Kansas Education Systems Accreditation

A systems approach to K-12 accreditation

Framework: The Five Rs

RIGOR					
COMPONENT 1: CAREER AND TECHNICAL EDUCATION					
Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Integration		Discusses plans for integration of career and technical education (CTE) and academics through collaborative lesson planning.	Demonstrates deliberate integration of career and technical education (CTE) and academics through collaborative lesson planning.	Demonstrates deliberate integration of career and technical education (CTE) and academics across the curriculum through collaborative lesson planning and instruction, and dual credit.	
Partnerships		Discusses partnerships between the district, business and industry, community, and postsecondary institutions that meet minimum requirements for high school CTE pathways.	Documents partnerships between the district, business and industry, community, and postsecondary institutions that go beyond the high school CTE programs to support K-12 education.	Documents formed partnerships between district, business and industry, community, and postsecondary institutions and systematic support of student career exploration and preparation, K-12.	
Career awareness and guidance		Documents career awareness and guidance system grades K-12.	Documents career awareness and guidance system grades K-12 including an established plan focused on promoting the careers, and promoting the value of a variety of post-graduation opportunities.	Documents career awareness and guidance system grades K-12 including an established plan curriculum focused on careers, and promoting the value of a variety of post-graduation opportunities, and an Individualized Plan of Study (IPOS) for each student.	
Support and recognition		Discusses plans for communication, marketing, and distribution of CTE information to district educators, students, families, and community.	Documents communication, marketing, and distribution of CTE information to district educators, students, families, and community.	Documents communication, marketing, and distribution of CTE information to district educators, students, families, and community, recognition for all approved pathways, and citation of CTE achievements on students' transcripts.	

Innovation		Discusses how the district will begin recognizing and supporting innovation for CTE.	Demonstrates a district culture recognizing and supporting innovation for CTE.	Demonstrates a district culture recognizing and supporting innovation and adopting those innovative ideas as best practices for CTE.	
Long term planning		Develops a plan to collect, analyze, and use data including skill and knowledge assessments, numbers of concentrators, numbers of certifications, and following students beyond graduation to determine program effectiveness.	Collects, analyzes, and uses data including skill and knowledge assessments, numbers of concentrators, numbers of certifications, and following students beyond graduation to determine program effectiveness and redirection of CTE programming.	Collects, analyzes, and uses data including state and national workforce/economic trend data, skill and knowledge assessments, numbers of concentrators, numbers of certifications, and following students beyond graduation to determine program effectiveness and redirection of CTE programming.	
Instructional practice		Develops a plan to document CTE educators' collaboration processes and instructional practices infused with 21st Century and technical skills across the curriculum.	Documents CTE educators' instructional practices infused with 21st Century and technical skills across the curriculum.	Documents CTE educators' collaboration processes and instructional practices infused with 21st Century and technical skills across the curriculum.	
Professional learning		Demonstrates support of educators' pursuits of individualized and pathway-specific professional learning such as certification training, externships, industry-based technical skills that impacts instruction.	Documents educators' pursuits of individualized and pathway-specific professional learning such as certification training, externships, industry-based technical skills that impacts instruction.	Demonstrates results of educators' pursuits of individualized and pathway-specific professional learning such as certification training, externships, industry-based technical skills that impacts instruction.	

COMPONENT 2: PROFESSIONAL LEARNING

Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
District professional learning standards		Discusses how standards are being implemented and plans for posting on the district web site.	Shows how standards are posted or linked on the district web site, accessible to all.	Demonstrates that the board of education has adopted the district standards as expectations for all professional learning in the district. The standards are posted or linked on the district web site, accessible to all.	
Using data to determine professional learning needs		Demonstrates the process used for analyzing student learning needs. Discusses how data will be used to make decisions for staff's professional learning needs.	Demonstrates the process used for analyzing student learning needs. Shows how data was used to guide some of the decisions made for staff's professional learning needs.	Demonstrates the process used for analyzing student learning needs. Data is used to guide all decisions regarding staff professional learning needs.	
Communication		Discusses the link between educator professional learning and increased student learning and the plan for communicating to other stakeholders.	Shows how communication within the district has demonstrated a link between educator professional learning and increased student learning.	Demonstrates how the district clearly communicates to all stakeholders the critical link between educator professional learning and increased student learning.	
Implementing professional learning standards		Shows how the district is accessing resources to implement professional learning standards for school improvement.	Shows how the district has created resources for district and building leaders for developing and implementing professional learning standards for school improvement.	Shows how the district has created resources for all district staff for developing and implementing professional learning standards for school improvement.	
Responsibility for student learning		Discusses a plan for collective responsibility for student learning.	Demonstrates how collective responsibility for student learning is being shared by all district staff.	Demonstrates how collective responsibility for student learning is being shared and modeled by all district staff.	
Sharing professional learning standards		Discusses a plan for how the district will share professional learning standards with external providers and facilitators of professional learning.	Demonstrates how the district has shared professional learning standards with external professional learning providers and facilitators.	Demonstrates how the district has shared professional learning standards with all external professional learning providers and facilitators and how that has influenced the content of professional learning.	

Applying professional learning standards		Provides examples of how professional learning standards will be applied in planning, design, facilitation, and evaluation of professional learning.	Provides examples of how professional learning standards are consistently being applied in two of the four areas: planning, design, facilitation, and evaluation of professional learning provided by or occurring within the district.	Provides examples of how professional learning standards are consistently being applied in planning, design, facilitation, and evaluation of all professional learning provided by or occurring within the district.	
Establishment of common professional learning expectations		Provides evidence of how leadership in the district and schools is developing the capacity for staff in specific positions to lead and/or facilitate professional learning.	Provides evidence of how leadership in the district and schools is developing the capacity for some staff to be effective leaders (formal and informal) and/or facilitators of professional learning.	Provides evidence of how leadership in the district and schools is equity in developing the capacity of all staff to be effective leaders (formal and informal) and facilitators of professional learning.	
Evaluating effectiveness of professional learning		Shows how professional learning standards are being used to evaluate effectiveness of all professional learning.	Shows how professional learning standards are being used to evaluate effectiveness of all professional learning. Discusses how the district is holding providers and facilitators throughout the district accountable for meeting the standards.	Shows how professional learning standards are being used to evaluate effectiveness of all professional learning. Demonstrates the process for holding providers and facilitators throughout the district accountable for meeting the standards.	
Increased student learning		Discusses plans for linking educator professional learning and increased student learning and identifying how this will be communicated to stakeholders.	Demonstrates the critical link between educator professional learning and increased student learning by recognizing and clearly communicating its importance to some stakeholders.	Demonstrates the critical link between educator professional learning and increased student learning by recognizing and clearly communicating its importance to all stakeholders.	
Resources		Documents how decisions are made about resources for professional learning and are based upon a thorough understanding of student and educator learning needs. Resources for professional learning remain static.	Documents how decisions are made about resources for professional learning and are based upon a thorough understanding of student and educator learning needs and clear commitment to ensure equity in resource allocation. Resources for professional learning remain static.	Documents how decisions are made about resources for professional learning and are based upon a thorough understanding of student and educator learning needs, clear commitment to ensure equity in resource allocation, and thoughtful consideration of what will achieve the intended outcomes for students and educators. Resources for professional learning remain static or have increased.	

COMPONENT 3: RESOURCES					
Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Identification		Demonstrates how district leaders identify and pursue potential resources (funds, materials, facilities, time, people).	Demonstrates how educators and the BOE identify and pursue potential resources (funds, materials, facilities, time, people).	Demonstrates how all stakeholders (students, patrons, parents, educators, administrators, BOE) work together to identify and pursue potential resources (funds, materials, facilities, time, people).	
Prioritization		Produces evidence that the district level staff identify resource priorities aligned with the district improvement plan. Evidence includes development of a clear and comprehensive plan about how resources are allocated. District level staff are aware of prioritization and allocation plans.	Produces evidence that educators and the BOE identify resource priorities aligned with the district improvement plan. Evidence includes a clear and comprehensive plan about how resources are allocated. Educators and the BOE are aware of prioritization and allocation plans.	Produces evidence that the district seeks and values input from all district stakeholders to identify resource priorities aligned with the district improvement plan. Evidence includes a clear and comprehensive plan about how resources are allocated. All stakeholders are aware of prioritization and allocation plans.	
Utilization		Demonstrates how administrators have clear guidelines for expending and investing district resources.	Demonstrates how educators and the BOE are allowed to expend and invest district resources within clearly defined parameters.	Demonstrates how all district staff are allowed to expend and invest district resources within clearly defined parameters.	
Evaluation		District leaders evaluate, at least yearly, efficiency and effectiveness of the district's use of resources. Evaluation feedback is used by district leaders to improve resource prioritization and allocation.	District leaders and BOE evaluate, at least yearly, efficiency and effectiveness of the district's use of resources. This evaluation is tied to progress toward student academic goals.	All district stakeholders evaluate, at least yearly, efficiency and effectiveness of the district's use of resources. This evaluation is driven by progress toward student academic goals.	
Improvement		Use of evaluation feedback by district leaders and the BOE to improve resource prioritization and allocation is documented.	Use of evaluation feedback by district educators and the BOE to improve resource prioritization and allocation is documented.	Use of evaluation feedback by all district stakeholders to improve resource prioritization and allocation is documented.	

COMPONENT 4: DATA					
Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Policies and procedures		Discusses how the district has begun development of policy and procedures that describe a clear and systematic process for data collection, analysis, use and reporting.	Shows how district has created policy and procedures that describe a clear and systematic process for data collection, analysis, use and reporting, and is in the process of implementing the policy and procedures.	Demonstrates how district has fully implemented policy and procedures that describe a clear and systematic process for data collection, analysis, use and reporting including a process for annual review and update of policy and procedures.	
Certification		Documents how the district will certify staff through KSDE's Data Quality Certification program.	Documents through a list that the district has some staff members that currently are seeking or currently hold a certification from KSDE's Data Quality Certification program.	Documents through a list that the district has a minimum of one district leader and each school has a minimum of two staff members that hold a current certification from KSDE's Data Quality Certification program.	
Protocol		Shows development of review and sign-off protocols on all state reports (example: Data Quality Team).	Shows establishment and implementation of review and sign-off protocols on some state reports (example: Data Quality Team).	Shows establishment and implementation of review and sign-off protocols on all state reports (example: Data Quality Team).	
Local data standards		Shows plans for beginning development of a resource documenting local data standards and for district training on proper and consistent use of the resource.	Shows completion of a resource documenting local data standards and provides plans for district training on proper and consistent use of the resource.	Maintains a resource documenting local data standards including an annual review and update process, and explains how all staff members have knowledge of and access to the resource.	
State and federal programs		Shows audits of the district's state and federal programs indicating the district is in the first or second quartile of all districts regarding the number of exceptions and audit findings identified.	Shows audits of the district's state and federal programs indicating the district is in the third quartile of all districts regarding the number of exceptions and audit findings identified.	Shows audits of the district's state and federal programs indicating district is in the fourth quartile of all districts regarding the number of exceptions and audit findings identified.	
Data governance		Documents beginning development of a data governance program and has identified representatives from all stakeholders and program areas to participate in the program.	Documents implementation of a data governance program and is working to gain representation in the program from all stakeholders and program areas.	Documents implementation of a data governance program which includes representation from all stakeholders and program areas and includes a routine for reviewing governance policies and practices.	

FERPA		Shows how the district plans to provide a method for identifying pertinent district personnel who are required to participate and plans to provide Family Educational Rights and Privacy Act (FERPA).	Shows how the district identifies pertinent district personnel who are required to participate and provides ongoing training on Family Educational Rights and Privacy Act (FERPA) to these personnel.	Shows how the district identifies pertinent district personnel and provides ongoing training on Family Educational Rights and Privacy Act (FERPA). Documents that pertinent district personnel have completed the training at least annually.	
Security of physical technology infrastructure		Shows development of policies and procedures to address district-wide security of the physical technology infrastructure.	Shows completion of policies and procedures to address district-wide security of the physical technology infrastructure and is working to fully implement them.	Shows established and fully implemented policies and procedures to address district-wide security of the technology physical infrastructure.	
Confidentiality agreement		Shows development of a confidentiality agreement for all district employees.	Shows completion of a confidentiality agreement and has established a policy requiring staff to sign the agreement.	Shows a confidentiality agreement and policy, and consistently monitors staff compliance.	
Collecting and monitoring data		Shows how the district has begun development of policies and procedures for timely data collection including ways to monitor the data.	Shows how the district has developed policies and procedures for timely data collection and is implementing monitoring of the data.	Shows how the district has policies and procedures in place for timely data collection and monitoring of the data.	
Data submissions		Demonstrates documentation of a methodology for achieving timeliness, and has completed at least 75% of required state and federal data submissions by the published deadline.	Demonstrates documentation of a methodology for achieving timeliness, and has completed at least 85% of required state and federal data submissions by the published deadline.	Demonstrates implementation of a methodology for achieving timeliness, and routinely completes 100% of required state and federal data submissions by the published deadline.	
Timeliness		Shows the beginning creation of a consolidated district data calendar of relevant deadlines and district events.	Shows completion of a consolidated district data calendar of relevant deadlines and district events, including a methodology to update the calendar.	Shows a consolidated up-to-date district data calendar of relevant deadlines and district events and ensures that all staff members are aware of and have access to the district data calendar.	
Technical support and training		Documents beginning development of training staff to collect, interpret and use data effectively and ethically.	Documents training and technical support to staff to interpret and use data effectively and ethically, and encourages staff participation.	Documents training and technical support for all pertinent staff to interpret and use data effectively and ethically differentiating between system use/data submission and interpreting data for instructional decisions.	

Data-driven student learning goals		Shows a plan for how the district will provide resources for students and families to use data to set student learning goals.	Shows how the district provides resources for students and families to use data to set student learning goals.	Shows how the district provides resources and supports, and encourages students and families to use data to set student learning goals.	
Use of data		Demonstrates a plan for district educators to be trained in the effective use of data for decision-making using multiple data sources. Shows how some educators are consistently using data from multiple sources.	Demonstrates how at least 75% of district educators have been trained in the effective use of data for decision-making using multiple data sources. Shows how at least 75% of district educators are consistently using data from multiple sources.	Demonstrates how at least 90% of district educators have been trained and model effective use of data for decision-making using multiple data sources. Shows how all district educators are consistently using data from multiple sources to make informed decisions regarding curricular and student needs.	
Information system use		Demonstrates a plan for training staff on the capabilities of the student information system.	Demonstrates completion of training for at least 75% of district educators on the capabilities of the student information system and staff working to consistently use the capabilities.	Demonstrates established processes to ensure the capabilities of the student information system are maximized by district educators.	
Reporting data misuse		Shows establishment of a protection policy that safeguards individuals who report data misuse.	Shows establishment of a protection policy that safeguards individuals who report data misuse. Shows how the district is working toward a method for reporting. Demonstrates that district personnel know the policy.	Shows establishment of a protection policy that safeguards individuals who report data misuse, provides a method for reporting, and demonstrates that district personnel know the policy.	