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

KSDE Contact: Kelly Slaton, Education Program Consultant
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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:
• Social/emotional factors measured locally
• Kindergarten readiness
• Individual Plans of Study (IPS)
• Graduation rates
• Post-secondary attendance/completion
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.
# Zero Year Schedule

**QUARTER:**

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

Google Doc for registering for training:
https://docs.google.com/spreadsheets/d/1w2Kkx3NzuvhQOmJLpbYm-8p6IFG-9bdRTfh72_6H9vQ/edit?usp=sharing
## ZERO YEAR Guidance Plan

### TOPIC 1 – SEP-OCT
- **Organize Stakeholder Teams**
  - DLT: establish & meet
  - DSC: establish
  - BLTs: establish & meet
  - BSCs meet

### TOPIC 2 – NOV-JAN
- **Study Model/Process**
  - Systems approach
  - Growth process
  - The Five Rs
  - Staggered implementation plan
  - Process overview
  - Detail of cycle

### TOPIC 3 – FEB-APR
- **Introduce Rubrics**
  - Rubric 1 familiarization
  - IRA/calibration

### TOPIC 4 – MAY-JUNE
- **Discuss results:**
  - State Board Definition
  - State Board Outcomes
    - Academic/cognitive
    - Kdg readiness

- **Evaluate Foundational Structures**
  - Tiered sys of support
  - Stakeholder engage
  - Diversity/equity
  - Rose Capacity 1: Comm/basic skills
  - Rose Capacities 2-3: Civic/social engage

- **Verify Compliance**
  - KESA Readiness Survey
  - Licensure and PD plans
  - Mentoring
  - Evaluation

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KESA page on KSDE website: [http://goo.gl/3iVeuU](http://goo.gl/3iVeuU)
1. **During Zero Year**, it is recommended that the DLT and BLTs meet at least once during each quarter in order to address that quarter’s information.

2. **Suggested KESA-related Quarter 4 agenda items:**
   a. KSDE Zero Year guidance plan
   b. Compliance – fiscal/financial, data quality certification, data submissions
   c. Foundational Structures – Rose Capacities 6-7: Postsecondary and career preparation
   d. Detail of Cycle 1 for those beginning in Years 2-5 of process
   e. Accreditation Review Council (ARC)
   f. Rubric #4 – familiarize staff with it and address cross-system inter-rater agreement/calibration
   g. Results: civic engagement, social-emotional factors

1. During Zero Year, it is recommended that DSCs and BSCs meet at least once during the spring semester. For second 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
1. KESA Initial Report
   a. ALL SYSTEMS will need to fill in Submitter, OVT Chair, and Year in Process pages by September 15.
   b. Complete entire report by end of 2017-2018 (after OVT visit).
   c. Draft of report available on KESA web page.

2. KESA Final Report
   a. Counterpart to Initial Report (from Year One)
   b. Complete by end of final year in cycle after OVT visit
By the end of Zero Year, systems should have assigned themselves to a “Year in KESA Process” (left column below) for 2017-2018.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5</strong></td>
<td>ZERO YR</td>
<td>KESA RATING YR</td>
<td>YEAR 1</td>
<td>YEAR 2</td>
<td>YEAR 3</td>
<td>YEAR 4</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>ZERO YR</td>
<td>KESA RATING YR</td>
<td>YEAR 1</td>
<td>YEAR 2</td>
<td>YEAR 3</td>
<td></td>
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<td><strong>2</strong></td>
<td>ZERO YR</td>
<td>YEAR 1</td>
<td>YEAR 2</td>
<td>YEAR 3</td>
<td>YEAR 4</td>
<td></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>ZERO YR</td>
<td>YEAR 1</td>
<td>YEAR 2</td>
<td>YEAR 3</td>
<td>KESA RATING YR</td>
<td></td>
</tr>
</tbody>
</table>
In 2017-2018, these systems will do the following:

1. Virtual meeting with OVT by end of September.
   1. Discuss the process and data the system used for determining needs and selecting two Goal Areas.
   2. Document school and system baseline data supporting the Results “R.”
   3. Complete KESA Initial Report
2. Schools develop their goals and action plans.
3. System develops its leadership goals and action plans.
4. Official Year Two OVT visit in mid-spring and proceed with regular KESA process from this point.
5. Begin professional learning portion of action plans.

The following three years will follow the normal KESA process for Years 3, 4, and 5.
These systems are in the middle of implementing their school and system action plans. In 2017-2018, these systems will do the following:

1. Begin implementation.
2. Virtual meeting with OVT by end of September.
   1. Discuss the process and data the system used for determining needs and selecting two Goal Areas.
   2. Document school and system baseline data supporting the Results “R.”
3. Complete KESA Initial Report
3. Official Year Three OVT visit in mid-spring and proceed with regular KESA process from this point.

The following two years will follow the normal KESA process for Years 4 and 5.
These systems are finishing their implementation of school and system action plans. In 2017-2018, these systems will do the following:

1. Continue implementation.
2. Virtual meeting with OVT by end of October.
   a. Document the process and data the system used for determining needs and selecting two Goal Areas.
   b. Complete KESA Initial Report to document their activity up to this point.
3. Official Year Four OVT visit in mid-spring and proceed with regular KESA process from this point.

The following year will follow the normal KESA process for Year 5.
These systems are in the final year of the KESA process – ready to examine the effects of their work over the past years. In 2017-2018, these systems will do the following:

1. Document the process and data the system used for getting to this point: identifying needs, selecting Rs, developing goals and action plans.
2. Complete KESA Initial Report to document their activity up to this point.
3. Virtual meeting with OVT by end of October.
4. Official Year Five OVT visit in mid-spring and proceed with regular KESA process from this point (KESA Final Report, OVT Executive Summary).

The following year, the system will begin a full five-year KESA cycle.
Accreditation Review Council

- Acronym: ARC
- Review system data, make recommendation of rating to SBoE
- Members from all 10 SBoE districts
- Members are education professionals (elementary, middle, secondary, higher ed, other)
- Number of members yet to be determined
- Calendar to be developed
- Training provided by KSDE

KESA page on KSDE website: http://goo.gl/3iVeuU.
The needs assessment (Year 1) yields information on the system’s current situation so that areas of focus can be identified for improvement. The post-implementation analysis (Year 5) yields information on the system’s new “current situation” so that improvement can be documented and new or continuing areas of focus.

There is no template, per se, for the KESA needs assessment. It simply has two parts:
1. Completing the KESA rubrics (including supporting evidence)
2. Examining “Results R” data

During Zero Year, systems are encouraged to familiarize staff and stakeholder committees with the KESA rubrics by reviewing one rubric each quarter.

The next page gives a visual explanation of the format of the rubrics, and the following page offers a set of steps for completion of the rubrics.

## Rubric Format

### The “R”

#### RELEVANCE

### The Component

<table>
<thead>
<tr>
<th>Criteria</th>
<th>No Evidence</th>
<th>Implementing</th>
<th>Transitioning</th>
<th>Modeling</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<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>
<td>Provides evidence of implementation of Kansas College and Career Ready Standards at district and school levels. Implementation is reviewed throughout the academic year according to a process. Demonstrates use of Kansas College and Career Ready Standards to create all of the following: district curriculum, vertical alignment, student learning outcomes, scope and sequence for teaching and learning, and implemented research-based strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum and resources adoption</td>
<td>Provides evidence of leader and educator participation in curriculum and resources adoption.</td>
<td>Provides evidence of leader and educator participation in curriculum and resources adoption. Presents a process for adoption.</td>
<td>Provides evidence of leader, educator, family, and student participation in curriculum and resources adoption. Demonstrates that adopted curricular material content is sensitive to and reflective of the culture and community in which they will be used.</td>
<td></td>
<td></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. Uses learning communities to address curriculum.</td>
<td>Presents and uses data at the classroom, school, and district levels to inform professional learning about curriculum. Uses learning communities to address curriculum.</td>
<td>Uses formalized process to analyze data at the classroom, school, and district levels to inform professional learning needs about curriculum. Documents work of how learning communities are reviewing and addressing curriculum.</td>
<td></td>
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</tbody>
</table>

### The Descriptors

#### The Ratings

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785-368-7356

# Completing the Rubrics: 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><strong>Curriculum and resources adoptions</strong></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>

**Steps** for assessing each criterion (each row in the rubric):

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
“Civic Engagement” is one of the five elements of the State Board of Education’s definition of a successful Kansas high school graduate (See p. 4.).

DEFINITIONS

Civic Engagement: the sharing of skills and knowledge through actions intended to improve communities, states, nations, the world and self

Self-efficacy: the confidence that one’s actions can make a difference, either alone or in collaboration and cooperation with others
## Civic Engagement Results

<table>
<thead>
<tr>
<th>CIVIC SKILLS</th>
<th>CIVIC KNOWLEDGE</th>
<th>CIVIC ACTIONS</th>
<th>CIVIC INTENT</th>
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</thead>
<tbody>
<tr>
<td>Speak</td>
<td>Govt structures</td>
<td>Vote</td>
<td>Commitment to one’s and others’</td>
</tr>
<tr>
<td>Listen</td>
<td>Govt processes</td>
<td>Volunteer</td>
<td>• Rights</td>
</tr>
<tr>
<td>Collaborate</td>
<td>History</td>
<td>Participate</td>
<td>• Welfare</td>
</tr>
<tr>
<td>Organize</td>
<td>Geography</td>
<td>Collaborate</td>
<td>• Freedom</td>
</tr>
<tr>
<td>Advocate</td>
<td>Economics</td>
<td>Compromise</td>
<td>• Fairness</td>
</tr>
<tr>
<td>Gather info</td>
<td></td>
<td>Speak</td>
<td>• Trust</td>
</tr>
<tr>
<td>Process info</td>
<td></td>
<td>Assist</td>
<td>• Duty</td>
</tr>
</tbody>
</table>

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dgifford@ksde.org
785-296-3892
Results: Civic Engagement

Schools should provide:

- Rigorous course work in social sciences
- Experiences in discussion of issues
- Service projects connecting classroom and community
- Access to service activities
- Strong student government
- Instruction/access to simulations of democratic process

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RESOURCES

Kansans Can Civic Engagement Fact Sheet:
http://www.ksde.org/Portals/0/Learning%20Services%20Documents/Kansans%20Can%20Civic%20Engagement%20Fact%20Sheet%20July%202021.pdf

Civic Engagement General Resources:
Kansas Volunteer Commission: http://kanserve.org/
http://www.ksde.org/LinkClick.aspx?fileticket=NVWtw0lWAOW%3d&tabid=472&portalid=0&mid=3124

Guidebook: Six Proven Practices For Effective Civic Learning:
http://www.ksde.org/LinkClick.aspx?fileticket=ARPzBNKHvWE%3d&tabid=472&portalid=0&mid=3124
DATA AND APPROACH

• Perception Data (i.e. surveys)
• Process Data (i.e. numbers served)
• Outcome Data (i.e. What did you prove?)
• Multiple Measures
• School Climate Data
• Tiered Approach
• Utilize Evidenced-Based Curriculum
Social-Emotional Factors

RESOURCES
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.
Regarding Postsecondary and Career Preparation:

Rose Capacity 6: “sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently”

(Curricula, programs, and services to support student learning and growth in preparation for postsecondary learning.)

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
Regarding Postsecondary and Career Preparation

“Rose Capacity 7: sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market”

(Curricula, programs, and services to support student learning and growth in preparation for postsecondary learning.

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/3iVeU
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.
REQUIREMENTS

• Bullying (KSA 72-8256)
• Jason Flatt Act (Youth Suicide)
• Erin’s Law (Child Sexual Abuse)
• SB 367 (Juvenile Justice)
• Individuals with Disabilities Education Act (IDEA)
• Elementary and Secondary Education Act (ESEA)
• Student Discipline Data (suspensions, expulsions etc.)
Fiscal/Finance

- Superintendent’s Organizational Report (SO-66)
- Principal’s Building Reports (PBR)
- CPA Audits
- KSDE Audits
- Budgets
- Payment Requests
- Annual Statistical Report
- Special Ed Transportation (Form 308)
- Local Effort for General State Aid
- Mill Rate Form
- Unencumbered Cash Balance Report

RESOURCES

• Fiscal Auditing web page: http://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing

• Budget Information web page: http://www.ksde.org/Agency/Fiscal-and-Administrative-Services/School-Finance/Budget-Information
PRIVACY AND SECURITY

• Family Educational Rights and Privacy Act (FERPA)

• School Finance “Online Budget Packet”

• KIDS Training [http://kidsweb.ksde.org/Training](http://kidsweb.ksde.org/Training)

• Data Quality Certification
STATE AND FEDERAL DATA SUBMISSIONS

• Timeline for Reports and Collections
  http://www.ksde.org/Data-Central/Timeline-for-Reports-and-Collections

• School Finance “Online Budget Packet”

• KIDS Training http://kidsweb.ksde.org/Training

• Data Quality Certification
Accreditation Contacts

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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