Agenda

- Welcome & Team Introductions
- What makes a comprehensive needs assessment?
- ARC Criteria
- Setting Goals
- Reminders:
  - Year 5 OVT Visit Date
  - Next Meeting: November 8, 2022
    - What topics would you like to discuss in the future?
Accreditation & Design Team

Andrea Pagán, Administrative Specialist

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Sarah Perryman, Coordinator

Catherine Chmidling, Assistant Director

Myron Melton, Assistant Director

Jay Scott, Director
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
What is a Comprehensive Needs Analysis?

- Measures success in attaining the vision
- Both perception and data driven
- Qualitative and quantitative
- Incorporates a wide-range of stakeholder input
- Identifies underlying root causes negatively impacting student success
- Root causes are used to establish goals
- Establishes the current state and informs the path you take to get to the desired state.

Potential Data Sources:

- System Accountability Report
- Component Baseline Assessment (CBA)
- Star Recognition Rubrics
- Kansas Assessment Program
- Formative data (ex. Fastbridge, MAP)
- Locally developed surveys
- Demographic/disaggregated data
- Indicator data (absenteeism, office referrals, climate/culture measures, student engagement, etc.)
What are the **Accreditation Criteria**?

### Parameters for Accreditation

- Generally is not a bad thing.
- Not evident does not mean not accredited.

### Accreditation Criteria

<table>
<thead>
<tr>
<th>Accreditation Criteria</th>
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<tbody>
<tr>
<td><strong>2. KESA Foundational Structures</strong></td>
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<td><strong>Tered Framework of Supports</strong></td>
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<td><strong>Stakeholder Engagement</strong></td>
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<td><strong>Diversity and Equity</strong></td>
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<td><strong>Communication and Basic Skills (Rise Capacity)</strong></td>
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<td><strong>Civic and Social Engagement (Rise Capacity)</strong></td>
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<td><strong>Physical and Mental Health (Rise Capacity)</strong></td>
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<td><strong>Arts and Cultural Appreciation (Rise Capacity)</strong></td>
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<td><strong>Postsecondary and Career Preparation (Rise Capacity)</strong></td>
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What will you do next with the ARC Criteria now that we have reviewed it together?

Put some next steps in the chat.
Setting Goals

- Goal area identified through Needs Assessment
  - Ex. Self-regulation

- Based on the Needs Assessment, identify what metric will be used to measure progress in that goal area
  - Ex. No. of ISS/OSS

- Define the desired state in that area (Y)

- Identify the current state in that area (X)

- Determine how much time it will take to get from X to Y.
  - Clearly define the measure by using an $x$ to $y$ by $when$ structure

- Focus on “what” to accomplish, not on “how” to accomplish (that’s the strategy)
### Sample SMART Goal

By May 2024, 100% of sixth grade students (up from 70%) will meet typical growth identified by the MAP Assessment.

<table>
<thead>
<tr>
<th>Specific</th>
<th>YES - Focused on mathematics achievement</th>
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<tbody>
<tr>
<td>Measurable</td>
<td>YES - Identified MAP assessment with x to y structure</td>
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<td>Achievable</td>
<td>YES - Connects to work being done and tools already being used</td>
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<tr>
<td>Realistic (Result-Based)</td>
<td>YES - The percent gain is realistic in their time frame and tied to student achievement (results)</td>
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<td>Time-Bound</td>
<td>YES - Clear deadline of May 2024</td>
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Reminders

● Year 5 Systems
  ○ Email your OVT on-site visit date to accreditation@ksde.org

● Next Meeting
  ○ November 8, 2022 from 9:00-9:45 (via zoom)

● What would you like to talk about next time?
Q & A
Open Discussion
Accreditation and Design Team

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