

Kansas Education Systems Accreditation

A systems approach to K-12 accreditation

Framework: The Five Rs

RELATIONSHIPS					
COMPONENT 1: STAFF					
Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Collaboration among staff		Provides professional learning to all district staff that focuses on collaboration and learning communities.	Provides professional learning to all district staff for collaboration and learning communities. Conducts survey to ascertain professional learning needs.	Provides a structural model to facilitate collaboration and learning communities during ongoing, protected, designated times. Conducts survey and evaluates results of PLC work to ascertain professional learning needs.	
Support for educators (1-2 years)		Conducts a research-based mentoring program in which all new educators participate. Operates at the building level.	Conducts a research-based, district-wide mentoring program in which all new educators participate. Provides training for mentors. Operates at the district level.	Conducts a research-based, district-wide mentoring program in which all new educators and mentors participate for a two-year period. Provides ongoing training for mentors. Identifies effective mentors through analysis of data.	
Support for educators (3+ years)		Requires a peer mentoring process for all teachers.	Requires a peer mentoring process for all teachers including documentation of peer observations at least once per year.	Requires ongoing peer mentoring process for all teachers including documentation of peer observations at least twice per year. Provides professional development for mentoring processes.	
Support for building/district leaders (3+ years)		Requires a peer mentoring process for all building/district leaders.	Requires a peer mentoring process for all building/district leaders including documentation of peer observations at least once per year.	Requires ongoing peer mentoring process for all building/district leaders documentation of peer observations at least twice per year. Provides professional development for mentoring processes.	

<p>Communication with district staff</p>		<p>Communicates with staff through formal, planned processes on a regular schedule. Occurs at the building level.</p>	<p>Communicates with staff through formal, planned processes on a regular schedule. Occurs at all levels throughout the district and in all buildings.</p>	<p>Communicates with staff through formal, planned processes on a regular schedule based on survey of staff's communication needs. Occurs at all levels throughout the district and in all buildings.</p>	
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COMPONENT 2: STUDENTS

Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
<p>Planning for safe learning environment</p>		<p>Adopts and implements Kansas Social, Emotional, and Character Development Model Standards.</p>	<p>Adopts and implements Kansas Social, Emotional, and Character Development Model Standards. Shows evidence of Kansas Social, Emotional, and Character Development Model Standards in long-range planning goals.</p>	<p>Adopts and implements Kansas Social, Emotional, and Character Development Model Standards. Shows evidence of Kansas Social, Emotional, and Character Development Model Standards in long-range planning goals. Collects and evaluates data on impact across district.</p>	
<p>Student involvement and empowerment</p>		<p>Documents implementation of policies and practices for encouraging and empowering students</p>	<p>Documents implementation of effective policies and practices for encouraging and empowering students. Promotes ongoing student involvement and positive relationships with peers, teachers, families, and community.</p>	<p>Documents implementation of highly effective policies and practices for encouraging and empowering students. Demonstrates ongoing student involvement and positive relationships with peers, teachers, families, and community. Surveys student self-efficacy for empowerment and involvement.</p>	

COMPONENT 3: FAMILIES

Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Vision and goals for family engagement		Discusses shared vision and goal(s) for systemic family engagement by the district Board of Education.	Adopts shared vision and goal(s) for systemic family engagement by the district Board of Education.	Adopts shared vision and goal(s) for systemic family engagement by the district Board of Education based on the PTA National Family School Partnership Standards (endorsed by KSBE in 2008).	
Planning for family engagement		Includes family engagement as a core instructional strategy in the long range planning of the district, district goals and the district's improvement plan.	Includes family engagement as a core instructional strategy in the long range planning of the district, district goals and the district's improvement plan. Parents, students, community members and other stakeholders are informed of these documents.	Demonstrates family engagement as a core instructional strategy in the long range planning of the district, district goals and the district's improvement plan. Parents, students, community members and other stakeholders share decision making responsibilities in the writing of these documents.	
Monitoring family engagement		Documents newly implemented accountability mechanisms to monitor each school's parent involvement policy, school-parent agreements, and Title I or other federal family engagement mandates.	Documents implementation of at least two accountability mechanisms to monitor each school's parent involvement policy, school-parent agreements, and Title I or other federal family engagement mandates.	Documents implementation of multiple accountability mechanisms to monitor each school's parent involvement policy, school-parent agreements, and Title I or other federal family engagement mandates.	
Resources for family engagement		Discusses funding or resources for fostering systemic family engagement at the district level.	Dedicates yearly funding to provide the resources necessary for fostering systemic family engagement at the district level. A district level position has family engagement responsibilities.	Dedicates and evaluates yearly funding to provide the resources necessary for fostering systemic family engagement at the district and school levels. Seeks out additional funding for family engagement opportunities. A district level position is dedicated to family engagement.	

Evaluation of family engagement		Administers an annual survey and/or other tool to district families to assess satisfaction of families.	Administers and analyzes data from annual questionnaires and surveys to assess progress and performance in family engagement.	Demonstrates multiple means to gauge families' needs at the district, school, and board of education levels through open dialogues, meetings, community gatherings, questionnaires, surveys and/or other tools to assess progress and performance in family engagement. Analyzes and distributes data from questionnaires and surveys to all stakeholders.	
Communicating with families		Discusses infrequent, meaningful, two-way communication with families about programs, meetings, and other events that promote partnerships between families and the district. Communication is provided in a single format. There is little provision for translation/ interpretation.	Establishes frequent, meaningful, two-way communication with families about programs, meetings, and other events that promote partnerships between families and the district. Not all communication is provided in multiple formats or in language all families can understand.	Evaluates frequent, positive, meaningful, two-way communication with families about programs, meetings, and other events that promote partnerships between families and the district. Communication is provided in multiple formats and in language all families can understand.	
Engaging families: Governance		Distributes resources to families but offers no training opportunities to families on the governance structure of the district and schools, ways to communicate with the district and/or school, and where to find key information about the district and/ or school in order to help their children become college and career ready.	Provides families with the resources and training needed on the governance structure of the district and schools, ways to communicate with the district and/or school, and where to find key information about the district and/ or school in order to help their children become college and career ready.	Provides families with the resources and training needed on the governance structure of the district and schools, ways to communicate with the district and/or school, and where to find key information about the district and/ or school in order to help their children become college and career ready. A documentation system is in place for utilization of resources and training.	
Engaging families: Standards, curriculum, and assessments		Provides resources to families and the community about the Kansas College and Career Ready Standards, state and local assessments, and district curriculum alignment.	Provides training and resources to families and the community about the Kansas College and Career Ready Standards, state and local assessments, and district curriculum alignment.	Evaluates training and resources provided to families and the community about the Kansas College and Career Ready Standards, state and local assessments, and district curriculum alignment. A documentation system is in place for utilization of resources and training.	

<p>Professional learning on family engagement</p>		<p>Provides yearly professional learning opportunities to educators on research based family engagement strategies for planning and implementing effective family engagement practices.</p>	<p>Provides yearly professional learning opportunities to educators on research based family engagement strategies for planning and implementing effective family engagement practices and providing support to families to help children continue learning at home.</p>	<p>Provides multiple professional learning opportunities with an academic year to educators on research based family engagement strategies for planning and implementing effective family engagement practices and providing support to families to help children continue learning at home. Conducts yearly survey of educators about professional learning needs on family engagement.</p>	
<p>Educator evaluation on family engagement</p>		<p>Discusses family engagement as a component in the educator evaluation system for all positions.</p>	<p>Establishes family engagement as a component in the educator evaluation system for all positions.</p>	<p>Evaluates family engagement as a component in the educator evaluation system for all positions.</p>	

COMPONENT 4: COMMUNITIES

Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Community: Evaluation		Plans for a variety of means to gauge the community's needs such as open dialogues, meetings, community gatherings, questions, and surveys in order to assess progress and performance.	Provides a variety of means to gauge the community's needs, such as open dialogues, meetings, community gatherings, questionnaires, and surveys in order to assess progress and performance.	Demonstrates an organized structure to communicate with the community and to ensure their involvement is in place.	
Community: A resource		Identifies and involves community members in the school improvement planning process.	Identifies and involves community members in the school improvement and long-range planning processes. Documents the role of community partnerships to share resources and support students' interests and aptitudes.	Identifies and involves community members in the school improvement planning and long-range processes. Integrates community resources into improvement plans. Documents the role of community partnerships to share resources and support students' interests and aptitudes.	
Community: Partnerships		Forms and documents partnerships, as needed, with various community organizations.	Forms year-long partnerships with various community organizations and new partners to act as mentors and advisors for students.	Forms sustained partnerships with various community organizations and new partners to act as mentors and advisors for educators and students.	