# Kansas Education Systems Accreditation

**ZERO YEAR Guidance**
**Part 3 of 4**
**February 2017 - April 2017**

Kansans **CAN**

# Table of Contents

# State Board
# Vision and Outcomes

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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

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**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.

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# 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**

| PAGE | STEP | 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<br>- DSC: establish<br>- BLTs: establish & meet<br>- BSCs meet | - DLT meets<br>- BLTs meet<br>- DSC meets | - DLT meets<br>- BLTs meet<br>- BSCs meet | - DLT meets<br>- BLTs meet<br>- DSC meets |
| 10 | 2 | **Study Model/Process** | - Systems approach<br>- Growth process<br>- The Five Rs | - Staggered implementation plan<br>- Process overview<br>- Detail of cycle | - Needs assessment & group selection<br>- OVT/ARC<br>- KansaSTAR | - ARC<br>- 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:**<br>**State Board Definition** ➡<br>**State Board Outcomes** ➡ | - Academic/cognitive<br>- Kdg readiness | - Technical/career<br>- Postsecondary | - Ind plans of study<br>- Graduation | - Civic engagement<br>- Social/Emotional |
| 28 | 5 | **Evaluate Foundational Structures** | - Tiered sys of support<br>- Stakeholder engage<br>- Diversity/equity | - Rose Capacity 1: Comm/basic skills<br>- Rose Capacities 2-3: Civic/social engage | - Rose Capacity 4: Phys/mental health<br>- Rose Capacity 5: Arts/cultural apprec | - Rose Capacities 6-7: Postsec prep |
| 32 | 6 | **Verify Compliance** | - KESA Readiness Survey<br>- Licensure and PD plans<br>- Mentoring<br>- Evaluation | - Nutrition/wellness<br>- Early childhood<br>- Emerg. Safety Int.<br>- Special Ed/Title | - Curricular stnds<br>- Assessments | - Social/Emotional<br>- Fiscal/finance<br>- Data Qual Cert<br>- Data submit |

STEP ONE:

# Organize Stakeholder Teams

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# Leadership Teams: Agenda

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1. **During Zero Year, it is recommended that the DLT and BLTs meet at least once during each quarter in order to address that quarter's information.**
2. Suggested KESA-related Quarter 3 agenda items:
    a. KSDE Zero Year guidance plan
    b. Compliance – career-technical education, curricular standards, assessments
    c. Foundational Structures – Rose Capacity 4: physical/mental health; Rose Capacity 5: arts/cultural appreciation
    d. Outside Visitation Team (OVT)
    e. Accreditation Review Council (ARC)
    f. Rubric #3 – familiarize staff with it and address cross-system inter-rater agreement/calibration
    g. Results: graduation rate, individual plans of study

# Site Councils: Agenda

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1. **During Zero Year, it is recommended that DSCs and BSCs meet at least once during the spring semester. For second 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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KPLT members will facilitate this **activity**, modeling it so that attendees can take it back to their systems/schools and use it with their staff.
Activity URL: http://www.ksde.org/Portals/0/TLA/Accreditation/Accreditation%20Model/KESA%20Needs%20Assess%20Activity%20Plan.pdf

## NEEDS ASSESSMENT

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

The KESA process starts with a needs assessment. The KESA needs assessment involves going through the rubrics and analyzing current data (for the Results "R"). An important element of the needs assessment process is stakeholder input: Do system leaders' view of the current conditions align with other stakeholders' views?

This activity can assist systems in starting to gather such input while, at the same time, also assembling a concrete list of evidence to use later in the needs assessment process.

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# 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.

Official existence of KESA:

| Group # | 2016-2017 | 2017-2018 (Year 1) | 2018-2019 (Year 2) | 2019-2020 (Year 3) | 2020-2021 (Year 4) | 2021-2022 (Year 5) |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|
| 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 |

# KESA Implementation: Where Do We Fit?

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KPLT members will facilitate this **activity** to assist systems in determining which step, or year, in the KESA process best fits their system's needs.
ACTIVITY URL: http://www.ksde.org/Portals/0/TLA/Accreditation/Accreditation%20Model/KESACycleSelection%20Activity.pdf

Using the "Staggered Implementation" chart on the previous page and the "Detailed Steps in Cycle" document available on the KESA web page, systems can determine how far along they are in the five-year KESA process.

Systems that are farther along in the process will have a condensed cycle for their initial KESA cycle.

Systems that have not done a formal, comprehensive needs assessment in some time will have to examine their improvement efforts and/or strategic plans to see where they most likely fit in the KESA process.

# Outside Visitation Team (OVT)

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## DEFINITION
A group of education professionals charged with coaching, mentoring, and supporting a district/system for the duration of the five-year accreditation cycle.

## FUNCTION
This team will assist the district/system with analyzing the results of its needs assessment, building a plan of action, and determining the most effective supports for achieving growth.

## IMPORTANCE
The OVT is important because it provides an objective perspective, ensures process fidelity, and fosters collaboration across and among districts.

# Outside Visitation Team (OVT)

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OVT Members…

- should have experience relevant to their role on the team.

- must not be employed by the district/system served by the OVT.

- must not serve concurrently on committees in the district/system served by the OVT.

- must notify KSDE of any potential conflicts of interest in serving the district/system served by the OVT.

# Outside Visitation Team (OVT)

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Expectations of Members

- Attend all required training/professional learning events.

- Adhere to OVT responsibilities (See pages 17-18.).

- Commit for the five-year cycle. Give adequate notice prior to leaving the OVT during a five-year cycle.

- Attend all required meetings/visits.

- Actively participate.

# Outside Visitation Team (OVT)

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DEVELOPING YOUR OVT

It is the responsibility of the district/system to acquire an OVT.
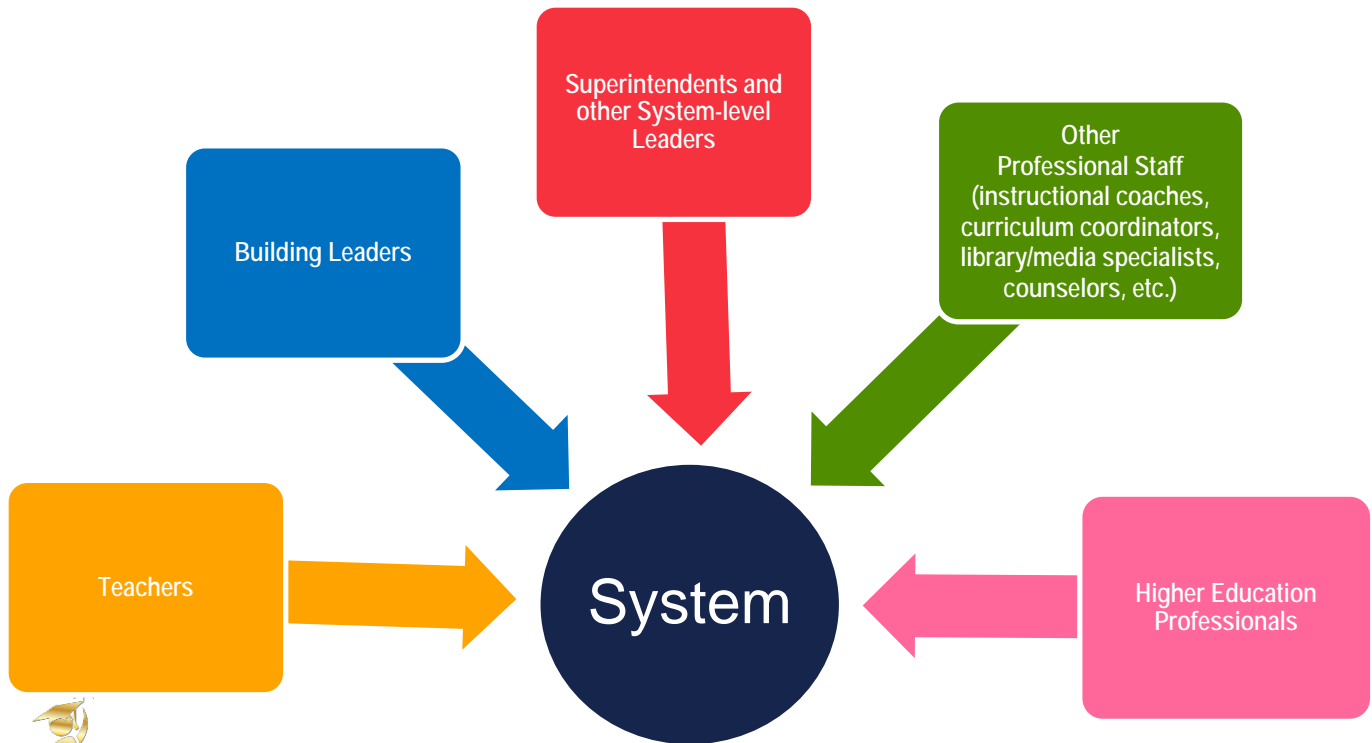
Assistance with OVT development:
- Kansas Learning Network (KLN)
- Kansas MTSS
- AdvancED
- Service Centers
- Other KSDE-approved outside supporters

Superintendents and other System-level Leaders

Building Leaders

Other Professional Staff (instructional coaches, curriculum coordinators, library/media specialists, counselors, etc.)

Teachers

System

Higher Education Professionals

**Outside Visitation Team (OVT)**

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## WHY SERVE ON AN OVT?

- Learn from other team members

- Gain exposure to other district/system cultures

- Earn professional development credit

# Outside Visitation Team (OVT)

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| YEAR ONE | YEAR TWO |
|---|---|
| • Schedule visit.<br>• Obtain documentation.<br>• Develop agenda.<br>• Conduct visit.<br>• Submit Y1 Summary Report | • Schedule Chair Check-in.<br>• Provide applicable support.<br>• Conduct Chair Check-in.<br>• Submit Y2 Summary Report |
| YEAR THREE | YEAR FOUR |
| • Conduct site visit.<br>• Coaching as needed.<br>• Discuss goal progress.<br>• Submit Y3 Summary Report | • Coaching as needed.<br>• Review progress as applicable.<br>• Conduct site visit.<br>• Prepare for Year 5 visit.<br>• Submit Y4 Summary Report |

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

# Outside Visitation Team (OVT)

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## YEAR FIVE

- Conduct final visit (full day).

- Complete OVT Final Summary Report.

- OVT and/or DLT present/co-present to local board of education.

- Submit OVT Final Summary Report to KSDE for Accreditation Review Council (ARC) review.

# Accreditation Review Council (ARC)

1. This is the body that makes the official recommendation to the State Board for accreditation for each system.
2. Comprised of PK-12 education professionals.
3. Director of TLA will chair the ARC. Chair will not be a voting member.
4. Assistant Director of TLA will be a facilitator of ARC meetings. Facilitator will not be a voting member.
5. ARC meetings will be held quarterly. The Chair will set meeting dates and location.
6. Nominations for membership may come from a variety of "other committee" members as appropriate.
7. The Accreditation Advisory Council will confirm nominees to the ARC as recommended by the Chair.
8. The ARC will review applications and recommend approval or denial of vendors seeking to become Outside Visitation Teams selected by districts not using the KESA Accreditation process.
9. A non-voting member of the ARC will be appointed by the Chair to attend all ARC quarterly meetings for the purpose of creating a public record of the ARC meetings.
10. Members of the ARC will notify the committee Chair of any potential conflict(s) of interest in the accrediting process of any district and shall recuse themselves in such matters related to the district(s) in question.

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# KESA State Reports

There will be two points in the KESA cycle when districts/systems will submit an accreditation report to KSDE through the KESA Authenticated Application:

1. KESA Initial Report
Year One after OVT visit
2. KESA Final Report
Year Five after OVT visit

Where/how will your district/system house your KESA documentation?

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# What is Indistar®?

**Indistar**
Getting better together.

Indistar® is a web-based tool that guides a Leadership Team (district, school, or both) in charting its improvement and managing the continuous cycle of assessing, planning, implementing, and progress tracking of effective practices.

Focus is clear……responsibilities assigned……efforts synchronized.

# Why KansaSTAR?

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## The Benefits….

- TEAMing process (SEA, LEA and Schools)
- Indicators of Effective Practice & Research Support (Wise Ways and Indicators in Action)
- SEA, LEA, School and Coaching Support
- ONE plan for multiple agencies/processes
- Accessibility to REAL TIME work
- Accountability
- Multiple account types (District/School/Guest)
- Electronic submissions
- Customizable
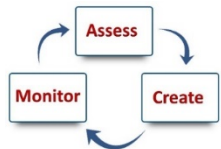- No cost to district (KSDE pays for access for all Kansas schools.)

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# KansaStar Continuous Improvement



**Leadership teams** engage in the process by reading, understanding, and utilizing Wise Ways® research briefs to guide candid conversations.

## ASSESS

Leadership teams assess where they are currently in regards to indicators of effective practice

## CREATE

Leadership teams create plans and a series of tasks to reach full and effective implementation of chosen indicators/objectives

## MONITOR

Leadership teams monitor completion of tasks, gathering of evidence, and implementation of sustainable plans

## SUSTAIN

Leadership teams continuously monitor their sustainability for indicators that they have determined are at full implementation

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# Indistar Core Functions

- Leadership and Decision Making
- Curriculum, Assessment and Instructional Planning
- Classroom Instruction
- Parent, School and Community
- Tiered System

For the 2017-2018 school year, the indicators will be aligned to the KESA rubrics and will include system-level indicators.

STEP THREE

# Introduce Rubrics

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# KESA Rubrics

The needs assessment (Year 1) yields information on the system's current situation so that areas of focus can be identified for improvement. The post-implementation analysis (Year 5) yields information on the system's new "current situation" so that improvement can be documented and new or continuing areas of focus.

There is no template, *per se*, for the KESA needs assessment. It simply has two parts:
1. Completing the **KESA rubrics** (including supporting evidence)
2. Examining "**Results R**" data

During Zero Year, systems are encouraged to familiarize staff and stakeholder committees with the KESA rubrics by reviewing one rubric each quarter.

The next page gives a visual explanation of the format of the rubrics, and the following page offers a set of steps for completion of the rubrics.

# 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

## Completing the Rubrics: Assessing a <u>Criterion</u> 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. |

<u>**Steps**</u> for assessing each criterion (each row in the rubric):
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

**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

# Results: Individual Plans of Study (IPS)

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- IPS is one of the Kansas State Board of Education Outcomes.
- An IPS is both a *product* developed/maintained by the student, beginning in the middle grades, and a *process* adopted by the school(s).
- KSDE's goal is that all middle & high schools fully implement both the IPS product and process by the end of 2017-2018.
- All IPS questions in KESA Initial Report are intended to gauge implementation levels in the system.

# Results: Graduation Rate

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- KESA is a growth model, and Graduation Rates are just one piece of the whole.
- Graduation Rate is one of the Kansas State Board of Education Outcomes.
- The Board Outcomes comprise the Results "R."
- A work group at KSDE is focusing on this piece to answer how graduation rate will fit into overall accreditation picture.

**LINKS:**
2016-2017 Graduation Rate Fact Sheet
*http://www.ksde.org/Portals/0/TLA/Graduation%20and%20School%20Choice/Graduation%20and%20Dropout/Graduation%20Fact%20Sheet%202016-2017.pdf*
Graduation Home Page
*http://www.ksde.org/Default.aspx?tabid413*

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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*Regarding Physical and Mental Health:*
*Rose Capacity 4*
*"Sufficient self-knowledge and knowledge of his or her mental and physical wellness"*

**KSDE GUIDANCE**
- Physical education/health graduation requirement is a compliance item.
- Child nutrition and wellness compliance was covered in Quarter 2 (p. 34).
- Social-emotional wellness (including counseling services)
- Physical wellness (including physical education and health curricula)

**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

# Rose Capacity 5

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*"Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage"*

## KSDE GUIDANCE

- Fine Arts graduation requirement is a compliance item.
- Curricula, programs, services to support student learning and growth in the fine arts (dance, music, visual arts, theatre, media arts)
- Curricula, programs, services to support student learning and growth in world languages

**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

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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# Curricular Standards

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## KSDE Guidance

Systems shall provide a well-rounded education to ensure student success by developing curriculum aligned with high academic standards.

## Curriculum and Instruction Guidelines

Instructional practices and the selection of curricular materials and resources should be informed by rigorous curricular standards. Instruction should support student learning by including defined learning goals, criteria for student success, and opportunities throughout a learning experience for educators to gather evidence about student learning in order to adapt instruction to suit each student's needs. Standards – created by Kansas teachers and their experiences with Kansas students – drive the selection of instructional practices, curricular materials, and resources necessary for students to achieve rigorous learning goals.

# Curricular Standards

| Curricular Area | Links |
|---|---|
| Counseling | http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/School-Counseling |
| English Language Arts and Literacy | http://community.ksde.org/Default.aspx?tabid=5280 |
| English Language Proficiency | http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-A-E/English-Language-Proficiency/Standards |
| Fine Arts | http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/Fine-Arts-Dance-Media-Arts-Music-Theatre-Visual-Arts |
| Health | http://www.kshealthykids.org/HKS_Menus/HKS_Standards.html |
| History, Government, Social Studies | http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/History-Government-and-Social-Studies |
| Library Media | http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/Library-Media-and-Technology |
| Mathematics | http://community.ksde.org/Default.aspx?tabid=5255 |
| Science | http://community.ksde.org/Default.aspx?tabid=5975 |
| World Languages | http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/World-Languages/Standards |

# Assessments

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## Required Assessments

**ENGLISH LANGUAGE ARTS (ELA)**
yearly
grades 3-8, 10

**MATH**
yearly
grades 3-8, 10

**SCIENCE**
yearly
grades 5, 8, 11

**HISTORY/GOVERNMENT**
every other year (even yrs)
grades 6, 8, 11

**LINKS:**
**Assessment Overview**
*http://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Assessments/2016-2017%20Kansas%20Assessments%20Overview.pdf?ver=2016-08-22-064514-597*
***Assessment Home Page***
*http://www.ksde.org/Default.aspx?tabid407*

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# KANSAS
## STATE BOARD OF
# EDUCATION

Great students. Great teachers. Great leaders. Great citizens.

Kansas State Board of Education
Landon State Office Building
900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
*www.ksde.org/board*

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## 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

**Kansas** state department of **Education**

Kansas State Department of Education
Landon State Office Building
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