

Accreditation & Design Monthly Update

October 11, 2022



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



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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



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?



ACCREDITATION CRITERIA

2. KESA FOUNDATIONAL STRUCTURES

	ASSUREDLY	GENERALLY	NOT EVIDENT OR LACKING
Tiered Framework of Supports	All buildings have a tiered framework of supports in place for all students and use data to determine students' tiers.	Partial tiered framework of supports in place for all students or in some buildings data is used to determine students' tiers.	No data-based tiered framework of supports in place.
Stakeholder Engagement	System-wide practice of engaging all stakeholders occurs on a regular basis and is embedded in the overall culture. Evidence is shown throughout all Rs.	System's practice of engaging all stakeholders occurs irregularly; evidence shown in some Rs.	System's practice of engaging all stakeholders is not evident.
Diversity and Equity	All student group needs are represented in the improvement process. System's and schools' cultures reflected in vision and improvement process.	Some student group needs are represented in the improvement process. System's and schools' cultures reflected in vision and improvement process.	Diversity of the system is not reflected in the improvement process. System's and schools' cultures not reflected in vision and/or improvement process.
Communication and Basic Skills (Rose Capacity)	Curricula that support the structures in communication and basic skills are evident.	Curricula that support the structures in communication and basic skills are somewhat evident.	Curricula that support the structures in communication and basic skills are not evident.
Civic and Social Engagement (Rose Capacity)	Curricula that support the structures in civic and social engagement are evident.	Curricula that support the structures in civic and social engagement are somewhat evident.	Curricula that support the structures in civic and social engagement are not evident.
Physical and Mental Health (Rose Capacity)	Curricula that support the structures in physical and mental health are evident.	Curricula that support the structures in physical and mental health are somewhat evident.	Curricula that support the structures in physical and mental health are not evident.
Arts and Cultural Appreciation (Rose Capacity)	Curricula that support the structures in arts and cultural appreciation are evident.	Curricula that support the structures in arts and cultural appreciation are somewhat evident.	Curricula that support the structures in arts and cultural appreciation are not evident.
Postsecondary and Career Preparation (Rose Capacity)	Curricula that support the structures in postsecondary and career preparation are evident at elementary and secondary levels.	Curricula that support the structures in postsecondary and career preparation are somewhat evident at elementary and secondary levels.	Curricula that support the structures in postsecondary and career preparation are not evident at elementary and secondary levels.

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Parameters for Accreditation

Generally is not a bad thing.

Not evident does not mean not accredited.





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.

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



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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