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

Know

Want to Know

Resources
TODAY’S OUTCOMES

• Kansas Vision and KESA
• Process
• KESA and Redesign
• Logistics and Responsibilities
• Resources
Kansas leads the world in the success of each student.
Successful High School Graduate

A successful Kansas high school graduate has the

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

to be successful in postsecondary education, in the attainment of an industry recognized certification, or in the workforce, without the need for remediation.
STATE BOARD OUTCOMES FOR MEASURING PROGRESS

- Kindergarten Readiness
- Individual Plan of Study
- High school graduation
- Postsecondary Success
- Social-emotional growth measured locally
KINDERGARTEN READINESS

• Connection between early years and later success
• Early learning programs make a difference
• Parents/families make a difference
**INDIVIDUAL PLANS OF STUDY (IPS)**

- Required from 8th through 12th grades
- Process and Product
- Helps students plan for success after high school
HIGH SCHOOL GRADUATION

- No high school diploma = almost no chance of achieving middle class
- Only 17% of all jobs available to those with no high school diploma
- Available jobs may not provide a living wage or health care benefits
- 2016-17 Kansas graduation rate = 86.9%
POSTSECONDARY SUCCESS

• In 2020, education demand for jobs in Kansas: 29% High School Diploma or less; 35% Associate’s degree; 25% Bachelor’s degree; 11% Master’s degree

• State goal = 70-75%

• Two pieces of paper
SOCIAL/EMOTIONAL GROWTH MEASURED LOCALLY

- Students lacking nonacademic skills find postsecondary success more difficult.
- Process of acquiring nonacademic skills.
- Schools incorporating social-emotional and character development have increased student engagement and academic skills and decreased suspensions.
KANSAS VISION FOR EDUCATION
Kansas leads the world in the success of each student.

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

RESULTS
- Social-Emotional Factors Measured Locally
- Kindergarten Readiness
- Individual Plans of Study
- High School Graduation
- Postsecondary Success
How Will We Get There?

Kansas Education Systems Accreditation
### RELATIONSHIPS
**Defining Relationships:**
"a state of interconnectedness - among people, curricula, programs, projects, and communities - is critical in establishing connections that result in high performing learning environments"

### RELEVANCE
**Defining Relevance:**
"the power and ability of specific information to meet the needs of its user - strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real world, and socially significant"

### RESPONSIVE CULTURE
**Defining Responsive Culture:**
"one that readily reacts to suggestions, influences, appeals, efforts, or opportunities - empowers all stakeholders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community"

### RIGOR
**Defining Rigor:**
"a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning - is essential in addressing the needs of our rapidly expanding society and world"

### RESULTS
**Defining Results:**
"witnessable evidence of growth and learning - allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner."

### COMPONENTS:
- **Staff**
- **Students**
- **Families**
- **Community**

- **Curriculum**
- **Instruction**
- **Student Engagement**
- **Technology**

- **Leadership**
- **Early Childhood**
- **District Climate**
- **Nutrition and Wellness**

- **Career and Technical Education**
- **Professional Learning**
- **Resources**
- **Data**

- **Social-Emotional Factors**
- **Kindergarten Readiness**
- **Individual Plans of Study**
- **High School Graduation**
- **Postsecondary Completion/Attendance**
FOUNDATIONAL STRUCTURES

- Tiered Framework of Supports
- Stakeholder Engagement
- Diversity and Equity
- Communication and Basic Skills
- Civic and Social Engagement
- Physical and Mental Health
- Arts and Cultural Appreciation
- Postsecondary and Career Preparation
COMPLIANCE

- Graduation requirements
- Educator licensure
- System professional Development plan
- System mentoring plan
- Educator evaluation
- Child nutrition and wellness

- Early Childhood
- Special Education
- Title
- State Assessments
- Bullying Policy
- Jason Flatt Act
- Fiscal/Finance
SO, HOW DO REDESIGN AND THE KESA ALIGN?
SYSTEM “PLAYERS”

- Governing Body
- District Level Team (DLT)
- District Site Council (DSC)
- Other Stakeholders
BUILDING “PLAYERS”

- ALL staff
- Building Leadership Team (BLT)
- Building Site Council (BSC)
SITE COUNCIL PURPOSE AND ROLE

- Provides Advice/input
- Helps Communicate Vision and Improvement Growth
- Representative of the System Stakeholders
KESA CONTINUOUS IMPROVEMENT CYCLE FOR SYSTEM REDESIGN
Needs Assessment
- Planning Process
- Used for Improvement

Quantitative
- Assessments
- Graduation Rates

Qualitative
- Rubrics
- Surveys
Develop Improvement Plan
Analysis
HOW WOULD I DEFINE THE ROLE OF THE SYSTEM IN RELATION TO THE OUTSIDE VISITING TEAM?
SYSTEM ACTIVITIES – YEAR ONE

Initial KESA Implementation (17-18)
Systems completed:

• Initial KESA Report
• A needs assessment
• Review of KESA rubrics
• Selection of two Goal Areas
• Schedule Onsite Visit

Moving Forward
Systems Complete:

• Initial KESA Report
• Review Goal Areas & priorities
• Revise based on Needs Assessment (KESA Rubrics and/or other data) & Accreditation Report
• Develop/Refine Improvement Plan
• System Yearly Update
• Schedule Onsite Visit
SYSTEM ACTIVITIES – YEAR TWO

This Year (2018-19)
Systems do the following:
• DLTs develop priorities for goal areas based on building goals/needs
• BLTs develop building goals and action plans based on System Goal Areas
• Complete System Yearly Update
• Schedule the Onsite Visit

Moving Forward
Systems do the following:
• Complete building and System plans (if needed)
• Begin Implementation of improvement/action plans
• Complete System Yearly Update
• Schedule the Onsite Visit
SYSTEM ACTIVITIES – YEAR THREE

Mid-Cycle Review (2018-20)
Systems do the following:
• Mid-cycle review at all levels
• Begin implementing action plans & identify data or evidence supporting plans & make adjustments as needed
• Complete System Yearly Update
• Schedule an Onsite Visit

Moving Forward
Systems do the following:
• Mid-cycle review at all levels
• Continue implementation of improvement/action plans & identify data or evidence supporting plans & make adjustments as needed
• Complete System Yearly Update
• Schedule an Onsite Visit
Systems do the following:

- Compliance and foundational structures review
- Continue implementation & monitoring of improvement/action plans, revise as necessary based on data
- Continue identification of data/evidence supporting plans
- Begin preparation for accreditation year
- Complete System Yearly Update
- Schedule an onsite visit
SYSTEM ACTIVITIES – YEAR FIVE ACCREDITATION YEAR

Systems do the following:

• BLTs and DLTs conduct end of cycle needs assessment and review results to determine progress
• Review compliance and foundational structures
• Submit KESA Final Report
• Complete System Yearly Update
• Schedule final onsite visit
OVT ANNUAL SUMMARY REPORTS

- Overview/Summary of the visit
- Highlights of decisions, discussions and interviews during the visit
- Observations of the system’s progress
- Data
- Delegation among members for writing various portions of report
- Submit within 30 days of visit
OVT VISIT TIMEFRAME AND AGENDAS

- At least ½ a day
- Done in collaboration with the OVT Chair
- Focus agenda around areas of need and support
- Arrange for focus group/stakeholder meetings
- Do not tour buildings without a purpose
- Seek support regarding goals and improvement plan
IMPROVEMENT PLAN

System – Two “Rs”
Broad goals that can support building goals
System goals based on building needs
Strategies focused on system improvements and building supports
Building goals based on needs assessment and aligned with System goals.
WHAT DOES A GOOD PLAN LOOK LIKE?
SAMPLE GOALS AND IMPROVEMENT PLANS
ARC RESPONSIBILITIES

• 18-20 Member Group
• Reviews All System Documentation
• Reviews Chair Documentation
• Provides Recommendation of Accreditation Status to State Board of Education
• May Provide Suggestions for Areas of Improvement
ACTIVATOR

Know

Want to Know

Resources
HTTPS://WWW.SURVEYMONKEY.COM/R/MMBSRBV
# TEACHER LICENSURE AND ACCREDITATION (TLA)

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