

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.