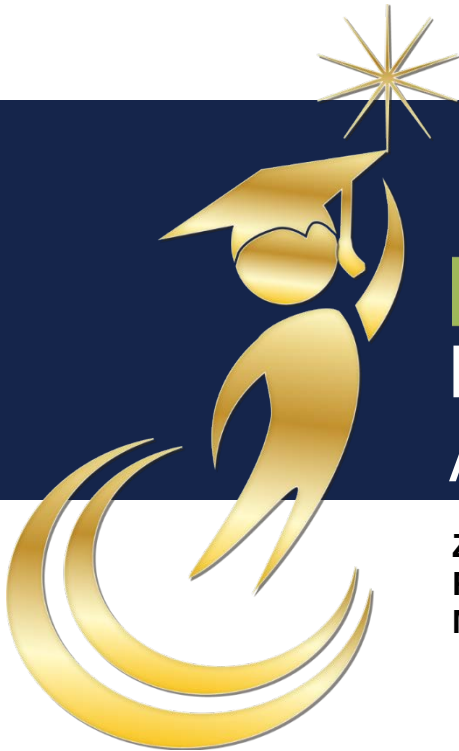


Kansans **CAN**



Kansas Education Systems Accreditation

ZERO YEAR Guidance
Part 4 of 4
May 2017 - June 2017



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State Board Vision and Outcomes

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Commissioner of Education
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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:

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



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



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.





Zero Year Schedule

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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-May

Google Doc for registering for training:

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





ZERO YEAR Guidance Plan

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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 - 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	- Needs assessment & group selection - OVT/ARC - KansaSTAR	- KESA app/reports - ARC - Detail of Cycle 1 for groups 1-4
18	3	Introduce Rubrics	Rubric 1 familiarization IRA/calibration	Rubric 2 familiarization IRA/calibration	Rubric 3 familiarization IRA/calibration	Rubric 4 familiarization IRA/calibration
23	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
31	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
35	6	Verify Compliance	- KESA Readiness Survey - Licensure and PD plans - Mentoring - Evaluation	- Nutrition/wellness - Early childhood - Emerg. Safety Int. - Special Ed/Title	- 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



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 4 agenda items:
 - a. KSDE Zero Year guidance plan
 - b. Compliance – fiscal/financial, data quality certification, data submissions
 - c. Foundational Structures – Rose Capacities 6-7: Postsecondary and career preparation
 - d. Detail of Cycle 1 for those beginning in Years 2-5 of process
 - e. Accreditation Review Council (ARC)
 - f. Rubric #4 – familiarize staff with it and address cross-system inter-rater agreement/calibration
 - g. Results: civic engagement, social-emotional factors





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



KESA State Reports

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1. KESA **Initial** Report

- a. **ALL SYSTEMS** will need to fill in Submitter, OVT Chair, and Year in Process pages by **September 15**.
- b. Complete entire report by end of 2017-2018 (after OVT visit).
- c. Draft of report available on KESA web page.

2. KESA **Final** Report

- a. Counterpart to Initial Report (from Year One)
- b. Complete by end of final year in cycle after OVT visit





Staggered Implementation

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By the end of Zero Year, systems should have assigned themselves to a “Year in KESA Process” (left column below) for 2017-2018.

KESA's first official year

Your Year in KESA Process	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
5	ZERO YR	KESA RATING YR	YEAR 1	YEAR 2	YEAR 3	YEAR 4
4	ZERO YR	→ KESA RATING YR		YEAR 1	YEAR 2	YEAR 3
3	ZERO YR	→ KESA RATING YR			YEAR 1	YEAR 2
2	ZERO YR	→ KESA RATING YR				YEAR 1
1	ZERO YR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	KESA RATING YR





Systems Starting in Year Two

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In 2017-2018, these systems will do the following:

1. Virtual meeting with OVT by end of September.
 1. Discuss the process and data the system used for determining needs and selecting two Goal Areas.
 2. Document school and system baseline data supporting the Results “R.”
 3. Complete KESA Initial Report
2. Schools develop their goals and action plans.
3. System develops its leadership goals and action plans.
4. Official Year Two OVT visit in mid-spring and proceed with regular KESA process from this point.
5. Begin professional learning portion of action plans.

The following three years will follow the normal KESA process for Years 3, 4, and 5.





Systems Starting in Year 3

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These systems are in the middle of implementing their school and system action plans. In 2017-2018, these systems will do the following:

1. Begin implementation.
2. Virtual meeting with OVT by end of September.
 1. Discuss the process and data the system used for determining needs and selecting two Goal Areas.
 2. Document school and system baseline data supporting the Results “R.”
 3. Complete KESA Initial Report
3. Official Year Three OVT visit in mid-spring and proceed with regular KESA process from this point.

The following two years will follow the normal KESA process for Years 4 and 5.





Systems Starting in Year 4

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785-296-2198

These systems are finishing their implementation of school and system action plans. In 2017-2018, these systems will do the following:

1. Continue implementation.
2. Virtual meeting with OVT by end of October.
 - a. Document the process and data the system used for determining needs and selecting two Goal Areas.
 - b. Complete KESA Initial Report to document their activity up to this point.
3. Official Year Four OVT visit in mid-spring and proceed with regular KESA process from this point.

The following year will follow the normal KESA process for Year 5.





Systems Starting in Year 5

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These systems are in the final year of the KESA process – ready to examine the effects of their work over the past years. In 2017-2018, these systems will do the following:

1. Document the process and data the system used for getting to this point: identifying needs, selecting Rs, developing goals and action plans.
2. Complete KESA Initial Report to document their activity up to this point.
3. Virtual meeting with OVT by end of October.
4. Official Year Five OVT visit in mid-spring and proceed with regular KESA process from this point (KESA Final Report, OVT Executive Summary).

The following year, the system will begin a full five-year KESA cycle.





Accreditation Review Council

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- Acronym: ARC
- Review system data, make recommendation of rating to SBoE
- Members from all 10 SBoE districts
- Members are education professionals
(elementary, middle, secondary, higher ed, other)
- Number of members yet to be determined
- Calendar to be developed
- Training provided by KSDE





STEP THREE

Introduce Rubrics



KESA Rubrics

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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

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Rubric Format

The “R”

RELEVANCE					
The Component		COMPONENT 1: CURRICULUM			
Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Kansas College and Career Ready Standards: Implementation	The Descriptors	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.	The Ratings
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

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Completing the Rubrics: 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.

Steps 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

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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: Civic Engagement

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“Civic Engagement” is one of the five elements of the State Board of Education’s definition of a successful Kansas high school graduate (See p. 4.).

DEFINITIONS

Civic Engagement: the sharing of skills and knowledge through actions intended to improve communities, states, nations, the world and self

Self-efficacy: the confidence that one’s actions can make a difference, either alone or in collaboration and cooperation with others





Results: Civic Engagement

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CIVIC SKILLS	CIVIC KNOWLEDGE	CIVIC ACTIONS	CIVIC INTENT
<ul style="list-style-type: none">• Speak• Listen• Collaborate• Organize• Advocate• Gather info• Process info	<ul style="list-style-type: none">• Govt structures• Govt processes• History• Geography• Economics	<ul style="list-style-type: none">• Vote• Volunteer• Participate• Collaborate• Compromise• Speak• Assist• Persuade• Impact	<p>Commitment to one's and others'</p> <ul style="list-style-type: none">• Rights• Welfare• Freedom• Fairness• Trust• Duty





Results: Civic Engagement

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Schools should provide:

- Rigorous course work in social sciences
- Experiences in discussion of issues
- Service projects connecting classroom and community
- Access to service activities
- Strong student government
- Instruction/access to simulations of democratic process





Results: Civic Engagement

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RESOURCES

Kansans Can Civic Engagement Fact Sheet:

<http://www.ksde.org/Portals/0/Learning%20Services%20Documents/Kansans%20Can%20Civic%20Engagment%20Fact%20Sheet%20July%2021.pdf>

Civic Engagement General Resources:

Kansas Volunteer Commission: <http://kanserve.org/>

<http://www.ksde.org/LinkClick.aspx?fileticket=NVWtw0IWAOW%3d&tabid=472&portalid=0&mid=3124>

Guidebook: Six Proven Practices For Effective Civic Learning:

<http://www.ksde.org/LinkClick.aspx?fileticket=ARPzBNKHvWE%3d&tabid=472&portalid=0&mid=3124>





Results: Social-Emotional Factors

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DATA AND APPROACH

- Perception Data (i.e. surveys)
- Process Data (i.e. numbers served)
- Outcome Data (i.e. What did you prove?)
- Multiple Measures
- School Climate Data
- Tiered Approach
- Utilize Evidenced-Based Curriculum





Social-Emotional Factors

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RESOURCES

SECD: <http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/School-Counseling/Social-Emotional-and-Character-Development>

School Counseling: <http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/School-Counseling/School-Counseling-Resources>





STEP FIVE

Evaluate Foundational Structures

FOUNDATIONAL STRUCTURES STATEMENT

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





Rose Capacity 6

Regarding Postsecondary and Career Preparation:

Rose Capacity 6: “sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently”

(Curricula, programs, and services to support student learning and growth in preparation for postsecondary learning.)

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 7

Regarding Postsecondary and Career Preparation

“Rose Capacity 7: sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market”

(Curricula, programs, and services to support student learning and growth in preparation for postsecondary learning.)

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

COMPLIANCE STATEMENT

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





REQUIREMENTS

- Bullying (KSA 72-8256)
- Jason Flatt Act (Youth Suicide)
- Erin's Law (Child Sexual Abuse)
- SB 367 (Juvenile Justice)
- Individuals with Disabilities Education Act (IDEA)
- Elementary and Secondary Education Act (ESEA)
- Student Discipline Data (suspensions, expulsions etc.)





Fiscal/Finance

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- Superintendent's Organizational Report (SO-66)
- Principal's Building Reports (PBR)
- CPA Audits
- KSDE Audits
- Budgets
- Payment Requests
- Annual Statistical Report
- Special Ed Transportation (Form 308)
- Local Effort for General State Aid
- Mill Rate Form
- Unencumbered Cash Balance Report





RESOURCES

- Fiscal Auditing web page:
<http://www.ksde.org/Agency/Fiscal-and-Administrative-Services/Fiscal-Auditing>
- Budget Information web page:
<http://www.ksde.org/Agency/Fiscal-and-Administrative-Services/School-Finance/Budget-Information>





PRIVACY AND SECURITY

- Family Educational Rights and Privacy Act (FERPA)
 - <http://www.ksde.org/Agency/Office-of-the-Commissioner/Office-of-General-Counsel/FERPA-and-PPRA>
- School Finance “Online Budget Packet”
http://www.ksde.org/Portals/0/School%20Finance/budget/Online%20Budget%20Packet/timelines_web_app.pdf?ver=2016-09-12-145741-090
- KIDS Training <http://kidsweb.ksde.org/Training>
- Data Quality Certification
<http://community.ksde.org/Default.aspx?alias=community.ksde.org/dqcprogram>





Data Submission

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STATE AND FEDERAL DATA SUBMISSIONS

- Timeline for Reports and Collections
<http://www.ksde.org/Data-Central/Timeline-for-Reports-and-Collections>
- School Finance “Online Budget Packet”
http://www.ksde.org/Portals/0/School%20Finance/budget/Online%20Budget%20Packet/timelines_web_app.pdf?ver=2016-09-12-145741-090
- KIDS Training <http://kidsweb.ksde.org/Training>
- Data Quality Certification
<http://community.ksde.org/Default.aspx?alias=community.ksde.org/dqcprogram>





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Kathy Busch,
Vice chair



DISTRICT 9
Jim Porter,
Chairman



DISTRICT 10
Jim McInee

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



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The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612-1212, (785) 296-3204

Jan. 18, 2017