

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>	
--	--	---	--	--	--

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>	
---	--	---	--	---	--