

# Accreditation & Design Monthly Update

February 14, 2023



# Agenda

- Welcome
- Responding to your Questions - Strategic Planning
- Feedback on the Future State (Padlet)
- Q & A
- Reminders:
  - Next Meeting: March **7**, 2023
    - What topics would you like to discuss in the future?



# Accreditation & Design Team



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# Accreditation & Design Team Mission

Within a system of accreditation and design, provide **accountability** along with **support** to move systems toward ensuring the success of each student.



# Accreditation Definitions

**“Accredited”** - Evidence of Process AND Growth (Results) / In Compliance

**“Conditionally Accredited”** - Insufficient Evidence of either Process OR Growth (Results) / In Compliance

**“Not Accredited”** - Insufficient Evidence of Process AND Growth (Results) OR Not in Compliance





*In January's KESA update meeting, it was mentioned for action plans to be aligned with Strategic Plans, School Improvement Plans, and Action Plans as one plan and not multiple.*

*Can you elaborate more on that?*

Question from the Field

# Creating an Aligned System of Success

Vision, Strategic Plan,  
School Improvement Plans  
and Data Dashboard



# Setting a Vision for the Future 2019-2025

## Portrait of a Graduate

- Academic preparation**
  - Has skills and knowledge to pursue life goals
  - Has real-world experience to succeed after high school
- Collaboration and communication**
  - Works well with others in varied teamwork
- Innovative thinking**
  - Thinks critically and independently
  - Solves problems creatively
- Integrity and character**
  - Has strong work ethic
  - Does the right thing
- Resilience**
  - Leaves no stone unturned
  - Adapts to an ever-changing world



## District Goals

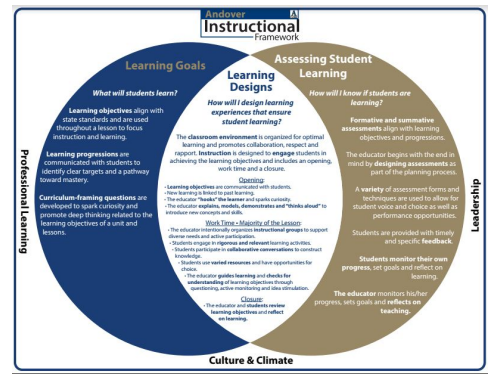
- Student Achievement & Educator Effectiveness
- Culture and Safety
- Communications
- Fiscal Responsibility



Kansas Education Systems Accreditation (KESA)

### Andover USD 385 KESA Goals

- Portrait of a Graduate Academic Preparation:** Increase reading proficiency utilizing multiple metrics on the Andover Data Dashboard by 2025.
- Portrait of a Graduate Student Success Skills:** Increase preparation for post-secondary success utilizing multiple metrics on the Andover Data Dashboard by 2025.





## Andover Vision for the Future



## Andover USD 385 KESA Goals

1. **Portrait of a Graduate Academic Preparation:** Increase reading proficiency utilizing multiple metrics on the Andover Data Dashboard by 2025.
2. **Portrait of a Graduate Student Success Skills:** Increase preparation for post-secondary success utilizing multiple metrics on the Andover Data Dashboard by 2025.

Portrait of a Graduate: Academic Preparation	
<p><b>Goal:</b> Increase reading proficiency utilizing multiple metrics on the Andover Data Dashboard by 2025.</p>	<p><b>Evidence of Success on the <a href="#">Andover Data Dashboard</a>:</b></p> <ul style="list-style-type: none"> <li>• Star Reading</li> <li>• Dibels</li> <li>• State Reading Assessment</li> <li>• ACT</li> <li>• Instructional Walkthroughs</li> <li>• Professional Learning Evaluations</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Cohesive Curriculum:</b> Ensure an aligned PreK-12 standards based scope and sequence curriculum in all academic content areas by updating documents <ul style="list-style-type: none"> <li>◦ Update scope and sequence documents for all courses/content areas.</li> <li>◦ 2022-2023 Focus: ELA, Math, HGSS &amp; Science</li> </ul> </li> <li>• <b>Evidence Based Instruction:</b> Continue implementation of structured literacy and dyslexia initiatives. This includes assessment, instruction and professional learning <ul style="list-style-type: none"> <li>◦ Continue providing professional learning for structured literacy and dyslexia.</li> <li>◦ Continue implementing Pathways in K-2 (structured literacy)</li> <li>◦ Research and implement Vocabulary and Multisyllabic Routines in grades 3-5 (structured literacy)</li> <li>◦ Select MTSS structured literacy resources that support students PreK-12.</li> </ul> </li> <li>• <b>Student Centered Learning:</b> Ensure student engagement and learning through the Andover Instructional Framework and the four redesign principles <ul style="list-style-type: none"> <li>◦ Continue school redesign implementation</li> <li>◦ Embed Andover Instructional Framework into all scope and sequence documents</li> <li>◦ Resume using walkthrough tool and update as needed</li> </ul> </li> <li>• <b>Multi-Tiered Systems of Support (MTSS):</b> Implement enhanced academic tiered systems of supports that meets students' individual needs, including the alignment of instructional resources and supports for students <ul style="list-style-type: none"> <li>◦ Define and create a PreK-12 system of support for literacy</li> <li>◦ Research Tier 2 &amp; 3 Evidence Based Practices and create a "Menu of Options" for schools that has vertical alignment/leveled practices as a protocol for ensuring student progress is on track (checkpoints)</li> <li>◦ Add reading intervention staff at the secondary level</li> <li>◦ Professional learning for core teaching strategies</li> </ul> </li> <li>• <b>Professional Learning:</b> Ensure high-quality instruction in every classroom by providing professional learning that is ongoing, job-embedded and differentiated. <ul style="list-style-type: none"> <li>◦ Explore and implement strategies for maximizing professional learning, especially in regards to collaboration and professional learning communities (PLC)</li> </ul> </li> </ul>	

Portrait of a Graduate: Student Success Skills	
<p><b>Goal:</b> Increase preparation for post-secondary success utilizing multiple metrics on the Andover Data Dashboard by 2025.</p>	<p><b>Evidence of Success on the <a href="#">Andover Data Dashboard</a>:</b></p> <ul style="list-style-type: none"> <li>• High School Graduation Rates</li> <li>• Post Secondary Success</li> <li>• Individual Plan of Study Star Recognition Rubric</li> <li>• Panorama</li> <li>• Kansas Communities that Care</li> <li>• Suspensions and Absences Data</li> <li>• Professional Learning Evaluations</li> <li>• Senior Exit Survey</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Cohesive Curriculum and Instruction:</b> Establish an aligned scope and sequence curriculum utilizing the Kansas Social Emotional and Character Development (SECD) standards to develop employability skills.</li> <li>• <b>Expanding/Enhancing Social Emotional Learning (SEL) and wellness for staff, students, and families;</b> <ul style="list-style-type: none"> <li>◦ Continue implementing programs and processes that foster positive relationships and reduce behaviors that interfere with learning (Second Step, Capturing Kids' Hearts, etc.)</li> <li>◦ Increase family engagement through parent resources and support</li> </ul> </li> <li>• <b>Safe and Supportive Schools:</b> <ul style="list-style-type: none"> <li>◦ Focus on prevention efforts to reduce vaping and drug use by students <ul style="list-style-type: none"> <li>■ Raising awareness, providing education &amp; access to intervention tools</li> <li>■ Expanding use of school vape detectors</li> <li>■ Utilizing a Mental Health and Substance Abuse Coordinator to connect families, resources &amp; the community</li> <li>■ Analyzing data on suspensions &amp; usage</li> </ul> </li> <li>◦ Review Safety Procedures &amp; Protocols (Tornado, intruder, reunification plans, etc.)</li> <li>◦ Multi-Tiered Systems of Supports for Behavior, Social and Emotional: Conduct a needs assessment and create a multi-year implementation plan.</li> </ul> </li> <li>• <b>Student Centered Learning:</b> <ul style="list-style-type: none"> <li>◦ Increase opportunities for students to explore potential careers and programs of study</li> <li>◦ Fully implement Individual Plans of Study (IPS) so that it further exposes students PreK-12 to the specific courses and opportunities that will lead to post secondary choices and success. <ul style="list-style-type: none"> <li>■ Conduct needs assessment of Individual Plans of Study (IPS) using KSDE Kansas Can Star Recognition rubric and create a multi-year action plan</li> </ul> </li> </ul> </li> <li>• <b>Professional Learning:</b> Ensure high-quality instruction in every classroom by providing professional learning that is ongoing, job-embedded &amp; differentiated</li> </ul>	

# School Improvement Plan Alignment

Foundations

## Portrait of a Graduate Vision

Academic Preparation

Collaboration & Communication

Innovative Thinking

Integrity and Character

Resilience

## District KESA SMART Goals

**Portrait of a Graduate Academic Preparation:** Increase reading proficiency utilizing multiple metrics on the Andover Data Dashboard by 2025.

**Portrait of a Graduate Student Success Skills:** Increase readiness for post-secondary success by utilizing multiple metrics on the Andover Data Dashboard by 2025.

## Andover Instructional Framework

Learning Goals

Learning Designs

Assessing Student Learning

Professional Learning, Leadership,  
Culture & Climate

## Kansans Can School Redesign Principles

Student Success Skills

Family, Business and  
Community Partnerships

Real World Application

Personalized Learning

School SMART Goals

## School Goals

SMART Goal #1: (Reading Proficiency)

SMART Goal #2: (Student Success Skills)

# Measuring Impact Through Data

## Data Dashboard:

The district and building data dashboards measure the achievement of goals over time. The dashboards include the state Board of Education outcomes, Andover Board of Education outcomes and Andover KESA goals. The district and building dashboard data drives the selection of the SMART goals.


## Scoreboard:

Building scoreboards measure the impact of the strategies implemented to achieve goals. It shows real time data and identifies whether the strategy is successful or if a pivot is needed.

# Focus Group Feedback

- Purpose – Clarity
- Process – Consistency
- Reporting - Eliminate Redundancy

## KESA Stakeholder Feedback for Continuous Improvement



### HOW CAN THE ACCREDITATION PROCESS IMPROVE?

- Narrow the focus and align state-level programs and reporting metrics
- Be clear about the purpose as both school continuous improvement and compliance
- Reduce the burden of reporting
- Allow for flexibility of goal attainment timelines during the accreditation cycle and include annual formative check-ins
- Clarify the roles and expectations for each group involved in accreditation early in the process
- Provide professional learning for all stakeholders with examples of success or "bright spots."

“ Keep it simple. What do we want to do as a state? What do we want to do really well? There are too many goals now. —Superintendent

Five stakeholder groups were asked the following three questions:

- Has the current accreditation process contributed to improvement in your schools? Why or why not?
- What has been particularly frustrating about the process and how could it be improved?
- If you were setting up the ideal accreditation model for Kansas, what would it look like?

### findings

Many stakeholders perceived a tension between the accountability and school improvement aspects of accreditation, as well as between addressing state priorities and identifying local goals for improvement. Accreditation was described as unfocused with lack of clarity about the roles and expectations of systems and other groups engaged in the accreditation process. Across data collections, common themes were also heard regarding concerns about the accreditation process and reporting requirements.

#### Purpose Concerns

- Accountability or improvement
- Clear roles & expectations
- Local or state priorities
- Unfocused

#### Reporting Concerns

- Burden
- Documents are unclear, inconsistent, & untimely
- Reporting drives accreditation
- OVT reports unnecessary
- Redundant
- Technology

#### Process Concerns

- Inconsistent supports
- Lack of timely communication
- Some systems are not using best practices for improvement
- Lack of training, transparency, & connection of the OVT & ARC
- Lack of systems level stakeholder engagement
- Complicated

The contents of this document were developed by the Region 12 Comprehensive Center under a grant from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal government.

May, 2022



# If we...

- **Process** - Move to one cumulative report that is standards-based in which you self assess and provide artifacts and justification;
- **Results** - Move to a more objective system for determining growth and improvement toward the quantitative state board outcomes;
- **OVT** - Move to a Peer Review model that can be done in the traditional form/fashion or with a like-system via a partnership or on-site at an educational service center

Will we have addressed the feedback as it relates to clarity, consistency, and eliminating redundancy?





# Break Out

- To what degree do these changes address clarity, consistency, eliminating redundancy?
- How might these shifts impact continuous improvement in your system?

<https://padlet.com/sperryman3/hnlnbn6h1gkdzgug>



# Q & A

## Open Discussion





# General Reminders

- Check KSDE Weekly for ADT Updates & News
- Next Meeting
  - March 7, 2023 from 9:00-9:45 (via [zoom](#))
- What would you like to talk about next time?





## Accreditation and Design Team

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