningful learning experiences that advance student learning, creativity, and innovation.	Documents teacher reflections on current content knowledge and future content knowledge needs, evaluates those needs, and responds in a timely manner to those needs in order to facilitate meaningful learning experiences that advance student learning, creativity, and innovation.	
Student learning		Discusses designing, developing, and evaluating authentic learning experiences, both formative and summative assessments, and the incorporation of contemporary tools and resources to maximize content learning in context, in order to develop the attributes of a college and career ready student.	Documents designing, developing, and evaluating authentic learning experiences, both formative and summative assessments, and the incorporation of contemporary tools and resources to maximize content learning in context, in order to develop the attributes of a college and career ready student.	Demonstrates designing, developing, and evaluating authentic learning experiences, both formative and summative assessments, and the incorporation of contemporary tools and resources to maximize content learning in context, in order to develop the attributes of a college and career ready student.	
Technology knowledge		Discusses digital age work and learning, representative of an innovative, dynamically changing global and digital society including digital citizenship and responsibility.	Documents digital age work and learning, representative of an innovative, dynamically changing global and digital society including digital citizenship and responsibility.	Models digital age work and learning, representative of an innovative, dynamically changing global and digital society including digital citizenship and responsibility.	

COMPONENT 3: STUDENT ENGAGEMENT

Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Student input		Creates plans, strategies, and tracking tools to include student input and consultation in the development of district and school activities and policies involving students.	Documents opportunities where student input and consultation in the development of district and school activities and policies that relate to all students was gathered and utilized.	Demonstrates cooperative leadership between students and district educators in the development of district and school activities and policies that relate to all students and makes adjustments realized to improve the model.	
Individualized Plan of Study Advisory Council		Develops plans to implement an advisory council to oversee each student's Individualized Plan of Study (IPOS).	Initiates an advisory council to oversee each student's Individualized Plan of Study (IPOS).	Continuously evaluates the success of the Individualized Plan of Study Advisory Council's identification of business and post-secondary connections for student exploration and makes adjustments as necessary.	
Individualized Plan of Study		Launches a plan for the district to assess all students to identify individual interests and needs and creates a review plan.	Provides evidence of how the district has assessed all students for their individual interests and needs and shows evidence of periodic review of those plans.	Documents customization of Individual Plans of Study and demonstrates how students' interests and needs are guiding course selection, extra-curricular participation, and ongoing review.	
Teacher to student		Reviews methods/documents teachers utilize to evaluate students' knowledge and application of content.	Shows evidence of how students' knowledge and application of content is being used by teachers to adjust instruction as lessons progress.	Evaluates and proposes new/ additional strategies on how to better adjust instruction based upon students' demonstration of content knowledge.	
Student to student		Provides evidence that teachers implement inquiry-based activities. Demonstrates how students interact with one another and utilize effective team efforts in learning and positive social behavior.	Creates additional opportunities for teachers to implement inquiry-based activities across all content areas and school standard domains. Demonstrates how students share collaborative solutions with peers.	Analyzes and evaluates the success of inquiry-based activities being used across all content areas and school standard domains. Makes adjustments to improve the process. Analyzes the student sharing of collaborative solutions with peers and provides additional strategies to increase success.	

<p>Student to teacher</p>		<p>Provides evidence that students collaborate with teachers and are given opportunities to ask questions about their learning and about the learning climate.</p>	<p>Demonstrates how collaboration improves the learning environment and how student questioning leads to self-discovery as well as teacher guidance in increasing learning.</p>	<p>Provides evidence that students collaborate with teachers to set personal goals to promote student ownership of learning. Analyzes and evaluates the process and results to determine necessary changes.</p>	
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COMPONENT 4: TECHNOLOGY

Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Technology leadership		Identifies the district's vision regarding effectively using technology for 21st Century learning. Identifies district leadership involvement in developing the vision for digital learning and effective technology use. Identifies district policies and practices to be developed in support of a digital-age learning culture. Identifies district transition processes related to technology.	Establishes the district's shared vision regarding 21st Century learning and documents evidence of application to digital learning and effective use of technology. Establishes district policies and practices that support a digital-age learning culture. Establishes district process enabling the shift to digital. Establishes professional learning opportunities to model the effective use of technology for teaching and learning, systemic improvement and community involvement.	Provides and models the district's shared vision regarding 21st Century learning and documents effective application of digital learning and use of technology. Provides model policies and practices supporting a digital-age learning culture. Provides replicable, institutionalized models for district processes enabling effective technology use for other districts. Models effective technology use within professional responsibilities and roles.	
Technology infrastructure and support		Identifies critical measures relative to technology infrastructure through a meaningful technology needs assessment. Identifies comprehensive technology support system that includes: 1) technical leadership system; 2) technical support system; 3) instructional support system; 4) policies and procedures for technology; 5) financial support; to technology; 6) community engagement with technology.	Establishes critical measures relative to technology infrastructure through meaningful technology needs assessment(s). Establishes comprehensive technology support system that includes: 1) technical leadership system; 2) technical support system; 3) instructional support system; 4) policies and procedures for technology; 5) financial support; to technology; 6) community engagement with technology.	Provides and models effective use of critical measures relative to technology infrastructure through meaningful technology needs assessments. Provides, implements, and models a comprehensive technology support system that includes: 1) technical leadership system; 2) technical support system; 3) instructional support system; 4) policies and procedures for technology; 5) financial support; to technology; 6) community engagement with technology.	

Teaching and learning		Identifies the district's plan and curriculum opportunities to address digital citizenship for all learners. Identifies resources devoted to supporting a collaborative learning environment for technology. Identifies opportunities to address individual academic and career goals of students while addressing educational priorities with community, state, and national workforce needs.	Establishes the district's plan and curriculum opportunities addressing digital citizenship for all learners. Establishes resources devoted to supporting a collaborative learning environment for technology. Establishes opportunities to address individual academic and career goals of students while addressing educational priorities with community, state, and national workforce needs.	Provides and models a replicable plan and curriculum opportunities to address digital citizenship for all learners. Provides and models a replicable plan to ensure resources devoted to supporting a collaborative learning environment for technology. Provides a replicable model of student involvement in decision-making about their academics; institutionalizes opportunities to address individual academic and career goals of students while addressing educational priorities with community, state, and national workforce needs.	
Professional learning and practice		Identifies professional learning technology systems that are ongoing, on-the-job, and on demand (subscription-based resources, help desks, online resources) with meaningful content area instruction, student engagement, and professional collaboration enhancement.	Establishes professional learning technology systems that are ongoing, on-the-job, and on demand (subscription-based resources, help desks, online resources) with meaningful content area instruction, student engagement, and professional collaboration enhancement.	Provides and models professional learning technology systems that are ongoing, on-the-job, and on demand (subscription-based resources, help desks, online resources) with meaningful content area instruction, student engagement, and professional collaboration enhancement.	
Strategic planning		Identifies plans for use of technology resources for systemic improvement.	Establishes plans for use of technology resources for systemic improvement.	Provides evidence and models a strategic plan(s) for the use of technology resources for systemic improvement.	
Needs assessment		Identifies and conducts a technology needs assessment annually from one of three sources (students, educators, and families). Analyzes and uses assessment data to make decisions and recommendations.	Establishes and conducts a technology needs assessment annually from two of three sources (students, educators, and families). Analyzes and uses assessment data to make decisions and recommendations.	Provides and models a technology needs assessment annually from three sources (students, educators, and families). Analyzes and uses assessment data to make decisions and recommendations.	
Progress Assessment		Identifies the specific measures that will be used to determine progress and success of technology use.	Establishes the implementation of specific measures that will be used to determine progress and success of technology use.	Provides and models specific measures that will be used to determine progress and success of technology use.	

*Digital age learning is any instructional practice that effectively uses technology to strengthen a student's learning experience.

Kansas Education Systems Accreditation

A systems approach to K-12 accreditation

Framework: The Five Rs

RESPONSIVE CULTURE					
COMPONENT 1: LEADERSHIP					
Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
District vision		Demonstrates that district leaders speak to the district vision of learning and success.	Demonstrates that district educators and leaders speak to the district vision of learning and success.	Demonstrates that all levels of the organization (students, stakeholders, educators, administrators, Board of Education) speak to the district vision of learning and success, putting student learning first.	
Expectations for results		Discusses how expectations of results will be communicated at the district level.	Provides evidence, through district communications, of expectations for results.	Provides evidence, through district communications, of clear expectations for results.	
Culture of teaching and learning		Discusses how a culture for teaching and learning is being built for teaching and learning; plans for supporting innovation and risk-taking are included.	Demonstrates how a positive culture for teaching and learning exists. Plans for supporting innovation and risk-taking are addressed.	Demonstrates how a positive culture for teaching and learning exist that supports innovation and risk-taking.	
Indicators of success		Discusses indicators of progress results of student assessment data as the primary indicator of success.	Identifies multiple indicators of success in the strategic plan and is beginning to understand how to use those indicators as measures of learning.	Identifies and implements clear expectations and accountability in multiple indicators for student and organization success in the strategic plan.	
Strategic plan		Identifies the strategic plan.	Communicates the indicators in the strategic plan.	Communicates the indicators in the strategic plan as measures of learning, putting students first.	
Learning communities		Demonstrates how learning communities exist at schools in the district.	Demonstrates how learning communities are expected and supported at the school level to do the work of continuous improvement.	Demonstrates how learning communities are embraced, expected and supported at the district and school levels to do the work of continuous improvement.	

Resource allocation		Discusses how district leaders and the BOE allocate, prioritize, monitor, and coordinate comprehensive resources (fiscal, human, time, materials) to support the priorities listed in the strategic plan.	Demonstrates how district leaders and the BOE allocate, prioritize, monitor, and coordinate comprehensive resources (fiscal, human, time, materials) to support the priorities listed in the strategic plan.	Provides examples of how district leaders and the BOE allocate, prioritize, monitor, and coordinate comprehensive resources (fiscal, human, time, materials) to support the priorities listed in the strategic plan.	
Advocacy for educational policy		Discusses how district leaders and the BOE are developing a common vision for policy advocacy and outreach.	Demonstrates how district leaders and the BOE share a common vision for policy advocacy and outreach at the local level.	Provides examples of how district leaders and the BOE share and practice a common vision for policy advocacy and outreach through formal collaboration with advocates at local, state and national levels.	
Communication with stakeholders		Shows how communication within the leadership occurs regarding services available as needed.	Shows how communication is occurring to provide information and data to communicate with district, buildings and community collaborators.	Shows how planned communications provide information and data on a formal and frequent basis and are utilized to communicate with district, buildings and community collaborators.	
Community collaboration: strengthening education, learning and academic success		Shows how district leaders provide opportunities for community stakeholders engage in educational activities in the district. Discusses plan for collaboration with community stakeholders to address student learning and academic success.	Shows how district leaders engage in collaboration with district and community stakeholders and special interest groups regarding strengthening education to address the needs of learning and academic success.	Shows how district leaders and educators engage in ongoing collaboration with district and community stakeholders and special interest groups regarding strengthening education to address the needs of the whole child, learning, and academic success.	
Culture of collaboration		Discusses how to build a culture of collaboration and shared leadership at district and building levels with a focus on learning and teaching.	Demonstrates a culture of collaboration and shared leadership at building levels with a focus on learning and teaching	Demonstrates a culture of collaboration and shared leadership at district and building levels with a focus on learning and teaching.	

Data analysis		Provides evidence that district and building data are being analyzed. Plans are discussed for initiation of a formal process.	Provides evidence of formal meetings to analyze district and building data.	Provides evidence of formal problem solving using district and building data allowing data-based decision making to occur for addressing student learning/success.	
Data sharing		Provides evidence of how data are shared with and used to plan, assess, and evaluate learning by district educators.	Provides evidence of how data are shared with and used to plan, assess, and evaluate learning by district educators in collaborative settings.	Provides evidence of how data are shared with and used to plan, assess, and evaluate learning by students, families, district educators, and community stakeholders in collaborative settings.	
Results driven leadership		Discusses how results driven leadership will begin at all levels.	Demonstrates how results driven leadership is expected at the building level.	Demonstrates how results driven leadership is expected and supported at all levels.	
Curriculum alignment to standards		Demonstrates how the system impacts learning through intentional collaborative alignment (with a small group of district educators) to the Kansas College and Career Standards, creating the guaranteed and viable curriculum for all learners, including supports for instruction and environment.	Demonstrates how the system impacts learning through intentional collaborative alignment (with district educators) to the Kansas College and Career Standards, creating the guaranteed and viable curriculum for all learners, including supports for instruction and environment.	Demonstrates how the system impacts learning through intentional collaborative alignment (including district educators and families) to the Kansas College and Career Standards, creating the guaranteed and viable curriculum for all learners, including supports for instruction and environment.	
Common language		Identifies an instructional model as a starting place to collaborate about instruction and build a common language.	Demonstrates how district leaders are using a common language to build and maintain a collaborative framework for instruction which includes intentional instructional planning for all learners, research based instructional practices to engage 21st century learners, and planned adjustments in instruction based on students' needs.	Demonstrates how all district educators use a common language to build and maintain a collaborative framework for instruction which includes intentional instructional planning for all learners, research based instructional practices to engage 21st Century learners, and planned adjustments in instruction based on students' needs.	
District leader roles and responsibilities		Identifies roles and responsibilities of district leaders.	Identifies roles and responsibilities of district leaders. Structures (agendas, norms, decision making rules, collaborative skills, etc.) are in place and understood by all.	Identifies and demonstrates agreed upon roles and responsibilities of district leaders. Structures (agendas, norms, decision making rules, collaborative skills, etc.) are in place and understood by all.	

District leader expectations and accountability		Discusses how the expectations and accountability methods for district leaders will be established.	Identifies the expectations for district leaders.	Identifies the expectations and accountability methods for district leaders.	
Change research		Shows that change research has been identified that supports implementation, long-term change and sustainability.	Shows how change research has been consulted that supports implementation, long-term change and sustainability.	Shows how change research is applied that supports implementation, long-term change and sustainability.	
Professional learning needs		Shows how plans for professional learning have been based on perceived needs. Discusses how staff and community collaborators will become involved in the professional learning needs of district leaders and educators.	Shows how district leaders have asked staff and community collaborators for input regarding professional learning needs for educator performance, student achievement, and student learning/success.	Shows how district leaders are using data and input from staff and community collaborators to determine professional learning needs for educator performance, student achievement, and student learning/success.	
Professional learning planning		Discusses a plan to involve all district educators in planning and support of professional learning to meet the needs of all learners.	Shows how district leaders plan and support professional learning to meet the needs of all learners.	Shows how all district educators are involved in the planning and support of professional learning to meet the needs of all learners.	
Alignment discussions		Documents district leader-level participation in constructive conversations about the alignment of student and educator performance.	Documents building-level educators' participation in constructive conversations about the alignment of student and educator performance.	Documents all district educators' participation in constructive conversations about the alignment of student and educator performance.	
Leadership teams		Identifies formal leadership teams exist at all levels (e.g., district, building, and site) and including representation from District Leaders and District Educators.	Identifies formal leadership teams exist at all levels (e.g., district, building, and site) and including representation from District Leaders, District Educators, Students, and Families.	Identifies formal leadership teams exist at all levels (e.g., district, building, and site) and including representation from District Leaders, District Educators, Students, Families, Community Stakeholders.	
Collaboration conversations		Discusses how all leadership teams are learning cooperative and collaborative skills as they participate in learning focused conversations.	Demonstration of cooperative skills in all leadership teams as they participate in learning focused conversations.	Demonstration of collaborative skills in all leadership teams as they participate in learning focused conversations.	
Teacher leadership		Shows that teacher leadership is beginning to be promoted and supported.	Shows that teacher leadership is promoted and supported.	Shows that teacher leadership is expected, valued and supported.	

COMPONENT 2: EARLY CHILDHOOD

Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Student learning		Demonstrates how individual staff members work separately to design learning experiences for their individual students that are based upon general outcomes and basic learning theories. "Bought" curricula are used that are not necessarily research-based.	Demonstrates how administrators and staff develop coordinated and cooperative relationships, moving toward collaboration and engaging families/parents. Most learning experiences are individually and age appropriate. Data collection on development, learning, and behavior is in process.	Demonstrates how administrators, staff, and families have a collaborative responsibility for implementing intentionally designed learning experiences that are individually and age appropriate, aligned with previous and future age levels/grade to enhance the learning continuum, based on reliable and valid data and improve development, learning, and behavioral outcomes.	
Professional learning		Demonstrates that professional learning opportunities for early childhood practitioners and families are focused on basic orientation activities. Explains how staff is beginning to explore various research-based professional development opportunities.	Demonstrates how the alignment process for professional learning opportunities for early childhood practitioners is in process and staff are working with support staff to develop and/or select research-based and evidence-based opportunities that support developmentally appropriate practices.	Demonstrates how professional learning opportunities for early childhood practitioners are based on individual needs of practitioners as described in professional development planar aligned with evidence-based research and developmentally appropriate practices and principles, and include ongoing support and coaching.	
Individual learner experiences		Demonstrates how learner experiences are provided within the context of school-wide selected curricula working toward appropriate, meaningful, or relevant experiences for young children. Discusses how activities for learning will transition from teacher initiated to those that are developmentally appropriate and include individual knowledge of each child.	Demonstrates how learner experiences are based upon knowledge of child development and individual child skills/needs. A scope and sequence provides meaningful and relevant context of experiences and activities. Most are teacher directed, but some child-focused and/or initiated are in place.	Demonstrates how learner experiences are provided within meaningful and relevant context based upon knowledge of child development and individual child skills/needs, including families in the process, through a wide variety of child initiated and teacher directed activities, using ongoing progress monitoring and assessment to ensure experiences that meet each child's learning needs.	

Data driven decisions		Discusses a plan for how data will be collected in a strategic or planned manner including how data will be used to determine lessons and how teaching will be based upon specified indicators of success that are research based and individualized.	Demonstrates how data are beginning to be selected and collected based upon the research-based indicators of success. Individual children's needs, skills, and abilities are determined based upon data and the knowledge is beginning to be used to develop intentional teaching strategies.	Demonstrates how data are openly shared and implications for intentional teaching are discussed at all levels within the early childhood program and/or school, through the birth through third grade continuum, with families and the communities, including the celebration of improved indicators of success, using the School Readiness Framework set of indicators and data elements as the basis for indicator selection.	
Family involvement		Demonstrates how the early childhood program provides families with traditional opportunities for involvement such as 'open house' and 'family night'. Staff has a general belief in family involvement, and shows how policies are being developed that clearly define and implement such involvement.	Demonstrates how the early childhood program staff provides opportunities to gain insight from family members about the child's skills, needs, and abilities. Scheduled and ongoing interaction is in place. Activities are being developed to engage families in all aspects of their child's education, including development of policies to support family involvement.	Demonstrates how the early childhood program engages families in their child's learning through the development of a parent involvement policy that supports the implementation of the strategies contained in the six areas of the National Standards for Family-School Partnerships.	

COMPONENT 3: DISTRICT CLIMATE

Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
District climate and culture: Stakeholder surveys		Discusses plans for assessing the climate and culture of the district through surveys of all stakeholders and plans for using the data from surveys and behavioral incident reports to plan for physical and emotional safety, substance abuse prevention, delinquency prevention, wellness initiatives, social-emotional character development, and emergency operation planning.	Demonstrates routine assessment of the climate and culture of the district through surveys of all stakeholders. Uses data from surveys and behavioral incident reports for planning for physical and emotional safety, substance abuse prevention, delinquency prevention, wellness initiatives, social-emotional character development, and emergency operation planning.	Demonstrates ongoing assessment of the climate and culture of the district through surveys of all stakeholders. Uses data from surveys and behavioral incident reports to identify evidence-based strategies for physical and emotional safety, substance abuse prevention, delinquency prevention, wellness initiatives, social-emotional character development, and emergency operation planning.	
District climate and culture: Academic engagement		Discusses perceived correlations between academic engagement and the climate and culture of the district to implement differentiated learning strategies and show the relationships among the Kansas College and Career Ready Standards, state and local assessments, district curriculum, social-emotional character development, and 21st Century Learning Skills.	Demonstrates correlations between academic engagement and the climate and culture of the district to implement differentiated learning strategies and show the relationships among the Kansas College and Career Ready Standards, state and local assessments, district curriculum, social-emotional character development, and 21st Century Learning Skills. Articulates a plan for areas of concern.	Demonstrates evidence-based correlations between academic engagement and the climate and culture of the district to implement differentiated learning strategies and show the relationships among the Kansas College and Career Ready Standards, state and local assessments, district curriculum, social-emotional character development, and 21st Century Learning Skills. Articulates a plan for any areas for improvement shown through data.	
District climate and culture: Social engagement		Discusses how the district plans to assess the presence and impact of social engagement within the district culture. Shows evidence of professional learning for all stakeholders and planned implementation of evidence-based strategies to assist students in social-emotional character development and involvement, healthy beliefs, positive behavior supports, and attendance.	Documents how the district has assessed the presence and impact of social engagement within the district culture. Shows evidence of professional learning for all stakeholders and implementation of strategies to assist students in social-emotional character development and involvement, healthy beliefs, positive behavior supports, and attendance.	Demonstrates the impact of assessment results on the presence and impact of social engagement within the district culture. Shows evidence of professional learning for all stakeholders and implementation of evidence-based strategies to assist students in social-emotional character development and involvement, healthy beliefs, positive behavior supports, and attendance.	

<p>District climate and culture: Safe and supportive school environment</p>		<p>Demonstrates assessment results for a healthy learning and physical environment. Shows evidence of an Emergency Operations Plan, Social-Emotional Character Development Standards, and the Kansas Comprehensive School Counseling Program.</p>	<p>Demonstrates assessment results for a healthy learning and physical environment, and data showing consistent improved professional practice among district educators. Shows evidence that district leaders know and use an Emergency Operations Plan, Social-Emotional Character Development Standards, and the Kansas Comprehensive School Counseling Program.</p>	<p>Demonstrates assessment results for a healthy learning and physical environment, data showing consistent improved professional practice among district educators, and evidence of increased family and community partnerships and supports. Shows evidence that all district employees know and use an Emergency Operations Plan, Social-Emotional Character Development Standards, and the Kansas Comprehensive School Counseling Program.</p>	
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COMPONENT 4: NUTRITION AND WELLNESS

Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
District wellness policy		Provides evidence of "Basic" score for district in wellness policy implementation, where applicable.	Provides evidence of "Advanced" score for district on wellness policy implementation, where applicable.	Provides evidence of "Exemplary" score for district on wellness policy implementation, where applicable.	
Wellness Committees: Policies and roles		Provides evidence that the district has established wellness committee(s).	Provides evidence of how school wellness committee(s) evaluate school health policies.	Provides evidence of how school wellness committees evaluate policies and take an active role in improving school health culture.	
Wellness Committees: Communication		Demonstrates wellness committees are formed and meet regularly.	Demonstrates wellness committees communicate actions and accomplishments with district leaders and Board of Education each semester.	Demonstrates wellness committees are active, engaged and communicate each semester with district leaders and Board of Education. Demonstrates establishment of a community web page.	
Nutrition resources		Demonstrates nutrition resources, such as Team Nutrition, are utilized as part of integrated district curriculum in 25% of district schools.	Demonstrates nutrition resources, such as Team Nutrition, are utilized as part of integrated district curriculum in 50% of district schools.	Demonstrates nutrition resources, such as Team Nutrition, are utilized as part of integrated district curriculum in 75% of district schools.	
Meeting USDA guidelines		Shows evidence district meets USDA Guidelines for Child Nutrition Programs.	Shows evidence district is working towards applying for Healthier US School Challenge.	Shows evidence that at least one school within the district has been awarded the Healthier US School Challenge Award.	
Nutrition programs		Plans for School Breakfast Program, Summer Food Service Program, and Area Eligible Supper Program, and develops a timeline for implementation.	Provides evidence of breakfast being offered at all sites, a Summer Food Service Program offered during part of the summer.	Provides evidence of breakfast being offered at all sites, Summer Food Service Program offered all summer, and suppers offered at area eligible schools.	
Fitness and wellness		Shows evidence of planning for ongoing employee wellness program.	Shows evidence of ongoing employee wellness program.	Shows evidence of ongoing employee wellness program, and multiple district initiatives promoting a health-conscious environment.	

<p>Physical activity and assessments</p>		<p>Provides evidence of conducting fitness assessments on students, 100-150 minutes of physical education per week for students in grades K-9, and 20 minutes of recess daily for elementary school students.</p>	<p>Provides evidence of conducting fitness assessments on students, 151-199 minutes of physical education per week for students in grades K-9, and two 15-minutes daily recesses for elementary school students.</p>	<p>Provides evidence of conducting fitness assessments on students, more than 200 minutes of physical education per week for students in grades K-9, and two 15-minutes daily recesses, one in the morning, for elementary school students.</p>	
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Kansas Education Systems Accreditation

A systems approach to K-12 accreditation

Framework: The Five Rs

RIGOR					
COMPONENT 1: CAREER AND TECHNICAL EDUCATION					
Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Integration		Discusses plans for integration of career and technical education (CTE) and academics through collaborative lesson planning.	Demonstrates deliberate integration of career and technical education (CTE) and academics through collaborative lesson planning.	Demonstrates deliberate integration of career and technical education (CTE) and academics across the curriculum through collaborative lesson planning and instruction, and dual credit.	
Partnerships		Discusses partnerships between the district, business and industry, community, and postsecondary institutions that meet minimum requirements for high school CTE pathways.	Documents partnerships between the district, business and industry, community, and postsecondary institutions that go beyond the high school CTE programs to support K-12 education.	Documents formed partnerships between district, business and industry, community, and postsecondary institutions and systematic support of student career exploration and preparation, K-12.	
Career awareness and guidance		Documents career awareness and guidance system grades K-12.	Documents career awareness and guidance system grades K-12 including an established plan focused on promoting the careers, and promoting the value of a variety of post-graduation opportunities.	Documents career awareness and guidance system grades K-12 including an established plan curriculum focused on careers, and promoting the value of a variety of post-graduation opportunities, and an Individualized Plan of Study (IPOS) for each student.	
Support and recognition		Discusses plans for communication, marketing, and distribution of CTE information to district educators, students, families, and community.	Documents communication, marketing, and distribution of CTE information to district educators, students, families, and community.	Documents communication, marketing, and distribution of CTE information to district educators, students, families, and community, recognition for all approved pathways, and citation of CTE achievements on students' transcripts.	

Innovation		Discusses how the district will begin recognizing and supporting innovation for CTE.	Demonstrates a district culture recognizing and supporting innovation for CTE.	Demonstrates a district culture recognizing and supporting innovation and adopting those innovative ideas as best practices for CTE.	
Long term planning		Develops a plan to collect, analyze, and use data including skill and knowledge assessments, numbers of concentrators, numbers of certifications, and following students beyond graduation to determine program effectiveness.	Collects, analyzes, and uses data including skill and knowledge assessments, numbers of concentrators, numbers of certifications, and following students beyond graduation to determine program effectiveness and redirection of CTE programming.	Collects, analyzes, and uses data including state and national workforce/economic trend data, skill and knowledge assessments, numbers of concentrators, numbers of certifications, and following students beyond graduation to determine program effectiveness and redirection of CTE programming.	
Instructional practice		Develops a plan to document CTE educators' collaboration processes and instructional practices infused with 21st Century and technical skills across the curriculum.	Documents CTE educators' instructional practices infused with 21st Century and technical skills across the curriculum.	Documents CTE educators' collaboration processes and instructional practices infused with 21st Century and technical skills across the curriculum.	
Professional learning		Demonstrates support of educators' pursuits of individualized and pathway-specific professional learning such as certification training, externships, industry-based technical skills that impacts instruction.	Documents educators' pursuits of individualized and pathway-specific professional learning such as certification training, externships, industry-based technical skills that impacts instruction.	Demonstrates results of educators' pursuits of individualized and pathway-specific professional learning such as certification training, externships, industry-based technical skills that impacts instruction.	

COMPONENT 2: PROFESSIONAL LEARNING

Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
District professional learning standards		Discusses how standards are being implemented and plans for posting on the district web site.	Shows how standards are posted or linked on the district web site, accessible to all.	Demonstrates that the board of education has adopted the district standards as expectations for all professional learning in the district. The standards are posted or linked on the district web site, accessible to all.	
Using data to determine professional learning needs		Demonstrates the process used for analyzing student learning needs. Discusses how data will be used to make decisions for staff's professional learning needs.	Demonstrates the process used for analyzing student learning needs. Shows how data was used to guide some of the decisions made for staff's professional learning needs.	Demonstrates the process used for analyzing student learning needs. Data is used to guide all decisions regarding staff professional learning needs.	
Communication		Discusses the link between educator professional learning and increased student learning and the plan for communicating to other stakeholders.	Shows how communication within the district has demonstrated a link between educator professional learning and increased student learning.	Demonstrates how the district clearly communicates to all stakeholders the critical link between educator professional learning and increased student learning.	
Implementing professional learning standards		Shows how the district is accessing resources to implement professional learning standards for school improvement.	Shows how the district has created resources for district and building leaders for developing and implementing professional learning standards for school improvement.	Shows how the district has created resources for all district staff for developing and implementing professional learning standards for school improvement.	
Responsibility for student learning		Discusses a plan for collective responsibility for student learning.	Demonstrates how collective responsibility for student learning is being shared by all district staff.	Demonstrates how collective responsibility for student learning is being shared and modeled by all district staff.	
Sharing professional learning standards		Discusses a plan for how the district will share professional learning standards with external providers and facilitators of professional learning.	Demonstrates how the district has shared professional learning standards with external professional learning providers and facilitators.	Demonstrates how the district has shared professional learning standards with all external professional learning providers and facilitators and how that has influenced the content of professional learning.	

Applying professional learning standards		Provides examples of how professional learning standards will be applied in planning, design, facilitation, and evaluation of professional learning.	Provides examples of how professional learning standards are consistently being applied in two of the four areas: planning, design, facilitation, and evaluation of professional learning provided by or occurring within the district.	Provides examples of how professional learning standards are consistently being applied in planning, design, facilitation, and evaluation of all professional learning provided by or occurring within the district.	
Establishment of common professional learning expectations		Provides evidence of how leadership in the district and schools is developing the capacity for staff in specific positions to lead and/or facilitate professional learning.	Provides evidence of how leadership in the district and schools is developing the capacity for some staff to be effective leaders (formal and informal) and/or facilitators of professional learning.	Provides evidence of how leadership in the district and schools is equity in developing the capacity of all staff to be effective leaders (formal and informal) and facilitators of professional learning.	
Evaluating effectiveness of professional learning		Shows how professional learning standards are being used to evaluate effectiveness of all professional learning.	Shows how professional learning standards are being used to evaluate effectiveness of all professional learning. Discusses how the district is holding providers and facilitators throughout the district accountable for meeting the standards.	Shows how professional learning standards are being used to evaluate effectiveness of all professional learning. Demonstrates the process for holding providers and facilitators throughout the district accountable for meeting the standards.	
Increased student learning		Discusses plans for linking educator professional learning and increased student learning and identifying how this will be communicated to stakeholders.	Demonstrates the critical link between educator professional learning and increased student learning by recognizing and clearly communicating its importance to some stakeholders.	Demonstrates the critical link between educator professional learning and increased student learning by recognizing and clearly communicating its importance to all stakeholders.	
Resources		Documents how decisions are made about resources for professional learning and are based upon a thorough understanding of student and educator learning needs. Resources for professional learning remain static.	Documents how decisions are made about resources for professional learning and are based upon a thorough understanding of student and educator learning needs and clear commitment to ensure equity in resource allocation. Resources for professional learning remain static.	Documents how decisions are made about resources for professional learning and are based upon a thorough understanding of student and educator learning needs, clear commitment to ensure equity in resource allocation, and thoughtful consideration of what will achieve the intended outcomes for students and educators. Resources for professional learning remain static or have increased.	

COMPONENT 3: RESOURCES

Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Identification		Demonstrates how district leaders identify and pursue potential resources (funds, materials, facilities, time, people).	Demonstrates how educators and the BOE identify and pursue potential resources (funds, materials, facilities, time, people).	Demonstrates how all stakeholders (students, patrons, parents, educators, administrators, BOE) work together to identify and pursue potential resources (funds, materials, facilities, time, people).	
Prioritization		Produces evidence that the district level staff identify resource priorities aligned with the district improvement plan. Evidence includes development of a clear and comprehensive plan about how resources are allocated. District level staff are aware of prioritization and allocation plans.	Produces evidence that educators and the BOE identify resource priorities aligned with the district improvement plan. Evidence includes a clear and comprehensive plan about how resources are allocated. Educators and the BOE are aware of prioritization and allocation plans.	Produces evidence that the district seeks and values input from all district stakeholders to identify resource priorities aligned with the district improvement plan. Evidence includes a clear and comprehensive plan about how resources are allocated. All stakeholders are aware of prioritization and allocation plans.	
Utilization		Demonstrates how administrators have clear guidelines for expending and investing district resources.	Demonstrates how educators and the BOE are allowed to expend and invest district resources within clearly defined parameters.	Demonstrates how all district staff are allowed to expend and invest district resources within clearly defined parameters.	
Evaluation		District leaders evaluate, at least yearly, efficiency and effectiveness of the district's use of resources. Evaluation feedback is used by district leaders to improve resource prioritization and allocation.	District leaders and BOE evaluate, at least yearly, efficiency and effectiveness of the district's use of resources. This evaluation is tied to progress toward student academic goals.	All district stakeholders evaluate, at least yearly, efficiency and effectiveness of the district's use of resources. This evaluation is driven by progress toward student academic goals.	
Improvement		Use of evaluation feedback by district leaders and the BOE to improve resource prioritization and allocation is documented.	Use of evaluation feedback by district educators and the BOE to improve resource prioritization and allocation is documented.	Use of evaluation feedback by all district stakeholders to improve resource prioritization and allocation is documented.	

COMPONENT 4: DATA

Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Policies and procedures		Discusses how the district has begun development of policy and procedures that describe a clear and systematic process for data collection, analysis, use and reporting.	Shows how district has created policy and procedures that describe a clear and systematic process for data collection, analysis, use and reporting, and is in the process of implementing the policy and procedures.	Demonstrates how district has fully implemented policy and procedures that describe a clear and systematic process for data collection, analysis, use and reporting including a process for annual review and update of policy and procedures.	
Certification		Documents how the district will certify staff through KSDE's Data Quality Certification program.	Documents through a list that the district has some staff members that currently are seeking or currently hold a certification from KSDE's Data Quality Certification program.	Documents through a list that the district has a minimum of one district leader and each school has a minimum of two staff members that hold a current certification from KSDE's Data Quality Certification program.	
Protocol		Shows development of review and sign-off protocols on all state reports (example: Data Quality Team).	Shows establishment and implementation of review and sign-off protocols on some state reports (example: Data Quality Team).	Shows establishment and implementation of review and sign-off protocols on all state reports (example: Data Quality Team).	
Local data standards		Shows plans for beginning development of a resource documenting local data standards and for district training on proper and consistent use of the resource.	Shows completion of a resource documenting local data standards and provides plans for district training on proper and consistent use of the resource.	Maintains a resource documenting local data standards including an annual review and update process, and explains how all staff members have knowledge of and access to the resource.	
State and federal programs		Shows audits of the district's state and federal programs indicating the district is in the first or second quartile of all districts regarding the number of exceptions and audit findings identified.	Shows audits of the district's state and federal programs indicating the district is in the third quartile of all districts regarding the number of exceptions and audit findings identified.	Shows audits of the district's state and federal programs indicating district is in the fourth quartile of all districts regarding the number of exceptions and audit findings identified.	
Data governance		Documents beginning development of a data governance program and has identified representatives from all stakeholders and program areas to participate in the program.	Documents implementation of a data governance program and is working to gain representation in the program from all stakeholders and program areas.	Documents implementation of a data governance program which includes representation from all stakeholders and program areas and includes a routine for reviewing governance policies and practices.	

FERPA		Shows how the district plans to provide a method for identifying pertinent district personnel who are required to participate and plans to provide Family Educational Rights and Privacy Act (FERPA).	Shows how the district identifies pertinent district personnel who are required to participate and provides ongoing training on Family Educational Rights and Privacy Act (FERPA) to these personnel.	Shows how the district identifies pertinent district personnel and provides ongoing training on Family Educational Rights and Privacy Act (FERPA). Documents that pertinent district personnel have completed the training at least annually.	
Security of physical technology infrastructure		Shows development of policies and procedures to address district-wide security of the physical technology infrastructure.	Shows completion of policies and procedures to address district-wide security of the physical technology infrastructure and is working to fully implement them.	Shows established and fully implemented policies and procedures to address district-wide security of the technology physical infrastructure.	
Confidentiality agreement		Shows development of a confidentiality agreement for all district employees.	Shows completion of a confidentiality agreement and has established a policy requiring staff to sign the agreement.	Shows a confidentiality agreement and policy, and consistently monitors staff compliance.	
Collecting and monitoring data		Shows how the district has begun development of policies and procedures for timely data collection including ways to monitor the data.	Shows how the district has developed policies and procedures for timely data collection and is implementing monitoring of the data.	Shows how the district has policies and procedures in place for timely data collection and monitoring of the data.	
Data submissions		Demonstrates documentation of a methodology for achieving timeliness, and has completed at least 75% of required state and federal data submissions by the published deadline.	Demonstrates documentation of a methodology for achieving timeliness, and has completed at least 85% of required state and federal data submissions by the published deadline.	Demonstrates implementation of a methodology for achieving timeliness, and routinely completes 100% of required state and federal data submissions by the published deadline.	
Timeliness		Shows the beginning creation of a consolidated district data calendar of relevant deadlines and district events.	Shows completion of a consolidated district data calendar of relevant deadlines and district events, including a methodology to update the calendar.	Shows a consolidated up-to-date district data calendar of relevant deadlines and district events and ensures that all staff members are aware of and have access to the district data calendar.	
Technical support and training		Documents beginning development of training staff to collect, interpret and use data effectively and ethically.	Documents training and technical support to staff to interpret and use data effectively and ethically, and encourages staff participation.	Documents training and technical support for all pertinent staff to interpret and use data effectively and ethically differentiating between system use/data submission and interpreting data for instructional decisions.	

Data-driven student learning goals		Shows a plan for how the district will provide resources for students and families to use data to set student learning goals.	Shows how the district provides resources for students and families to use data to set student learning goals.	Shows how the district provides resources and supports, and encourages students and families to use data to set student learning goals.	
Use of data		Demonstrates a plan for district educators to be trained in the effective use of data for decision-making using multiple data sources. Shows how some educators are consistently using data from multiple sources.	Demonstrates how at least 75% of district educators have been trained in the effective use of data for decision-making using multiple data sources. Shows how at least 75% of district educators are consistently using data from multiple sources.	Demonstrates how at least 90% of district educators have been trained and model effective use of data for decision-making using multiple data sources. Shows how all district educators are consistently using data from multiple sources to make informed decisions regarding curricular and student needs.	
Information system use		Demonstrates a plan for training staff on the capabilities of the student information system.	Demonstrates completion of training for at least 75% of district educators on the capabilities of the student information system and staff working to consistently use the capabilities.	Demonstrates established processes to ensure the capabilities of the student information system are maximized by district educators.	
Reporting data misuse		Shows establishment of a protection policy that safeguards individuals who report data misuse.	Shows establishment of a protection policy that safeguards individuals who report data misuse. Shows how the district is working toward a method for reporting. Demonstrates that district personnel know the policy.	Shows establishment of a protection policy that safeguards individuals who report data misuse, provides a method for reporting, and demonstrates that district personnel know the policy.	

Teacher Licensure & Accreditation



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