Kansas Education Systems Accreditation

ZERO YEAR Guidance
Part 2 of 4
November 2016 - January 2017
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Teacher Licensure and Accreditation (TLA)
kslaton@ksde.org
785-368-7356

KESA page on KSDE website: [http://goo.gl/3iVeuU](http://goo.gl/3iVeuU)
In January of 2016, the Kansas State Board of Education announced a new vision and five outcomes for determining the effectiveness of education systems.

VISION: Kansas leads the world in the success of each student.

OUTCOMES:
• Kindergarten readiness
• Graduation rates
• Post-secondary attendance/completion
• Individual Plans of Study (IPS)
• Social/emotional factors measured locally
Kansas State Board of Education Definition:
A successful Kansas high school graduate has the
- academic preparation,
- cognitive preparation,
- technical skills,
- employability skills, and
- civic engagement
to be successful in postsecondary education, in the attainment of an industry recognized certification, or in the workforce, without the need for remediation.

KESA page on KSDE website: http://goo.gl/3iVeuU.
### Zero Year Training Schedule

<table>
<thead>
<tr>
<th>QUARTER:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance booklet goes out</td>
<td>August 9, 2016</td>
<td>October 17, 2016</td>
<td>January 16, 2017</td>
<td>April 17, 2017</td>
</tr>
<tr>
<td>The actual quarter runs</td>
<td>Sept-Oct</td>
<td>Nov-Jan</td>
<td>Feb-Apr</td>
<td>May-June</td>
</tr>
<tr>
<td>Training window</td>
<td>August 9 thru Sept</td>
<td>October 27 thru Dec 8</td>
<td>January 16 thru Feb</td>
<td>April 17 thru May</td>
</tr>
</tbody>
</table>

**Google Doc for registering for training:**
https://docs.google.com/spreadsheets/d/1w2Kkx3NzuvhQOmJLpbYm-8p6iFG-9bdRTfh72_6H9vQ/edit?usp=sharing

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# ZERO YEAR Guidance Plan

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<th>STEP</th>
<th>TOPIC</th>
<th>1 – SEP-OCT</th>
<th>2 – NOV-JAN</th>
<th>3 – FEB-APR</th>
<th>4 – MAY-JUNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1</td>
<td>Organize Stakeholder Teams</td>
<td>- DLT: establish &amp; meet - DSC: establish - BLTs: establish &amp; meet - BSCs meet</td>
<td>- DLT meets - BLTs meet - BSCs meet</td>
<td>- DLT meets - BLTs meet - BSCs meet</td>
<td>- DLT meets - BLTs meet - DSC meets</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>Study Model/Process</td>
<td>- Systems approach - Growth process - The Five Rs</td>
<td>- Staggered implementation plan - Process overview - Detail of cycle</td>
<td>- KESA group select - Outside validation - ARC</td>
<td>- Detail of Cycle 1 for groups 1-4</td>
</tr>
<tr>
<td>21</td>
<td>3</td>
<td>Introduce Rubrics</td>
<td>Rubric 1 familiarization IRA/calibration</td>
<td>Rubric 2 familiarization IRA/calibration</td>
<td>Rubric 3 familiarization IRA/calibration</td>
<td>Rubric 4 familiarization IRA/calibration</td>
</tr>
<tr>
<td>25</td>
<td>4</td>
<td>Discuss results: State Board Definition State Board Outcomes</td>
<td>- Academic/cognitive - Kdg readiness</td>
<td>- Technical/career - Postsecondary</td>
<td>- Ind plans of study - Graduation</td>
<td>- Civic engagement - Social/Emotional</td>
</tr>
<tr>
<td>28</td>
<td>5</td>
<td>Evaluate Foundational Structures</td>
<td>- Tiered sys of support - Stakeholder engage - Diversity/equity</td>
<td>- Rose Capacity 1: Comm/basic skills - Rose Capacities 2-3: Civic/social engage</td>
<td>- Rose Capacity 4: Phys/mental health - Rose Capacity 5: Arts/cultural apprec</td>
<td>- Rose Capacities 6-7: Postsec prep</td>
</tr>
</tbody>
</table>

**THIS BOOKLET**

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KESA page on KSDE website: [http://goo.gl/3iVeuU](http://goo.gl/3iVeuU)
STEP ONE: Organize Stakeholder Teams
1. It is recommended that the DLT and BLTs meet at least once during Quarter 2 so that the Quarter 2 information can be addressed.

2. Suggested KESA-related Quarter 2 agenda items:
   a. KSDE Zero Year guidance plan
   b. Compliance – nutrition/wellness, early childhood, special ed/title
   c. Foundational Structures – Rose Capacity 1: communication/basic skills; Rose Capacities 2-3: Civic/social engagement
   d. Staggered implementation plan
   e. Process overview and detailed steps of cycle
   f. Rubric #2 – familiarize staff with it and address cross-system inter-rater agreement/calibration
   g. Results: Technical/career-specific
   h. Results: Postsecondary

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1. It is recommended that DSCs and BSCs meet at least once during the spring semester – perhaps during Quarter 4 -- so that information for Quarters 3 and 4 can be addressed.

2. Suggested KESA-related agenda covering Quarters 3-4 information from the Zero Year plan:
   a. KSDE Zero Year guidance plan
   b. Compliance
   c. Foundational Structures
   d. Model/Process
   e. Rubrics
   f. Results (State Board definition)
   g. Results (State Board outcomes)
STEP TWO

Study Model/Process
**Year One**

**Step 1**
Each BLT conducts needs assessment and reviews data supporting the Results R.

**Step 2**
DLT reviews all buildings’ needs assessment and Results R data and selects goal areas (two Rs) for cycle.

**Step 3**
OVT meets with DLT, acknowledges goal areas, provides feedback,

---

Each BSC acknowledges and provides feedback regarding needs assessment and Results R data.

DSC acknowledges and provides feedback regarding needs assessment, Results R data, and selected goal areas.

Local BOE approves/acknowledges needs assessment, Results R data, and selected goal areas.
Year Two

**Step 1**
Relating to the 2 system goal areas, each BLT develops 2-3 building goals and an action plan for each.

**Step 2**
For each of the 2 system goal areas, DLT develops leadership goals and action plans.

**Step 3**
OVT meets with DLT, acknowledges goal areas, provides feedback.

---

Each BSC acknowledges, provides feedback regarding goals and action plans.

DSC acknowledges, provides feedback regarding leadership goals and action plans.

Local BOE approves/acknowledges leadership goals and action plans.

---

KESA page on KSDE website: [http://goo.gl/3iVeuU](http://goo.gl/3iVeuU)
**Process Overview (continued)**

**Year Three**

**Step 1**
Each BLT implements its action plans.

**Step 2**
Each BLT & BSC conduct mid-implementation review near end of year.

**Step 3**
OVT meets with DLT, acknowledges goal areas, provides feedback;

Local BOE approves/acknowledges mid-implementation review and any changes to goals/action plans.

KESA page on KSDE website: [http://goo.gl/3iVeuU](http://goo.gl/3iVeuU)
Year Four

**Step 1**
Each BLT continues implementation and begins collection of artifacts/evidence showing growth.

**Step 2**
Each BLT updates its BSC once each semester regarding implementation and artifacts/evidence showing growth.

**Step 3**
OVT meets with DLT, discusses artifacts/evidence and preparations for final visit in Year Five.

DLT continues implementation and begins collection of artifacts/evidence showing growth.

DLT updates DSC once each semester regarding implementation and artifacts/evidence showing growth.

Local BOE acknowledges report on implementation, artifacts/evidence, and final visit preparations.

Year Five

**Step 1**
Each BLT conducts post-implementation analysis and updates its BSC.

**Step 2**
DLT and OVT conduct on-site visit to determine OVT recommendation (to KSDE) for accreditation rating.

**Step 3**
BOE approves/acknowledges post-implementation analysis and OVT recommendation.

**Step 4**
KSDE Accreditation Review Committee (ARC) recommends accreditation rating to Kansas State Board of Education.

## KESA Year One

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Evaluate compliance and foundational structures. Address as necessary.</td>
</tr>
<tr>
<td>1</td>
<td>Establish Outside Validation Team (OVT) through KSDE-defined process. Verify that each member has received KSDE training.</td>
</tr>
<tr>
<td>1</td>
<td>BLTs conduct building needs assessments using “R” rubrics.</td>
</tr>
<tr>
<td>1</td>
<td>BLTs gather and examine data supporting the Results R.</td>
</tr>
<tr>
<td>1</td>
<td>BLT share needs assessment and results data with BSC.</td>
</tr>
<tr>
<td>1</td>
<td>DLT analyze building needs assessment and results data to identify areas of strength and need across district.</td>
</tr>
<tr>
<td>1</td>
<td>DLT gather and examine current district-level performance in the Results R. (State Board definition and outcomes)</td>
</tr>
<tr>
<td>1</td>
<td>DLT complete district-level “R” rubrics.</td>
</tr>
<tr>
<td>1</td>
<td>DLT use building- and district-level data to select two Rs as district-wide Goal Areas for the cycle.</td>
</tr>
<tr>
<td>1</td>
<td>DLT share needs assessment and results data and selected district-wide Goal Areas with DSC.</td>
</tr>
<tr>
<td>1</td>
<td>BSC meet face-to-face at least once second semester.</td>
</tr>
<tr>
<td>1</td>
<td>DSC meet face-to-face at least once second semester.</td>
</tr>
<tr>
<td>1</td>
<td>DLT share needs assessment results and selected district-wide Goal Areas with local BOE (before or after OVT meeting).</td>
</tr>
<tr>
<td>1</td>
<td>DLT meet with OVT (Chair on site, others either on site or virtual). Schedule required dates for rest of cycle.</td>
</tr>
</tbody>
</table>

Click here for document showing all five years.
## KESA Year Two

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<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Evaluate compliance and foundational structures. Address as necessary.</td>
</tr>
<tr>
<td>2</td>
<td>BLT develop a total of <strong>2-3 building goals</strong> related to either or both district goal areas.</td>
</tr>
<tr>
<td>2</td>
<td>BLT develop action plan for each building goal.</td>
</tr>
<tr>
<td>2</td>
<td>BLTs share building goals and action plans with BSC. (BSCs meet face-to-face at least once during Year 2.)</td>
</tr>
<tr>
<td>2</td>
<td>DLT review building goals and action plans.</td>
</tr>
<tr>
<td>2</td>
<td>DLT develop district leadership action plan for each district-wide Goal Area.</td>
</tr>
<tr>
<td>2</td>
<td>DLT share goals and action plans with DSC. (DSC meets face-to-face at least once during Year 2.)</td>
</tr>
<tr>
<td>2</td>
<td>DLT share goals and action plans with local BOE.</td>
</tr>
<tr>
<td>2</td>
<td>BLT and DLT coordinate and activate professional learning portions of action plans.</td>
</tr>
<tr>
<td>2</td>
<td>OVT Chair check-in to discuss action plans.</td>
</tr>
<tr>
<td>2</td>
<td>DLT present district goals/action plans, as well as summary of building goals/action plans, to local BOE.</td>
</tr>
</tbody>
</table>

*Click here for document showing all five years.*
### KESA Years Three & Four

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<th>Cycle</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Evaluate compliance and foundational structures. Address as necessary.</td>
</tr>
<tr>
<td>3</td>
<td>BLT implement action plans. Ongoing collection of artifacts/evidence.</td>
</tr>
<tr>
<td>3</td>
<td>DLT implement action plans. Ongoing collection of artifacts/evidence.</td>
</tr>
<tr>
<td>3</td>
<td>BLT conduct mid-implementation review and makes adjustments, if necessary, for continued implementation in Year 4.</td>
</tr>
<tr>
<td>3</td>
<td>BLTs share mid-implementation review with BSC. (BSCs meet face-to-face at least once during Year 3.)</td>
</tr>
<tr>
<td>3</td>
<td>DLT conduct mid-implementation review and makes adjustments, if necessary, for continued implementation in Year 4.</td>
</tr>
<tr>
<td>3</td>
<td>DLT share mid-implementation review with DSC. (DSC meet face-to-face at least once during Year 3.)</td>
</tr>
<tr>
<td>3</td>
<td>DLT meet with OVT (Chair on site, others either on site or virtual.)</td>
</tr>
<tr>
<td>3</td>
<td>DLT present summary of mid-implementation review to local BOE.</td>
</tr>
<tr>
<td>4</td>
<td>Evaluate compliance and foundational structures. Address as necessary.</td>
</tr>
<tr>
<td>4</td>
<td>BLT continue implementation. Ongoing collection of artifacts/evidence.</td>
</tr>
<tr>
<td>4</td>
<td>DLT continue implementation. Ongoing collection of artifacts/evidence.</td>
</tr>
<tr>
<td>4</td>
<td>BLT begin review of data, artifacts, evidence.</td>
</tr>
<tr>
<td>4</td>
<td>BLT review data, artifacts, evidence with BSC. (BSCs meet face-to-face at least once during Year 4.)</td>
</tr>
<tr>
<td>4</td>
<td>DLT begin review of data, artifacts, evidence.</td>
</tr>
<tr>
<td>4</td>
<td>DLT review data, artifacts, evidence with DSC. (DSC meet face-to-face at least once during Year 4.)</td>
</tr>
<tr>
<td>4</td>
<td>OVT Chair check-in to discuss data, artifacts, evidence and to plan details of Year 5 visit.</td>
</tr>
<tr>
<td>4</td>
<td>DLT present update to local BOE.</td>
</tr>
</tbody>
</table>

*Click here for document showing all five years.*
## KESA Year Five

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Evaluate compliance and foundational structures. Address as necessary.</td>
</tr>
<tr>
<td>5</td>
<td>BLT conduct post-implementation analysis (all 5 Rs).</td>
</tr>
<tr>
<td>5</td>
<td>DLT conduct post-implementation analysis (all 5 Rs).</td>
</tr>
<tr>
<td>5</td>
<td>DLT conduct formal visit with OVT.</td>
</tr>
<tr>
<td>5</td>
<td>OVT submit recommended accreditation rating to KSDE.</td>
</tr>
<tr>
<td>5</td>
<td>KSDE determine its agreement or disagreement with OVT recommendation.</td>
</tr>
<tr>
<td>5</td>
<td>KSDE notify DLT and local BOE of accreditation recommendation it will take to State Board.</td>
</tr>
<tr>
<td>5</td>
<td>Local BOE submit appeal if not in agreement.</td>
</tr>
<tr>
<td>5</td>
<td>Upon completion of appeal process, KSDE make recommendation to State Board.</td>
</tr>
<tr>
<td>5</td>
<td>State Board act on recommended rating.</td>
</tr>
<tr>
<td>5</td>
<td>KSDE notify DLT and local BOE of official rating.</td>
</tr>
<tr>
<td>5</td>
<td>DLT can print certificate and/or letter at any time.</td>
</tr>
</tbody>
</table>

*Click here for document showing all five years.*
At the end of the third quarter of Zero Year, we will ask you to select your KESA group number. Your group number will correspond with the year you will receive your first KESA rating.

EXAMPLES:
1. If you will be ready to receive your first KESA rating in the first official year of KESA (2017-2018), then you will choose Group 1.
2. If you will be ready to receive your first KESA rating in the fifth year of KESA, then you will select Group 5.

<table>
<thead>
<tr>
<th>Official existence of KESA:</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group #</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ZERO YR</td>
<td>KESA RATING YR</td>
<td>YEAR 1</td>
<td>YEAR 2</td>
<td>YEAR 3</td>
</tr>
<tr>
<td>3</td>
<td>ZERO YR</td>
<td>KESA RATING YR</td>
<td>YEAR 1</td>
<td>YEAR 2</td>
<td>YEAR 3</td>
</tr>
<tr>
<td>4</td>
<td>ZERO YR</td>
<td>KESA RATING YR</td>
<td>YEAR 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>YEAR 1</td>
<td>YEAR 2</td>
<td>YEAR 3</td>
<td>YEAR 4</td>
<td>KESA RATING YR</td>
</tr>
</tbody>
</table>

KESA page on KSDE website: [http://goo.gl/3iVeuU](http://goo.gl/3iVeuU)
STEP THREE

Introduce Rubrics
# KESA Rubrics: Format

## Rubric Format

<table>
<thead>
<tr>
<th>The Component</th>
<th>The Descriptors</th>
<th>The Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RELEVANCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COMPONENT 1: CURRICULUM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>No Evidence</td>
<td>Implementing</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Kansas College and Career Ready Standards: Implementation</td>
<td>Provides evidence of implementation of Kansas College and Career Ready Standards at district and school levels. Demonstrates use of Kansas College and Career Ready Standards to create two of the following: district curriculum, vertical alignment, student learning outcomes, scope and sequence for teaching and learning, and implemented research-based strategies.</td>
<td>Provides evidence of implementation of Kansas College and Career Ready Standards at district and school levels. Implementation is reviewed on an annual basis according to a process. Demonstrates use of Kansas College and Career Ready Standards to create three of the following: district curriculum, vertical alignment, student learning outcomes, scope and sequence for teaching and learning, and implemented research-based strategies.</td>
</tr>
<tr>
<td>Curriculum and resources adoptions</td>
<td>Provides evidence of leader and educator participation in curriculum and resources adoptions.</td>
<td>Provides evidence of leader and educator participation in curriculum and resources adoptions. Presents a process for adoptions.</td>
</tr>
<tr>
<td>Professional learning</td>
<td>Presents and uses data at the classroom, school, and district levels to inform professional learning about curriculum.</td>
<td>Uses data at the classroom, school, and district levels to inform professional learning about curriculum. Uses learning communities to address learning needs.</td>
</tr>
</tbody>
</table>

Needs Assessment

The needs assessment (Year 1) and post-implementation analysis (Year 5) will entail schools and systems going through the four rubrics, as well as analyzing their “Results R” data. Later in Zero Year, KSDE will provide guidance on how to conduct a needs assessment.

Assessing a Criterion During the Needs Assessment Phase

<table>
<thead>
<tr>
<th>NO EVIDENCE</th>
<th>IMPLEMENTING</th>
<th>TRANSITIONING</th>
<th>MODELING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and resources adoptions</td>
<td>Provides evidence of leader and educator participation in curriculum and resources adoptions.</td>
<td>Provides evidence of leader and educator participation in curriculum and resources adoptions. Presents a process for adoptions.</td>
<td>Provides evidence of leader, educator, family, and student participation in curriculum and resources adoptions. Presents a process for adoptions. Demonstrates that adopted curricular material content is sensitive to and reflective of the culture and community in which they will be used.</td>
</tr>
</tbody>
</table>

1. Review the MODELING descriptor. Assure IRA/common understanding of terms within it.
2. Do we meet the MODELING descriptor completely?
3. If so, what is our evidence?
4. If not, what is lacking? Do we, then, meet the TRANSITIONING descriptor completely?
5. If so, what is our evidence?
6. If not, what is lacking? Do we, then, meet the IMPLEMENTING descriptor completely?
7. If so, what is our evidence?
Establishing Inter-rater Agreement (IRA)

As systems move into the needs assessment phase (Year One, 2017-2018) of the KESA cycle, inter-rater agreement, or IRA, will be important. During that phase, each BLT will assess its school using the KESA rubrics and results data, and then the DLT will use all this data to assess the system’s overall status and determine goal areas.

In order for the DLT’s assessment to be reliable and accurate, agreement needs to exist among BLTs system-wide as to the meanings of the ratings within the rubrics. For example, if two BLTs both rate their schools as “Transitioning” in a specific criterion, the implication is that both schools are performing at the same level of quality relative to the rubric’s “Modeling” descriptor for that criterion. For this implication to be accurate, discussions must take place within a system to establish the meanings of the ratings – what this rating “looks like” in this system.

See the next page, or any of the rubrics, for examples of descriptors.
STEP FOUR

Discuss Results/Data
Technical/career-specific preparation is one element of the Kansas State Board of Education’s definition of a “Successful Kansas High School Graduate.” This would include formal career and technical education (CTE) as well as any courses or programs that prepare students for specific careers. What does/will your system use to document growth in this area? Here is a sample discussion activity for stakeholder groups. Consider the various subject areas and grade levels.

<table>
<thead>
<tr>
<th>Existing Data Points</th>
<th>Potential Data Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Data related to Career and Technical Education Pathways?</td>
<td>1. What learning activities and/or assessments of technical/career-specific skills/abilities already occur but aren’t tracked in the various subject areas and/or grade levels? Think outside the box!</td>
</tr>
<tr>
<td>• Individual Plans of Study?</td>
<td>2. What learning activities and/or assessments of technical/career-specific skills/abilities are you considering at this time that could be implemented and tracked?</td>
</tr>
<tr>
<td>• Data related to specific fine arts programs?</td>
<td></td>
</tr>
</tbody>
</table>

What else?
_________________    _________________
_________________    _________________
_________________    _________________
_________________    _________________
_________________    _________________

Results:

KESA page on KSDE website: [http://goo.gl/3iVeuU](http://goo.gl/3iVeuU)
CURRENT DISCUSSION AT KSDE:
Seven months after high school graduation:
• Enrollment in or attainment of industry-recognized certificate
OR
• Successful completion of 12 college credit hours AND enrollment in further for-credit courses

The State Board is still discussing how this outcome will be measured; as of 10-17-2016 they have not adopted these measures.
STEP FIVE

Evaluate Foundational Structures
To be accredited, systems must have structures (systemic plans, processes, programs) in place to support certain best practices and the Rose Capacities.
“Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization”

KSDE GUIDANCE
Communication – curricula/programs/services to support student learning and growth, as well as application of, the following skill areas: oral (including public speaking), written, and interpersonal communication (including conflict resolution)

Basic skills – curricula/programs/services to support student learning and growth in, as well as application of, skill areas such as the following: independent productivity, collaboration, information literacy, technology literacy, financial/consumer literacy

For internal use and discussion, rate your system regarding the level at which it addresses this foundational structure.
No Evidence – no system-wide formal structure
Implementing – drafting system-wide formal structure
Transitioning – system-wide formal structure finalized
Modeling – system-wide formal structure fully implemented
Rose Capacities 2 and 3

“Sufficient knowledge of economic, social, and political systems to enable the students to make informed choices”

“Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation”

KSDE GUIDANCE
curricula/programs/services to support student learning and growth in, as well as the application of, the above-described knowledge and understanding

For internal use and discussion, rate your system regarding the level at which it addresses this foundational structure.
No Evidence – no system-wide formal structure
Implementing – drafting system-wide formal structure
Transitioning – system-wide formal structure finalized
Modeling – system-wide formal structure fully implemented

KESA page on KSDE website: http://goo.gl/3iVeuU.
STEP SIX
Verify Compliance
To be accredited, systems must be in good standing with KSDE regarding all applicable state and federal statutory and regulatory requirements.
Q: Where can I find USDA regulations and Kansas Statutes for child nutrition programs?
A: At [www.kn-eat.org](http://www.kn-eat.org). Contacts for questions specific to CNW programs:
   - National School Lunch Program: Cheryl Johnson – csjohnson@ksde.org
   - Child & Adult Care Food Program: Jill Ladd – jladd@ksde.org
   - Summer Food Service Program: Kelly Chanay – kchanay@ksde.org
   - Healthy Kansas Schools (Physical Activity & Wellness Policies): Mark Thompson – mathompson@ksde.org

Q: Where can I find information about the Kansas School Wellness Policy Model Guidelines?
A: [Kansas School Wellness Policy Model Guidelines](http://www.kn-eat.org)

Q: What resources and training are available to help administer Child Nutrition & Wellness programs?
A: To find resources and training opportunities, search [www.kn-eat.org](http://www.kn-eat.org) by program or use the search button.
   
   OR call 785-296-2276 or access the CNW Team contact information using the [Contact Us](http://www.kn-eat.org) link.
Compliance topics include the following:

- Early Childhood Inclusion
- Early Childhood Outcomes
- Collaboration Program and Agency Collaboration
- Blending/Braiding of Funding
- Transitions

KESA page on KSDE website: [http://goo.gl/3iVeuU](http://goo.gl/3iVeuU)
EMERGENCY SAFETY INTERVENTION (ESI)
Our state has both statutes and regulations on emergency safety intervention – the use of seclusion and restraint with any student. This law has been in effect since 2013.

These laws provide limits on when emergency safety intervention may be used with any student and requirements when these interventions are used. Resources on emergency safety intervention law are located at www.ksdetasn.org

Information on data reporting and analysis and the Kansas State Board of Education’s administrative review process is located at www.ksde.org/Default.aspx?tabid=524
• Individuals with Disabilities Education Act (IDEA) Part B federal grant award:
  17 indicators in the State Performance Plan include but are not limited to the following areas:
  
  - Graduation
  - Assessments
  - Inclusion
  - Timely Initial Evaluation
  - Outcomes across Age-Spans
  - Transitions
  - Dropout
  - Suspension/Expulsion
  - Disproportionate Representation/Disability
  - Secondary Transition
  - State Systemic Improvement Plan
  - Resolution & Mediation

• District self-assessments
  
  [Link to Kansas Integrated Accountability System](http://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Kansas-Integrated-Accountability-System)
Title Services

Improving Academic Achievement of the Disadvantaged

Federal programs funded through Every Student Succeeds Act (ESSA)

Programs include:
Migrant Education
Neglected and Delinquent
Education of Homeless Children/Youth (McKinney-Vento)
Title IIA – Preparing/training/recruiting High Quality Teachers
Title III Language Instruction for Limited English Proficient and Immigrant Students

Each district completes Local Consolidated Plan, Annual reports for each program, Title Self Assessment on a 3 year cohort cycle reported to United States Department of Education

KESA page on KSDE website: http://goo.gl/3iVeuU.
Accreditation Contacts

Teacher Licensure and Accreditation (TLA)

Kelly Slaton, EPC
Accreditation/Evaluation
785-368-7356
kslaton@ksde.org

Ann Yates, EPC
Evaluation/Accreditation
785-296-5140
ayates@ksde.org

Scott Myers, Ed.D. Director
785-296-8010
smyers@ksde.org

Bill Bagshaw, Assistant Director
785-296-2198
bbagshaw@ksde.org

KESA page on KSDE website: http://goo.gl/3iVeuU.
Mission
To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

Vision
Kansas leads the world in the success of each student.

Motto
Kansans CAN.

Successful Kansas High School Graduate
A successful Kansas high school graduate has the
- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

Outcomes for Measuring Progress
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance
- Social/emotional growth measured locally