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Kansas Education Systems Accreditation

ZERO YEAR Guidance
Part 2 of 4
November 2016 - January 2017

Teacher Licensure and Accreditation (TLA)
785-368-7356
accreditation@ksde.org

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State Board
Vision and Outcomes

Dr. Randy Watson,
Commissioner
rwatson@ksde.org
785-296-3202

In January of 2016, the Kansas State Board of Education announced a new vision and five outcomes for determining the effectiveness of education systems.

VISION: Kansas leads the world in the success of each student.

OUTCOMES:
- Kindergarten readiness
- Graduation rates
- Post-secondary attendance/completion
- Individual Plans of Study (IPS)
- Social/emotional factors measured locally

Successful
Kansas High School Graduate

Dr. Randy Watson,
Commissioner
rwatson@ksde.org
785-296-3202

Kansas State Board of Education Definition:

A successful Kansas high school graduate has the

- academic preparation,
- cognitive preparation,
- technical skills,
- employability skills, and
- civic engagement

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

Zero Year Training Schedule

THIS BOOKLET

QUARTER:	1	2	3	4
Guidance booklet goes out	August 9, 2016	October 17, 2016	January 16, 2017	April 17, 2017
The actual quarter runs	Sept-Oct	Nov-Jan	Feb-Apr	May-June
Training window	August 9 thru Sept	October 27 thru Dec 8	January 16 thru Feb	April 17 thru May

Google Doc for registering for training:
https://docs.google.com/spreadsheets/d/1w2Kkx3NzuvhQOmJLpbYm-8p6lFG-9bdRTfh72_6H9vQ/edit?usp=sharing

ZERO YEAR Guidance Plan

THIS BOOKLET

P A G E	S T E P	TOPIC	1 – SEP-OCT	2 – NOV-JAN *(Guidance arrives mid-October)*	3 – FEB-APR *(Guidance arrives mid-January)*	4 – MAY-JUNE *(Guidance arrives mid-April)*
7	1	**Organize Stakeholder Teams**	- DLT: establish & meet - DSC: establish - BLTs: establish & meet - BSCs meet	- DLT meets - BLTs meet - DSC meets	- DLT meets - BLTs meet - BSCs meet	- DLT meets - BLTs meet - DSC meets
10	2	**Study Model/Process**	- Systems approach - Growth process - The Five Rs	- Staggered implementation plan - Process overview - Detail of cycle	- KESA group select - Outside validation - ARC	- Detail of Cycle 1 for groups 1-4
21	3	**Introduce Rubrics**	Rubric 1 familiarization IRA/calibration	Rubric 2 familiarization IRA/calibration	Rubric 3 familiarization IRA/calibration	Rubric 4 familiarization IRA/calibration
25	4	**Discuss results:** **State Board Definition** ➤ **State Board Outcomes** ➤	- Academic/cognitive - Kdg readiness	- Technical/career - Postsecondary	- Ind plans of study - Graduation	- Civic engagement - Social/Emotional
28	5	**Evaluate Foundational Structures**	- Tiered sys of support - Stakeholder engage - Diversity/equity	- Rose Capacity 1: Comm/basic skills - Rose Capacities 2-3: Civic/social engage	- Rose Capacity 4: Phys/mental health - Rose Capacity 5: Arts/cultural apprec	- Rose Capacities 6-7: Postsec prep
32	6	**Verify Compliance**	- KESA Readiness Survey - Licensure and PD plans - Mentoring - Evaluation	- Nutrition/wellness - Early childhood - Emerg. Safety Int. - Special Ed/Title	- Career-Tech Ed - Curricular stnds - Assessments	- Social/Emotional - Fiscal/finance - Data Qual Cert - Data submit

KESA page on KSDE website: http://goo.gl/3iVeuU.

STEP ONE:

Organize Stakeholder Teams

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Leadership Teams: Agenda

KSDE Contact:
Kelly Slaton,
Education Program Consultant
Teacher Licensure and Accreditation (TLA)
kslaton@ksde.org
785-368-7356

1. **It is recommended that the DLT and BLTs meet at least once during Quarter 2 so that the Quarter 2 information can be addressed.**
2. Suggested KESA-related Quarter 2 agenda items:
    a. KSDE Zero Year guidance plan
    b. Compliance – nutrition/wellness, early childhood, special ed/title
    c. Foundational Structures – Rose Capacity 1: communication/basic skills; Rose Capacities 2-3: Civic/social engagement
    d. Staggered implementation plan
    e. Process overview and detailed steps of cycle
    f. Rubric #2 – familiarize staff with it and address cross-system inter-rater agreement/calibration
    g. Results: Technical/career-specific
    h. Results: Postsecondary

Site Councils: Agenda

KSDE Contact:
Kelly Slaton,
Education Program Consultant
Teacher Licensure and Accreditation (TLA)
kslaton@ksde.org
785-368-7356

1. **It is recommended that DSCs and BSCs meet at least once during the spring semester – perhaps during Quarter 4 -- so that information for Quarters 3 and 4 can be addressed**.
2. Suggested KESA-related agenda covering Quarters 3-4 information from the Zero Year plan:
   a. KSDE Zero Year guidance plan
   b. Compliance
   c. Foundational Structures
   d. Model/Process
   e. Rubrics
   f. Results (State Board definition)
   g. Results (State Board outcomes)

STEP TWO

Study Model/Process

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Process Overview

KSDE Contact:
Kelly Slaton,
Education Program Consultant
Teacher Licensure and Accreditation (TLA)
kslaton@ksde.org
785-368-7356

Year One

Step 1

Each **BLT** conducts needs assessment and reviews data supporting the Results R.

&

Each **BSC** acknowledges and provides feedback regarding needs assessment and Results R data.

Step 2

DLT reviews all buildings' needs assessment and Results R data and selects goal areas (two Rs) for cycle.

&

DSC acknowledges and provides feedback regarding needs assessment, Results R data, and selected goal areas.

Step 3

OVT meets with **DLT**, acknowledges goal areas, provides feedback;

&

Local BOE approves/acknowledges needs assessment, Results R data, and selected goal areas.

Process Overview (continued)

KSDE Contact:
Kelly Slaton,
Education Program Consultant
Teacher Licensure and Accreditation (TLA)
kslaton@ksde.org
785-368-7356

Year Two

Step 1

Relating to the 2 system goal areas, each **BLT** develops 2-3 building goals and an action plan for each.

&

Each **BSC** acknowledges, provides feedback regarding goals and action plans.

Step 2

For each of the 2 system goal areas, **DLT** develops leadership goals and action plans.

&

DSC acknowledges, provides feedback regarding leadership goals and action plans.

Step 3

OVT meets with **DLT**, acknowledges goal areas, provides feedback.

&

Local BOE approves/acknowledges leadership goals and action plans.

KESA page on KSDE website: http://goo.gl/3iVeuU.

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Process Overview *(continued)*

KSDE Contact:
Kelly Slaton,
Education Program Consultant
Teacher Licensure and Accreditation (TLA)
kslaton@ksde.org
785-368-7356

Year Three

Step 1

Each BLT Implements its action plans.

&

DLT Implements action plans.

Step 2

Each BLT & BSC conduct mid-implementation review near end of year.

&

DLT & DSC conduct mid-implementation review near end of year.

Step 3

OVT meets with DLT, acknowledges goal areas, provides feedback;

&

Local BOE approves/acknowledges mid-implementation review and any changes to goals/action plans.

KSDE Contact:
Kelly Slaton,
Education Program Consultant
Teacher Licensure and Accreditation (TLA)
kslaton@ksde.org
785-368-7356

Year Four

Step 1

Each BLT continues implementation and begins collection of artifacts/evidence showing growth.

&

DLT continues implementation and begins collection of artifacts/evidence showing growth.

Step 2

Each BLT updates its BSC once each semester regarding implementation and artifacts/evidence showing growth.

&

DLT updates DSC once each semester regarding implementation and artifacts/evidence showing growth.

Step 3

OVT meets with **DLT**, discusses artifacts/evidence and preparations for final visit in Year Five.

&

Local BOE acknowledges report on implementation, artifacts/evidence, and final visit preparations.

Process Overview (continued)

KSDE Contact:
Kelly Slaton,
Education Program Consultant
Teacher Licensure and Accreditation (TLA)
kslaton@ksde.org
785-368-7356

Year Five

Step 1
Each BLT conducts post-implementation analysis and updates its BSC.

&

DLT conducts post-implementation analysis and updates DSC.

Step 2
DLT and OVT conduct on-site visit to determine OVT recommendation (to KSDE) for accreditation rating.

SUCCESS

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S

Step 3
BOE approves/ acknowledges post-implementation analysis and OVT recommendation.

Step 4
KSDE Accreditation Review Committee (ARC) recommends accreditation rating to Kansas State Board of Education.

Kansas state department of **Education**

Kansas State Board of Education grants accreditation rating to district.

KANSAS STATE BOARD OF EDUCATION
Great students. Great teachers. Great leaders. Great citizens.

KSDE Contact:
Kelly Slaton,
Education Program Consultant
Teacher Licensure and Accreditation (TLA)
kslaton@ksde.org
785-368-7356

Cycle Detail

KESA Year One

1	Evaluate compliance and foundational structures. Address as necessary.
1	Establish Outside Validation Team (OVT) through KSDE-defined process. Verify that each member has received KSDE training.
1	BLTs conduct building needs assessments using "R" rubrics.
1	BLTs gather and examine data supporting the Results R.
1	BLT share needs assessment and results data with BSC.
1	DLT analyze building needs assessment and results data to identify areas of strength and need across district.
1	DLT gather and examine current district-level performance in the Results R. (State Board definition and outcomes)
1	DLT complete district-level "R" rubrics.
1	DLT use building- and district-level data to select **two Rs** as district-wide Goal Areas for the cycle.
1	DLT share needs assessment and results data and selected district-wide Goal Areas with DSC.
1	BSC meet face-to-face at least once second semester.
1	DSC meet face-to-face at least once second semester.
1	DLT share needs assessment results and selected district-wide Goal Areas with local BOE (before or after OVT meeting).
1	DLT meet with OVT (Chair on site, others either on site or virtual). Schedule required dates for rest of cycle.

[*Click here for document showing all five years.*](#)

Cycle Detail (continued)

KSDE Contact:
Kelly Slaton,
Education Program Consultant
Teacher Licensure and Accreditation (TLA)
kslaton@ksde.org
785-368-7356

KESA Year Two

2	Evaluate compliance and foundational structures. Address as necessary.
2	BLT develop a total of **2-3 building goals** related to either or both district goal areas.
2	BLT develop action plan for each building goal.
2	BLTs share building goals and action plans with BSC. (BSCs meet face-to-face at least once during Year 2.)
2	DLT review building goals and action plans.
2	DLT develop district leadership action plan for each district-wide Goal Area.
2	DLT share goals and action plans with DSC. (DSC meets face-to-face at least once during Year 2.)
2	DLT share goals and action plans with local BOE.
2	BLT and DLT coordinate and activate professional learning portions of action plans.
2	OVT Chair check-in to discuss action plans.
2	DLT present district goals/action plans, as well as summary of building goals/action plans, to local BOE.

Click here for document showing all five years.

Cycle Detail (continued)

KSDE Contact:
Kelly Slaton,
Education Program Consultant
Teacher Licensure and Accreditation (TLA)
kslaton@ksde.org
785-368-7356

KESA Years Three & Four

3	Evaluate compliance and foundational structures. Address as necessary.
3	BLT implement action plans. Ongoing collection of artifacts/evidence.
3	DLT implement action plans. Ongoing collection of artifacts/evidence.
3	BLT conduct mid-implementation review and makes adjustments, if necessary, for continued implementation in Year 4.
3	BLTs share mid-implementation review with BSC. (BSCs meet face-to-face at least once during Year 3.)
3	DLT conduct mid-implementation review and makes adjustments, if necessary, for continued implementation in Year 4.
3	DLT share mid-implementation review with DSC. (DSC meet face-to-face at least once during Year 3.)
3	DLT meet with OVT (Chair on site, others either on site or virtual.)
3	DLT present summary of mid-implementation review to local BOE.
4	Evaluate compliance and foundational structures. Address as necessary.
4	BLT continue implementation. Ongoing collection of artifacts/evidence.
4	DLT continue implementation. Ongoing collection of artifacts/evidence.
4	BLT begin review of data, artifacts, evidence.
4	BLT review data, artifacts, evidence with BSC. (BSCs meet face-to-face at least once during Year 4.)
4	DLT begin review of data, artifacts, evidence.
4	DLT review data, artifacts, evidence with DSC. (DSC meet face-to-face at least once during Year 4.)
4	OVT Chair check-in to discuss data, artifacts, evidence and to plan details of Year 5 visit.
4	DLT present update to local BOE.

Click here for document showing all five years.

KSDE Contact:
Kelly Slaton,
Education Program Consultant
Teacher Licensure and Accreditation (TLA)
kslaton@ksde.org
785-368-7356

Cycle Detail *(continued)*

KESA Year Five

5	Evaluate compliance and foundational structures. Address as necessary.
5	BLT conduct post-implementation analysis (all 5 Rs).
5	DLT conduct post-implementation analysis (all 5 Rs).
5	DLT conduct formal visit with OVT.
5	OVT submit recommended accreditation rating to KSDE.
5	KSDE determine its agreement or disagreement with OVT recommendation.
5	KSDE notify DLT and local BOE of accreditation recommendation it will take to State Board.
5	Local BOE submit appeal if not in agreement.
5	Upon completion of appeal process, KSDE make recommendation to State Board.
5	State Board act on recommended rating.
5	KSDE notify DLT and local BOE of official rating.
5	DLT can print certificate and/or letter at any time.

Click here for document showing all five years.

KSDE Contact:
Kelly Slaton,
Education Program Consultant
Teacher Licensure and Accreditation (TLA)
kslaton@ksde.org
785-368-7356

Staggered Implementation

At the end of the third quarter of Zero Year, we will ask you to select your KESA group number.
Your group number will correspond with the year you will receive your first KESA rating.
EXAMPLES:
1. If you will be ready to receive your first KESA rating in the first official year of KESA (2017-2018), then you will choose Group 1.
2. If you will be ready to receive your first KESA rating in the fifth year of KESA, then you will select Group 5.

		Year 1	Year 2	Year 3	Year 4	Year 5
Group #	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1	ZERO YR	KESA RATING YR	YEAR 1	YEAR 2	YEAR 3	YEAR 4
2	ZERO YR		KESA RATING YR	YEAR 1	YEAR 2	YEAR 3
3	ZERO YR			KESA RATING YR	YEAR 1	YEAR 2
4	ZERO YR				KESA RATING YR	YEAR 1
5	ZERO YR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	KESA RATING YR

Official existence of KESA:

STEP THREE

Introduce Rubrics

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KESA Rubrics: Format

Rubric Format

The "R"

The Component

The Descriptors

The Ratings

		RELEVANCE			
		COMPONENT 1: CURRICULUM			
Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Kansas College and Career Ready Standards: Implementation		Provides evidence of implementation of Kansas College and Career Ready Standards at district and school levels. Demonstrates use Kansas College and Career Ready Standards to create two of the following: district curriculum, vertical alignment, student learning outcomes, scope and sequence for teaching and learning, and implemented research-based strategies.	Provides evidence of implementation of Kansas College and Career Ready Standards at district and school levels. Implementation is reviewed on an annual basis according to a process. Demonstrates use Kansas College and Career Ready Standards to create three of the following: district curriculum, vertical alignment, student learning outcomes, scope and sequence for teaching and learning, and implemented research-based strategies.	Provides evidence of implementation of Kansas College and Career Ready Standards at district and school levels. Implementation is reviewed throughout the academic year according to a process. Demonstrates use Kansas College and Career Ready Standards to create all of the following: district curriculum, vertical alignment, student learning outcomes, scope and sequence for teaching and learning, and implemented research-based strategies.	
Curriculum and resources adoptions		Provides evidence of leader and educator participation in curriculum and resources adoptions.	Provides evidence of leader and educator participation in curriculum and resources adoptions. Presents a process for adoptions.	Provides evidence of leader, educator, family, and student participation in curriculum and resources adoptions. Presents a process for adoptions. Demonstrates that adopted curricular material content is sensitive to and reflective of the culture and community in which they will be used.	
Professional learning		Presents and uses data at the classroom, school, and district levels to inform professional learning about curriculum.	Presents and uses data at the classroom, school, and district levels to inform professional learning about curriculum. Uses learning communities to address curriculum.	Uses formalized process to analyze data at the classroom, school, and district levels to inform professional learning needs about curriculum. Documents work of how learning communities are reviewing and addressing curriculum.	

KESA Rubrics: Assessment

Needs Assessment

The needs assessment (Year 1) and post-implementation analysis (Year 5) will entail schools and systems going through the four rubrics, as well as analyzing their "Results R" data. Later in Zero Year, KSDE will provide guidance on how to conduct a needs assessment.

Assessing a Criterion During the Needs Assessment Phase

	NO EVIDENCE	IMPLEMENTING	TRANSITIONING	MODELING
Curriculum and resources adoptions		Provides evidence of leader and educator participation in curriculum and resources adoptions.	Provides evidence of leader and educator participation in curriculum and resources adoptions. Presents a process for adoptions.	Provides evidence of leader, educator, family, and student participation in curriculum and resources adoptions. Presents a process for adoptions. Demonstrates that adopted curricular material content is sensitive to and reflective of the culture and community in which they will be used.

1. Review the MODELING descriptor. Assure IRA/common understanding of terms within it.
2. Do we meet the MODELING descriptor completely?
3. If so, what is our evidence?
4. If not, what is lacking? Do we, then, meet the TRANSITIONING descriptor completely?
5. If so, what is our evidence?
6. If not, what is lacking? Do we, then, meet the IMPLEMENTING descriptor completely?
7. If so, what is our evidence?

KESA Rubrics: IRA

KSDE Contact:
Bill Bagshaw, Assistant Director
Teacher Licensure and Accreditation (TLA)
bbagshaw@ksde.org
785-296-2198

Establishing Inter-rater Agreement (IRA)

As systems move into the needs assessment phase (Year One, 2017-2018) of the KESA cycle, inter-rater agreement, or IRA, will be important. During that phase, each BLT will assess its school using the KESA rubrics and results data, and then the DLT will use all this data to assess the system's overall status and determine goal areas.

In order for the DLT's assessment to be reliable and accurate, agreement needs to exist among BLTs system-wide as to the meanings of the ratings within the rubrics. For example, if two BLTs both rate their schools as "Transitioning" in a specific criterion, the implication is that both schools are performing at the same level of quality relative to the rubric's "Modeling" descriptor for that criterion. For this implication to be accurate, discussions must take place within a system to establish the meanings of the ratings – what this rating "looks like" in this system.

See the next page, or any of the rubrics, for examples of descriptors.

STEP FOUR

Discuss Results/Data

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Results: Technical/Career-Specific

KSDE Contact:
Jay Scott, Assistant Director
Career Standards and Assessment Services (CSAS)
jscott@ksde.org
785-296-4351

Technical/career-specific preparation is one element of the Kansas State Board of Education's definition of a "Successful Kansas High School Graduate." This would include formal career and technical education (CTE) as well as any courses or programs that prepare students for specific careers. What does/will your system use to document growth in this area? Here is a sample discussion activity for stakeholder groups. Consider the various subject areas and grade levels.

Existing Data Points	Potential Data Points
• Data related to Career and Technical Education Pathways? • Individual Plans of Study? • Data related to specific fine arts programs? What else? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	1. What learning activities and/or assessments of technical/career-specific skills/abilities <u>already occur</u> but aren't tracked in the various subject areas and/or grade levels? Think outside the box! 2. What learning activities and/or assessments of technical/career-specific skills/abilities are you considering at this time that <u>could be</u> implemented and tracked? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Results:
Postsecondary Success

KSDE Contact:
Scott Smith, Director
Career Standards and Assessment Services (CSAS)
sesmith@ksde.org
785-296-4639

CURRENT DISCUSSION AT KSDE:

Seven months after high school graduation:

- Enrollment in or attainment of industry-recognized certificate

OR

- Successful completion of 12 college credit hours AND enrollment in further for-credit courses

The State Board is still discussing how this outcome will be measured; as of 10-17-2016 they have not adopted these measures.

STEP FIVE

Evaluate Foundational Structures

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To be accredited, systems must have structures (systemic plans, processes, programs) in place to support certain best practices and the Rose Capacities.

Click here to view Rose Capacities.

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"Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization"

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Communication – curricula/programs/services to support student learning and growth, as well as application of, the following skill areas: oral (including public speaking), written, and interpersonal communication (including conflict resolution)

Basic skills – curricula/programs/services to support student learning and growth in, as well as application of, skill areas such as the following: independent productivity, collaboration, information literacy, technology literacy, financial/consumer literacy

For internal use and discussion, rate your system regarding the level at which it addresses this foundational structure.

No Evidence – no system-wide formal structure
Implementing – drafting system-wide formal structure
Transitioning – system-wide formal structure finalized
Modeling – system-wide formal structure fully implemented

"Sufficient knowledge of economic, social, and political systems to enable the students to make informed choices"

"Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation"

KSDE GUIDANCE
curricula/programs/services to support student learning and growth in, as well as the application of, the above-described knowledge and understanding

For internal use and discussion, rate your system regarding the level at which it addresses this foundational structure.
No Evidence – no system-wide formal structure
Implementing – drafting system-wide formal structure
Transitioning – system-wide formal structure finalized
Modeling – system-wide formal structure fully implemented

STEP SIX

Verify Compliance

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To be accredited, systems must be in good standing with KSDE regarding all applicable state and federal statutory and regulatory requirements.

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Child Nutrition and Wellness

Q: Where can I find USDA regulations and Kansas Statutes for child nutrition programs?

A: At www.kn-eat.org. Contacts for questions specific to CNW programs:

- National School Lunch Program: Cheryl Johnson – csjohnson@ksde.org
- Child & Adult Care Food Program: Jill Ladd – jladd@ksde.org
- Summer Food Service Program: Kelly Chanay – kchanay@ksde.org
- Healthy Kansas Schools (Physical Activity & Wellness Policies): Mark Thompson – mathompson@ksde.org

Q: Where can I find information about the Kansas School Wellness Policy Model Guidelines?

A: Kansas School Wellness Policy Model Guidelines

Q. What resources and training are available to help administer Child Nutrition & Wellness programs?

A: To find resources and training opportunities, search www.kn-eat.org by program or use the search button.

OR call 785-296-2276 or access the CNW Team contact information using the Contact Us link.

Early Childhood

KSDE Contact:
Barbara Dayal
Early Childhood, Special Education,
and Title Services (ECSETS)
bdayal@ksde.org
785-296-5081

Compliance topics include the following:

- Early Childhood Inclusion

- Early Childhood Outcomes

- Collaboration Program and Agency Collaboration

- Blending/Braiding of Funding

- Transitions

Emergency Safety Intervention

KSDE Contact:
Laura Jurgensen
Early Childhood, Special Education,
and Title Services (ECSETS)
ljurgensen@ksde.org
785-296-5522

EMERGENCY SAFETY INTERVENTION (ESI)
Our state has both statutes and regulations on emergency safety intervention – the use of seclusion and restraint with <u>any</u> student. This law has been in effect since 2013.

These laws provide limits on when emergency safety intervention may be used with <u>any</u> student and requirements when these interventions are used. Resources on emergency safety intervention law are located at www.ksdetasn.org

Information on data reporting and analysis and the Kansas State Board of Education's administrative review process is located at www.ksde.org/Default.aspx?tabid=524

Special Education

KSDE Contact:
Stacie Martin
Early Childhood, Special Education,
and Title Services (ECSETS)
smartin@ksde.org
785-296-6855

- Individuals with Disabilities Education Act (IDEA) Part B federal grant award:
  17 indicators in the State Performance Plan include but are not limited to the following areas:

Graduation	Dropout
Assessments	Suspension/Expulsion
Inclusion	Disproportionate Representation/Disability
Timely Initial Evaluation	Secondary Transition
Outcomes across Age-Spans	State Systemic Improvement Plan
Transitions	Resolution & Mediation

- District self-assessments
  http://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Kansas-Integrated-Accountability-System

Title Services

KSDE Contact:
Doug Boline, Assistant Director
Early Childhood, Special Education,
and Title Services (ECSETS)
dboline@ksde.org
785-296-2600

Improving Academic Achievement of the Disadvantaged

Federal programs funded through Every Student Succeeds Act (ESSA)

Programs include:
Migrant Education
Neglected and Delinquent
Education of Homeless Children/Youth (McKinney-Vento)
Title IIA – Preparing/training/recruiting High Quality Teachers
Title III Language Instruction for Limited English Proficient and Immigrant Students

Each district completes Local Consolidated Plan, Annual reports for each program, Title Self Assessment on a 3 year cohort cycle reported to United States Department of Education

Teacher Licensure and Accreditation (TLA)

Kelly Slaton, EPC
Accreditation/Evaluation
785-368-7356
kslaton@ksde.org

Ann Yates, EPC
Evaluation/Accreditation
785-296-5140
ayates@ksde.org

Scott Myers, Ed.D. Director
785-296-8010
smyers@ksde.org

Bill Bagshaw, Assistant Director
785-296-2198
bbagshaw@ksde.org

DISTRICT 1
Janet Waugh

DISTRICT 2
Steve Roberts

DISTRICT 3
John W. Bacon

DISTRICT 4
Carolyn L.
Wims-Campbell,
Co-chair

DISTRICT 5
Sally Cauble

DISTRICT 6
Deena Horst

DISTRICT 7
Kenneth Willard

DISTRICT 8
Kathy Busch

DISTRICT 9
Jim Porter

DISTRICT 10
Jim McNiece,
Chairman

Mission
To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

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

Motto
Kansans CAN.

Successful Kansas High School Graduate
A successful Kansas high school graduate has the
- **Academic** preparation,
- **Cognitive** preparation,
- **Technical** skills,
- **Employability** skills and
- **Civic** engagement

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

Outcomes for Measuring Progress
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance
- Social/emotional growth measured locally