

K-12 Accreditation in Kansas

*Update for the Kansas House Education Committee
January 28, 2016*

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Constitutional Authority

- Accreditation of Schools in Kansas
- Licensure of Teachers/Leaders



K-12 Accreditation

- State Board of Education is accrediting body
- Accreditation is separate from federal accountability
- Based on Kansas education goals and values
- Focused on reaching the State Boards new Vision for Kansas Education
- Aligned to the Legislatures goals (Rose Capacities)



Kansas State Board of Education



VISION

**Kansas will lead the world
in the success of each
student.**



Kansas State Board of Education



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 Outcomes

- ✓ High School Graduation Rates
- ✓ Post Secondary Completion/Attendance
- ✓ Remedial Rate of Students Attending Post-Secondary
- ✓ Kindergarten Readiness
- ✓ Individual Plan of Study Focused on Career Interest
- ✓ Social/Emotional Growth Measured Locally



Comparing QPA and KESA

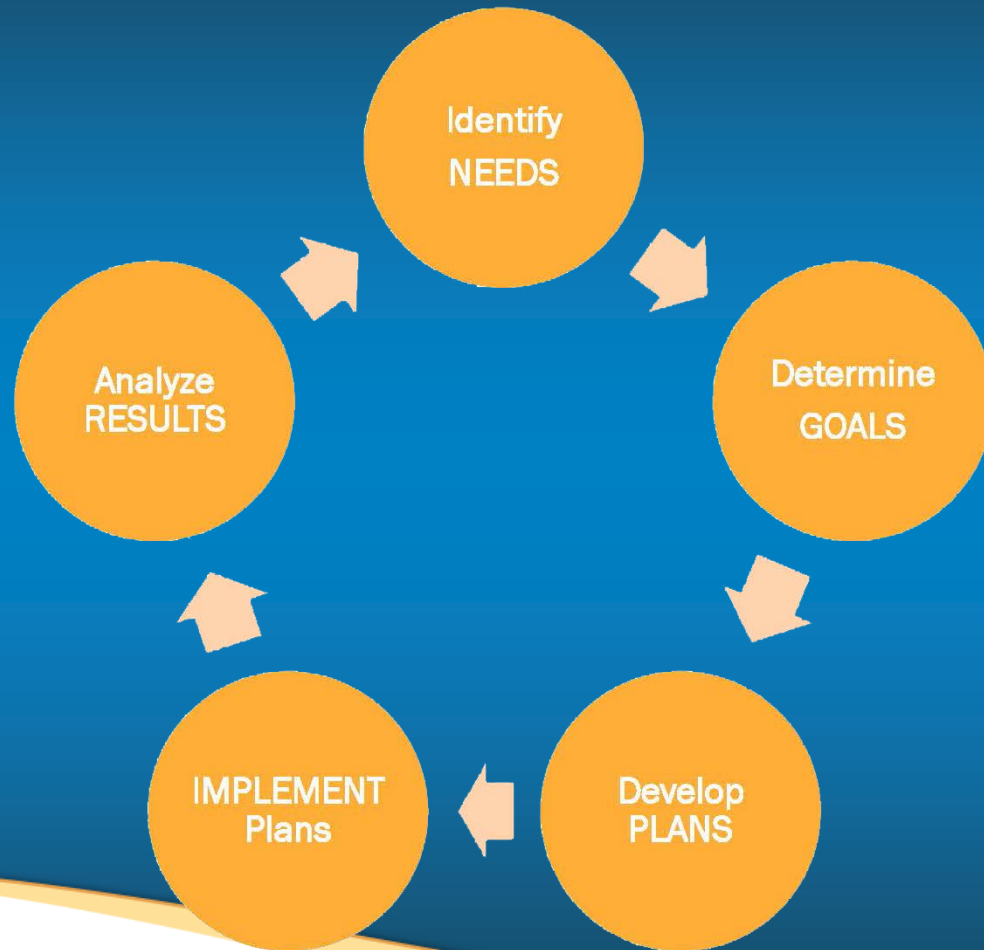
Moving from:	To:
Building-level approach	Systems approach
District leadership is extrinsic	District leadership is integral
Year-by-year model	Five-year cycle
AYP (<i>one score</i>)	The Five Rs (<i>multiple measures</i>)
Minimum “cut scores”	Growth model
Technical Assistance Team	Outside Validation Team
Stakeholder awareness (?)	Stakeholder participation

Kansas Education Systems Accreditation (KESA)

- Utilizes familiar 5-step growth process
- Provides framework defining best-practice work of schools and districts
- Requires differentiation for individual schools
- Requires evidence of growth
- Involves all stakeholders
- Requires outside validation



Five-step Process



Framework – The Five Rs

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" (KSDE, 2010, p. 40)

COMPONENTS:

- Staff
- Students
- Families
- Community

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" (KSDE, 2010, p. 42).

COMPONENTS:

- Curriculum
- Instruction
- Student Engagement
- Technology

RESPONSIVE CULTURE

Defining Responsive Culture:

"one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stake holders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community" (KSDE, 2010, p. 48).

COMPONENTS:

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

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" (KSDE, 2010, p. 44).

COMPONENTS:

- Career & Technical Ed
- Professional Learning
- Resources
- Data

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." (KSDE, 2010, p. 46).

COMPONENTS:

- Academic / Cognitive
- Technical / Career-specific
- Employability
- Post-secondary evidence

KESA Rubrics

RELATIONSHIPS				
COMPONENT 3: FAMILIES				
Criteria	No Evidence	Implementing	Transitioning	Modeling
Vision and goals for family engagement		Discusses shared vision and goal(s) for systemic family engagement by the district Board of Education.	Adopts shared vision and goal(s) for systemic family engagement by the district Board of Education.	Adopts shared vision and goal(s) for systemic family engagement by the district Board of Education based on the PTA National Family School Partnership Standards (endorsed by KSBE in 2008).
Planning for family engagement		Includes family engagement as a core instructional strategy in the long range planning of the district, district goals and the district's improvement plan.	Includes family engagement as a core instructional strategy in the long range planning of the district, district goals and the district's improvement plan. Parents, students, community members and other stakeholders are informed of these documents.	Demonstrates family engagement as a core instructional strategy in the long range planning of the district, district goals and the district's improvement plan. Parents, students, community members and other stakeholders share decision making responsibilities in the writing of these documents.

Five-year Cycle

Year One

Needs assessments (buildings and district/system)
Goal area selection (District/system selects 2 of the Rs.)
Meeting with Outside Validation Team (can be virtual)

Year Two

Development of goals and action plans (buildings)
Development of leadership goals and action plans (district/system)

Year Three

Implementation of action plans
Meeting with Outside Validation Team Chair (can be virtual)

Year Four

Continued Implementation of action plans

Year Five

Post-implementation analysis
OVT formal district/system accreditation visit and recommendation
State Board accreditation of district/system



Differentiating for Individual Schools

- District goal areas selected based on school data
- School goals and action plans based on specific school data



Evidence of Growth

(Qualitative and quantitative)

- State Board measures
 - Kindergarten readiness
 - Graduation rates
 - Post-secondary attendance/completion
 - Individual Plans of Study (IPS)
 - Social/emotional factors measured locally
- Goal achievement through action plans:
Academic/cognitive, civic engagement,
technical, employability



Stakeholder Participation

- Building Leadership Team (employees)
- Building Site Council (community, business/industry)
- District Leadership Team (employees)
- District Site Council (community, business/industry)
- Local Board of Education directly involved



Outside Validation

- Team of professionals with no conflict of interest
- Validates data-based decision making
- Validates district's fidelity to process
- Makes recommendation of accreditation rating



Ultimate Goals

- Prepare more students with the skills necessary to be successful upon graduation
- Share and develop “Best Practices” to improve our educational systems
- Hold schools/state accountable to meaningful indicators to student success

