

Accreditation & Design Monthly Update

January 10, 2023



Agenda

- Welcome
- Responding to your Questions
- Strategy Analysis
- Q & A
- Reminders:
 - Next Meeting: February 14, 2023
 - What topics would you like to discuss in the future?



Accreditation & Design Team



TBD,
Administrative
Specialist



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



Areas of Interest



1 - Regional Support

What is the 'Regional Support Model'?

What can you expect from this model?

What is the timeline for these enhancements?

2 - Action Plans

Q- How do Action Plans 'fit into the report process'?

Examples -

- [Past Sample Action Plan Template](#)
- [Sample Redesign Workbook](#)

Continuous Improvement Process





*Vision without execution is
hallucination.*

- Thomas Edison

FOCUS

LEVERAGE

ENGAGEMENT

ACCOUNTABILITY

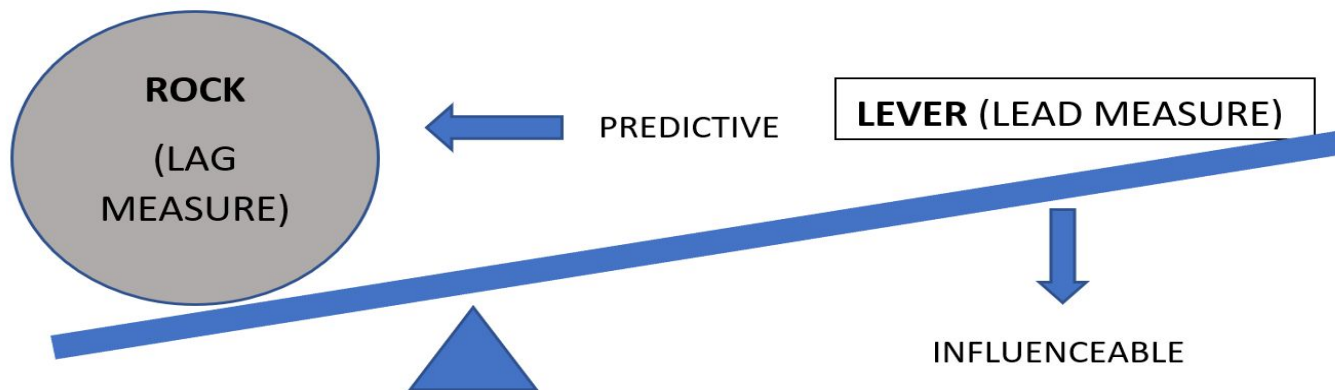
4 Disciplines of Execution

1. Focus on the wildly important.
2. Act on lead measures (strategies).
3. Keep a compelling scoreboard.
4. Create a cadence of accountability.



The 2nd Discipline of Execution

Act on Lead Measures (Strategies)



From The 4 Disciplines of Execution, McChesney, Covey, Huling 2012

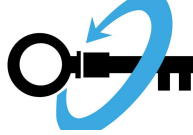


FOCUS

LEVERAGE

ENGAGEMENT

ACCOUNTABILITY



ENGAGEMENT

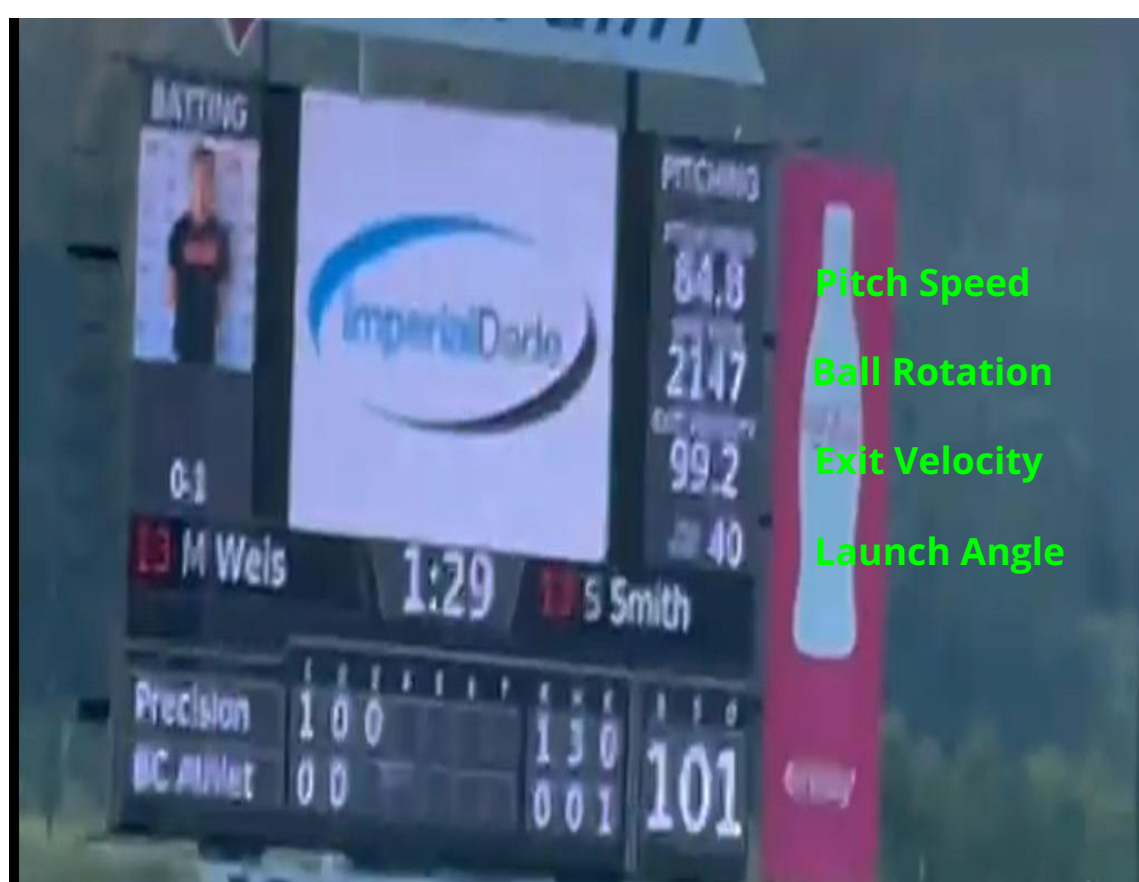
Keep a Compelling Scoreboard

- Stakeholders remain emotionally engaged by knowing the score
- Designed by and for the players

Tests:

- Visible
- Simple
- Shows lead and lag measures
- Shows if we are winning or losing





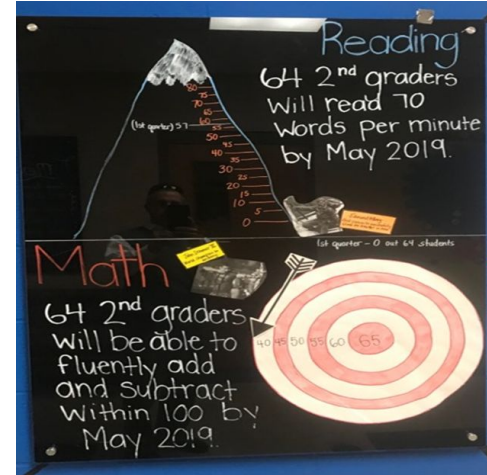
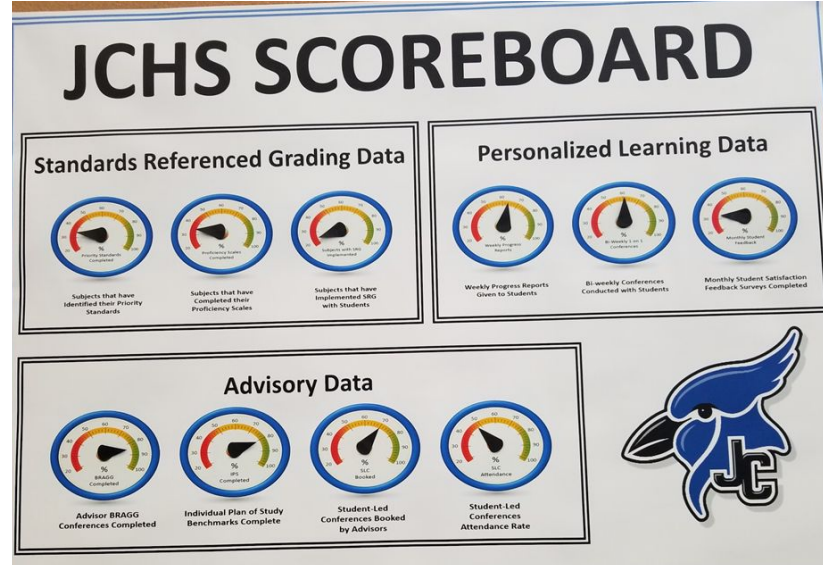
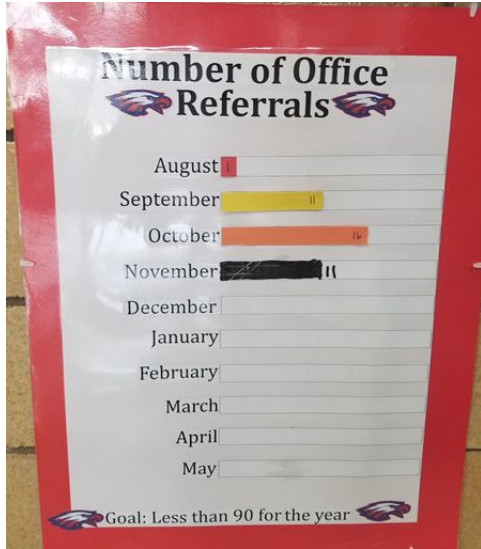
Pitch Speed
Ball Rotation
Exit Velocity
Launch Angle

Goal - college scholarship offer

Strategy - Hit the ball...hard

Keeping score - Exit Velocity and Launch Angle

Accountability - Meet with coach



Example (More Examples)

*Reading scores (lag) --> Systematic Instruction (strategy)

--> Training (lead)

Implementation - Are staff receiving training? Tally

--> Classroom Practice (lead)

Implementation - Are teachers using the practice? Tally

Impact - Are teachers using the practice effectively? Walk Through Feedback/ Rubric

--> Local/Formative Assessment (lead)

Impact - Are students achieving? Data Chart

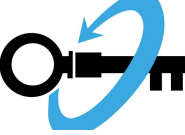


FOCUS

LEVERAGE

ENGAGEMENT

ACCOUNTABILITY



ACCOUNTABILITY

Create a Cadence of Accountability

- Weekly commitments made by team
- WIG meetings held weekly to report and commit

3 part agenda for a WIG session

- Account. Report on last week's commitments
- Review scoreboard.
- Plan. Make new commitments

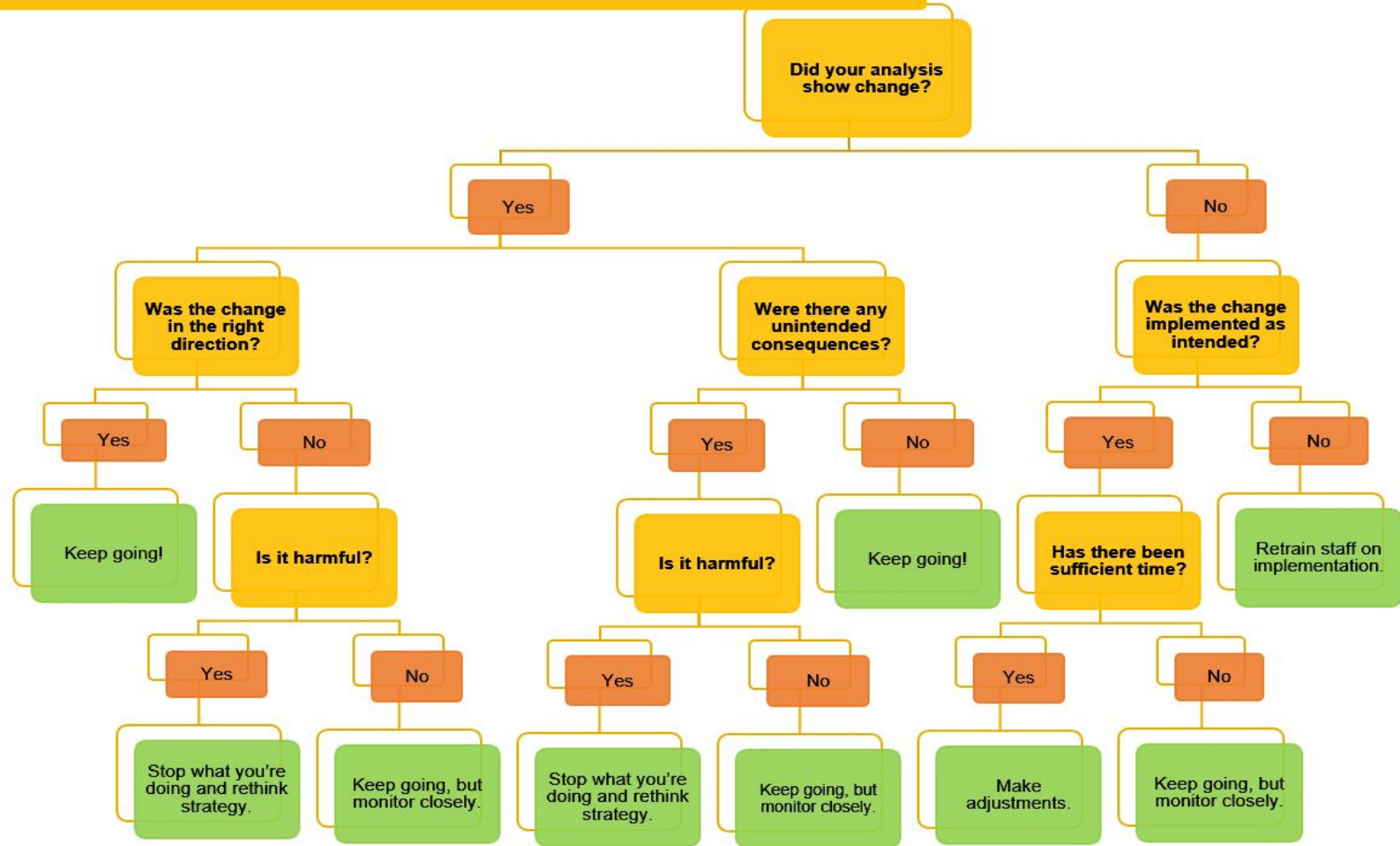


Break Out

- What are you already doing that might resemble 'Keeping Score'?
- What are you already doing that might resemble 'a Cadence of Accountability'?
- How will you support administrators/teachers in evaluating the effectiveness of strategies?

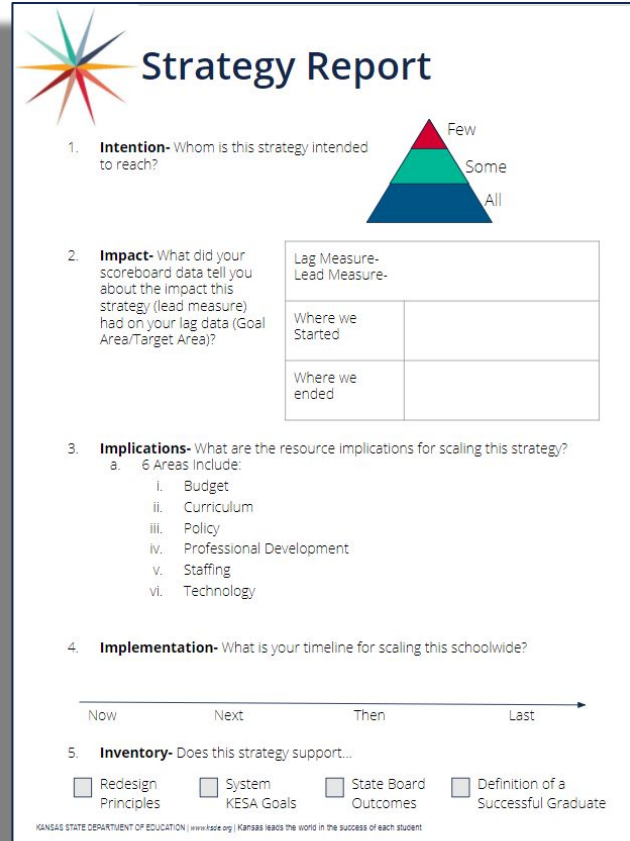


Reflect and Evaluate: When to pivot?




Strategy Report

Optional tool for evaluating strategies for ongoing use across your system.



Strategy Report

1. **Intention**- Whom is this strategy intended to reach?



2. **Impact**- What did your scoreboard data tell you about the impact this strategy (lead measure) had on your lag data (Goal Area/Target Area)?

Lag Measure- Lead Measure-	
Where we Started	
Where we ended	

3. **Implications**- What are the resource implications for scaling this strategy?

a. 6 Areas Include:

- i. Budget
- ii. Curriculum
- iii. Policy
- iv. Professional Development
- v. Staffing
- vi. Technology

4. **Implementation**- What is your timeline for scaling this schoolwide?

Now Next Then Last →

5. **Inventory**- Does this strategy support...

Redesign Principles System KESA Goals State Board Outcomes Definition of a Successful Graduate

KANSAS STATE DEPARTMENT OF EDUCATION | www.ksde.org | Kansas leads the world in the success of each student



Supporting the Work - FAQ

FAQ - Engaging in the Work of Continuous Improvement

What does it mean to be accredited? What is the Accreditation Review Council and the State Board of Education looking for in our documentation?

- The definitions for Accreditation are as follows:
 - **Accredited**- the system is in good standing (compliance) with the State Board, and they have provided conclusive evidence of growth in student performance. In addition, the system has provided conclusive evidence of an intentional, quality growth process.
 - **Conditionally Accredited**- the system is in good standing (compliance) with the State Board, and either the system did not provide conclusive evidence of growth in student performance or was unable to provide conclusive evidence of an intentional, quality growth process.
 - **Not Accredited**- one of two things: the system is not in good standing (compliance) with the State Board, or the system did not provide conclusive evidence of growth in student performance; and the system was unable to provide conclusive evidence of an intentional, quality growth process.
- The ARC currently reviews three documents when reviewing each system for an accreditation recommendation. They review the Year 5 System Report, the Year 5 OVT Report, and the most recent District Accountability Report. If there are questions or concerns regarding the documentation, the ARC Review team will look through any relevant artifacts uploaded by the system. It is not standard practice for the ARC to review reports from the System or OVT from years 1-4.
- In order to learn more about the lens through which the ARC evaluates each system, you can review the [Accreditation Criteria](#) that are currently in use by the ARC.

What should a quality, intentional growth process include?

- In order to enter the Kansas Education System Accreditation Process, each system must be in compliance with the State Board and have in place the 8 Foundational Structures. You can learn more about the [Foundational Structures here](#).
- When talking about the process, we are talking about more than the improvement cycle. While that is at the center of what drives 'process', we also consider the Foundational Structures to be a part of your process in addition to the [Qualitative State Board Outcomes](#): Individual Plans of Study, Social Emotional Learning, Kindergarten Readiness, and Civic Engagement.



Q & A

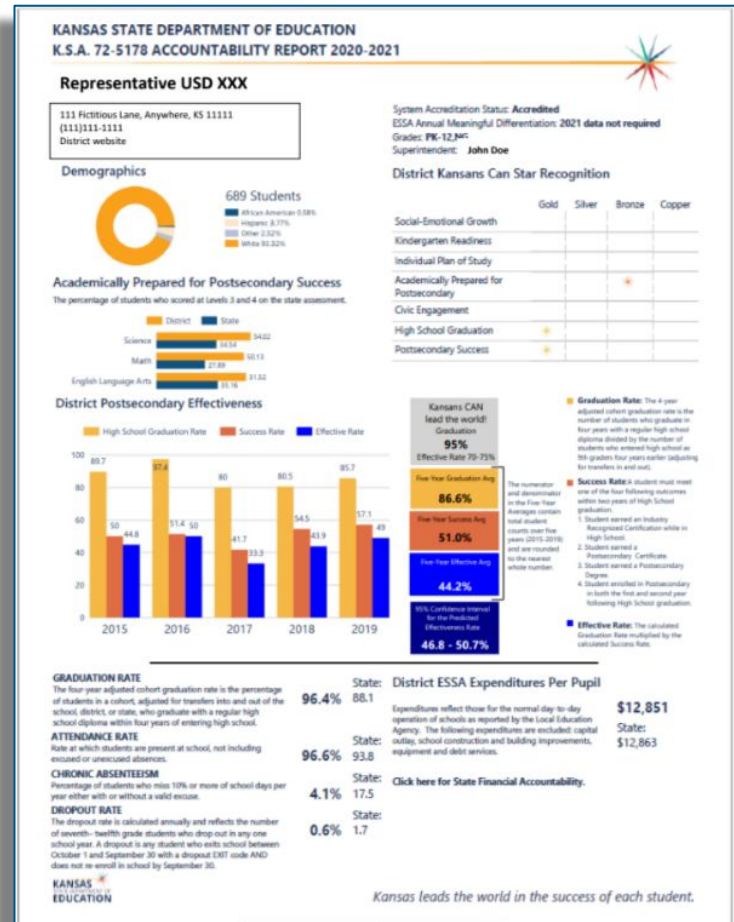
Open Discussion



Reviewing your Accountability Report

The Updated Accountability Report will be Published January 15, 2023

https://datacentral.ksde.org/acct_rpt.aspx



General Reminders

- Check KSDE Weekly for ADT Updates & News
- Year 5 Systems
 - Email your OVT on-site visit date to accreditation@ksde.org
- Next Meeting
 - February 14, 2023 from 9:00-9:45 (via [zoom](#))
- What would you like to talk about next time?





Accreditation and Design Team

(785) 296-8012

accreditation@ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

