

# Kansas Education Systems Accreditation Guidance

2021-2022





## KESA GUIDANCE 2021-2022



Dr. Randy Watson  
Kansas Commissioner of Education

### Fellow Kansas Educators:

The accreditation of Kansas school systems is some of the most important work we do. Your work, these past years, to implement the Kansas Education Systems Accreditation (KESA) model has ensured Kansas' education system is meeting the needs of each student it serves. It also reflects the quality of your educational system. I want to thank you for your time and hard work during this process.

KESA was developed to align perfectly with the Kansas State Board of Education's bold vision for education in Kansas – Kansas leads the world in the success of each student. The State Board identified outcomes – social-emotional growth, kindergarten readiness, Individual Plan of Study (IPS), high school graduation, postsecondary success and civic engagement - to ensure that each child would ultimately be a successful high school graduate and support Kansas in achieving its vision.

We have learned a lot these past five years. One of the things learned was that there is a high need for continuous professional development surrounding continuous improvement. Therefore, we are taking the regional approach that the Kansans Can School Redesign Project successfully implemented and bringing that model of support to KESA. This 2021-2022 school year, we have 11 systems entering their second cycle in KESA (accredited 2020-2021) that will pilot this model of support. If successful, we will open up the regional training in the 2022-2023 school year to any system completing its first accreditation cycle in 2021-2022.

This is not a KESA pilot, nor is KESA changing at this time. Do we foresee possible changes in the future? Absolutely! Not changing means stagnation, and not something we want for Kansas. The Kansas State Department of Education (KSDE) wants a purposeful and meaningful change of our accreditation model. We are constantly gathering feedback and adjusting to ensure that the accreditation process in Kansas helps to move systems forward in an effort to ensure the success of each student.

As you navigate through the guidance document, you will find new System Yearly Reports that reflect purposeful continuous improvement. More specificity in questions related to the State Board outcomes are also visible in these reports. Additionally, you will find language that helps build a unified KESA across all state continuous improvement initiatives.

Thank you for all you do for the education of Kansas children!

A handwritten signature in black ink, appearing to read "Randy Watson".

Dr. Randy Watson  
Kansas Commissioner of Education



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# Kansas Vision for Education: Definition of Success

Kansans are demanding higher standards in academic skills, as well as employability and citizenship skills, and the need to move away from a one-size-fits-all system that relies on state assessments. This new vision for education calls for a more student-focused system that provides support and resources for individual success and will require everyone to work together to make it a reality. Together, Kansans Can.

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 the workforce, without the need for remediation.

## Outcomes to be measured

### 1. Social-emotional Factors Measured Locally

**GOAL:** Each student develops the social, emotional and character competencies that promote learning and success in life.

**EXPLANATION:** Academics are one component of student success. Students also need to develop other skills, such as teamwork, perseverance and critical thinking.

### 2. Kindergarten Readiness

**GOAL:** Each student enters kindergarten socially, emotionally and academically prepared for success.

**EXPLANATION:** Kindergarten readiness is an essential building block for future achievement and academic success. A high percentage of a child's brain architecture is built before the age of 5. Children who enter kindergarten with strong readiness skills are more likely to maintain this success.

### 3. Individual Plan of Study (IPS)

**GOAL:** Each student has an Individual Plan of Study that identifies talents, passions and interests that will be used when selecting high school courses and in career exploration.

**EXPLANATION:** Students with this preparation will be ready for success in postsecondary education, the workforce, the attainment of industry-recognized certifications and continued civic engagement.

#### 4. High School Graduation

**GOAL:** Each student graduates from high school with academic and cognitive preparation, as well as technical, employability and civic engagement skills.

**EXPLANATION:** Students with this preparation will be ready for success in postsecondary education, the workforce, the attainment of industry-recognized certifications and continued civic engagement.

#### 5. Postsecondary Success

**GOAL:** Students pursuing a postsecondary education have completed or are engaged in a two-year or four-year program of study, a technical certification program or military service.

**EXPLANATION:** Postsecondary engagement and success open the doors to a wide variety of opportunities. Most students will opt to attend a two-year, four-year or technical college or join the military – all of which play a critical role in preparing students for life and the workforce.

# Introduction to the Document

After several years of developing a new model, Kansas implemented a systems approach to accreditation beginning with the 2017-2018 school year. This Kansas Education Systems Accreditation (KESA) and the Kansans Can Vision give school systems the leverage to purposefully implement systemic improvement by identifying the underlying causes of academic and nonacademic challenges. Ultimately, the goal is to create a sustainable culture of improvement as evidenced by process and results.

This document is developed to provide you with information that will help you understand the continuous improvement process called for in KESA. Also, expanded information regarding system and Outside Visitation Team (OVT) responsibilities is provided later in this document. A brief definition of each section is described below.

- **KESA Process Guidance**

- Continuous Improvement Process**

- The growth cycle, also known as a continuous improvement process, is central to moving systems toward the state vision: “Kansas leads the world in the success of each student.” This section walks through each phase of the process and offers systems guidance in how to execute the phases of the continuous improvement process. A calendar outlining both systems and OVT responsibilities is provided. Additionally, a rubric for the implementation of each phase can be found on [page 44](#) in the appendix.

- **KESA Reporting Guidance**

- System Responsibility**

- This section will include a look ahead at the information for years one through five, respectively. All information requested from these pages is to be documented on your KESA pages in authenticated applications. It is recommended that you review the “System’s Activity” information bulleted on the first page of each yearly section. The setting of an annual agenda is completed in collaboration with your OVT chair. Sample agendas are found in the appendix. It is the responsibility of the system to ensure that their reports are completed 30 days in advance of their OVT visit.

- **OVT Responsibility**

- The OVT section primarily addresses the role of the OVT chair. However, it is the responsibility of the chair to communicate with OVT members prior, during and after the spring visit concerning calendars, agendas and individual assignments contributing to the quality of each visit. All required documentation contained in the KESA authenticated application can be saved as a PDF and shared with members electronically. The chair will collaborate with the system leader in the development of the annual visit agenda. A periodic review of the Growth Cycle and the Kansans Can Vision will help maintain a quality improvement focus. The Growth Cycle Chart is included in this section, and a copy of the Kansans Can Vision Chart is in the appendix. OVT responsibilities begin with a review of the “Preparation for ...” pages for each respective year. [Starting on page 20](#) the OVT Annual Summary questions to be completed following the visit. The Yearly Annual Summary questions are to be completed collaboratively by the visitation team. The chair responds in the KESA authenticated applications section under [Outside Visitation Team on page 26](#). Only the chair has access to input and edit.



- **Accreditation Review Council (ARC) Responsibility**

The ARC has the task of reviewing and discussing all of the information provided by the system and the OVT to develop an accreditation recommendation to the Kansas State Board of Education. The ARC reviews the documentation, completes an Executive Summary, and determines an accreditation status recommendation. If the ARC determines that a Conditionally Accredited status recommendation is warranted, it provides areas for improvement within the Executive Summary. The Executive Summary is provided to the State Board of Education in support of the recommendation. The Executive Summary is also known as the accreditation report. The Executive Summary and other ARC documents will be provided in the [Accreditation Review Council section starting on page 33](#).

- **Appendix**

The appendix will include resources, templates, and other documents for reference by any of the stakeholders charged with completing any of the KESA sections in authenticated applications. See Instructions for [Gaining Access to KESA Applications starting on page 70](#).

# Kansas Continuous Improvement Process

## Leadership and the KESA Process

The bedrock of the KESA model is a quality improvement process grounded in evidence-based practices. To ensure fidelity to such a process, as well as transparency for stakeholders, third party accountability is key. In KESA, third-party accountability is provided through the OVT. The Outside Visitation Team (OVT) is a group of education professionals charged with coaching, mentoring and supporting the system they are serving for the duration of the five-year accreditation cycle.

The KESA Cycle of Improvement is based on the premise that system and building leadership are knowledgeable about and prepared to facilitate and lead a continuous improvement process in their district. To engage in leadership, individuals should:

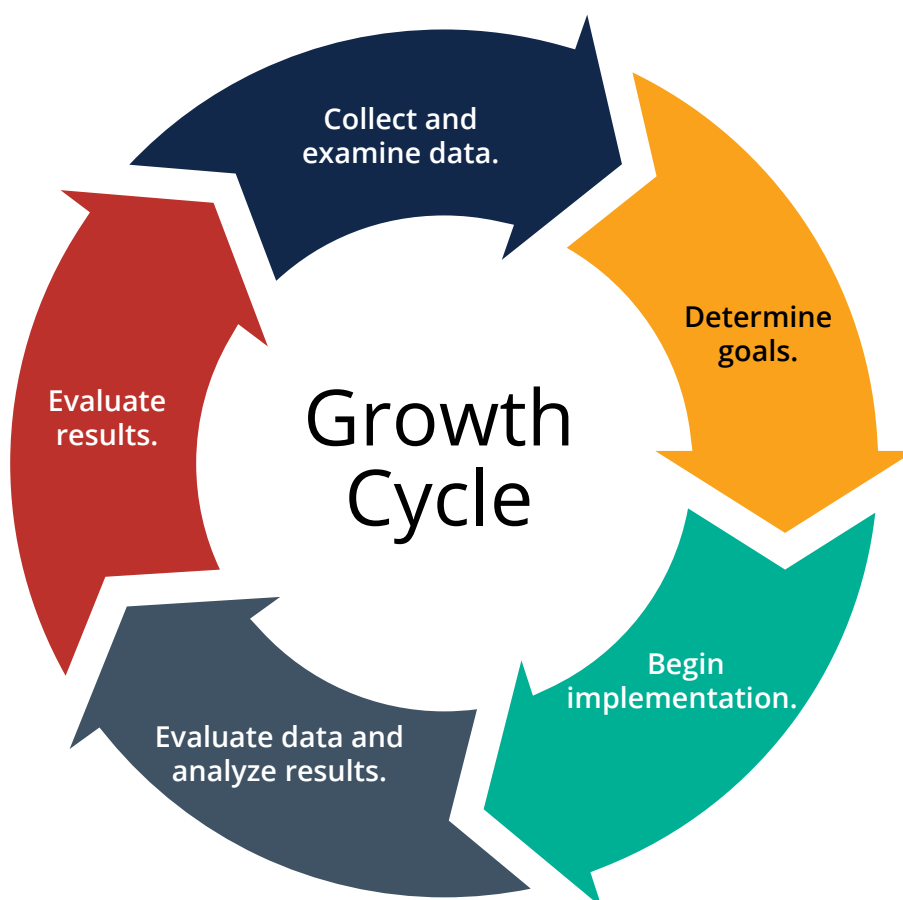
- Have an understanding of Leadership (Instructional Leadership, Change Leadership, Shared Leadership, Transformational Leadership and the difference between managers and leaders).
- Implement District Leadership Teams (DLT) and Building Leadership Teams (BLT), understand their purpose and function and empower them to be integral parts of the KESA process.
- Implement District Site Councils (DSC) and Building Site Councils (BSC), understand their purpose and function and empower them to be integral parts of the KESA process.
- Develop, review and revise the vision and mission of the system.
- Develop, review and revise beliefs/values of the systems.
- Understand and be knowledgeable of the system and building data.
- Select strategies for improvement based on a data analysis process.
- Align curriculum, instruction and assessment programs to your vision, goals and content standards.
- Identify professional development for the system and align with their five-year inservice plan.
- Plan for sustainability.

## Defining the KESA Phases of Continuous Improvement

The Kansas accreditation process consists of five phases that create an ongoing continuous improvement process. The phases of the continuous improvement process are to be implemented in an ongoing fashion and are not meant to be equated with years.

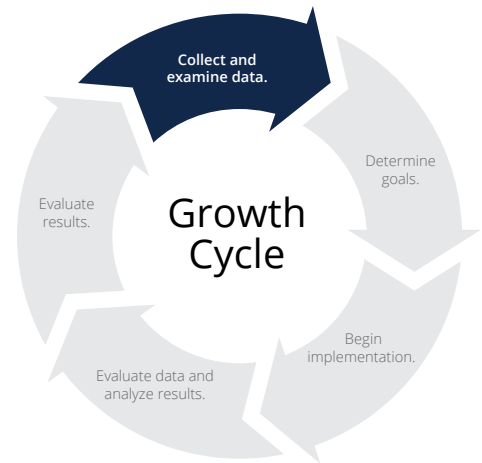
Beginning in the 2022-2023 school year, the continuous improvement initiatives in Kansas will align around common language to better support systems. Below, you will find the unified continuous improvement language in parentheses underneath the existing phase with which it aligns.

Following is the description of the five phases extracted from the complete descriptions with system actions on [pages 16-18](#).



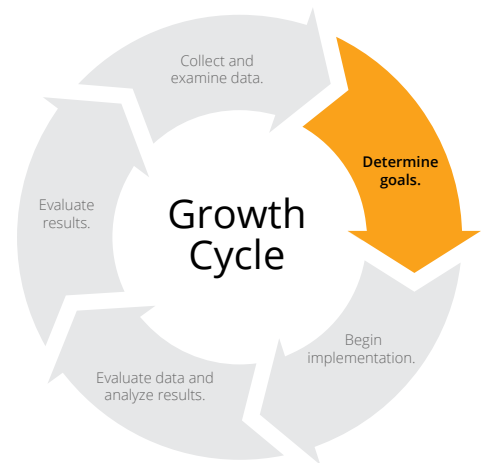
## PHASE 1: Collect and Examine Data - Needs Assessment Process and Analysis (Data Analysis)

A needs assessment starts with a vision and end goal(s) in mind, and it attempts to align the needs based on data and stakeholder perceptions. A needs assessment changes systems by determining underlying root causes that prevent improvement. This process helps a system identify challenges and areas needing improvement. It is the identification of gaps that exist between the status of a system and its vision. For KESA, the needs assessment process is twofold: building-level and system-level. The needs assessments should be designed to collect data for all the initiatives within the organization.



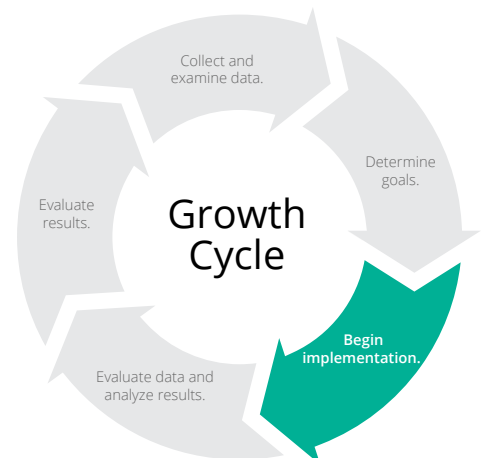
## PHASE 2: Determine Goals – Action Planning (Set Goals - Select Strategies)

The system uses the needs assessment information gathered in phase 1 to define and prioritize needs and develop system-level and building-level goals. Although KESA does not require a specific format for action planning, it does require the following components to be included in the action steps for an improvement plan: needs assessment data collection and analysis; measurable goal(s); success criteria; interventions/strategies; timelines/action steps; resources; professional learning plan; implementation fidelity; and accountability measures.



## PHASE 3: Implement – Putting Strategies/ Interventions into Practice (Implement Strategies)

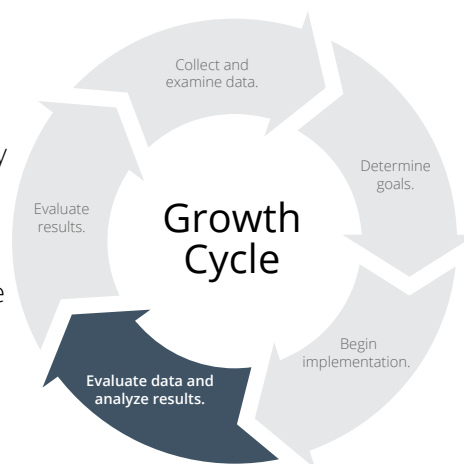
This phase of the continuous improvement model is about implementing the approved improvement plan; utilizing and assessing formative and summative assessments; and reviewing the data to determine the effect of the evidence-based strategy/intervention on the goal(s). This phase includes a continuous review of the work to determine what is working and what needs to change.



## PHASE 4: Examine Data and Analyze Results

(Strategy Analysis)

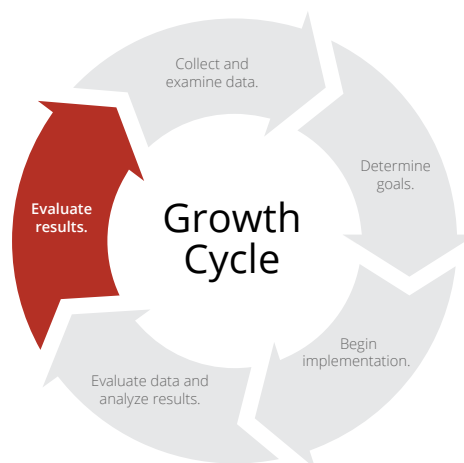
During the implementation phase, there are constant feedback loops involving all stakeholders, both internally and externally. A feedback loop is a process in which the outputs of a system are circled back and used as inputs. The KESA accreditation process requires regular analysis and review of its strategies/interventions. These feedback loops are used to determine if any changes are needed within the school improvement process. No school improvement process should be implemented without continuous assessment of the intervention strategies.



## PHASE 5: Evaluate Results

(Strategy Analysis - Data Analysis)

This phase is the cumulative product of the alignment between the needs assessment, goals, implementation, analysis of data, and evaluation of results. As a continuous growth process, the results become a bridge to the next phase of data analysis and goal setting. Systems reflect on their comprehensive needs assessment data to determine what has improved, maintained or declined so appropriate actions can be taken. The results become part of the potential comprehensive needs assessment as data is utilized to determine goals.



**Note:** The unabridged KESA Continuous Improvement Cycle narrative is in the [Appendix starting on page 39](#).

# Timeline of KESA Responsibilities

This is a suggested timeline that systems and OVTs can use to ensure that the reporting expectations are being met throughout the year. Expectations for systems and OVTs as it relates to the process of continuous improvement will be defined [starting on page 27](#).

## SUMMER/FALL (July-October)

SYSTEM	OVT
<ul style="list-style-type: none"> <li>• Confirm OVT chair and members.</li> <li>• Work with OVT chair to schedule the spring visit.</li> <li>• Initiate conversation with OVT, DLT and BLT to review goals, action plans and strategies and make any necessary modifications.</li> <li>• Communicate with stakeholders.</li> <li>• Meet with DSC and BSC.</li> <li>• Conduct/review needs assessment.</li> <li>• Review data including, but not limited to, Foundational Structures, State Board Outcomes and KESA goals.</li> <li>• Review/revise/create SMART goals.</li> <li>• Confirm that building goals align with KESA system goals.</li> <li>• Create/make adjustments to your action plan.</li> <li>• Ensure that your professional development plan aligns with KESA goals.</li> <li>• Implement the action plan.</li> </ul>	<ul style="list-style-type: none"> <li>• If you are a new chair to a system, register in the authenticated applications.</li> <li>• Chair initiates conversation with the system to:               <ul style="list-style-type: none"> <li>◦ Review prior year's visit and discuss any necessary updates/changes.</li> </ul> </li> <li>• Schedule a visit date for spring.</li> <li>• Obtain current contact information for OVT members.</li> <li>• Conduct an initial conversation with OVT members to outline team responsibilities.</li> <li>• Discuss the system's action plan and steps for the coming year.</li> <li>• Establish a schedule for periodic communication with the system.</li> </ul>

## WINTER (November-February)

SYSTEM	OVT
<ul style="list-style-type: none"> <li>• Continue to implement the action plan.</li> <li>• Monitor progress and collect data.</li> <li>• Continue to meet with DLT and BLT.</li> <li>• Continue to meet with DSC and BSC.</li> <li>• Update KESA Yearly System Report.</li> <li>• Confirm OVT visit date.               <ul style="list-style-type: none"> <li>◦ Year five visit must occur prior to March 31.</li> <li>◦ Years one through four visits must occur prior to May 31.</li> </ul> </li> <li>• Yearly System Report at least 30 days before the visit.</li> <li>• When ready, host your onsite visit.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain ongoing communication and support with the system.</li> <li>• Chair confirms visit date and works with the system to develop an agenda for the visit.               <ul style="list-style-type: none"> <li>◦ Communicate information to OVT members.</li> </ul> </li> <li>• Review accountability report data and any new system information.</li> <li>• If an on-site visit occurs during the winter, follow the guidance in the section below.</li> </ul>

**SPRING** (March-June)

SYSTEM	OVT
<ul style="list-style-type: none"><li>• Submit the Yearly System Report at least 30 days before the on-site visit.</li><li>• Host on-site visit, if not already completed.</li><li>• Review the OVT Annual Report for suggestions and possible next steps.</li><li>• Share OVT report with local governing agency and stakeholders.</li><li>• Continue the process of data review, evaluation of strategies, and progress toward goals.</li><li>• Review and revise goals or strategies as needed for implementation the following year.</li><li>• Make any necessary adjustments to action plans, professional development plans, etc.</li></ul>	<ul style="list-style-type: none"><li>• OVT meets and prepares for the on-site visit.<ul style="list-style-type: none"><li>◦ OVT chair and members determine areas of responsibility for writing the OVT Annual Report.</li><li>◦ Review the System Yearly Report, Accountability Report and any other pertinent data.</li><li>◦ Prepare questions to ask during the on-site visit.</li></ul></li><li>• Conduct the on-site visit; OVT chair serves as facilitator of visit.</li><li>• Write the OVT Annual Report; submitted in the authenticated application by the chair no later than 30 days after a visit.</li><li>• Follow up with systems as needed.</li></ul>

# KESA Process Guidance

The Growth Cycle, also known as a continuous improvement process, is central to moving systems toward the state vision: “Kansas leads the world in the success of each student.” This section walks through each phase of the process and offers systems guidance in how to execute on that phase of the continuous improvement process. Additionally, a rubric for implementation of each phase can be found in the appendix on [pages 44-48](#).

## PHASE 1: Collect and Examine Data - Needs Assessment Process and Analysis

(Data Analysis)

### PHASE DESCRIPTION:

A needs assessment process is an attempt to determine reality based on perceived needs and actual needs through the use of data collection. Potential data sources include e.g., System and Building Accountability Reports; KAP; Quantitative State Board Outcome Data - graduation rate and postsecondary effectiveness rate; Qualitative State Board Outcome Data measured by the STAR Recognition Rubrics - Kindergarten Readiness, Social-Emotional Growth and Individual Plan of Study (IPS); AMOSS and any other local data sources. This process should be able to help a system identify challenges and areas needing improvement. It is the identification of gaps that exist between the current status of a system and its vision, to support the following:

- Where are we now?
- How did we get to where we are?
- Where do we want to be?
- How are we going to get to where we want to be?
- What progress has already been made?
- Is what we are doing making a difference?
- What is the supporting evidence?

For KESA, the needs assessment process is twofold:

1. Building-level.
2. System-level.

Each building should be undergoing their own needs assessment process by collecting their building-level data, analyzing their data, and pushing/forwarding the data to the system to be aggregated with other building data for a holistic system review and analysis. This review at the system-level should identify areas that, as a system, need improvement. A discussion involving all stakeholders should take place to determine how addressing those areas of need will improve the system and impact/create a positive movement in the State Board Goals of social-emotional growth, kindergarten readiness, Individual Plan of Study, high school graduation and postsecondary success.



**PHASE ACTIONS FOR SYSTEMS:**

1. The system establishes, continues or refines a needs assessment process with data from a wide variety of sources (including, but not limited to):
  - a. Compliance.
  - b. Foundational structures.
  - c. State Board of Education outcomes.
  - d. Definition of a successful high school graduate.
  - e. Demographics.
  - f. Perception data (surveys).
  - g. Disaggregated Student Learning Data.
  - h. Process for Continuous Improvement (see Appendix for Rubric).
2. Each BLT and building staff member engages in the needs assessment.
3. BLT shares needs assessment data with the DLT. Both teams examine data to identify gaps and determine root causes.
4. Reviewing and analyzing data will be a constant part of the continuous improvement process at both the building and system (or district) levels.

**Phase 2: Determine Goals - Action Planning**

(Set Goals - Select Strategies)

**PHASE DESCRIPTION:**

The system uses the needs assessment information to prioritize needs and develop system goals. The schools through the analysis of their local building needs assessment determine building-level goals that will help improve their school, as well as impact the system's established goals. KESA would like to see systems thinking out of the box - taking risks with interventions/strategies that are purporting to reshape education.

**PHASE ACTIONS FOR SYSTEMS:**

1. The DLT, based on data analysis from the previous phase, establishes, continues or refines two system (district) SMART goals.
2. The DLT develops a district leadership action plan for each districtwide SMART goal.
3. Each BLT develops building goals aligned to the district SMART goals.
4. Each BLT develops an action plan for each building goals.

**Phase 3: Implement - Putting Strategies/Interventions into Practice**

(Select Strategies - Implement Strategies)

**PHASE DESCRIPTION:**

This phase of the continuous improvement model is about implementing the approved improvement plan; utilizing and assessing formative and summative assessments, and reviewing the data to determine the effect of the evidence-based strategy/intervention on the goal(s). This phase includes a continuous review of the work to determine what is working and what needs to change. Implementation fidelity is important at this stage.

**PHASE ACTIONS FOR SYSTEMS:**

1. The BLT and DLT implement action plans: activating professional learning components, implementing strategies/interventions to move building/system toward identified goals, and collecting evidence/artifacts to document the effectiveness of strategies/interventions.
2. The BLT and DLT conduct an implementation analysis including making sure that strategies are being implemented with fidelity.

## Phase 4: Examine Data and Analyze Results

(Strategy Analysis)

### PHASE DESCRIPTION:

No school improvement process should be implemented without continuous assessment of the intervention strategies. During the implementation phase, there are constant feedback loops involving all stakeholders, both internally and externally. A feedback loop is a process in which the outputs of a system are circled back and used as inputs. The KESA accreditation process requires regular analysis and review of its strategies/interventions. These feedback loops are used to determine if any changes are needed within the school improvement process.

### PHASE ACTIONS FOR SYSTEMS:

1. Each BLT and DLT reviews data, artifacts and evidence to evaluate the effectiveness of the strategies/interventions being implemented. At this point, the BLT, DLT or both, can decide whether or not to continue, modify or discontinue the strategies/interventions and alter their action plans.
2. As part of the feedback loop process, buildings/systems will update and involve site councils and stakeholders in the process.
3. During this phase, strategies and interventions will be regularly reviewed for impact and effectiveness. Strategies or interventions that are not resulting in the desired outcome should be fully reviewed to determine why they aren't impacting results and whether or not the strategy/intervention should be discontinued.

## Phase 5: Evaluate Results

(Strategy Analysis - Data Analysis)

### PHASE DESCRIPTION:

This phase is the cumulative product of the alignment between the needs assessment, goals, implementation, analysis of data, and evaluation of results. As a continuous growth process, the results become a bridge to the next phase of data analysis and goal setting. Systems reflect on their comprehensive needs assessment data to determine what has improved, maintained or declined so appropriate actions can be taken. The results become part of the potential comprehensive needs assessment as you utilize the data to determine goals for the next continuous improvement cycle.

### PHASE ACTIONS FOR SYSTEMS:

1. Each BLT and DLT reviews data, artifacts and evidence to evaluate the overall effectiveness of the strategies/interventions being implemented.
2. The system collectively reflects on the alignment between the needs assessment, SMART goals, strategy/intervention selection, implementation, data analysis, and evaluation of results in preparation for continuing the improvement cycle.
3. The system reflects on their comprehensive needs assessment data to determine what has improved, maintained or declined.
4. The system uses the results of these reflections (along with continued stakeholder input) to determine revised or new continuous improvement goals.

# KESA Reporting

## System Responsibility

Each of the System Yearly Update reports provide a look at the information for years one through five, respectively. All information requested is to be documented on your KESA reports in the authenticated application. It is recommended that you review the "System Activity."

## System Activity

The information located here will outline the steps to be taken during the first year of your KESA accreditation process. It is important that you work on filling out your Annual System Reports throughout the year to avoid being overwhelmed by having to get it all done in the spring. Remember, the System report should be completed and submitted for OVT review at least 30 days prior to the on-site visit. The setting of an annual agenda is completed in collaboration with your OVT chair. Sample agendas are found in the appendix. Regular communication with your OVT will help you make the most of your KESA process. The OVT serves as a source of support and feedback throughout the year, not just after the yearly on-site visit. Those systems getting the most out of the KESA process are those that have regular, consistent contact with its OVT.

## Year 1-4: 2022-2023

Systems in Years 1-4 during the 2022/2023 school year will not need to complete all sections of the existing KESA Forms/Authenticated Application. In order to respond to feedback we have received regarding KESA Reporting, we are adjusting the reporting requirements for systems in years 1-4 for the 2022/2023 school year. Systems will only be required to complete three sections: Compliance, Needs Assessment Process and Goals, and Assurances. All other sections of the KESA report will be considered optional for the 2022/2023 school year. You can learn more about the reporting adjustments [here](#).

### Required Sections:

- Compliance – Review and address areas as designated in the authenticated application
- Complete the section titled 'Needs Assessment Process and Goals'
  - For systems in Year 1, you can summarize your needs assessment process and results from your Legislated Building Needs Assessment in response to the first question in this section.
- Assurances

### Monitor & Update as needed:

- Foundational Structures
- State Board Outcomes
- Definition of a Successful High School Graduate

### Optional Sections:

- Tell Your Story
- Stakeholder Involvement and Engagement
- Explain Your Next Steps

**Year 5:** Provides systems the opportunity to reflect on the past year's continuous improvement efforts, outline the current state of progress in the system, and describe the continuous improvement efforts that are underway. Additionally, the information provided gives the OVT the information that it needs to fulfill its role of support for the system's continuous improvement efforts. Systems will provide information on the following topics:

1. Compliance issues (if any).
2. Foundational Structures (optional).
3. Needs Assessment Process and Goals.
  - a. Progress made toward identified goals.
  - b. New goals (if applicable).
  - c. Professional development alignment.
4. Sustainability of the improvement process (optional).
5. State Board outcomes.
6. Definition of successful high school graduate.
7. Stakeholder involvement and engagement (optional).
8. Fidelity of implementation.
9. Explain your next steps.
10. Assurances.

**System Report Sections and Questions** (webpage)

<https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Accreditation-K-12-Home/KESA>

# System Reporting

KESA is the State Board adopted accreditation model. It is a process of continuous improvement that requires improvement of results and accountability. There are a few non-negotiables for all systems seeking accreditation status from the State Board. All systems must address the areas of compliance, foundational structures and collaborate with an OVT.

In your yearly reports, you will be expected to account for the following items: Compliance and Foundational Structures, your Needs Assessment process to include goal identification and action planning, State Board Outcomes, the definition of a successful high school graduate, stakeholder involvement engagement and assurances. Information regarding the content you should report on the preceding items is outlined on the following pages.

**NOTE:** Systems are encouraged to engage in a process that embraces its unique needs and system and school cultures.

In completing the report, you are encouraged to tell your story! Because each system is unique in terms of culture and needs, telling your story provides background information and insights into the KESA continuous improvement work that you are focusing on.

## SYSTEM YEARLY UPDATE

### Compliance

This section will be automatically populated in the authenticated application if you are having any compliance issues related to accreditation. In order to be accredited, a system must be in compliance with the areas listed below. Twice a year, KSDE upgrades the status on the various compliance areas. If you have any questions regarding an issue related to compliance, see the [Compliance Areas and Contact](#)<sup>1</sup> (PDF) document on the KESA resources page on [ksde.org](https://www.ksde.org).<sup>2</sup>

- The compliance section on the authenticated application will be blank if there are currently no compliance issues for your system.
- If your system is having any compliance issues, describe what steps are being taken to address the issue.
- Identify what resources or support you are currently using or needing to address any compliance issues.

#### KESA Compliance Areas:

- |  |                                  |
|--|----------------------------------|
| • ACT and WorkKeys Participation                     | • Individual Plan of Study (IPS) |
| • Anti-Bullying Policy and Plan                      | • Jason Flatt Act                |
| • Assessments  | • KIDS - DQC                     |
| • Child Abuse and Neglect Mandated Reporter Training | • KIDS Reporting                 |
| • Child Nutrition & Wellness                         | • Licensure                      |
| • Dyslexia   | • Professional Development Plan  |
| • Early Childhood                                    | • Special Education (IDEA)       |
| • Educator Mentoring and Induction Plan              | • Title Services                 |

<sup>1</sup> <https://www.ksde.org/Portals/0/TLA/Accreditation/KESA%20Resources/Compliance%20Areas%20and%20Contacts%20-%20Current.pdf?ver=2021-11-23-075005-793>

<sup>2</sup> <https://www.ksde.org>

## Foundational Structures

Throughout the KESA process, you will be asked to report on how your system is addressing certain foundational structures that have been identified as essential or primary requisites for the operation of any state-accredited system in Kansas.

In certain years, you will be asked to describe how your system is addressing each of the foundational structures that are essential for any effective educational system. At the completion of the KESA process, you will reflect on how your continuous improvement work within the KESA process has impacted each of those foundational structure areas.

Below you will find the list of foundational structures that all Kansas educational systems are expected to have, as well as links to a rubric that you can use as a self-assessment of where you are in the implementation of each of these areas. These rubrics are not part of the KESA reporting process but can help you evaluate your progress in these foundational areas and assess the degree to which they are incorporated into your system.

- **Tiered Framework/System of Support** (PDF)  
<https://www.ksde.org/Portals/0/TLA/Accreditation/KESA%20Resources/FSR-Rubric%20Tiered%20Framework%20System%20of%20Supports%20083121.pdf?ver=2021-09-01-135152-713>
- **Family, Business and Community Partnerships** (PDF)  
<https://www.ksde.org/LinkClick.aspx?fileticket=whsFlda7U6U%3d&tabid=1478&portalid=0&mid=5574>
- **Diversity, Equity and Inclusion** (PDF)  
<https://www.ksde.org/LinkClick.aspx?fileticket=eWNQUMmFHso%3d&tabid=1478&portalid=0&mid=5574>
- **Communication/Basic Skills** (PDF)  
<https://www.ksde.org/Portals/0/TLA/Accreditation/KESA Resources/FSR-Rubric-Basic Skills 082621.pdf?ver=2021-08-26-142303-767>
- **Civic and Social Engagement** (PDF)  
<https://www.ksde.org/Portals/0/TLA/Accreditation/KESA Resources/FSR-Rubric - Civic and Social Engagement 083121.pdf?ver=2021-09-01-135152-807>
- **Physical and Mental Health** (PDF)  
<https://www.ksde.org/Portals/0/TLA/Accreditation/KESA Resources/FSR-Rubric-Physical and Mental Health 083121.pdf?ver=2021-09-01-135152-713>
- **Arts and Cultural Appreciation** (PDF)  
<https://www.ksde.org/Portals/0/TLA/Accreditation/KESA Resources/FSR-Rubric-Art and Cultural Appreciation 082621.pdf?ver=2021-08-26-142303-860>
- **Postsecondary and Career Preparation** (PDF)  
<https://www.ksde.org/Portals/0/TLA/Accreditation/KESA Resources/FSR-Rubric - Postsecondary and Career Preparation 083121.pdf?ver=2021-09-01-135152-713>

## Needs Assessment, Goal Setting and Action Plan Development

In this section, you will describe your system needs assessment process and findings. This needs assessment can be based on the KESA Rubrics or another needs assessment instrument. Be sure to consider both qualitative and quantitative data. This information will assist your system in identifying the goal areas and provide the OVT information to understand the decisions that have been made to this point and in making recommendations for moving forward.

- Describe the involvement of site councils and other stakeholders in the needs assessment process.
- Identify concerns or challenges having to do with specific disaggregated groups within your system, certain buildings, stakeholder groups or outliers that you discover during your needs assessment.
- In what way do the buildings in your system all participate and/or contribute to your system plan? How are building plans aligned?
- Describe how your professional learning opportunities align with the needs of your system.

## State Board Goals

In this section, your system will describe how you are currently performing in each of the following State Board goal areas. Describe the data that you are collecting to measure your progress for each Board Goal. Then, provide context for your data through an analysis of your progress toward each outcome.

### Qualitative

- Social-emotional growth.
- Kindergarten readiness.
- Individual Plan of Study (IPS).
- Civic engagement.

### Quantitative

- Academically prepared for postsecondary.
- High school graduation.
- Postsecondary success.

## State Board of Education's Definition of a Successful High School Graduate

In certain years, you will be asked to summarize how your system helps students meet the definition of a successful high school graduate.

### A successful high school graduate has the ...

- **Academic Preparation:** Possessing foundational knowledge in areas of study with the ability to understand standards, competencies and content. As measured by:
  - Academic standards
  - Competencies
  - State Assessments
  - ACT/SAT/ASVAB/WorkKeys
- **Cognitive Preparation:** Ability to formulate problems, conduct research, interpret and communicate information with precision and accuracy. Making connections of new learning to previous learning using:
  - Memory
  - Thinking
  - Imagination
  - Thinking about thinking (metacognition)
- **Technical Skills:** Having the abilities and knowledge needed to perform specific tasks.
  - Hands-on skills
  - Work-based experience(s)
- **Employability Skills:** Having interpersonal and intrapersonal skills to thrive as an individual and within a team.
  - Self-regulation
  - Self-efficacy
  - Self-awareness
  - Assertiveness
  - Empathy
  - Conflict Management
- **Civic Engagement:** Sharing skills and knowledge through actions intended to improve communities, states, nations, the world and themselves.
  - Actions and attitudes associated with social participation - voting, volunteering and donating money.

**To be successful in postsecondary education,** in the attainment of an industry-recognized certification or the workforce, without the need for remediation.

## System Yearly Updates to be completed in the Authenticated Application

System Reports serve as evidence of work completed and progress made. They provide a record for anyone in the system of the work completed for accreditation purposes. In addition to providing documentation for system staff members, these reports also provide the OVT with the work the system has completed. Thoroughly addressing each area within this report allows the OVT to better prepare for their on-site visit and to complete their annual report which serves as documentation for the system of the OVT findings and improvement suggestions, as well as to the ARC at the end of the accreditation cycle.



# Outside Visitation Team

## Responsibilities

Educators serving on the Outside Visitation Team (OVT) provide a crucial service to enhance the quality of education delivered to Kansas children by supporting systems in their continuous improvement efforts. OVT members and chairs are professionals responsible for mentoring, coaching and supporting their colleagues in this accreditation process. The OVT will ultimately write a report in year five that the ARC will access to help them determine an accreditation status recommendation to the State Board of Education at the end of the accreditation cycle.

No later than May 31 of each year, the OVT will conduct an on-site system visit for systems in years one through four. If the system is in its fifth year and is presented to the ARC for accreditation, the visit needs to occur no later than March 31. These visits should boast rich conversations and data reviews aimed at addressing the State Board outcomes and the Kansans Can Vision. These expectations are summarized in the Annual Summary completed in the KESA authenticated application by the visiting team. The OVT Annual Summary is the first line of evidence to the ARC. It is a summary of what was experienced during the visit. It is communicating to the ARC what you did during the visit, what is happening in the System, its schools, and student learning. The report is informative. It is the expectation that the chair ensures that these summaries are a collective effort of all OVT members and submitted on time.

The OVT chair will have read-only access to the System Yearly Updates. All system documentation should be distributed electronically to all OVT members in preparation for visits and/or writing of Annual Summaries. The System Yearly Updates can be downloaded from the KESA application and distributed to OVT members.

The Annual Summaries are the only documents completed by the OVT as part of the accreditation process. They should be considered working documents visible in real-time to all with access.

The following documents can be found in the next few pages:

- A table outlining the OVT chair and member responsibilities throughout the accreditation cycle.
- Sample questions and topics of discussion are provided to demonstrate what could take place at each annual on-site visit.
  - Selected questions and topics of discussion should be based on the System Yearly Update, which is to be reviewed by the OVT in advance of the visit.
- Annual Summary pages which reflect those found in authenticated applications are provided here as information only.
- Sample agendas for use by the OVT chair, in collaboration with the system, are located in the appendix.

## OVT RESPONSIBILITIES THROUGHOUT ACCREDITATION CYCLE

### OVT Chair\*:

- Schedule on-site visit for mid-spring.
- Provide coaching as needed.
- Attend on-site visit.
- Complete annual summary.

### Members\*:

- Attend on-site visit.
- Review documentation before the visit.
- Ask questions and take notes during the visit.
- Assist with writing of the summary report within 30 days of the visit.

	YEAR 1	YEAR 2-4	YEAR 5-ACCREDITATION
Tasks	<ul style="list-style-type: none"> <li>• Prepare for visit by reviewing System Yearly Report and artifacts.</li> <li>• Conduct annual visit to discuss compliance, foundational structures, needs assessment, qualitative and quantitative data, goals and next steps.</li> <li>• Conduct stakeholder interviews and share information with the system.</li> <li>• Based on process, data and goals, make recommendations to the system on possible action plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for visit by reviewing System Yearly Report and artifacts</li> <li>• Each visit will include:               <ul style="list-style-type: none"> <li>• Check on compliance issues (if any) and foundational structures.</li> <li>• Review of SMART goals, including alignment to State Board of Education outcomes and any changes, additions or deletions from previously stated goals.</li> <li>• Review of an action plan.</li> <li>• Review Professional Learning Plan and alignment to goals.</li> </ul> </li> <li>• Conduct stakeholder interviews and share information with the system.</li> <li>• Based on process, data and goals, make recommendations to the system on possible action plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for visit by reviewing System Yearly Report and artifacts.</li> <li>• OVT guides the system in a comprehensive reflection of the alignment between the needs assessment, goals, implementation of strategies, collection, and analysis of data, and evaluation of results reflecting on the previous cycle and preparing for the next.</li> <li>• Conduct stakeholder interviews and share information with the system.</li> <li>• Based on process, data and goals, make recommendations to the system on possible action plans.</li> </ul>

*\* Annually, systems should coordinate with the OVT chair and members to ensure they are still willing and able to serve, have access to documents and know their responsibilities.*

# Preparation for Each Annual On-Site Visit

## 1. Chair schedules visit.

Sometime in the fall, the OVT chair establishes a mid-spring date with the system leader for the visit. Contact information is exchanged between the DLT and OVT, and the chair and system leader discuss the year-in-cycle and needs assessment process.

## 2. System Yearly Update.

One month prior to the mid-spring visit, the system yearly update should be available for review in the KSDE Authenticated Application, KESA System Updates. This System Yearly Update is available in real-time for periodic chair review.

## 3. On-site visit agenda.

At least one month prior to the visit, after reviewing the system's yearly update, the agenda is finalized (sample agendas are available in the appendix). Collaboration between the chair and system leadership is essential to ensure that the agenda accommodates both groups and addresses the system's needs. The agenda will focus on activities best suited for face-to-face review and interaction. Remember to consider facilities - location, breaks, lunch, transportation for tours (if applicable) - in setting the agenda. It is the coresponsibility of the chair and system to ensure all OVT team members are informed of the agenda.

Agenda items will include meetings and discussions involving system leadership, building leadership, site councils and other stakeholders as appropriate. Other stakeholders could include: parents, students, business and community leaders, classified staff, etc. Visits should be organized to support system improvement efforts related to the KESA Framework, Redesign, and the State Board vision and outcomes. Visits should be informal, yet focused. Visitors should be inquisitive and supportive; hosts should not feel compelled to embellish or reluctant to ask for assistance. The OVT should be sure to ask questions that are challenging in order to provoke thought and provide outside perspective on issues facing the system.

Some activities may require the attendance of the entire DLT, while other activities may only require the attendance of representative groups of stakeholders. Facilities tours that are directly tied to your continuous improvement efforts and meetings with focus groups may be appropriate but are not required.

The agenda should include time at the beginning and end of the visit for the OVT to meet on its own to ensure all OVT members are clear of expectations and to process the visit and complete the annual summary. The system will provide an appropriate room for this purpose.

## 4. Conduct the visit.

The visit must be conducted no later than May 31 in years one through four and no later than the end of March in year five. The following questions are provided to the OVT to assist with the on-site visits and to gain knowledge that will assist with the completion of the OVT Annual Summary requirements.

## Possible Questions for OVT to Ask During Visits

These phase questions could be asked in any yearly visit depending on where the system is in the growth cycle process. Some questions may be asked every year as systems continue to implement strategies, collect and analyze data and make adjustments to their action plans. These questions are only examples. You need to dig into the system's report, look at their responses, and ask the hard questions.

### PHASE 1: Collect and Examine Data

- As you reflect on stakeholder input (site councils, leadership teams, families, community, students and staff members), which group(s) might have been overlooked? Is there a reason that this group(s) wasn't included or overlooked? Is this something that needs to be remedied?
- Why did you select the tools, measures, surveys and data that you did as part of your needs assessment? What data might be missing to get a complete picture of your system?
- Did you have any outliers (outliers could be above or below the norm) of note when you looked at your data (buildings, subgroups, etc.)? What challenges do these outliers present?
- Is there any data that is missing for your system to conduct a comprehensive needs assessment? If so, how will you get this information?
- What did you learn from the data that you collected and analyzed?
- Subgroups (socio-economic, ethnicity, special education, gender, etc.). What does your data tell you about your subgroups?
  - Gaps
  - Trends
  - Cohort groups

### PHASE 2: Determining Goals and Action Planning

- Based on your needs assessment, do you have any concerns about focusing on these goals instead of other potential goals?
- How certain are you that the goals you selected, and the time, energy, and resources that you are investing are going to impact student success?
- How are your building-level goals aligned with your system-level goals?
- How do your system goals address the needs of your outliers?
- When these goals are achieved, what will be the impact on the Kansans Can Vision of a successful high school graduate?
- How do you know that your selected indicators will move you to progress toward your goals?
- How will prioritizing these goals impact your other system/building initiatives?

### PHASE 3: Implement: Putting Strategies and Interventions Into Practice

- Before deciding on your selected strategies, what others did you consider to help you achieve this goal?
- What obstacles might you face in ensuring all appropriate staff members are fully trained to implement your strategies or interventions?
- What event or data will trigger a change in your strategy?
- How are you going to hold each other accountable for the implementation of your action plan?

### PHASE 4: Examine Data and Analyze Results

- What do you do if you are successful in implementing your strategies but don't make progress on your measurable goals?
- Were your strategies effective? As evidenced by \_\_\_\_?
- Which strategies have you implemented that have given you the greatest impact? Why were they successful?
- Are there additional pieces of data that you need to determine the effectiveness of your interventions?
- How did your outliers respond to your strategies and interventions? How did this impact your data?
- How has the original needs assessment data changed as a result of implementing your identified strategies?

### PHASE 5: Evaluate Results

- Have you seen enough evidence that your strategies have moved you closer to your goal? If so, how do you sustain this momentum? If not, what adjustments do you need to make?
- Is this a goal that needs to continue to be a priority focus? If so, how will you approach it differently? If not, have you embedded the strategies that allowed you to achieve this goal?
- Were there any specific stakeholder engagement strategies that helped you to achieve your goals?
- How has your continuous improvement work in KESA impacted your students, staff, schools and community?
- What lessons, good or bad, did you learn from this cycle of continuous improvement that will influence your next cycle?
- How has KESA led to meaningful change in your system?

## Writing the Annual OVT Report

The purpose of the OVT Annual Summary report is twofold. First, the report is designed to give feedback to the system on its progress in terms of the KESA continuous improvement process. Second, the report serves as documentation for the ARC as it reviews each system and makes a recommendation to the State Board of Education on accreditation status. The report should contain an explanation of the process that the system has undertaken as documented by the evidence or data that they have collected during their decision-making and implementation process.

A well-written, and thorough, OVT report will make the work of the ARC quicker and easier. The OVT Annual Report should provide all of the evidence that the ARC needs to make an accreditation recommendation determination. A well-written OVT Annual Summary report will include the following:

- Clarity in writing.
- Answers the question.
- Examples/evidence/data.
- Observations of the system's progress.
- Highlights decisions, discussions and interviews.
- Provides support ... Where to next?
- Summarizes visit.
- Writes to both system and ARC.

### [OVT Annual Report Sections and Questions](https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/KESA) (webpage)

<https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/KESA>

# Accreditation Review Council

## Responsibilities

Educators serving on the ARC assume the role of system data reviewers for the purpose of making an accreditation status recommendation to the State Board of Education. The ARC will have real-time access to system data via KSDE Authenticated Applications. The data reviewed will include the System Yearly Updates and the OVT Annual Summaries submitted each year of the accreditation process and data maintained by KSDE. Data will include State Board outcome results and student performance results. The ARC will use the system's accountability report as a first line of data when determining whether or not the system is seeing results from their continuous improvement efforts.

Additionally, the ARC will rely on the assurances provided by the OVT validating local data, qualitative and quantitative, and accreditation process information. Following the OVT final spring visits each year, the ARC conducts reviews on each system seeking accreditation status. Each system will be notified of an impending recommendation before a presentation is made to the State Board. The system will accept the recommendation or be allowed to respond to any further expectations highlighted by the ARC. All systems granted a status of "accredited" will receive a congratulatory letter and a certificate of accreditation.

**The Accreditation Review Council reviews systems for an accreditation recommendation based on the following definitions:**

- **"Accredited"** means the system is in good standing (compliance) with the state board and that they provided conclusive evidence of growth in student performance. In addition, the system provided conclusive evidence of an intentional, quality growth process.
- **"Conditionally Accredited"** means 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 not able to provide conclusive evidence of an intentional, quality growth process.
- **"Not Accredited"** means:
  1. The system is not in good standing (compliance) with the state board or
  2. The system fails to provide conclusive evidence of either improvement in student performance or a process of continuous improvement.

## Process Fidelity

This information will be completed by the OVT and should be part of the OVT Executive Summary.

Terminology    Definition

<b>No evidence</b>	No evidence or irrelevant evidence.
<b>Inconclusive</b>	Inadequate evidence.
<b>Conclusive</b>	Adequate evidence.

This system followed the KESA process with an expected level of fidelity.

- ☐ No evidence
- ☐ Inconclusive
- ☐ Conclusive

All compliance areas are appropriately addressed.

- ☐ No evidence
- ☐ Inconclusive
- ☐ Conclusive

All Foundational areas are appropriately addressed.

- ☐ No evidence
- ☐ Inconclusive
- ☐ Conclusive

Evidence is documented that Goal 1 activities and strategies were identified, implemented and produces reasonable results.

- ☐ No evidence
- ☐ Inconclusive
- ☐ Conclusive

Evidence is documented that Goal 1 activities and strategies were identified, implemented and produces reasonable results.

- ☐ No evidence
- ☐ Inconclusive
- ☐ Conclusive



System stakeholders relevant to each part of the KESA process were actively involved during the accreditation cycle.

- ☐ No evidence
- ☐ Inconclusive
- ☐ Conclusive

System leadership was appropriately responsive to the Outside Visitation.

- ☐ No evidence
- ☐ Inconclusive
- ☐ Conclusive

Evidence is documented that policies, procedures and regulations guiding the system for long-term sustainability have been created and or updated.

- ☐ No evidence
- ☐ Inconclusive
- ☐ Conclusive

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# Appendix

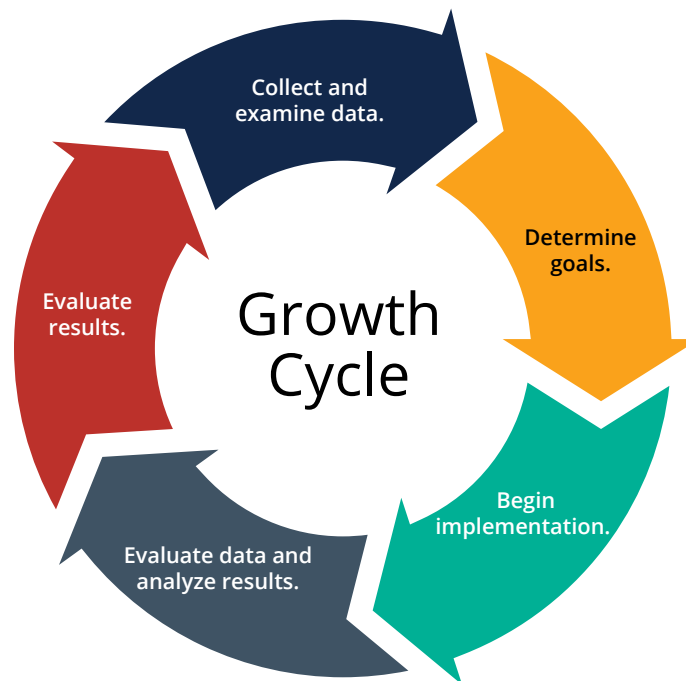
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# KESA Cycle of Improvement

The KESA Cycle of Improvement is based on the premise that system and building leadership are knowledgeable about and prepared to facilitate and lead a continuous improvement process in their district. Leadership should:

- Understand Leadership (different types of leaders and difference between managers and leaders).
- Implement District Leadership Teams (DLT) and Building Leadership Teams (BLT) and understand their purpose and function.
- Implement District Site Councils and Building Site Councils and understand their purpose and function.
- Develop, review and revise vision and mission of the system.
- Develop, review and revise beliefs/values.
- Understand and be knowledgeable of the system and building data.
  - Importance of data.
  - What's needed, and what's not.
  - Which are the important data and why.
  - What data is missing.
- Make decisions for improvement based on a data based decision-making process.
- Align curriculum, instruction and assessment.
- Identify professional development for the system and align with their five-year inservice plan.
- Plan for sustainability.



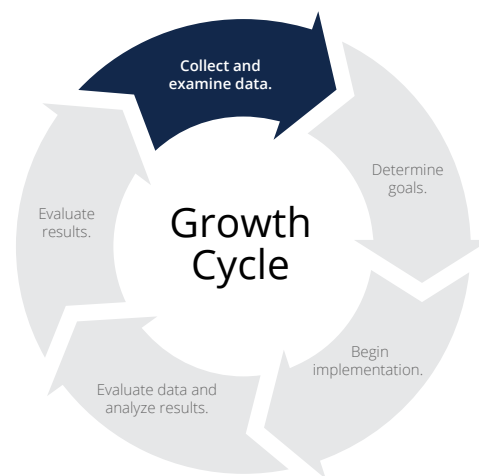
## Collect and Examine Data – Needs Assessment Process and Analysis

A needs assessment process is an attempt to determine reality based on perceived needs and actual needs through the use of data collection. This process should be able to help a system identify challenges and areas needing improvement. It is the identification of gaps that exist between the current status of a system and its vision that leads the work created in your improvement plan. For KESA, the needs assessment process is twofold:

1. Building-level.
2. System-level.

Each building should be undergoing their own needs assessment process by collecting their building-level data, analyzing their data, and pushing/forwarding the data to the system to be aggregated with other building data for a holistic system review and analysis. This review at the system-level should identify areas, that as a system, need improvement. A discussion should take place to determine how addressing those areas of need will improve the system and impact/create a positive movement in the State Board Goals of social-emotional growth, kindergarten readiness, Individual Plan of Study (IPS), high school graduation and postsecondary success. BLT members that are part of the DLT and who are knowledgeable of their building data are not only contributing to the identification of systemwide goals, but are also identifying how they can support these goals based on their individual buildings needs assessment. Ideally, these should align. There may be times when the System identified goals may not directly impact a building; and it is at this point that conversations need to take place to determine how the building needs can be addressed while still supporting the system's growth, as well as its own.

A needs assessment process should include the opportunity to dig into the data and determine root causes for the data. Here is where there is an opportunity to go back to our childhood years and ask the "why" question. We call this the 2 through 5-year-old child technique. This is important to ensure that any strategy/intervention will create the expected impact. A good data analysis process will include some form of statistical analysis. Although "statistics" can be a word that many may shy away from, there seems to always be someone in a system that can help.



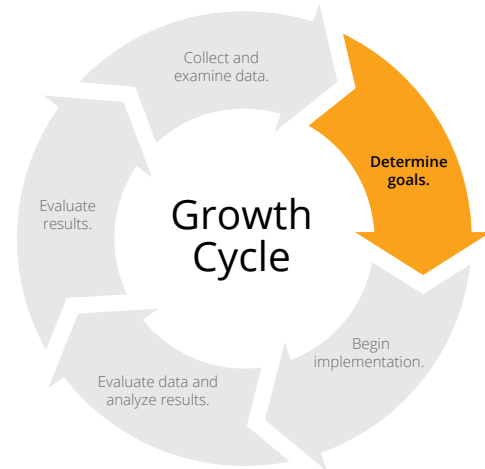
### A comprehensive needs assessment should include the following:

- Stakeholders that represent all parts of the system.
- A system and building profile (including student and community demographics e.g., number of students, grade levels, how long the system has been in the community, disaggregated information on student enrollment and teacher information, budgetary information such as per pupil cost, etc.).
- Other disaggregated data:
  - Attendance.
  - Chronic absenteeism.
  - Graduation rates.
  - Dropout rates.
  - Postsecondary success.
  - Student mobility, etc.
- Early childhood data.
- Student achievement data.
  - Local
  - State
  - National
- Student, family, community and business input.
- School climate and culture information.
- Technology information.
- Curriculum alignment, curriculum audits.
- Instructional approaches.
- Data should be both quantitative and qualitative.
- Triangulation of data.
- Types of data sources:
  - Interviews, surveys, focus groups, observations.
  - Document analysis of budgets and strategic plans.

## Once the Data is Collected, Determine Goals – Action Planning

The system uses the needs assessment information to prioritize needs and develop system goals. The schools, through the analysis of their local building needs assessment, determine building-level goals that will help improve their school, as well as impact the system's established goals. KESA would like to see systems thinking out of the box. Taking risks with interventions/strategies that are purporting to reshape education. What is it that the system is seeking to accomplish?

Although KESA does not require a specific format for action planning, it does require the following components be included in an action plan:

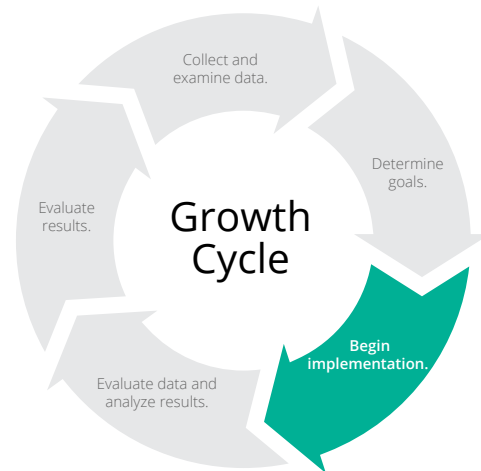


1. A measurable goal – Think of SMART goals.
2. Success criteria:
  - a. How will you know when you are successful?
  - b. What is your baseline data?
  - c. Do you have a target you want to reach?
3. What information lead you to your decision (Supporting Data)?
4. Professional Learning needed?
5. Intervention/strategy (research- and evidence-based) to be implemented with action steps?
6. Who is responsible for ensuring that the data related to the intervention is being collected and that the intervention is being implemented with fidelity?
7. Timelines:
  - a. When will data be collected?
  - b. When will training take place?
  - c. How often are aspects of the intervention/strategy to be implemented?
  - d. When will events take place, etc.?
8. Resources:
  - a. What are the necessary resources to ensure that the intervention is successful?
  - b. Are there resources needed as a whole or by action steps?
  - c. What are they?
9. How will you know that your action steps have been successful (Indicator of Success)?
10. Accountability:
  - a. How will you hold everyone accountable?
  - b. When will you meet to discuss you action plan?
  - c. Will you create visuals to show progress (scoreboards)?

## Implement – Putting Strategies/Interventions into practice

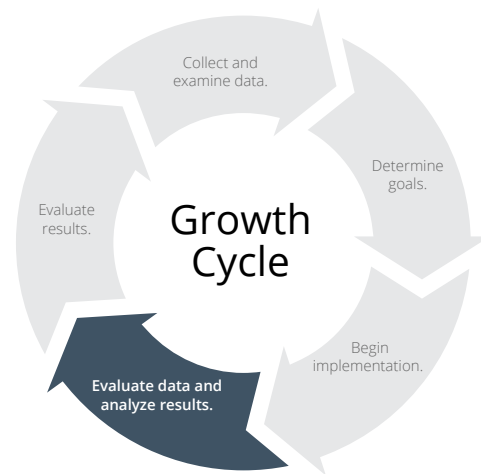
This stage of the continuous improvement model is all about accomplishing the plan; practicing the learning to help improve the desired outcome. It is about fidelity of implementation, assessing both in formative and summative fashion the effect of the strategy/intervention on the goal. It is about constant review of the work being achieved.

The implementation stage can allow you to explore some strategies before full implementation. It can help you determine whether or not the system as a whole is ready for full implementation. It is a good way to start small with something before scaling the intervention/strategy. During this stage, a system needs to be flexible.



## Examine Data and Analyze Results

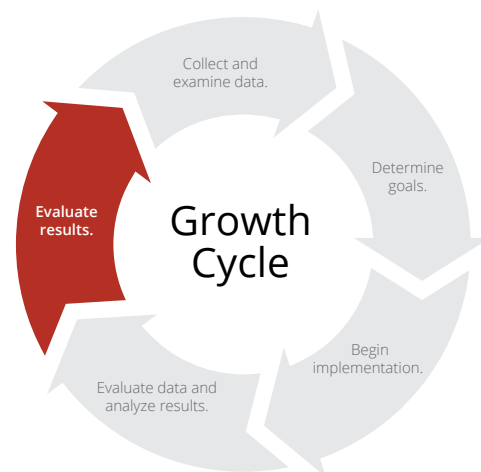
During the implementation stage, there are constant feedback loops taking place. These feedback loops are used to determine what needs to change. No system should be implementing for years without consistently and routinely assessing what is transpiring as a result of the intervention/strategy. Although KESA is a five-year accreditation process, it requires yearly analysis and review of its strategies/interventions. Data is critical to determine when in the five-year cycle of accreditation interventions/strategies need to be adjusted. This stage of the process is all about evaluating the success of the implementation plan as it was organized and prepared. Can the system explain the data results?



## Evaluate Results

At this point in the continuous improvement process, systems should be back at looking at their comprehensive needs assessment to determine what has improved, maintained or dipped. Conversations about the needs assessment results along with the analysis of the implementation plan should help the system make some determinations on whether or not the original goals are impacting the summative measures of the accreditation expectations. Some evaluation questions that can be asked are:

- How do we know the change is actually an improvement?
- How do we know the intervention/strategy was a factor in the improvement?
- Is it time to scale and to what level?
- Is there a need for additional training?
- Is the system on track for a successful accreditation?





# Continuous Improvement Process

**This rubric is meant to be used as a self-assessment/self-monitoring tool for systems while they are engaging in the continuous improvement process. This rubric will not be used to evaluate system implementation of the continuous improvement process.** Rather, it is intended for system use throughout the implementation of the improvement process. Systems should work at the ‘transitioning’ level with the goal of modeling the continuous improvement process. Systems should use this rubric to ensure rigorous and quality implementation of the continuous improvement process called for in KESA.

Definitions for the rubric scoring categories are as follows:

- Emerging**      Work is becoming more evident; plans are taking form; all of the relevant pieces are in place.
- Implementing**      There is evidence that work is being done; plans are being actively put into action.
- Transitioning**      There is evidence that the work is moving in a positive direction. There are pockets of implementation and sustained efforts.
- Modeling**      Work is part of the school culture and efforts are being made to maintain, embed and improve quality.

# Rubric of Effective Process Implementation

Collect and Examine Data - Needs Assessment Process and Analysis	Level 1: Emerging	Level 2: Implementing	Level 3: Transitioning	Level 4: Modeling
<p>A needs assessment starts with a vision and end goal(s) in mind, and it attempts to align the needs based on data and stakeholder perceptions. A needs assessment changes systems by determining underlying root causes that prevent improvement.</p>	<p>Data is gathered but is not unified as a comprehensive needs assessment as defined in the phase description.</p>	<p>A needs assessment is utilized to determine current state, but all quantitative and qualitative areas of school improvement are not addressed.</p>	<p>Implement a comprehensive needs assessment that evaluates your current state by providing data and evidence around quantitative and qualitative measures to inform your school improvement efforts.</p>	<p>Updates to the comprehensive needs assessment are embedded in its use through the strategic analysis of data gathered. Progress monitoring is used to identify current state and gaps by providing data and evidence around quantitative and qualitative areas of school improvement.</p>
<p>A comprehensive data collection process provides evidence aligned with the system's vision, to support the following:</p> <ul style="list-style-type: none"> <li>• Where are we now?</li> <li>• How did we get to where we are?</li> <li>• Where do we want to be?</li> <li>• How are we going to get to where we want to be?</li> <li>• What progress has already been made?</li> <li>• Is what we are doing making a difference?</li> <li>• What is the supporting evidence?</li> </ul>	<p>Only incomplete or partial data from SOME stakeholder groups exists. Feedback loops are not well established and communication between loops is not established.</p>	<p>Limited data from ALL stakeholder groups is gathered and analyzed. Feedback loops exist but communication between feedback loops are not interconnected and responsive. Data is not regularly shared with stakeholder groups.</p>	<p>Multiple data points from ALL stakeholder groups are gathered and analyzed throughout the growth cycle. Feedback loops are embedded within the organization to allow for data sharing and collective analysis. Data is shared with stakeholder groups with a focus on soliciting reaction and reflection.</p>	<p>Multiple data points are gathered and analyzed from ALL stakeholder groups throughout the growth cycle. Feedback loops are embedded within the organization to allow for data sharing and collective analysis. Data is shared with stakeholder groups with a focus on soliciting reaction and reflection.</p>
<p>This process helps a system identify challenges and areas needing improvement. It is the identification of gaps that exist between the status of a system and its vision. For KESA, the needs assessment process is twofold: building-level and system-level. The needs assessments should be designed to collect data for all the initiatives within the organization</p>	<p>System and building leaders do not intentionally and collectively analyze data. Data is analyzed independently or not in concert with the whole.</p>	<p>System and building leaders analyze data but analysis does not result in a cohesive response.</p>	<p>System and building leaders analyze data to determine root cause, determine gaps, and develop processes for responding to data.</p>	<p>System and building leaders analyze data to determine root cause, determine gaps, and develop processes for responding to data with a focus on alignment and system coherence.</p>

Determine Goals - Action Planning	Level 1: Emerging	Level 2: Implementing	Level 3: Transitioning	Level 4: Modeling
<p>The system uses the needs assessment information gathered in phase 1 to define and prioritize needs and develop system-level and building-level goals. Although KESA does not require a specific format for action planning, it does require the following components be included in the action steps for an improvement plan:</p> <ul style="list-style-type: none"> <li>• Needs assessment data collection and analysis.</li> <li>• Measurable goal(s).</li> <li>• Success criteria.</li> <li>• Interventions/strategies.</li> <li>• Timelines/action steps.</li> <li>• Resources</li> <li>• Professional learning plan.</li> <li>• Implementation fidelity.</li> <li>• Accountability measures.</li> </ul>	Systems have an internal team tasked with determining a goal, but there is a disconnect between data, defined need, and the selected goal.	Systems utilize internal and external stakeholders-but with minimal opportunities for input-along with their data to make decisions and set goals.	Systems have engaged internal and external stakeholders to think about and evaluate their current reality and desired state leading to the creation of SMART Goals and aligned strategies/interventions based on relevant data while establishing benchmarks, measures of success, and plans for consistent and on-going evaluation of effectiveness.	Systems consistently and regularly engage diverse groups of internal and external stakeholders in two-way communication that is transparent, and supports the development of stakeholder investment in the SMART Goals and Aligned Actions which reflect the current and desired state.
	<p>There is a disconnect between State Board Outcomes and local goals.</p> <p>The goal is not a SMART Goal and little occurs in the way of monitoring, measuring, and evaluating the implementation and impact of the strategies aligned to the goal.</p>	<p>There is a connection between State Board Outcomes and local goals but the determination was not based on data.</p> <p>While goals are based on data, there is often only one piece of data being utilized as opposed to a comprehensive needs analysis that aligns lead and lag measures for each goal area which would allow for the selection of lead measures (strategies which lead you closer to your measurable goal).</p>	There is alignment between State Board Outcomes and local goals based on data.	<p>There is alignment between State Board Outcomes and local goals based on quantitative and qualitative data.</p> <p>Goals and Actions have an implementation and accountability timeline and progress monitoring, data analysis, and impact evaluation is assigned to a team member for consistent and regular review.</p>

Implement - Putting Strategies/ Interventions into Practice	Level 1: Emerging	Level 2: Implementing	Level 3: Transitioning	Level 4: Modeling
	An improvement plan exists but the plan is more of a formality than it is an influential component of continuous improvement.	An improvement plan exists and is being implemented in part but not as an intentional and holistic approach to continuous improvement.	The system is actively implementing the approved improvement plan.	The system has an embedded improvement plan that is responsive to the needs assessment administered throughout the year.
	Either formative or summative assessments exist, but they do not inform the other; one key area of evaluation is missing.	Formative and summative assessments exist but routine administration is weak; moreover, the alignment of data points for evaluation and analysis is underdeveloped.	Formative and summative assessments are intentionally utilized to inform the system; administration is routine and a process for timely analysis and action is embedded.	Assessments are routine, aligned to the improvement plan, and provide lead/lag data; multiple data points are used for the analysis of each strategy/intervention.
	Data is collected, but it is not actively used to inform decision making.	Data is collected and can be analyzed but it is not timely and/or informative in the decision making process.	Data is analyzed to determine the effect of the strategies/ interventions being implemented through an established decision making process.	Data is aligned to implementation and impact; valid measures are actively used in the decision making process.
	Evaluation of the work, and subsequent action, is not documented.	Evaluation occurs sporadically, but it is not throughout in an embedded manner.	Evaluation of the work occurs throughout the process.	Evaluation is embedded in the process and is more than a stand-alone activity.

Examine Data and Analyze Results	Level 1: Emerging	Level 2: Implementing	Level 3: Transitioning	Level 4: Modeling
	The district does not have a system of shared leadership, gathering minimal input and feedback from stakeholder groups.	There is evidence of shared leadership and stakeholder input and feedback at the building and system-levels. However, there is not a clear connection between building and system goals.	There is evidence that shared leadership and stakeholder input and feedback is occurring in all buildings and at the district level.	Systems consistently and regularly engage diverse groups of internal and external stakeholders in shared leadership by establishing two-way communication to identify and analyze data, artifacts and evidence (outputs) which inform system goals(inputs).
	A minimal amount of data, artifacts and evidence have been collected and a relationship doesn't exist between the outputs and system goals (inputs).	Data, artifacts and evidence collected is minimal, but does show alignment with the stated goals.	Building and system goals are aligned and data, artifacts, and evidence are triangulated around those goals.	The leadership teams, site councils, stakeholder groups and Onsite Visitation Teams play key roles by reviewing system information and providing feedback and input into the continuous growth process.
	Data analysis occurs in silos and does not support the continuous growth process.	Data analysis minimally supports movement within the continuous growth process.	Data analysis is used to support movement within the continuous growth process.	

Evaluate Results	Level 1: Emerging	Level 2: Implementing	Level 3: Transitioning	Level 4: Modeling
This phase is the cumulative product of the alignment between the needs assessment, goals, implementation, analysis of data and evaluation of results.	The system is not able to show the alignment between the comprehensive needs assessment, goals, implementation, analysis of data and evaluation of results in preparation for accreditation and the next cycle. Components may exist in isolation from the process.	There is limited evidence of the alignment between the comprehensive needs assessment, goals, implementation, analysis of data and evaluation of results in preparation for accreditation and the next cycle. Some components may exist in isolation from the process.	There is adequate evidence of the alignment between the comprehensive needs assessment, goals, implementation, analysis of data and evaluation of results in preparation for accreditation and the next cycle.	There is sufficient evidence the system collectively reflects on the alignment between the comprehensive needs assessment, goals, implementation, analysis of data and evaluation of results in preparation for accreditation and the next cycle.
As a continuous growth process, the results become a bridge to the next phase of data analysis and goal setting.	There is no evidence of a post-implementation analysis of building/district level data and process; align with system goals and State Board outcomes.	There is limited evidence of a post-implementation analysis of building/district level data and process; align with system goals and State Board outcomes.	There is adequate evidence of a post-implementation analysis of building/district level data and process; aligned with system goals and State Board outcomes.	There is sufficient evidence the system ensures the post-implementation analysis of building/district level data and process; aligned with system goals and State Board outcomes.
Systems reflect on their comprehensive needs assessment data to determine what has improved, maintained or declined so appropriate actions can be taken.	There is no evidence of the system reflecting on the comprehensive needs assessment data to determine what has improved, maintained or declined so appropriate actions can be taken.	There is limited evidence of the system reflecting on the comprehensive needs assessment data to determine what has improved, maintained or declined so appropriate actions can be taken.	There is adequate evidence of the system reflecting on the comprehensive needs assessment data to determine what has improved, maintained or declined so appropriate actions can be taken.	There is sufficient evidence the system reflects on their comprehensive needs assessment data to determine what has improved, maintained or declined so appropriate actions can be taken.
The results become part of the potential comprehensive needs assessment as you utilize the data to determine goals.	There is no evidence of the system using the results as a comprehensive needs assessment to utilize the data to determine goals for the next cycle.	There is limited evidence of the system using the results as a comprehensive needs assessment to utilize the data to determine goals for the next cycle.	There is adequate evidence of the system using the results as a comprehensive needs assessment to utilize the data to determine goals for the next cycle.	There is sufficient evidence the system uses the results as a comprehensive needs assessment to utilize the data to determine goals for the next cycle.

# KESA Compliance Areas and Contact Information

COMPLIANCE AREAS	PRIMARY CONTACT	SECONDARY CONTACT	COMPLIANCE EXPECTATION
ACT and WorkKeys Participation	Julie Ewing <a href="mailto:jewing@ksde.org">jewing@ksde.org</a>	Lee Jones <a href="mailto:ljones@ksde.org">ljones@ksde.org</a>	<ul style="list-style-type: none"> <li>Systems offer the opportunity for students to participate in ACT and WorkKeys.</li> </ul>
Anti-Bullying Policy and Plan	Shanna Bigler <a href="mailto:sbigler@ksde.org">sbigler@ksde.org</a>	Kent Reed <a href="mailto:kreed@ksde.org">kreed@ksde.org</a>	<ul style="list-style-type: none"> <li>Anti-bullying policy.</li> <li>Implementation of a plan to address bullying.</li> </ul>
Assessments	Hayley Steinlage <a href="mailto:hasteinlage@ksde.org">hasteinlage@ksde.org</a>	Julie Ewing <a href="mailto:jewing@ksde.org">jewing@ksde.org</a>	<ul style="list-style-type: none"> <li>Participation (95%).</li> <li>Students taking statewide assessments in the core academic areas of mathematics, science, reading, writing and social studies (K.S.A. 72-6479 (c)).</li> </ul>
Child Abuse and Neglect Mandated Reporter Training	Shanna Bigler <a href="mailto:sbigler@ksde.org">sbigler@ksde.org</a>	Kent Reed <a href="mailto:kreed@ksde.org">kreed@ksde.org</a>	<ul style="list-style-type: none"> <li>Written policy developed and implemented.</li> <li>Training for all employees addressing child abuse and neglect reporting requirements for suspected physical, mental or emotional abuse or neglect or sexual abuse.</li> </ul>
Child Nutrition & Wellness	Cheryl Johnson <a href="mailto:cjohnson@ksde.org">cjohnson@ksde.org</a>	Kelly Chanay <a href="mailto:kchanay@ksde.org">kchanay@ksde.org</a> Karen Campbell <a href="mailto:kcampbell@ksde.org">kcampbell@ksde.org</a>	<ul style="list-style-type: none"> <li>Progress toward implementation of Kansas Wellness Policy Model Guidelines per KSA 72-5128.</li> <li>In compliance with all federal guidelines for Child Nutrition Programs administered, which can include National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Child &amp; Adult Care Food Program, At Risk After School Meals, Summer Food Service Program, Seamless Summer Option, Special Milk Program, Fresh Fruit &amp; Vegetable Program.</li> <li>Meet Kansas Food Safety Training Requirements.</li> </ul>
Dyslexia	Dr. Laurie Curtis <a href="mailto:lcurtis@ksde.org">lcurtis@ksde.org</a>	Joann McReil <a href="mailto:jmcrell@ksde.org">jmcrell@ksde.org</a>	<ul style="list-style-type: none"> <li>Use of universal screener for Dyslexia that provide specific sub scores relative to on grade level performance. K-2 utilize specific screeners to report spring scores: K-Phoneme Segmentation, 1st – Nonsense Word Fluency and 2nd – Oral Reading Fluency Rate.</li> <li>Professional development centered on dyslexia, structured literacy and/or tiered frameworks of support.</li> </ul>




COMPLIANCE AREAS	PRIMARY CONTACT	SECONDARY CONTACT	COMPLIANCE EXPECTATION
Early Childhood	Amanda Petersen <a href="mailto:apetersen@ksde.org">apetersen@ksde.org</a>	Amy Rzaczyński <a href="mailto:arzadcynski@ksde.org">arzadcynski@ksde.org</a>	<ul style="list-style-type: none"> <li>Participation in Kindergarten Readiness Snapshot (ASQ).</li> <li>ESEA Section 1119 – Meets the federal requirements that each school district receiving Title I funds must develop agreements and carry out coordination with Head Start and, if feasible with other early childhood programs.</li> </ul>
Educator Mentoring and Induction Plan	Ed Kalas <a href="mailto:ekalas@ksde.org">ekalas@ksde.org</a>	Shane Carter <a href="mailto:scarter@ksde.org">scarter@ksde.org</a>	<ul style="list-style-type: none"> <li>All districts have to submit a mentoring plan for the purpose of providing a mentor program for upgrading an initial to a professional license for their teachers/school specialists and administrators. NOT just those whose mentor will be receiving stipends. The district can designate that they are using an outside their district provider for their mentoring or that they are using a district developed plan.</li> </ul>
Individual Plan of Study (IPS)	Natalie Clark <a href="mailto:ndclark@ksde.org">ndclark@ksde.org</a>	Stacy Smith <a href="mailto:slsmith@ksde.org">slsmith@ksde.org</a>	<ul style="list-style-type: none"> <li>IPS Mandate</li> </ul>
Jason Flatt Act	Shanna Bigler <a href="mailto:sbigler@ksde.org">sbigler@ksde.org</a>	Kent Reed <a href="mailto:kreed@ksde.org">kreed@ksde.org</a>	<ul style="list-style-type: none"> <li>72-6284 Suicide awareness and prevention programming to all school staff.</li> <li>Parent or legal guardian notification that training materials at trainings are available.</li> <li>Programming to include at a minimum: at least one hour of training each calendar year.</li> <li>A building crisis plan developed for each school building that includes: <ul style="list-style-type: none"> <li>Steps for recognizing suicide ideation, appropriate methods of interventions; and a crisis recovery plan.</li> </ul> </li> </ul>
KIDS – DQC	Kathi Grossenbacher <a href="mailto:kgrossenbacher@ksde.org">kgrossenbacher@ksde.org</a>	Sarah Palubinski <a href="mailto:spalubinski@ksde.org">spalubinski@ksde.org</a> Christopher Ortega <a href="mailto:cortega@ksde.org">cortega@ksde.org</a>	<ul style="list-style-type: none"> <li>KIDS Data Training</li> </ul>
KIDS Reporting	Kathi Grossenbacher <a href="mailto:kgrossenbacher@ksde.org">kgrossenbacher@ksde.org</a>	Sarah Palubinski <a href="mailto:spalubinski@ksde.org">spalubinski@ksde.org</a> Christopher Ortega <a href="mailto:cortega@ksde.org">cortega@ksde.org</a>	<ul style="list-style-type: none"> <li>KIDS Collection – Oct. 1 exit is cutoff for previous school year.</li> </ul>
Licensure	Shane Carter <a href="mailto:scarter@ksde.org">scarter@ksde.org</a>	Leslie Bruton <a href="mailto:lbruton@ksde.org">lbruton@ksde.org</a>	<ul style="list-style-type: none"> <li>Completion of the following reports: <ul style="list-style-type: none"> <li>Vacancy Report</li> <li>Licensed Personnel Report (LPR)</li> </ul> </li> </ul>



COMPLIANCE AREAS	PRIMARY CONTACT	SECONDARY CONTACT	COMPLIANCE EXPECTATION
Professional Development Plan	Ed Kalas <a href="mailto:ekalas@ksde.org">ekalas@ksde.org</a>	Shane Carter <a href="mailto:scarter@ksde.org">scarter@ksde.org</a>	<ul style="list-style-type: none"> <li>A submitted Five Year Professional Development Plan for state approval</li> </ul>
Special Education (IDEA)	Bert Moore <a href="mailto:bmoore@ksde.org">bmoore@ksde.org</a>	Brian Dempsey <a href="mailto:bdempsey@ksde.org">bdempsey@ksde.org</a>	<ul style="list-style-type: none"> <li>Meet the Individuals with Disabilities Education Act (IDEA) general supervision requirements.</li> <li>Districts correct all identified noncompliance through correction of noncompliance process within one year of identification for the following file reviews, Federal Fiscal, Indicator 13 Secondary Transition, Indicator 11 Initial Evaluation, Indicator 12, Transition C to B, and IDEA/Gifted.</li> <li>Meet special education timely and accurate data submissions and internal controls.</li> <li>Substantially compliant for the following State Performance Plan (SPP) compliance indicators:               <ul style="list-style-type: none"> <li>Indicator 4B: Suspension/Expulsion</li> <li>Indicator 9: Disproportionate Representation</li> <li>Indicator 10: Disproportionate Representation-Disability Category</li> <li>Indicator 11: Initial Evaluation timeline</li> <li>Indicator 12: Preschool Transition, Part C to Part B</li> <li>Indicator 13: Secondary Transition</li> </ul> </li> </ul>
Title Services	Tate Toedman <a href="mailto:ttoedman@ksde.org">ttoedman@ksde.org</a>	Doug Boline <a href="mailto:dboline@ksde.org">dboline@ksde.org</a>	<ul style="list-style-type: none"> <li>Improving Academic Achievement of Disadvantaged Students, Public Law 114-95 the Elementary and Secondary Education Act of 1965 (ESEA) reauthorized by Every Student Succeeds Act of 2015 (ESSA), schools identified for ESSA and requirements being met.</li> </ul>


# KESA GUIDANCE 2021-2022

## Foundational Structure Rubrics



**KANSAS**  
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**KESA**

Foundational Structures

**Foundational Structures**

*Best practices involving curricula, programs and services supporting learning and the whole child*

[Foundational Structures-Revised Definition 01-02-2021 regarding foundational structures \(pdf\)](#)

**Foundational Structure Rubrics**

Title	Modified Date	Size	
<a href="#">Foundational Structures Rubric-Arts and Cultural Appreciation 082621 (pdf)</a>	8/26/2021	192.27 KB	<a href="#">Download</a>
<a href="#">Foundational Structures Rubric-Basic Skills 082621 (pdf)</a>	8/26/2021	191.89 KB	<a href="#">Download</a>
<a href="#">Foundational Structures Rubric-Civic and Social Engagement 083121 (pdf)</a>	9/1/2021	205.95 KB	<a href="#">Download</a>
<a href="#">Foundational Structures Rubric-Diversity, Equity and Inclusion 090221 (pdf)</a>	9/2/2021	147.13 KB	<a href="#">Download</a>
<a href="#">Foundational Structures Rubric-Family Business and Community 083121 (pdf)</a>	8/31/2021	184.38 KB	<a href="#">Download</a>

**Accreditation K-12 Contacts**

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(website)

<https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/KESA/Resources/Foundational-Structures>

# Foundational Structure Reflection Rubric

## ART AND CULTURAL APPRECIATION

- Comprehensive pre-K-12 standards-based fine arts curriculum and offerings (music, dance, visual arts, theater).
- Extracurricular opportunities that align with and support arts and culture to enable each student to appreciate his or her cultural and historical heritage.
- Develop a more inclusive school culture through the fine arts to enhance cultural appreciation and understanding.

### Definition

Systems must provide pre-K-12 curricula/programs/services to support students gaining an appreciation for the fine arts. This also ensures students have opportunities (formal and informal) to gain an awareness of and appreciation for the culture and heritage of diverse groups through art, music, dance, theater, forensics, etc.

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
	<ul style="list-style-type: none"> <li>• Work is becoming more evident.</li> <li>• Plans are taking form.</li> <li>• All of the relevant pieces are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that work is being done.</li> <li>• Plans are being actively put into action.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that work is moving in a positive direction.</li> <li>• There are pockets of implementation and sustained efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul>
Equal Access	System provides a limited range of standards-based fine arts curricular opportunities. Systemic barriers exist that limit participation by all students.	System provides a comprehensive K-12 fine arts curriculum and opportunities, but barriers still exist that limit participation by all students.	System provides comprehensive K-12 fine arts curriculum and opportunities for <b>all</b> students. All students have equal opportunities and access to standards-based fine arts education.	System provides a comprehensive K-12 fine arts curriculum and opportunities for <b>all</b> students. All students have equal opportunities and access to standards-based fine arts education, and the diversity of the student body is represented in student participation.
Art and Cultural History	The fine arts curriculum does not have an emphasis on historical time periods or cultural understanding.	The curriculum embeds works of art from different historical time periods, but does not address cultural impacts.	The curriculum assists students in knowing and understanding artwork from varied historical periods and cultures.	The curriculum assists students in knowing and understanding artwork from varied historical periods and cultures. Students develop a greater appreciation for cultural diversity.
Cultural Diversity	The standards-based fine arts curriculum does not address diverse forms or genres of artwork, and students are not actively encouraged to seek out diverse examples of artwork.	The standards-based fine arts curriculum exposes students to diverse forms or genres of artwork on a basic level, but lacks depth of cultural appreciation.	The standards-based fine arts curriculum exposes students to diverse forms or genres of artwork on a basic level, but students are encouraged to seek out examples on their own.	The standards-based fine arts curriculum comprehensively exposes students to diverse forms or genres of artwork. Students are actively encouraged to seek and appreciate diverse forms and genres of artwork of enduring quality/significance.
Arts Connection	There is some evidence of integrated/cross-curricular work within the fine arts programs, but limited evidence of fine arts being intentionally integrated with other core curricular areas.	There is evidence of integrated/cross-curricular work within some curricular areas, and within the fine arts programs.	There is evidence of intentional integration/cross-curricular work within all curricular areas.	The fine arts curriculum and programs assists students in understanding the relationships among the arts, and cultivates habits of searching for and identifying patterns, relationship between the arts and other knowledge area.

For more information, contact:

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January 7, 2022

# Foundational Structure Reflection Rubric

## BASIC SKILLS

- Comprehensive and aligned pre-K-12 curriculum in all academic areas.
- Student programs/services aligned with, and supportive of, the defined curriculum.
- Real-world, problem-solving opportunities.
- Computer literacy communication skills.

### Definition

Systems must provide pre-K-12 curricula/programs/services to support student learning and growth in reading, writing, speaking, listening, math and STEM (science, technology, engineering and math).

Students will develop the skills to solve real-world problems. The skills will be used to identify, comprehend and interpret information in, but not limited to, reports, technical manuals, graphs and flowcharts using computer literacy and communication skills.

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
	<ul style="list-style-type: none"> <li>Work is becoming more evident.</li> <li>Plans are taking form.</li> <li>All of the relevant pieces are in place.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence that work is being done.</li> <li>Plans are being actively put into action.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence that work is moving in a positive direction.</li> <li>There are pockets of implementation and sustained efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul>
<b>Curriculum Resources</b>	Curriculum guides are not complete for all curricular areas. The system utilizes textbook resources more than the defined curriculum to drive instructional/resource decisions.	Curriculum guides have been completed for all core curricular areas, but are not consistently used to drive instructional/resource decisions.	Curriculum guides have been completed for all core and non-core areas, but are not consistently used to drive instructional/resource decisions.	Curriculum guides are developed for all grade levels and all content areas (core and non-core). The system's curriculum guides serve as the basis for all instructional/resource decisions.
<b>Standards Alignment</b>	Curriculum guides and resources have not been intentionally aligned with the Kansas State Department of Education standards for each content area.	There is evidence that the Kansas State Department of Education standards were used as a resource when to inform the system curriculum for all content areas.	Curriculum guides and resources align with the Kansas State Department of Education standards for each content area.	Curriculum guides and resources align with the Kansas State Department of Education standards for each content area, and citations/links to state standards documents are embedded.
<b>Review Process</b>	Curriculum guides and resources are incomplete, and no process timeline is in place for reviewing existing curriculum documents.	The system has developed a timeline for core curriculum review, but a curriculum review process has not been established/adopted.	The system has established a timeline to review all curricular areas, but the use of a curriculum process is inconsistent.	The system has established a timeline to review and updates all curriculum guides and resources (core and non-core). A curriculum review process has been established/adopted and is consistently applied to all curriculum content reviews.
<b>Professional Development</b>	The systems professional development plan does not reflect a long-term plan, but is a yearly plan. The plan does not show evidence of a focus on maintenance of existing curriculum, successful implementation of new curriculum or onboarding of new staff members.	The system has evidence of an ongoing professional development process and plan. The plan may address initiatives, but does not specifically address the support of existing curriculum, successful implementation of new curriculum or onboarding of new staff members.	The system has evidence on an ongoing professional development process and plan. The plan includes efforts to support existing curriculum and successful implementation of new curriculum. However, there is not a plan for onboarding new staff members.	An ongoing professional development plan is in place that ensures the successful implementation of new curricula, maintenance of existing curricula, and the onboarding of new staff members.

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January 7, 2022

# Foundational Structure Reflection Rubric

## CIVIC AND SOCIAL ENGAGEMENT

- Civic and Social Engagement is embedded in the pre-K-12 curricula
- Students provided opportunities to practice responsible decision-making and informed social awareness
- Understanding of key governmental processes and documents.

### Definition

Systems must provide pre-K-12 curricula/programs/services to develop and/or enhance the skills of responsible decision-making and social awareness.

In order to enhance the understanding of governmental processes at the local, state and national levels, students will apply knowledge (included but not limited to) of the U.S. Constitution, Bill of Rights, Declaration of Independence and Kansas history in making informed economic, social and political choices.

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
<b>Curriculum and Programs</b>	<ul style="list-style-type: none"> <li>• Work is becoming more evident.</li> <li>• Plans are taking form.</li> <li>• All of the relevant pieces are in place.</li> </ul> <p>A comprehensive K-12 curriculum that embeds civic and social engagement is in place. Supplemental programs/activities supporting civic and social engagement are evident, but not across all grade levels. Students are provided access to curriculum regarding civic and social engagement and governmental processes, but opportunities for active participation are not available.</p>	<ul style="list-style-type: none"> <li>• There is evidence that work is being done.</li> <li>• Plans are being actively put into action.</li> </ul> <p>Implementation of a schoolwide program that makes discussion of current events a regular classroom practice. Examples of schoolwide programs include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Socratic or Paideia Seminars.</li> <li>• We the People or Project Citizen.</li> <li>• Deliberating in a Democracy.</li> <li>• Democracy in Action.</li> <li>• Facing History and Ourselves.</li> <li>• Student Voices.</li> <li>• Opposing Voices.</li> <li>• Touchstones Discussion Project.</li> <li>• Or other discussion-based approach.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that work is moving in a positive direction.</li> <li>• There are pockets of implementation and sustained efforts.</li> </ul> <p>Implementation of a schoolwide program that creates democratic simulations for all students. Examples of schoolwide programs include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Participatory Budgeting.</li> <li>• Action Civics</li> <li>• iCivics.</li> <li>• Mock Trial.</li> <li>• Model UN.</li> <li>• Project Citizen.</li> <li>• We The People.</li> <li>• Junior Achievement.</li> <li>• Mikva Challenge Programs.</li> <li>• Kids voting.</li> <li>• Youth In Government.</li> <li>• Simulations on real voting machines and polling places.</li> </ul>	<ul style="list-style-type: none"> <li>• Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul> <p>Implementation of a schoolwide initiatives that add rigor to regular social studies curriculum. Common Assessment, % of students participating and scoring average pre-test post test. Government and Public Relations Pathway at the Secondary level and exploratory opportunities at all levels. Monitoring increased number of students enrolling in:</p> <ul style="list-style-type: none"> <li>• Elective government, history, law and democracy classes.</li> <li>• AP, IB, Dual Credit classes in Government, History, Law and Democracy.</li> </ul>

## CIVIC AND SOCIAL ENGAGEMENT | FOUNDATIONAL STRUCTURE REFLECTION RUBRIC

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
<b>Student Leadership</b>	<ul style="list-style-type: none"> <li>Work is becoming more evident.</li> <li>Plans are taking form.</li> <li>All of the relevant pieces are in place.</li> </ul> <p>Student leadership programs, such as student council, have minimal responsibility and impact on the school culture.</p>	<ul style="list-style-type: none"> <li>There is evidence that work is being done.</li> <li>Plans are being actively put into action.</li> </ul> <p>Student leadership programs are becoming more prominent and there is increasing participation in the school's decision-making process (this is a new addition).</p>	<ul style="list-style-type: none"> <li>There is evidence that work is moving in a positive direction.</li> <li>There are pockets of implementation and sustained efforts.</li> </ul> <p>Highly developed and democratic student government. Student participation in advisory groups. Student participation in site councils. Student participation in and turn out for school elections. Defined process for building leadership to consider student input. STUCO officers and advisers attending the KSHSAA Summer Leadership workshop. Number of student leaders and advisers attending KSHAA Regional Student Council Conference. Student delegates attend the National Association of Student Councils (NASO) National Conference.</p>	<ul style="list-style-type: none"> <li>Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul> <p>Monitoring increased number of students participating in schoolwide programs such as:</p> <ul style="list-style-type: none"> <li>Participatory Budgeting.</li> <li>Action Civics.</li> <li>iCivics.</li> <li>Mock Trial.</li> <li>Model UN.</li> <li>Project Citizen.</li> <li>We The People.</li> <li>Junior Achievement.</li> <li>Mikva Challenge Programs.</li> <li>Kids voting.</li> <li>Youth In Government.</li> <li>Simulations on real voting machines and polling places.</li> </ul>
<b>Professional Development</b>	<p>Professional learning activities for staff members around civic and social engagement and classroom discussion strategies are not evidenced.</p>	<p>Professional learning activities for staff members around using discussion in the classroom is evident.</p>	<p>Professional learning activities for staff members around the promotion of student governance and providing opportunities for students to participate and/or lead their school or community are evident.</p>	<p>Professional learning activities for staff members around creating and providing opportunities for students to participate in democratic simulations is evident. Professional learning activities are provided for staff members around instruction in social studies.</p>



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January 7, 2022

# Foundational Structure Reflection Rubric

## DIVERSITY, EQUITY AND INCLUSION

### Definition

- Physically and emotionally safe climate/culture.
- Involved and diverse stakeholder participation.
- Elevate and incorporate student voice.
- Monitor and adjust policy/practice based on:
  - Climate and culture data.
  - Leadership and educator capacity building.

The goal of diversity, equity and inclusion is twofold.

One, to establish culturally responsive environments resulting in safe schools and classrooms. This involves an informed staff members in collaboration with stakeholders who develop a culture and climate that is inviting to each student, and where each student is provided equitable opportunity through access to quality instruction, evidence-based resources and facilities.

Two, the system embraces the richness of diverse and inclusive environments. This recognizes, but is not limited to, students with disabilities, racial/ethnic diversity, religious beliefs, gender, socioeconomic status, English Learners, sexual identity, homelessness, youth in foster care, single families and active duty military families.

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
	<ul style="list-style-type: none"> <li>Work is becoming more evident.</li> <li>Plans are taking form.</li> <li>All of the relevant pieces are in place.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence that work is being done.</li> <li>Plans are being actively put into action.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence that work is moving in a positive direction.</li> <li>There are pockets of implementation and sustained efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul>
<b>Mission and vision</b>	System has a mission and vision in place, but it doesn't specifically address diversity, equity and inclusion.	System has a mission and vision in place that addresses diversity, equity and inclusion, but it doesn't drive policy or practice.	System has a mission and vision in place that specifically addresses diversity, equity and inclusion, and there are aligned policies and practices supporting this foundational structure.	System has a mission and vision in place that specifically addresses diversity, equity and inclusion, and it is a guiding principal in all aspects of system decision-making.
<b>Professional development and resources</b>	System has a professional development plan in place, but diversity, equity and inclusion are only addressed indirectly.	System has a professional development plan in place that utilizes disaggregated data to establish goals and professional development needs.	System has professional development plan in place that addresses the needs of the district regarding diversity, equity and inclusion, and have begun adding resources aligned with goals.	System has a professional development plan in place containing short- and long-term plans for addressing diversity, equity and inclusion, and has a plan for providing resources for supporting this plan.
<b>Monitoring effectiveness</b>	The system informally collects data on effectiveness of initiatives and programs related to diversity, equity and inclusion.	System uses formal surveys and questionnaires to collect effectiveness data relative to diversity, equity and inclusion, but all stakeholder groups are not included.	System uses formal surveys and questionnaires to collect data from all stakeholders relative to diversity, equity and inclusion, and combines this with district data to monitor effectiveness.	System has a system for collecting longitudinal data from all stakeholders relative to diversity, equity and inclusion, and this data is incorporated with district data to inform short- and long-range planning.
<b>Social-emotional learning</b>	System has selected a social-emotional curriculum that is being utilized in isolation with no connection to diversity, equity or inclusion needs.	System has selected a social-emotional curriculum that is incorporated across the curriculum and promotes a culture of understanding and acceptance.	System collects data relative to social-emotional learning and uses this data to address policy and practice relative to diversity, equity and inclusion, and to support individual student needs.	Systemwide social-emotional instruction, policies and practices are fully embedded in school culture. A systemic process is in place to collect data and identify student needs relative to diversity, equity and inclusion, and a mechanism is in place to respond to these needs.
<b>Special populations</b>	System is compliant with the minimum legal requirements to provide equity and access to federally protected groups.	System has identified a broad range of subgroups and disaggregates data to identify needs, learning gaps and to align interventions.	In addition to academic monitoring of identified subgroups, the system monitors student engagement and involvement in curricular and extracurricular activities to ensure opportunity, access and inclusion for all students.	System has evidence of narrowing learning gaps with all subgroups. Audits of student engagement and involvement in activities demonstrate equity with regards to access, diversity and inclusion within student groups.
<b>Differentiated instruction</b>	Academic progress is monitored, and students with needs for academic and/or enrichment needs are offered additional support.	Cross-curricular/grade-level teams for general education intervention have been established to identify students with varied learning styles and academic needs.	Instructional decision-making and differentiation incorporates input from educators, parents and families. Differentiation is not only based on academic data, but also on student interests and passions, so instructional opportunities are personalized.	System has a culture of inclusion relative diversity, equity and access. Student voice is elevated, giving them increased ownership and choice over their own educational experience. Moves between grade spans are intentionally planned to ensure a seamless transitional learning plan pre-K-12.



# Foundational Structure Reflection Rubric

## FAMILY, BUSINESS AND COMMUNITY PARTNERSHIPS



### Definition

- Asset-based relationships built on mutual trust.
- Linked to learning and development (student-led conference, IPS, personalized learning, etc.)
- Culturally responsive and equitable.

- Collaborative opportunities for families at both school and home embedded throughout the system.
- Supportive leadership that embraces family, business and community partnerships.

Family, business and community partners are individuals and groups who reflect the demographics of the system and whose interests align with the system goals. This may include, but is not limited to: students, families, certified staff, community members and leaders, postsecondary, business and industry partners, and local/county/state agencies and leaders.

Systems demonstrate value and respect for community stakeholders by providing transparency and two-way communication. Community voice is encouraged, and the district considers all recommendations from stakeholder groups.

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
	<ul style="list-style-type: none"> <li>Work is becoming more evident.</li> <li>Plans are taking form.</li> <li>All of the relevant pieces are in place.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence that work is being done.</li> <li>Plans are being actively put into action.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence that work is moving in a positive direction.</li> <li>There are pockets of implementation and sustained efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul>
Welcoming all families.	There is no evidence of welcoming all families as active partners in their students learning. Families do not feel welcomed by staff members.	There is limited evidence families are welcomed as active partners in their students learning or welcomed by school staff members.	There is evidence families are welcomed as active partners in their students learning and are welcomed by school staff members.	The system utilizes data to enhance the "welcoming environment." Families are welcomed as active partners in their students learning. They feel welcomed by school staff and are informed of student learning.
Effective communication.	There is no evidence families and staff members engaged in consistent (ongoing) and meaningful two-way communication about student learning.	There is limited evidence families and staff members are engaged in consistent (ongoing) and meaningful two-way communication about student learning.	There is evidence families and staff members are engaged in consistent (ongoing) and meaningful two-way communication about student learning.	The system utilizes data to enhance "effective communication." Families and staff members are engaged in consistent (ongoing) and meaningful two-way communication about student learning.
Collaborative advocacy for the success of all students.	There is no evidence that families, community partners and staff members are working together to support and improve the learning development and health of all students.	There is limited evidence that families, community partners and staff members are working together to support and improve the learning development and health of all students.	There is evidence that families, community partners and staff members are working together to support and improve the learning development and health of all students.	The system, in collaboration with partners, uses data to impact student success. Families, community partners and staff members work together to support and improve the learning, development and health of all students.
Families-school-community collaboration.	There is no evidence families-school-community agencies and organizations collaborate in meaningful and culturally appropriate ways to actively support student civic development and learning.	There is limited evidence families-school-community agencies and organizations collaborate in meaningful and culturally appropriate ways to actively support student civic development and learning.	There is evidence families-school-community agencies and organizations collaborate in meaningful and culturally appropriate ways to actively support student civic development and learning.	The system uses data to enhance families-school-community collaboration. There is evidence families, school, community agencies and organizations collaborate in meaningful and culturally appropriate ways to actively support student civic development and learning.

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January 7, 2022



# Foundational Structure Reflection Rubric

## PHYSICAL AND MENTAL HEALTH

- Social, emotional and character development standards are embedded in the pre-K-12 curricula.
- System has an evidence-based, social-emotional curriculum and data collection process.
- Comprehensive K-12 health and physical education curriculum.
- Physical/mental health-related services and supports are available to students.
- Staff social-emotional competencies and well-being are addressed by the system
- System policy and programming emphasizes physical and nutritional health.

### Definition

Systems must provide pre-K-12 curricula/programs/services to identify, understand and manage personal health (i.e., social, emotional, mental and physical).

This also includes knowing resources to obtain assistance with solving health-related issues (e.g., counseling services, school lunch programs, mental health services, school nurses and wellness centers).

### Mental Health

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
	<ul style="list-style-type: none"> <li>• Work is becoming more evident.</li> <li>• Plans are taking form.</li> <li>• All of the relevant pieces are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that work is being done.</li> <li>• Plans are being actively put into action.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that work is moving in a positive direction.</li> <li>• There are pockets of implementation and sustained efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul>
<b>Systems Policies</b>	System policies, practices and professional learning minimally address social-emotional development, and not at all grade levels.	System policies, practices and professional learning address social-emotional learning at all grade levels at a minimal extent.	System policies, practices and professional learning adequately address social-emotional learning at all grade levels.	The system has policies, practices and professional development.
<b>Curriculum and Standards</b>	A social-emotional learning curriculum has been adopted for some grade levels.	A comprehensive K-12 curricula for social-emotional learning has been adopted.	A comprehensive K-12 social-emotional learning curricula has been adopted.	System has adopted an evidence-based, social-emotional curriculum aligned with KSDE Social, Emotional and Character Development Standards, and it is implemented with fidelity.
<b>Applied Skills</b>	Social-emotional skills/competencies are taught in isolation, and not integrated or reinforced in other curricular areas. Students are provided little or no opportunities to practice social-emotional skills in real-world settings.	Social-emotional skills/competencies are integrated but not in all curricular areas or grade levels. Opportunities to transfer skills and knowledge to real-world applications are beginning.	Social-emotional skills/competencies are integrated into all curricular areas and grade levels, but implementation is inconsistent. Opportunities to transfer skills and knowledge to real-world applications is evident K-12 in most content areas.	Social-emotional knowledge and skills are applied to academic settings and grade levels and are implemented with fidelity. Skills and knowledge are transferable to real-world application.
<b>Assessment/ Screener</b>	Measures from the adopted curriculum and at least one measure additional climate measure for students are implemented.	Multiple measures are used to collect data on student social-emotional competencies, culture and climate.	Measures of school climate and culture have been expanded to include input from parents and community stakeholders. The system is considering the use of a universal behavior screener.	The system is utilizing multiple measures of social-emotional learning, culture and climate from all stakeholders. A universal behavior screener to progress monitor and align interventions is being utilized K-12.
<b>Systemic Intervention</b>	Systemic intervention is not evidenced in the building tiered system of support.	Systemic social-emotional interventions have been selected and are evidenced in a three-tiered system of support.	Data has been selected and is progress monitored to determine when/what intervention is needed and when a student can be exited from an intervention.	Social-emotional and mental health interventions are embedded in a systemic three-tiered system of support.
<b>Community Collaboration</b>	Community resources supporting social-emotional growth are not accessed	A minimal number of community resources are accessed, and no formal partnerships have been created.	At least one formal partnership has been established with a community resource to support student social-emotional learning/mental health.	System collaborates with community health agencies, mental health centers and other various family support service providers.

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## PHYSICAL AND MENTAL HEALTH | FOUNDATIONAL STRUCTURE REFLECTION RUBRIC

## Physical Health and Nutrition

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
	<ul style="list-style-type: none"> <li>Work is becoming more evident.</li> <li>Plans are taking form.</li> <li>All of the relevant pieces are in place.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence that work is being done.</li> <li>Plans are being actively put into action.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence that work is moving in a positive direction.</li> <li>There are pockets of implementation and sustained efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul>
Nutrition Services	Basic school nutrition programs are available; no additional options/programs exist.	System provides basic nutrition services, and has added a second chance breakfast option.	System has implemented a second chance breakfast option, and is partially compliant with the USDA Smart Snacks in Schools Program.	System implements second chance breakfast options, and all food and beverages sold are compliant with USDA Smart Snacks in Schools. System marketing and advertising of nutritious foods and behaviors is evidenced.
Curriculum and Instruction	Nutrition education is limited and not integrated into core subject areas.	Nutrition education has been integrated into at least one core subject area, and class activity is increased.	Nutrition education is integrated into two or more core subject areas, and class activity is increased.	Nutrition education is integrated into three or more core subject areas and three or more non-core subject areas. Classrooms support active learning, food preparation and hands-on activities.
Physical Activity	Physical education and recess opportunities are made available to students. Physical activities are utilized as both reward and punishment. Basic school nutrition programs are available. Additional options/programs do not exist.	The system provides physical education and recess opportunities to students, and actively seeks out ways to increase student activity levels through other curricular areas.	The system provides physical education and recess opportunities to students, and provides professional development to teachers on how to increase student activity across the curriculum.	Structured opportunities are available (physical education, recess). System supports the use of physical activity time as a classroom reward.
Professional Learning		Professional learning is provided regarding the integration of physical activity into curricular subject areas.	Professional learning is provided regarding the integration of physical activity into curricular subject areas.	Professional learning is provided regarding the integration of physical activity into curricular subject areas.

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January 7, 2022

# Foundational Structure Reflection Rubric

## POSTSECONDARY AND CAREER PREPARATION



- Comprehensive pre-K-12 curriculum offering a continuum of varied levels of exposure to postsecondary/career preparation
- Each student in grades 8–12 has an Individual Plan of Study (IPS).
- Experiences and exposure for students related to postsecondary pursuits.
- Data collection on IPS, graduation rates and postsecondary effectiveness.

### Definition

Systems must provide pre-K-12 curricula/programs/services to engage students in a process leading to a postsecondary plan.

Systems must provide a continuum of experiences offering students varied levels of exposure to career awareness, exploration and specific preparation activities. Increasing individualization as students connect interests, skills and goals with career possibilities.

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
<b>Scope of IPS</b>	<ul style="list-style-type: none"> <li>• Work is becoming more evident.</li> <li>• Plans are taking form.</li> <li>• All of the relevant pieces are in place.</li> </ul> <p>Each student has an IPS in place, including special populations.</p> <p>Courses are aligned with student interests as identified via assessments/interest inventories, ability profilers and academic results.</p> <p>District IPS includes all components of the IPS:</p> <ul style="list-style-type: none"> <li>• Interest inventories.</li> <li>• Career interests.</li> <li>• Postsecondary plan.</li> <li>• Exportable electronic portfolio.</li> </ul> <p>IPS includes activities and involvement in school and/or community.</p> <p>IPS outlines postsecondary plan.</p>	<ul style="list-style-type: none"> <li>• There is evidence that work is being done.</li> <li>• Plans are being actively put into action.</li> </ul> <p>The IPS is reviewed and updated at least twice a year.</p> <p>Students select a sequence of elective courses related to identified career interest areas, and secondary courses increase in intensity via a sequence of coursework. Career awareness activities begin in middle grades.</p> <p>District IPS includes all components of the IPS and involves a student creating a plan of study for four years.</p> <p>Student activities and involvement in school and/or community clearly relate to identified interests/career plans.</p> <p>Student postsecondary plan is aligned with identified career interests and associated credentials.</p>	<ul style="list-style-type: none"> <li>• There is evidence that work is moving in a positive direction.</li> <li>• There are pockets of implementation and sustained efforts.</li> </ul> <p>The IPS is reviewed and updated at least twice a year.</p> <p>Students select a sequence of elective courses related to identified career interest areas, and secondary courses increase in intensity via a sequence of coursework. Career awareness activities begin in middle grades via introductory pathway courses.</p> <p>District IPS includes all components of the IPS and involves a student creating a plan of study (middle school through two years of postsecondary).</p> <p>Exportable electronic portfolio houses students' artifacts of work completed during the IPS process.</p> <p>Student activities and involvement in school and/or community clearly relate to identified interests/career plans. Activities are conducted through established Career and Technical Student Organizations (CTSOs), social emotional and/or student organizations.</p> <p>Student postsecondary plan is aligned with identified career interests and associated credentials and includes a postsecondary financial plan.</p>	<ul style="list-style-type: none"> <li>• Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul> <p>District annually reviews data and monitoring of student progress and satisfaction to continually improve IPS structure and process.</p> <p>District's IPS will serve as a model for other districts.</p>

## POSTSECONDARY AND CAREER PREPARATION | FOUNDATIONAL STRUCTURE REFLECTION RUBRIC

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
<b>Curriculum Integration</b>	<p>District delivers some career development activities at the secondary level. District has not adopted a career development curriculum.</p> <p>Some evidence of student/family career planning for grades 9-12, including sending enrollment and assessment information home to family.</p> <p>District adopted a career guidance curriculum (grades 9-12) with resources available to teachers and counselors.</p> <p>Barriers to special populations are not considered because all students have access to IPS.</p>	<p>District adopted a career development curriculum (grades 9-12) that reflects career development activities at each grade level.</p> <p>Enrollment and assessment information is sent home or students take information to family and family's signature is required for enrollment purposes. Regularly scheduled family conference days occur.</p> <p>District adopted a career guidance curriculum (middle grades-grade 12) with career guidance resources available to all staff members.</p> <p>All publicly funded services provide inclusive programs that are available to each student in the community on an equitable basis, including students:</p> <ul style="list-style-type: none"> <li>• Receiving special education services.</li> <li>• Dual Language Learners (DLL) and English Learners (EL).</li> <li>• In or aged out of foster care.</li> <li>• In migrant worker families and/or in families who are currently homeless and/or in families who are refugees.</li> <li>• Of single parents.</li> <li>• Children of active duty military.</li> <li>• In economically disadvantaged homes.</li> </ul>	<p>There is evidence that work is moving in a positive direction.</p> <p>There are pockets of implementation and sustained efforts.</p> <p>District has adopted a career development curriculum (middle grades-12th grade) that reflects career development activities at each grade level.</p> <p>Evidence exists of student and family career planning for grades (9-12) utilizing adopted career curriculum and activities. Student assessments, interest inventories and academic results are interpreted with family and student to discuss life/career goals, course options and preferences as they relate to career goals and to review and revise the IPS.</p> <p>District adopted a career guidance curriculum that highlights the Career and Technical Education (CTE) pathways offered by the school district (middle grades-grade 12) with career guidance resources available to all staff members.</p> <p>CTE teachers have some of the equipment, resources and facilities needed to provide relevant, real-world course application.</p> <p>All publicly funded services provide inclusive programs that are available to each student in the community on an equitable basis, including students:</p> <ul style="list-style-type: none"> <li>• Receiving special education services.</li> <li>• DLL and EL.</li> <li>• In or aged out of foster care.</li> <li>• In migrant worker families and/or in families who are currently homeless and/or in families who are refugees.</li> <li>• Of single parents</li> <li>• Who are children of active duty military.</li> <li>• In economically disadvantaged homes.</li> </ul> <p>Demonstrates that the district analyzes data to identify and address barriers to ensure that all services and classrooms reflect the natural proportions of students in the district. The percent of students in all special population categories, including students with IEP's in the district who received special education and related services in settings with typically developing peers, meets or exceeds the state performance levels in Perkins V.</p>	<p>Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</p> <p>District adopted a career development curriculum for K-12 that reflects career development activities/units at each grade level.</p> <p>Evidence of student and family career planning (middle grades-grade 12) utilizing adopted career curriculum and activities. Student assessments, interest inventories and academic results are interpreted with the family and student to discuss life/career goals, course options and preferences as they relate to career goals and to review and revise the IPS.</p> <p>Assessment results are used in development of an IPS and to identify career goals. District adopted K-12 career guidance curriculum that highlights all CTE Pathways with career guidance resources available to all staff members.</p> <p>CTE teachers have the equipment, resources and facilities needed to provide relevant, real-world course application.</p> <p>All publicly funded services provide inclusive programs that are available to each student in the community on an equitable basis, including students:</p> <ul style="list-style-type: none"> <li>• Receiving special education services.</li> <li>• DLL and EL.</li> <li>• In or aged out of foster care.</li> <li>• In migrant worker families and/or in families who are currently homeless and/or in families who are refugees.</li> <li>• Of single parents</li> <li>• Who are children of active duty military.</li> <li>• In economically disadvantaged homes.</li> </ul> <p>Demonstrates that all services and classrooms reflect the natural proportions of students in the district and that students aren't excluded in policy or in practice from career-learning opportunities including all students identified as special populations.</p> <p>Demonstrates funds are allocated and formalized partnerships exist to provide students with inclusive learning opportunities in school and community-based settings.</p>

## POSTSECONDARY AND CAREER PREPARATION | FOUNDATIONAL STRUCTURE REFLECTION RUBRIC

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
Documentation of Student Career Development	<ul style="list-style-type: none"> <li>• Work is becoming more evident.</li> <li>• Plans are taking form.</li> <li>• All of the relevant pieces are in place.</li> </ul> <p>Career Interest Inventory, StrengthFinder or Ability Profiler is completed, including an analysis of the results.</p> <p>Courses the student enrolls in are aligned to student interests or is enrolled for exploration purposes, and this is documented in the IPS.</p> <p>Secondary courses aligned to student interests are planned through high school (at least eighth grade through high school). Postsecondary courses are identified for the postsecondary time frame (two years postsecondary).</p> <p>Exportable Electronic Portfolio, which allows a postsecondary plan, including evidence of these elements, should be readily available for documentation or exportable data records from the IPS vendor, growth portfolio and senior portfolio that capture the student's growth and career discovery experiences.</p> <p>Students' graduation portfolios included WBL Experience work samples. WBL Experience work samples are products or materials developed throughout the WBL continuum of experiences that demonstrate at least one employability skill in each of the domains: Effective Relationships, Workplace Skills, Applied Knowledge.</p> <p>Graduation portfolios documented by the district show seniors have writing/research samples. The writing demonstrates indepth knowledge about a career area and includes descriptions of required skills and forecasted industry trends. Students must draw on multiple sources (interviews, literature review and internet search) and use proper citations.</p> <p>Graduation portfolios documented by the district show seniors completing a project that includes work and writing samples culminating in an IPS electronic portfolio presentation.</p> <p>Graduation portfolios documented by the district show seniors have assessments, evaluations and certifications identified in the graduation portfolio list: Business/Mentor Evaluation; WorkKeys Assessment; Industry Certification and Coordinator Evaluation.</p>	<ul style="list-style-type: none"> <li>• There is evidence that work is being done.</li> <li>• Plans are being actively put into action.</li> </ul> <p>IPS coordinator, student family advocate or counselor meets with students twice per year to review the growth and/or graduation portfolio.</p>	<ul style="list-style-type: none"> <li>• There is evidence that work is moving in a positive direction.</li> <li>• There are pockets of implementation and sustained efforts.</li> </ul> <p>IPS coordinator, student family advocate or counselor meets with students twice per year to review the growth and/or graduation portfolio and provide feedback regarding improving specific career knowledge and skills.</p>	<ul style="list-style-type: none"> <li>• Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul> <p>IPS coordinator, student family advocate or counselor meets with students quarterly to review the growth and/or graduation portfolio. This review encourages students to self-analyze the work while incorporating staff members feedback to reset goals and reevaluate next steps.</p>

3 of 4 pages

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# POSTSECONDARY AND CAREER PREPARATION | FOUNDATIONAL STRUCTURE REFLECTION RUBRIC

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
Family Engagement for IPS	<ul style="list-style-type: none"> <li>Work is becoming more evident.</li> <li>Plans are taking form.</li> <li>All of the relevant pieces are in place.</li> </ul> <p><b>Communication:</b> Email blasts to parents regarding necessary information distribution.</p> <p><b>Participation:</b> Evaluate what current opportunities parents have to participate in the school.</p> <p><b>Strategic action:</b> Ensure that all students are able to access the district chosen portal for the digital portfolio.</p>	<ul style="list-style-type: none"> <li>There is evidence that work is being done.</li> <li>Plans are being actively put into action.</li> </ul> <p><b>Communication:</b> Parent Teacher Organization (PTO), foundations, local civic clubs are able to send communication to all parents either with newsletters, flyers, etc., electronically.</p> <p><b>Participation:</b> Parents are provided with a workshop for what the IPS is and how to utilize the source.</p> <p><b>Strategic action:</b> A team is identified to look into best practices for districts or schools with similar traits.</p>	<ul style="list-style-type: none"> <li>There is evidence that work is moving in a positive direction.</li> <li>There are pockets of implementation and sustained efforts.</li> </ul> <p><b>Communication:</b> Social Media is used as a rapid form of communication to the community. Parents are able to see real-time records for their children.</p> <p><b>Participation:</b> Two-way communication, meaningful, regular and culturally responsive, social media, student information.</p> <p><b>Strategic action:</b> Parent surveys for feedback and action planning based on feedback.</p>	<ul style="list-style-type: none"> <li>Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul> <p><b>Communication:</b> Parents receive communication via text programs such as WhatsApp or Slack.</p> <p><b>Participation:</b> Parents and community members serve on district planning teams (site councils).</p> <p><b>Strategic action:</b> A continuous cycle of improvement is followed each year.</p>
Administration and Policy	<p>Clearly defined assessment and reevaluation process is in place for continued growth and deeper implementation of the IPS for each student.</p> <p>Perception data is collected from staff, students and families and informs strategic IPS implementation.</p> <p>Process data is collected and utilized to improve strategies addressing access and equity to graduation and postsecondary success.</p> <p>Outcome data collected and used to evaluate and improve IPS with strategic action.</p>	<p>Sequential approach to IPS Implementation is put in place that reflects development as student progresses from middle school through high school.</p> <p>Examples exist of:</p> <ul style="list-style-type: none"> <li>Locally developed perception surveys administered to students, parents and/or staff members.</li> <li>Locally developed surveys administered to students, parents and/or staff members.</li> <li>Collecting and connecting pathway participation, IPS participation and IPS completion data.</li> </ul> <p>Graduation portfolios documented by the district show seniors average total points reflect career development materials. Artifacts should include scope and sequence assignment documents, completed student examples, and/or statistical data for the percentage of students who have completed:</p> <ol style="list-style-type: none"> <li>Resume.</li> <li>Cover letter.</li> <li>Letter(s) of recommendation.</li> <li>Other artifacts demonstrating career development (i.e., job application, LinkedIn profile, interviewing skills, etc.).</li> </ol>	<p>Sequential approach to IPS Implementation is in place and reflects development in four IPS component areas and specific portfolio components as student progresses from middle school through high school.</p> <p>Examples are comprehensive for middle school through high school:</p> <ul style="list-style-type: none"> <li>IPS survey.</li> <li>Number of pathways.</li> </ul> <p>Data supports middle and high school participation.</p>	<p>Sequential approach to IPS implementation is in place and reflects development in the four IPS component areas and specific portfolio components as student progresses from middle school through high school. A procedure for follow-up to assess if IPS was effective for student progressing to postsecondary/career field is in place.</p> <p>Examples are comprehensive, including postsecondary, and the data is used to drive policy and decision-making:</p> <ul style="list-style-type: none"> <li>Articulation agreements.</li> <li>Industry-recognized credentials.</li> <li>Postsecondary completion.</li> </ul>



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January 7, 2022

# Foundational Structure Reflection Rubric

## TIERED FRAMEWORK/SYSTEM OF SUPPORTS



- A framework/system providing prevention, early identification, intervention and supports for each student.
- Three graduated tiers of evidence-based interventions for academic, behavioral and social-emotional needs.
- Processes and tools for making instructional decisions.
- Frequent data-based monitoring to inform decisions.
- Leadership and professional development that builds system capacity and an empowering culture.

### Definition

Each student has needs that are to be addressed through a three-tiered framework/system of support.

The selected framework/system must include comprehensive interventions to promote student growth in the areas of academics, social-emotional and behavior.

Systems develop a plan around the selected framework/system to include data to inform decision-making and continuous monitoring of student progress. The plan utilizes evidence-based practices to meet students where they are.


	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
	<ul style="list-style-type: none"> <li>• Work is becoming more evident.</li> <li>• Plans are taking form.</li> <li>• All of the relevant pieces are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that work is being done.</li> <li>• Plans are being actively put into action.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that work is moving in a positive direction.</li> <li>• There are pockets of implementation and sustained efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul>
<b>Leadership and Empowerment</b>	Leadership teams have not been formalized. There are no identified leadership teams attending specifically to academics and/or behavior social-emotional learning needs.	Formal leadership is identified by position, such as superintendent, principal, department chairs or other titled positions, within the district. The leadership team is informally identified to address academics and/or behavioral social-emotional learning needs.	Formal leadership teams exist only at some levels or include representation from some but not all: <ul style="list-style-type: none"> <li>• Administration</li> <li>• Staff</li> <li>• Learners</li> <li>• Families</li> <li>• Community collaborators</li> </ul> There are separate leadership teams identified to address academic and behavior social-emotional learning success that meet regularly.	Formal leadership teams exist at all buildings/sites and the district level. They include representation from: <ul style="list-style-type: none"> <li>• Administration</li> <li>• Staff</li> <li>• Learners</li> <li>• Families</li> <li>• Community collaborators</li> </ul> The leadership team meets regularly to address learner academic and behavior social-emotional learning success in an integrated manner using a data-based, decision-making system.
<b>Assessment</b>	The assessment system includes assessment tools for outcomes only. No commonly agreed upon or understood decision rules for academics and behavior regarding: <ul style="list-style-type: none"> <li>• Access to supports.</li> <li>• Changing supports.</li> <li>• Intensifying supports.</li> <li>• Exiting supports.</li> </ul>	The assessment system includes some of these assessment tools for only academics or behavior: <ul style="list-style-type: none"> <li>• Universal screening.</li> <li>• Diagnostics/functional behavioral assessment.</li> <li>• Progress monitoring.</li> <li>• Outcomes.</li> </ul> Teams have information or missing decision rules for academics and behavior regarding: <ul style="list-style-type: none"> <li>• Access to supports.</li> <li>• Changing supports.</li> <li>• Intensifying supports.</li> <li>• Exiting supports.</li> </ul>	The assessment systems include all of these assessment tools for only academics or behavior: <ul style="list-style-type: none"> <li>• Universal screening.</li> <li>• Diagnostics/functional behavioral assessment.</li> <li>• Progress monitoring.</li> <li>• Outcomes.</li> </ul> Teams have documented decision rules, but they are unknown for inconsistently used by staff members for academics and behavior regarding: <ul style="list-style-type: none"> <li>• Access to supports.</li> <li>• Changing supports.</li> <li>• Intensifying supports.</li> <li>• Exiting supports.</li> </ul>	The assessment system for academics and behavior includes: <ul style="list-style-type: none"> <li>• Universal screening.</li> <li>• Diagnostics/functional behavioral assessment.</li> <li>• Progress monitoring.</li> <li>• Outcomes.</li> </ul> Assessments are given in reliable and valid manner with fidelity to administration. Teams have clearly documented and consistently follow decision rules to ensure early identification for intervention for learners in both academics and behavior regarding: <ul style="list-style-type: none"> <li>• Access to supports.</li> <li>• Changing supports.</li> <li>• Intensifying supports.</li> <li>• Exiting supports.</li> </ul>

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## TIERED FRAMEWORK/SYSTEM OF SUPPORTS | FOUNDATIONAL STRUCTURE REFLECTION RUBRIC

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
	<ul style="list-style-type: none"> <li>Work is becoming more evident</li> <li>Plans are taking form.</li> <li>All of the relevant pieces are in place.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence that work is being done.</li> <li>Plans are being actively put into action.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence that work is moving in a positive direction.</li> <li>There are pockets of implementation and sustained efforts.</li> </ul>	<ul style="list-style-type: none"> <li>Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul>
Curriculum	Unknown or insufficient evidence base for academic and behavioral curricular materials across tiers. Staff members receive academic and/or behavioral core, supplemental and intense curricular materials they are responsible for providing and are expected to implement the curricula according to the teachers' manuals provided.	Academic and behavioral curricular materials assumed to evidence-based or not evidence-based for all tiers. Staff members receive an overview of the academic and behavior core, supplemental and intense curricular materials and programs they are responsible for providing and/or reminders of concepts that must be taught prior to state assessment.	Staff members rely on the publishing company for documentation of the evidence bases for the academic and behavioral curricular materials used across tiers. Some staff members are trained in using academic and behavioral core, supplemental and intense curricular materials and programs they are responsible for providing. All staff members are provided the scope and sequence for introducing concepts to learnings.	Staff members have formally evaluated and documented the adequacy and equity of all the academic and behavioral curricular materials used across tiers and ensured alignment to learning needs, state standards and the evidence base. Staff members are specifically trained in using academic and behavioral core, supplemental and intense curricular materials and programs they are responsible for providing.
Instruction	The learning instructional practices/strategies are left up to individual staff members. The schedule does not include specific time for core, supplemental and intense instruction.	Selected staff members (e.g., reading coach, special education staff, title teacher, counselor, etc.) receives training in use of evidence-based instruction practices/strategies. The schedule provides sufficient time for core, supplemental and intense instruction, and it's left up to individual staff members to ensure that planned time is actualized.	Some staff members are trained in the use of evidence-based instructional practices/strategies for academics and behavior and "take the information back" to their colleagues via Professional Learning Communities (PLCs), etc. The schedule provides sufficient time for core, supplemental and intense instruction, but it is not protected from interruptions nor monitored to ensure that planned time is actualized.	All staff members are specifically trained in the use of targeted evidence-based instructional practices/strategies for academics and behavior. All staff members understand the critical features and application in all settings. Ongoing support and coaching are provided as staff members implement the instructional practices/strategies. The schedule provides sufficient time for core, supplemental and intense instruction, and it is protected from all controllable interruptions and monitored to ensure that planned time is actualized.
Data-Based Decision Making	No formal team has been identified to conduct data-based, decision-making at any level. Staff members do not understand how to analyze data or how to interpret the results.	Informal teams meet as time allows to conduct data-based, decision-making at some levels: <ul style="list-style-type: none"> <li>System (district/building/site)</li> <li>Supplemental instruction</li> <li>Intensive instruction</li> </ul> Staff members can analyze some of the simplest data elements but don't know how to interpret the results.	Teams are identified and conduct data-based, decision-making at some levels: <ul style="list-style-type: none"> <li>System (district/building/site)</li> <li>Supplemental instruction</li> <li>Intensive instruction</li> </ul> Most staff members can analyze much of the data and interpret the results but do so inconsistently and information shared with families is limited.	Clearly identified teams conduct data-based, decision-making at each level: <ul style="list-style-type: none"> <li>System (district/building/site)</li> <li>Supplemental instruction</li> <li>Intensive instruction</li> </ul> All staff members have a full and complete understanding of how to analyze collected data and how to interpret and report the results accurately and consistently, including helping families understand the meaning and use of the data.
Sustainability	There is no monitoring of the implementation of a tiered framework/system of support. Professional development activities are not tied to a multi-tiered framework of supports. There are no activities or time allocated for group decision-making.	The implementation of tiered framework/system of supports principals and practices are monitored through initial implementation. Professional development addresses multi-tier issues but lacks intentional, systematic planning to align appropriate educational practices. The administration promotes leadership skills within staff members but retains decision-making authority at the administrative level.	Implementation of core components of a tiered framework/system of supports is monitored through full implementation. The professional development plan only addresses teachers, with all activities directly tied to instructional practices that support the implementation of a multi-tier framework of supports based upon local data. Leadership informally involves staff members in the decision-making.	There is a formal process to monitor fidelity of implementation, outcomes and sustainability of all principles and practices of a tiered framework/system of supports to ensure that changes are positive for learner progress. There is a formal, long-term professional development plan for all staff members and administrators with all activities directly tied to practices that support the implementation and refinement of a multi-tier framework of supports based upon local data. The leadership team actively works to enhance staff members motivation and capacity to be actively involved in decision-making and leading from within.


  
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 January 7, 2022

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# Sample Agenda

## Full day

Length of visit is determined through agreement between OVT and system leadership. This **sample agenda** illustrates one way to arrange a one-day visit.

### System's Primary Objectives:

1. Conduct needs assessment; data and analysis to inform goals setting.
2. Address compliance and foundational structures.
3. Select two goals for the cycle.
  - BLT develops building goals/action plans.
  - DLT develops system goals/action plans based on Goal Areas 1 and 2.
4. Update site councils.
5. Inform the local governing body.

### Attendance:

**Required:** OVT and DLT.

**Optional:** DSC, other stakeholders.

---

### Agenda:

8 a.m.	OVT Meeting: Introductions if necessary, outline of day, assigning of responsibilities.
8:30 a.m.	Introductions - 10 minutes Overview of the day - 10 minutes System profile - 20 minutes Discussion of compliance issues (if any) - 15 minutes Foundational Structures review/discussion - 35 minutes BREAK - 15 minutes
10:15 a.m.	Review of needs assessment and disaggregated data review: discussion of quantitative and qualitative data, perception and survey results, district accountability report, and any other relevant data sources used to identify and/or track progress toward identified goals. - 45 minutes
11 a.m.	Focus group or building tour - 1 hour
Noon	Lunch: working lunch for OVT members or an opportunity to meet with other system stakeholders.
1 p.m.	Focus group or building tour - 1 hour (be sure to factor in travel time if necessary)
2 p.m.	Goal 1 review (including data, action planning, measure of success, etc.) - 45 minutes
2:45 p.m.	Goal 2 review (including data, action planning, measure of success, etc.) - 45 minutes
3:30 p.m.	OVT/DLT wrap-up meeting: review day's discussions, identify any additional information needed, and outline next steps. - 30 minutes
4 p.m.	OVT Meeting: OVT meets to review what they learned and begin working on the OVT annual summary report. - 1 hour

## Sample Agenda - Half day

Length of visit is determined through agreement between OVT and system leadership. This **sample agenda** illustrates one way to arrange a half-day visit.

### System's Primary Objectives:

1. Conduct needs assessment; data and analysis to inform goals setting.
2. Address compliance and foundational structures.
3. Select two goals for the cycle.
  - BLT develops building goals/action plans.
  - DLT develops system goals/action plans based on Goal Areas 1 and 2.
4. Update site councils.
5. Inform the local governing body.

### Attendance:

**Required:** OVT and DLT.

**Optional:** DSC, other stakeholders.

---

### Agenda:

8 a.m.	OVT Meeting: Introductions if necessary, outline of day, assigning of responsibilities.
8:30 a.m.	Introductions - 10 minutes Overview of the day - 10 minutes System profile - 20 minutes Discussion of compliance issues (if any) - 15 minutes Foundational Structures review/discussion - 35 minutes BREAK - 15 minutes
10:15 a.m.	Review of needs assessment and disaggregated data review: discussion of quantitative and qualitative data, perception and survey results, district accountability report, and any other relevant data sources used to identify and/or track progress toward identified goals. - 45 minutes
11 a.m.	Goal 1 review (including data, action planning, measure of success, etc.) - 30 minutes
11:30 a.m.	Goal 2 review (including data, action planning, measure of success, etc.) - 30 minutes
Noon	Working lunch to conduct OVT/DLT wrap-up meeting: review day's discussions, identify any additional information needed, and outline next steps - 45 minutes
1 p.m.	OVT Meeting: OVT meets to review what they learned and begin working on the OVT annual summary report. - 1 hour

## Sample Action Plan

System: \_X\_      School: \_X\_

**Goal Statement:**

Area of Focus		Indicator	Baseline		Target	
	Action Step	Person(s) Responsible	Resources Needed	Milestone 1	Milestone 2	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

# Instructions for Gaining Access to KESA Application

## KSDE Authenticated Web Application

1. Make sure you have set your browser to allow pop-ups.
2. Log in to the KSDE Authenticated Web Applications account (<https://apps.ksde.org/authentication/login.aspx>) and select Register on the User Login Screen.

**User Login for KSDE Web Applications**

**Common Authentication Login**

User Name:

Password:

[Login](#) [Forgot password?](#)

**Need Assistance?**

General Help	KN-CLAIM Support	KCCMS or Pathways Support
helpdesk@ksde.org (785) 296-7935	cnwapplications@ksde.org (785) 296-2276	pathwayshelpdesk@ksde.org (785) 296-4908
<b>KESA Support</b> jnobo@ksde.org - Jeannette Nobo dbarnes@ksde.org - David Barnes (785) 296-4948 - Jeannette Nobo (785) 368-7356 - David Barnes		<b>KEEP Support</b> ayates@ksde.org - Ann Yates dbarnes@ksde.org - David Barnes jnobo@ksde.org - Jeannette Nobo (785) 296-5140 - Ann Yates (785) 296-4948 - Jeannette Nobo (785) 368-7356 - David Barnes

**New User Registration**

If you have not yet registered to have an individual Username and Password for accessing KSDE web applications, click here to register.

[Register](#)

If you need assistance in registering for a new account please visit this link. [New User Registration Help](#)

3. You will be directed to the KSDE User Registration Form.

**KSDE User Registration Form**

[Back to Login Page](#)

\* Indicates required field.

Please enter your contact information:

First Name:\*

Last Name:\*

Phone #:\*

Email Address:\*

Please select the organization and building that you belong to:\*

Organization:  Building:

Please enter a Username and password.

Username:\*

Password:\*

Confirm Password:\*

Please enter a password that contains at least 8 characters and at least one uppercase letter, one lowercase letter, and one number or special character.

**IN CASE YOU FORGET YOUR PASSWORD:**

Enter your birthdate, then choose a question to which only you know the answer and which has nothing to do with your password. If you forget your password, we'll verify your identity by asking you to enter your birthdate and the answer to this question.

4. Within the “Please select the organization and building that you belong to,” under the Organization drop-down, you will make a selection based on the role you are registering for:
- **System User** – Select the system that employs you.
  - **OVT Chair** – Select the system for which you will be the chair. This isn't your full-time employer. If you are the chair for multiple systems, you will need to create a separate account (username and password) by going through the process outlined here for each system.
  - **ARC Members** will select “Non-KSDE Statewide” as their organization.

Please select the organization and building that you belong to:\*

Organization:  Building:

Please enter a Username and password.

Username:

Password:

Confirm Password:

Please enter a password that contains at least 8 characters and at least one uppercase letter, one lowercase letter, and one number or special character.

IN CASE YOU FORGET YOUR PASSWORD:

Enter your birthdate, then choose a question to which only you know the answer and which has nothing to do with your password. If you forget your password, we'll verify your identity by asking you to enter your birthdate and the answer to this question:

Birthdate (MM/DD/YYYY):

Question:

Answer (this field is case-sensitive):

5. Then select “All Buildings” under the Building drop-down.

Please select the organization and building that you belong to:\*

Organization:  Building:

Please enter a Username and password.

Username:

Password:

Confirm Password:

Please enter a password that contains at least 8 characters and at least one uppercase letter, one lowercase letter, and one number or special character.

IN CASE YOU FORGET YOUR PASSWORD:

Enter your birthdate, then choose a question to which only you know the answer and which has nothing to do with your password. If you forget your password, we'll verify your identity by asking you to enter your birthdate and the answer to this question:

Birthdate (MM/DD/YYYY):

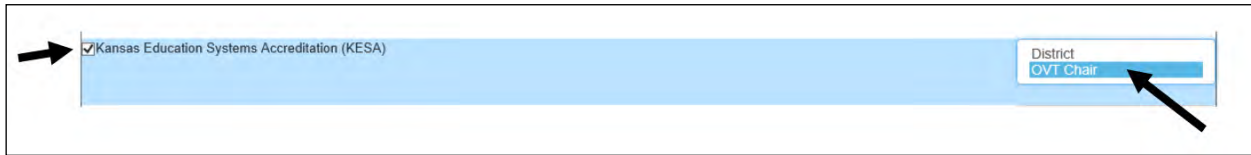
Question:

Answer (this field is case-sensitive):

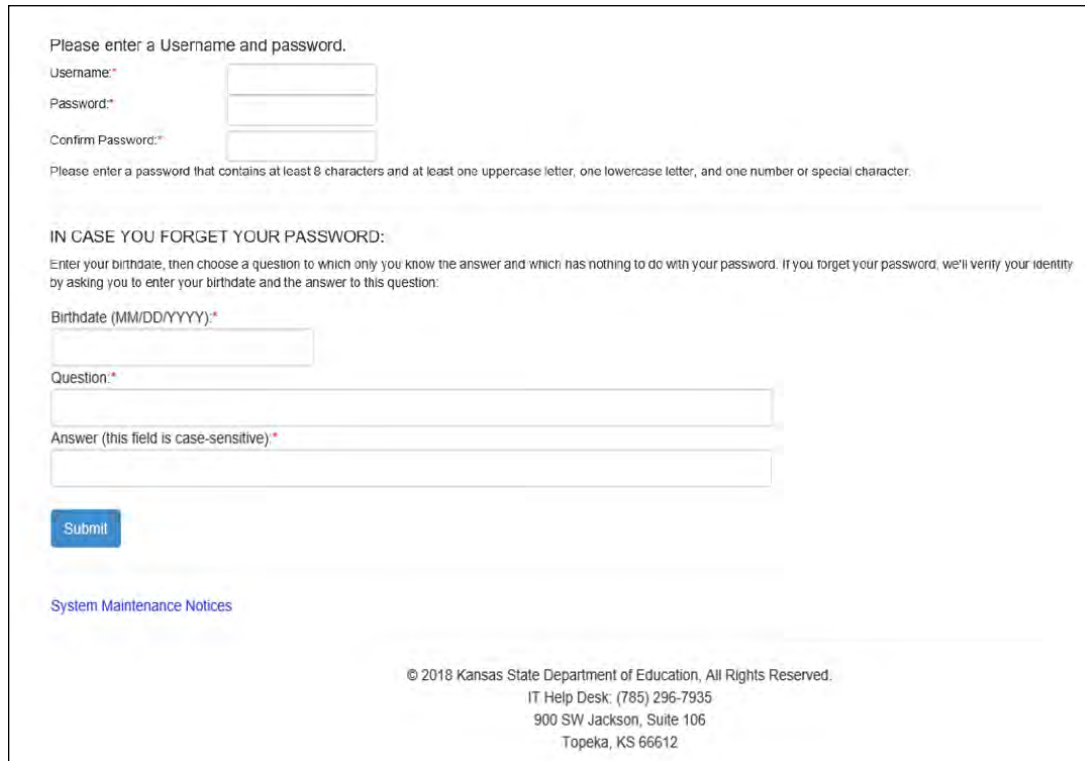
Building:

Adams Elem  
Allen Elem  
Allison Traditional Magnet Middle  
Anderson Elem  
Arkansas Avenue Programs/Gateway  
Beech Elem  
Benton Elem  
Black Traditional Magnet Elem  
Bostic Traditional Magnet Elem  
Brooks Magnet Middle School  
Buckner Performing Arts Magnet Elem  
Caldwell Elem  
Cessna Elem  
Chisholm Life Skills Center  
Chisholm Trail Elem  
Christa McAuliffe Academy  
Clark Elem  
Cleveland Traditional Magnet Elementary  
Cloud Elem  
Coleman Middle School  
College Hill Elem  
Colvin Elem  
Curtis Middle School  
Dodge Literacy Magnet  
Earhart Environ Magnet Elem  
East High  
Enterprise Elem  
Franklin Elem

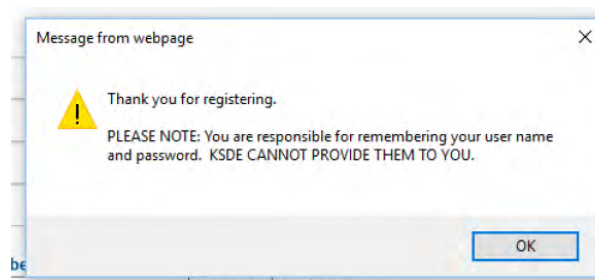
6. The screen will automatically take you to the “Please select the applications that you would like to access” screen. Simply scroll down to Kansas Education Systems Accreditation (KESA) and check the box and highlight the correct user type – “District” for a system user, “OVT Chair” for an OVT chair or “ARC Committee” for an ARC member.



7. Then scroll to the bottom and complete the rest of the Registration Form.



8. Once complete, you will select Submit. You will then receive a pop up box – “Thank You for Registering.”



9. For System User or OVT chair access, the application request will be emailed to the superintendent of the requested district for approval. For ARC members, the application request will be emailed to KSDE staff members for approval. Once the superintendent or KSDE staff member (for ARC members only) approves, you will have access.

# KESA GUIDANCE 2021-2022

## Glossary

### **Academically Prepared**

Possessing foundational knowledge in core subjects (English, mathematics, social studies, science, world languages and fine arts) with the ability to understand key terms and link ideas and concepts across content areas.

### **Accountability**

The obligation of a Local Education Agency (LEA) to account for its own pedagogical practices and policies, as well as subordinate organizations, accept responsibility for them, and disclose the results in a clear and transparent manner to all stakeholders.

### **Accreditation**

The process through which the State Board officially recognizes education systems as meeting minimum standards. Education systems receive one of three ratings: accredited, accredited-conditional, not accredited.

### **Accreditation cycle**

The period of time from the beginning of the needs assessment process to the point at which the State Board grants an accreditation rating to an education system.

### **Accreditation Review Council (ARC)**

### **Accredited**

The highest of three official ratings granted by the State Board to education systems upon completion of a five-year cycle.

### **Accredited-conditional**

The middle of three official ratings granted by the State Board to education systems upon completion of a five-year cycle.

### **Accreditation status (or rating)**

The rating granted by the State Board upon recommendation of the Accreditation Review Council (ARC).

### **Accreditation year**

The final year or step of the cycle, during which an education system receives an accreditation rating from the State Board.

### **Accredited**

The highest of three official ratings granted by the State Board to education systems

upon completion of a five-year cycle.

### **Action plan**

The detailed course of action to be taken in order to achieve a specific goal.

### **Areas for Improvement (AFI)**

The specific corrective actions, determined by the Accreditation Review Council, which an education system should complete in order to earn the desired recommendation of accreditation rating to the State Board.

### **Artifacts**

Documentation used as evidence to support the improvement process.

### **At-Risk**

Having a higher probability of failing academically or dropping out of school or facing circumstances that could jeopardize completing school (e.g., homelessness, incarceration, teenage pregnancy, serious health issues, domestic violence, transiency, learning disabilities, low test scores, disciplinary problems or grade retention). An at-risk student may be defined by one or more of the following criteria:

1. Student is not working on grade level (i.e., reading and/or mathematics).
2. Student is not meeting the requirements necessary for promotion to the next grade.
3. Student is failing subjects or courses of study.
4. Student is not meeting the requirements necessary for graduation from high school (e.g., potential dropout).
5. Student has insufficient mastery of skills or is not meeting state standards (e.g., is below "meeting standards" on state assessments).
6. Student has been retained.
7. Student has a high rate of absenteeism.
8. Student has repeated suspensions or expulsions from school.
9. Student is homeless and/or migrant.
10. Student is identified as an English Language Learner.

The above changes are from Kansas at-risk



pupil assistance program guidelines,<sup>1</sup>

*\*Note: for federal child nutrition programs include school boundaries and census.*

## Authenticated applications portal

### Baseline

A minimum or starting point used for comparisons.

### BLT

Building Leadership Team

### BSC

Building Site Council

### Building Leadership Team (BLT)

The committee of building-level employee stakeholders that oversees the school's participation in the accreditation process.

### Building Site Council (BSC)

The committee of a school's nonemployee stakeholders that participates in the accreditation process.

### Chief administrative officer

The person hired by a governing body to lead the work of achieving the education system's mission and to oversee all aspects of the operation of the education system.

### Chronic Absenteeism-Student

The unduplicated number of students absent 10 percent or more school days during the school year. Determined by dividing a student's days in attendance by days in membership.

A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused.

Only students who miss 50 percent or more of a school day should be counted as absent.

### Chronic Absenteeism-Teacher

Teacher is chronically absent when that teacher is absent for 10 for days or more. A teacher was absent if he or she was not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal

leave. Personal leave includes voluntary absences for reasons other than sick leave. Administratively approved leave for professional development, field trips or other off-campus activities with students should not be included.

### Civically Engaged

Actions by an individual designed to identify and address issues of public concern and promote the quality of the community.

### Cognitively Prepared

Having the ability to formulate problems, conduct research, interpret and communicate information with precision and accuracy.

### Commissioner

The commissioner of education is the person hired by the State Board to lead the work of achieving its mission and goals and to oversee all aspects of the operation of the state department of education.

### Committee

A group of people appointed for a specific function, typically consisting of members of a larger group.

### Compliance

The state or act of fulfilling official requirements, (i.e., statutes and regulations). In KESA, compliance is prerequisite to receiving an accreditation rating from the State Board.

### Component

In KESA, one of the four categories or areas of emphasis, into which each of the four rubrics is divided.

### Corrective Action Plan (CAP)

The plan developed by an education system in response to areas for improvement identified by the Accreditation Review Council.

### Criterion

In KESA, an indicator of performance within a component of a KESA rubric.

### Co-Teaching

Two or more people sharing responsibility for teaching some or all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning, instruction and evaluation for a classroom of students.

<sup>1</sup> [https://www.ksde.org/Portals/0/School%20Finance/guidelines\\_manuals/At%20Risk%20guidelines%2019-20.pdf?ver=2020-01-22-105408-547](https://www.ksde.org/Portals/0/School%20Finance/guidelines_manuals/At%20Risk%20guidelines%2019-20.pdf?ver=2020-01-22-105408-547)



**Cumulative Poverty**

The total number of years a school's students were in poverty divided by the total number of school years the students had attended state schools.

**Curriculum standards**

Statements, adopted by the State Board, of what students would know and be able to do in specific content areas.

**Data**

Facts and statistics collected for reference or analysis.

**Data source**

The origin of facts and statistics.

**District Leadership Team (DLT)**

The committee of an education system's employee stakeholders that oversees the system's participation in the accreditation process.

**District Site Council (DSC)**

The committee of an education system's nonemployee stakeholders that participates in the accreditation process.

**DLT**

District Leadership Team

**DSC**

District Site Council

**Early Childhood Learning Providers**

Any individual working in an early learning and development program. Examples include:

- Center-based and family child care providers,
- Infant and toddler specialists,
- Early intervention specialists and early childhood special educators,
- Home visitors, and
- Head start teachers.

**Early Learning**

Early learning occurs within a broad context that includes the four components of community, educational environment, family and the individual child. Guiding principles of early learning in Kansas are as follows:

1. From birth, children are ready to learn. Parents, families and caregivers are children's first teachers.
2. Learning is a lifelong activity and every environment is a learning environment.
3. Children's success in school and in life is everyone's responsibility. Communities,

educational environments, families and children are ready to support success.

4. School readiness involves the whole child in the context of the family and the community. This includes the child's health and development in the following areas: physical, social, emotional, cognitive and general knowledge, communication and literacy.
5. Integrated services are available to children, appropriate to the age, abilities, language and culture of each child.
6. Schools are ready to support the success of each child, recognizing their wide range of cultural and linguistic backgrounds, learning experiences and differences in abilities.
7. A strong, direct connection exists in the early years between the quality of children's health and experiences and their later success in school and in life. School readiness in Kansas depends on involvement from public policy, funding and system supports.

*(2012 School Readiness Framework)*

**Education system**

An organization that provides educational services to children in any of grades K-12 and seeks accreditation from the State Board.

**Evidence/Artifacts**

The available body of facts or information indicating whether a belief or proposition is true or valid.

**Evidence-Based**

Any concept or strategy that is derived from or informed by objective evidence that demonstrates a statistically significant effect.

**Executive Summary Report**

The executive summary-style report to be written by the OVT chair and submitted to KSDE upon the system's completion of its KESA cycle, after the OVT's final visit.

**Family**

Anyone with knowledge of or interest in the student.

**Family Engagement**

A shared responsibility in which school and community reach out to parents and families in meaningful ways to ensure their children's learning, development, safety and success. The participation of parents in regular, two-way and meaningful communication

involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning.

### **Fidelity**

The implementation of state and federal programs, as well as the delivery of Instruction in the manner in which it was designed.

The strategies that monitor and enhance the accuracy and consistency of an intervention to ensure it is implemented as planned.

### **Five Rs (The)**

The educational framework of KESA, consisting of Relationships, Relevance, Responsive Culture, Rigor and Results.

### **Focus Group (building)**

A group of people representing a school's stakeholders. A focus group can be specific to a type of stakeholders – such as parents, students, business leaders – or simply representative group of all types.

### **Focus Group (system)**

A group of people representing an education system's stakeholders. A focus group can be specific to a type of stakeholders – such as parents, students, business leaders – or simply representative group of all types.

### **Foundational Structures**

Programs, structures or practices considered to be essential and, in KESA, a prerequisite to receiving an accreditation rating from the State Board.

### **Framework**

A delineation of concepts establishing evidence-based practices that, together, encompass the work that education systems do to prepare students for success after high school.

### **Goal Area**

In KESA, one of the Five Rs selected by an education system for specific focus during its accreditation cycle.

### **Highly Qualified/Effective**

All staff meet applicable state, as well as national certification and/or licensure requirements, including any requirements for certification obtained through alternative routes to licensure. This also includes professional standards for child nutrition directors.

### **Implementation (Stage)**

The act or state of putting a plan or process into action.

### **Implementation Science**

The study of methods that influence the full and effective integration of evidence-based interventions into practice setting.

### **Implementing**

In KESA, the third of four ratings that can be assigned to a criterion within the "Five Rs" rubrics.

### **In good standing**

To be in compliance with or actively working with, the State Board to achieve compliance with, all applicable federal and state statutes and regulations.

### **Independent private school**

A private school that, for state accreditation purposes, is not affiliated with a larger system of schools.

### **Indicator**

A description of a level of performance in pursuit of a milestone.

### **Kansas Assessment Program (KAP)**

The assessments that the State Board administers in order to measure student learning within the Kansas curriculum standards for mathematics, reading, science, history and government, and writing.

### **Kansas State High School Activities Association (KSHSAA)**

The organization that oversees the operation and competitions of its members' activities and athletics.

### **KansaStar**

Web-based system for use with system- and/or building-level improvement teams to inform, coach, sustain, track and report improvement activities.

### **KESA**

Stands for "Kansas Education Systems Accreditation," the Kansas model for K-12 accreditation.

### **KESA Final Report**

Official report to be completed and submitted to KSDE (through KSDE's authenticated applications portal) following the final OVT visit at the end of an education system's accreditation cycle.

**KESA Initial Report**

Report to be completed and submitted to KSDE (through KSDE's authenticated applications portal) following the initial visitation team visit at the end of the first year of an education system's accreditation cycle.

**KESA Rubrics**

The instruments used by education systems during the needs assessment process to evaluate their current conditions.

**Local governing body**

The board of education of any unified school district or the governing body of any private school or system.

**Milestone**

An incremental step to be completed to effectively implement a strategy and are set at one year intervals.

**Mobility**

A measure of the number of times a student changes schools for reasons other than grade promotion during a school year.

**Model**

A style or design of a particular product (i.e., accreditation model).

**Modeling**

In KESA, the highest of four ratings that can be assigned to a criterion within the "Five Rs" rubrics.

**Multi-Tier System of Supports**

Kansas Multi-Tier System of Supports (MTSS) is a systemic approach to school improvement. This integrated framework with a coherent continuum of evidence-based, districtwide practices support data-based monitoring for instructional decision-making.

**National Student Clearinghouse (NSC)**

A nationwide source for degree verification, enrollment verification and student outcomes research.

**Needs assessment**

A systematic process for determining needs or "gaps," between current conditions and desired conditions.

**No Evidence**

In KESA, the lowest of four ratings that can be assigned to a criterion within the "Five Rs" rubrics.

**Not Accredited**

The lowest of three official ratings granted by the State Board to education systems upon completion of an accreditation cycle.

**NSC**

Stands for "National Student Clearinghouse," a nationwide source for degree verification, enrollment verification and student educational outcomes research.

**Onsite visit**

A visit at an education system by either the system's team, or, in the case of a "not accredited" system, its state technical assistance team.

**Outlier**

In KESA, a school whose data is far different from others in the system, causing the school to have goals vastly different from the others.

**OVT**

Outside Visitation Team

**OVT (Outside Visitation Team)**

The group of education professionals charged with coaching, mentoring and supporting a district/system for the duration of the education system's accreditation cycle.

**OVT chair**

Educator trained to facilitate all OVT activities throughout the KESA cycle.

**OVT member**

An educator serving as a trained participant on an education system's OVT during the KESA cycle.

**OVT Yearly Report**

The summary report to be written by the OVT chair and submitted to the education system's DLT at the end of Years One through Four of the system's accreditation cycle.

**Power Skills**

Previously referred to as soft skills refer to those social-emotional character skills such as getting along with others, dependability

**Private education system**

A system of schools or an independent school not funded with state monies.

**Professional Development System**

A mechanism to ensure that educators, service providers and child nutrition employees have the practices to effectively improve results for each student. For example, in Kansas, Learning Forward

Standards for Professional Learning are used.

### **Program Accountability**

The requirement that districts and other providers achieve program objectives, improve outcomes for students, and monitor to ensure investments set aside for at-risk populations are used within the limits of the law.

### **Qualified admissions**

The set of criteria allowing a high school graduate guaranteed admission into Kansas public universities.

### **Rejoinder**

A system's response to missing items or misunderstandings in regards to AFIs.

### **Relationships**

One R of the KESA framework the "Five Rs," emphasizing relationships with/among staff, students, families and community.

### **Relevance**

One R of the KESA framework the "Five Rs," emphasizing relevance through curriculum, instruction, student engagement and technology.

### **Responsive Culture**

One R of the KESA framework the "Five Rs," emphasizing responsive culture through leadership, early childhood, climate, and nutrition and wellness.

### **Results**

One R of the KESA framework the "Five Rs," illustrating the results of a system's efforts by looking at the State Board's five outcomes: kindergarten readiness, Individual Plan of Study (IPS), high school graduation, postsecondary success and social-emotional factors measured locally.

### **Rigor**

One R of the KESA framework the "Five Rs," examining the rigor of programs through career and technical education (CTE), professional learning, resources and data.

### **Rubric**

An instrument detailing the standard characteristics of an item or performance, usually denoting different levels of quality, used for evaluating the item or performance.

### **Sanction**

A negative consequence applied for poor or lack of performance.

### **School**

An organizational unit that provides educational services in a logical sequence of elements that may be structured as grade levels, developmental levels or instructional levels.

### **Stakeholder**

Persons with a vested interest in the education system, to include students, employees and nonemployees.

### **State Board**

In KESA, the Kansas State Board of education, the body of elected representatives of 10 regions of Kansas, charged with directing K-12 education and the preparation of K-12 educators.

### **State Board Outcome**

The State Board has identified five outcomes (indicators) to meet the State Board's vision. They are: kindergarten readiness, Individual Plan of Study (IPS), high school graduation, postsecondary success, and social-emotional factors measured locally.

### **State Technical Assistance Team (STAT)**

A group of people appointed by the commissioner to assist public "not accredited" or public "accredited-conditional" education systems in achieving "accredited" status.

### **Strategic Performance Management**

A multistep process that guides the State Education Agency (SEA) leadership in designing and revising a system, which combines strategic planning with performance management by creating an organizational structure based on strategies and functions, aligning resources with structure, addressing human capital and productivity, and establishing performance measures.

### **Strategy**

A plan of action or policy designed to achieve a major or overall aim.

### **Successful Kansas high school graduate**

A high school graduate who 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.

**Systems Approach**

A method of viewing an organization as a system, in which each part affects and is affected by the other parts.

**Target**

An objective or result toward which efforts are directed.

**Technical Assistance System**

Provides districts access to experts with specific technical/content knowledge who address an identified need with customized solutions, such as, providing guidance on requirements or process; assistance in making connections to other resources; conducting data analysis, problem-solving; improvement planning; implementation; and monitoring as related to the districts' current data.

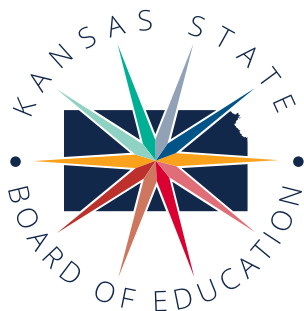
**Transitioning**

In KESA, the second highest of four ratings that can be assigned to a criterion within the "Five Rs" rubrics.

**Unit of Credit**

Formal acknowledgment by an education system's local governing body for standards-based accomplishment, such as satisfactory course completion.

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# KANSAS STATE BOARD OF EDUCATION

## 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

## SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

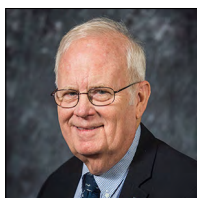
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

## OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success

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Topeka, Kansas 66612-1212  
(785) 296-3203  
[www.ksde.org](http://www.ksde.org)

**CHAIRMAN**  
DISTRICT 9

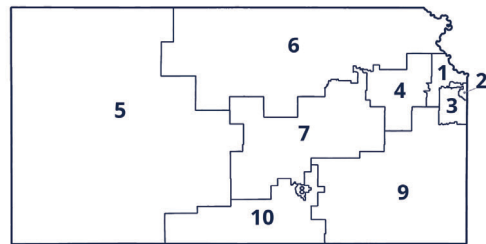


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**DISTRICT 3**



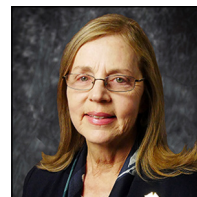
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# KANSAS STATE DEPARTMENT OF EDUCATION

**COMMISSIONER OF**  
**EDUCATION**



Dr. Randy Watson

**DEPUTY COMMISSIONER**  
Division of Fiscal and Administrative Services



Dr. S. Craig Neuenswander

**DEPUTY COMMISSIONER**  
Division of Learning Services



Dr. Brad Neuenswander

The Kansas State Board 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 any group officially affiliated with the Boy Scouts of America 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.

January 5, 2022

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