KASB

Serving Educational Leaders,
Inspiring Student Success

Greenbush
Southeast Kansas Education Service Center
Service • Innovation • Opportunities

Leadership Readiness for KESA and Kansans Can

Dr. Brian Jordan
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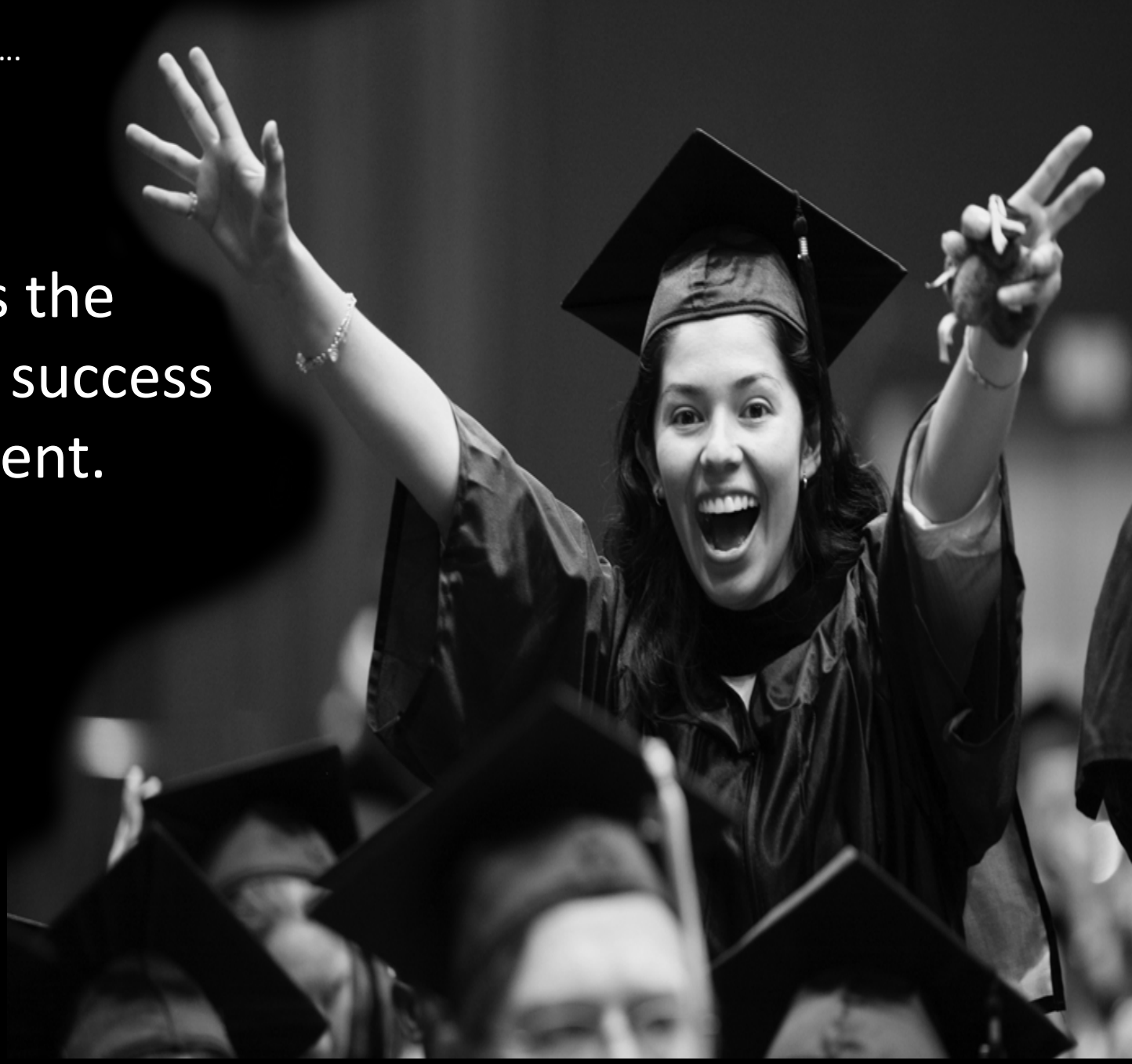
Kansas leads the world in the success of each student.



Kansans CAN

Student Achievement does not always equate to Student SUCCESS!

Kansans **CAN**

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.

Creating a Vision for Kansas

State Level Outcomes will drive our Vision!

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

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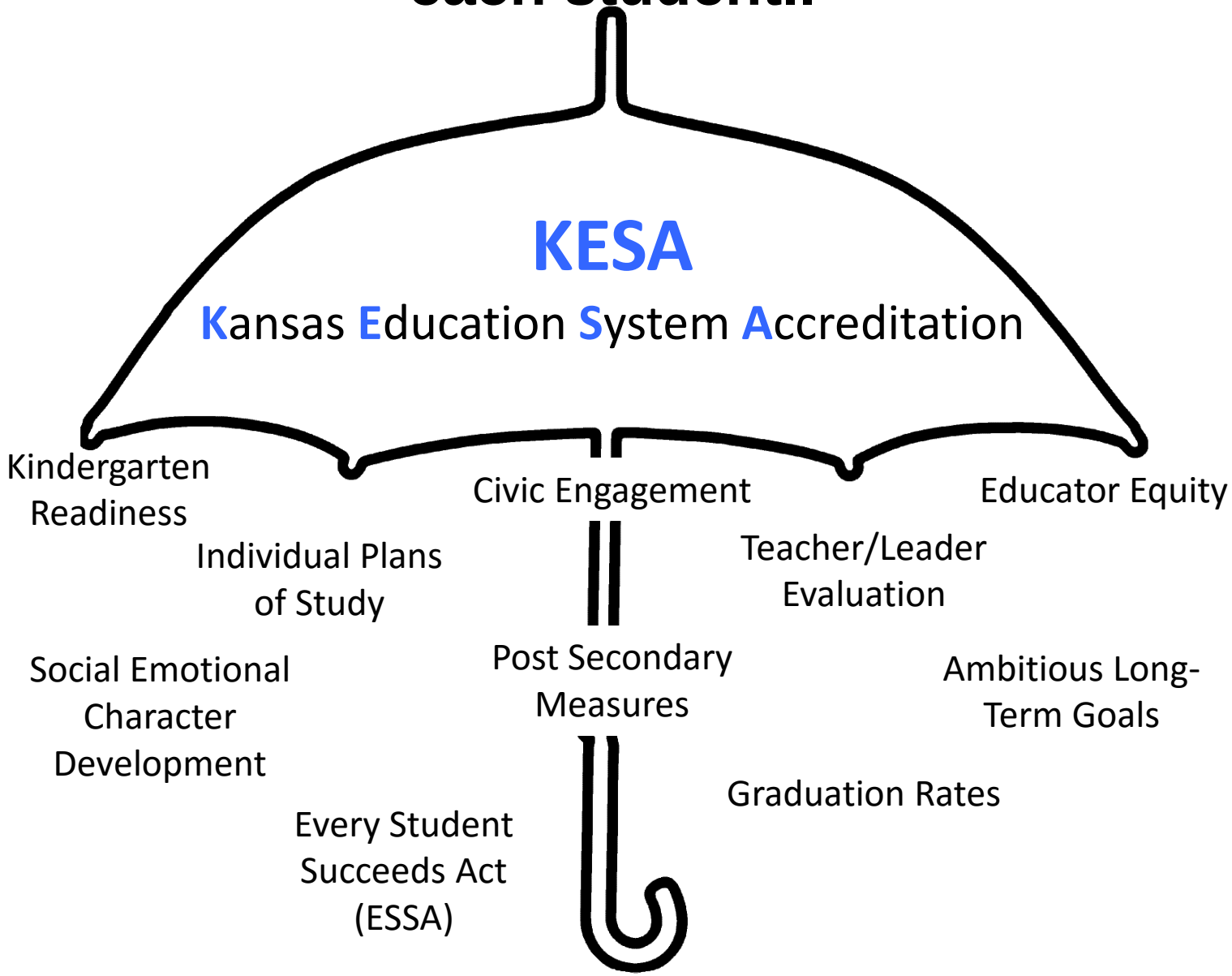

KESA
Educational Framework

The Five Rs

RELATIONSHIPS

Defining Relationships:
"a state of interconnectedness – among people, curricula, programs, projects, and communities – is critical in establishing connections that result in high performing learning environments" (KSDE, 2010, p. 40)

COMPONENTS:

- *Staff*
- *Students*
- *Families*
- *Community*

RELEVANCE

Defining Relevance:
"the power and ability of specific information to meet the needs of its user – strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real world, and socially significant" (KSDE, 2010, p. 42).

COMPONENTS:

- *Curriculum*
- *Instruction*
- *Student Engagement*
- *Technology*

RESPONSIVE CULTURE

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

COMPONENTS:

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

RIGOR

Defining Rigor:
"a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning – is essential in addressing the needs of our rapidly expanding society and world" (KSDE, 2010, p. 44).

COMPONENTS:

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

RESULTS

Defining Results:
"witnessable evidence of growth and learning – allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner." (KSDE, 2010, p. 46).

COMPONENTS:

- *Academic / Cognitive*
- *Technical / Career-specific*
- *Employability*
- *Civic Engagement*
- *SBoE Outcomes*

Growth Cycle (continued)

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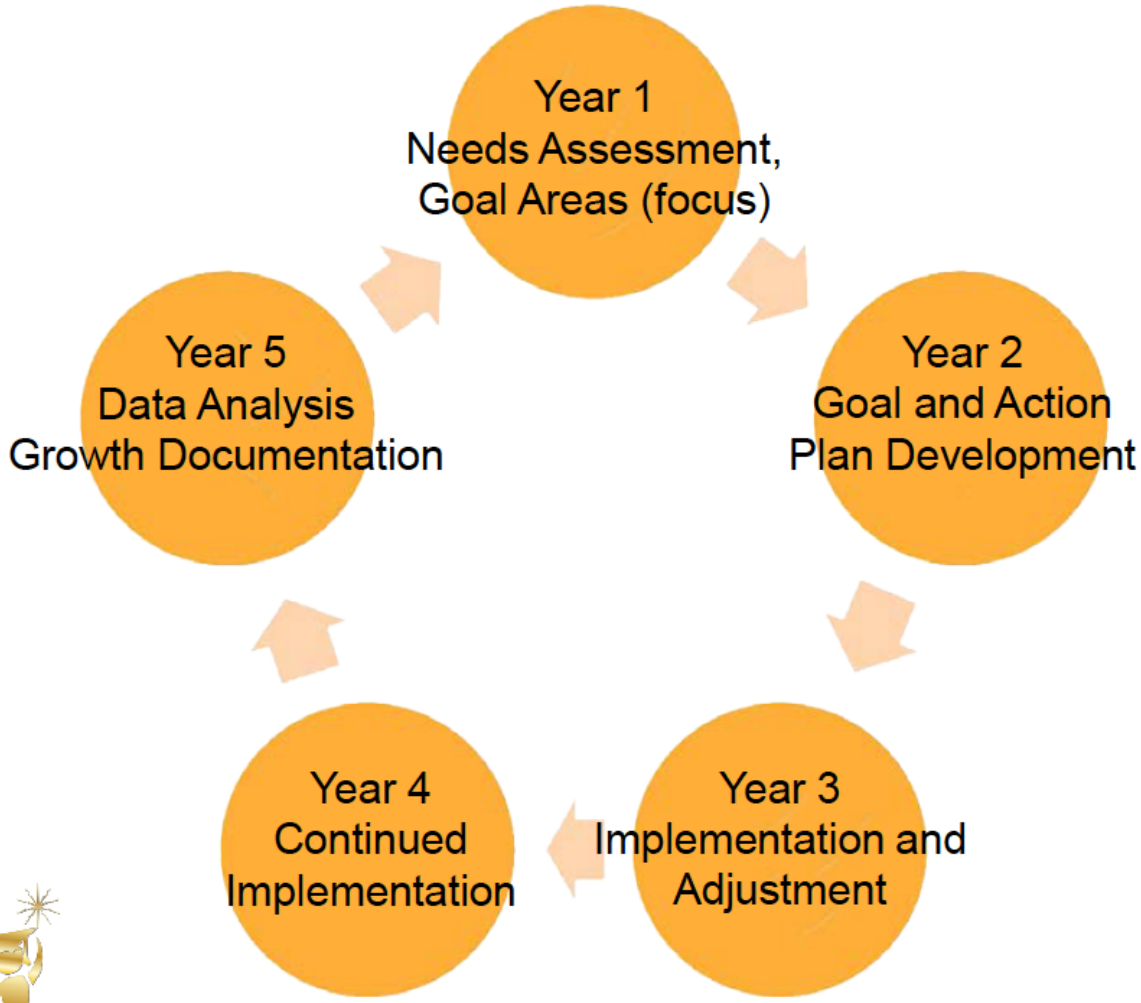

In KESA, accreditation is the recognition of the growth achieved during the five-year cycle – of the work of education systems toward becoming increasingly effective in achieving student learning and, ultimately, successful high school graduates.

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

Staggered Implementation and Completion Timeline

	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

ZERO YEAR Guidance Plan

KSDE Contact:
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	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)*
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
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
3	**Introduce Rubrics**	Rubric 1 familiarization IRA/calibration	Rubric 2 familiarization IRA/calibration	Rubric 3 familiarization IRA/calibration	Rubric 4 familiarization IRA/calibration
4	**Discuss results:** **State Board Definition** → **State Board Outcomes** →	- Academic/cognitive - Kdg readiness	- Technical/career - Postsecondary	- Employability - Graduation	- Civic engagement - Social/Emotional - Ind plans of study
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
6	**Verify Compliance**	- KESA Readiness Survey - Licensure and PD plans - Mentoring - Evaluation	- Nutrition/wellness - Early childhood - Special Ed/Title	- Career-Tech Ed - Curricular stnds - Assessments	- Fiscal/finance - Data Qual Cert - Data submit

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PROPOSED NEW MODEL

KESA – Stakeholder Representation

How stakeholders are directly involved in the process:

School building leadership team (BLT) *building employees* 	**District Leadership team (DLT)** *employees from across the district* 	**Local Board of Education**
School building site council (BSC) *parents/community/ business-industry* 	**District site council (DSC)** *parents/community/ business-industry* 	**Outside validation team** *PK-20 education professionals*

Building Leadership Team

Collaborate with the Building Site Council and District Leadership Team to determine and participate in the work of improving student learning through quality participation in the accreditation process

Building Site Council

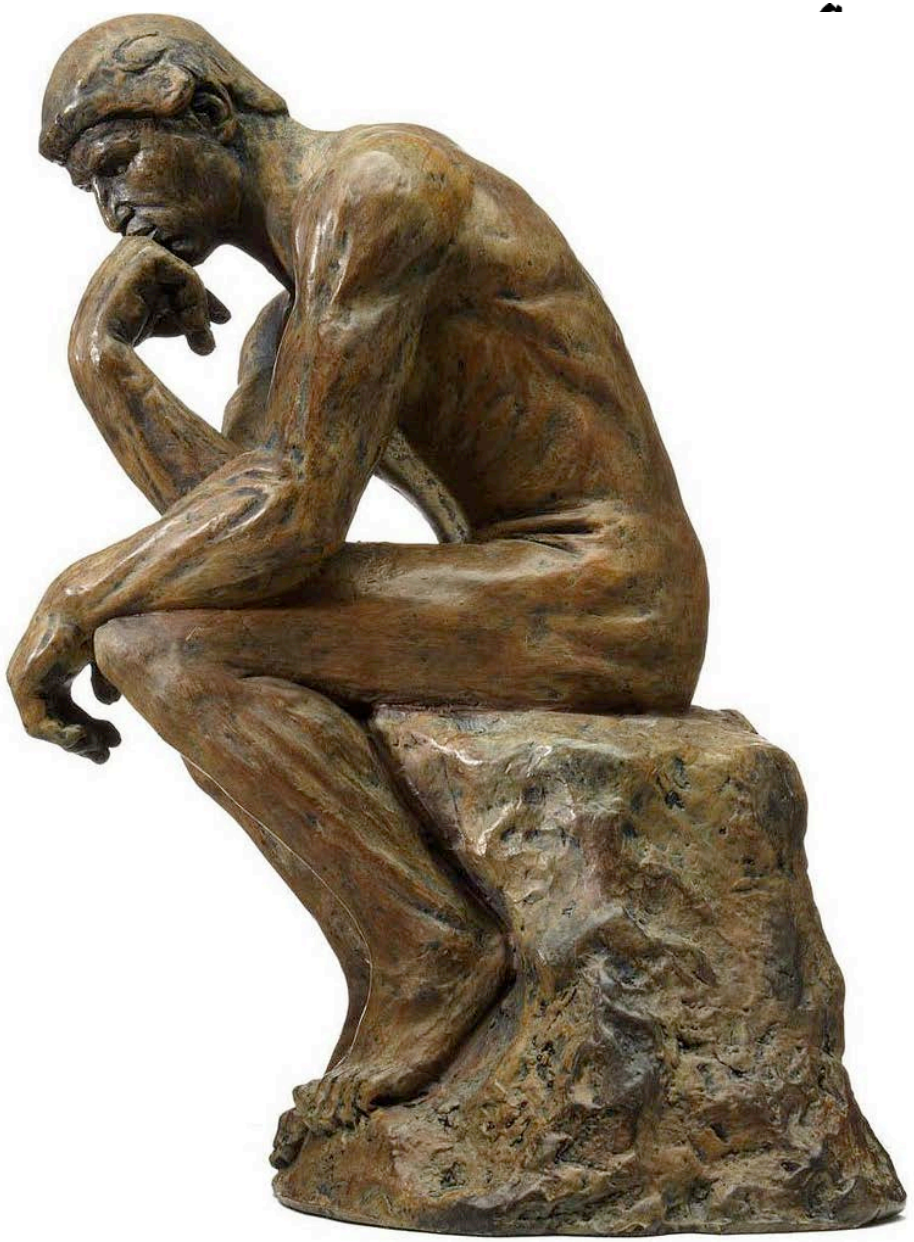
Collaborate with the BLT to determine and participate in the work of improving student learning through quality participation in the accreditation process

When did Site Councils begin?

In 1992, the Kansas legislature enacted K.S.A. 72-6439, a state statute that instituted the Quality Performance Accreditation (QPA) system.

What is the current focus of your leadership team(s) and building site council(s)?

How could they be involved more involved in the process?



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Needs Assessment Options

RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR	RESULTS
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COMPONENTS:	***COMPONENTS:***	***COMPONENTS:***	***COMPONENTS:***	***COMPONENTS:***
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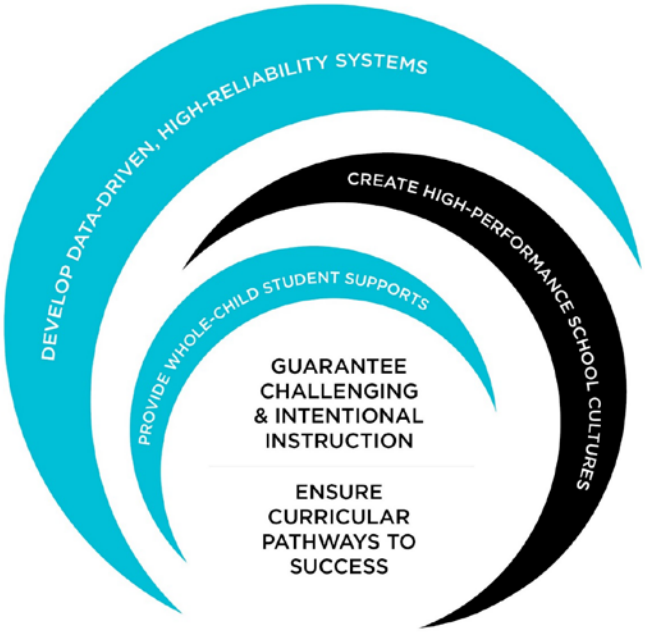
• *Students*	• *Instruction*	• *Early Childhood*	• *Professional Learning*	• *Technical / Career-specific*
• *Families*	• *Student Engagement*	• *District Climate*	• *Resources*	• *Employability*
• *Community*	• *Technology*	• *Nutrition and Wellness*	• *Data*	• *Civic Engagement*
				• *SBoE Outcomes*

AdvancED®

Kansas Multi- Tier System of Supports



Making Connections

Surveying:

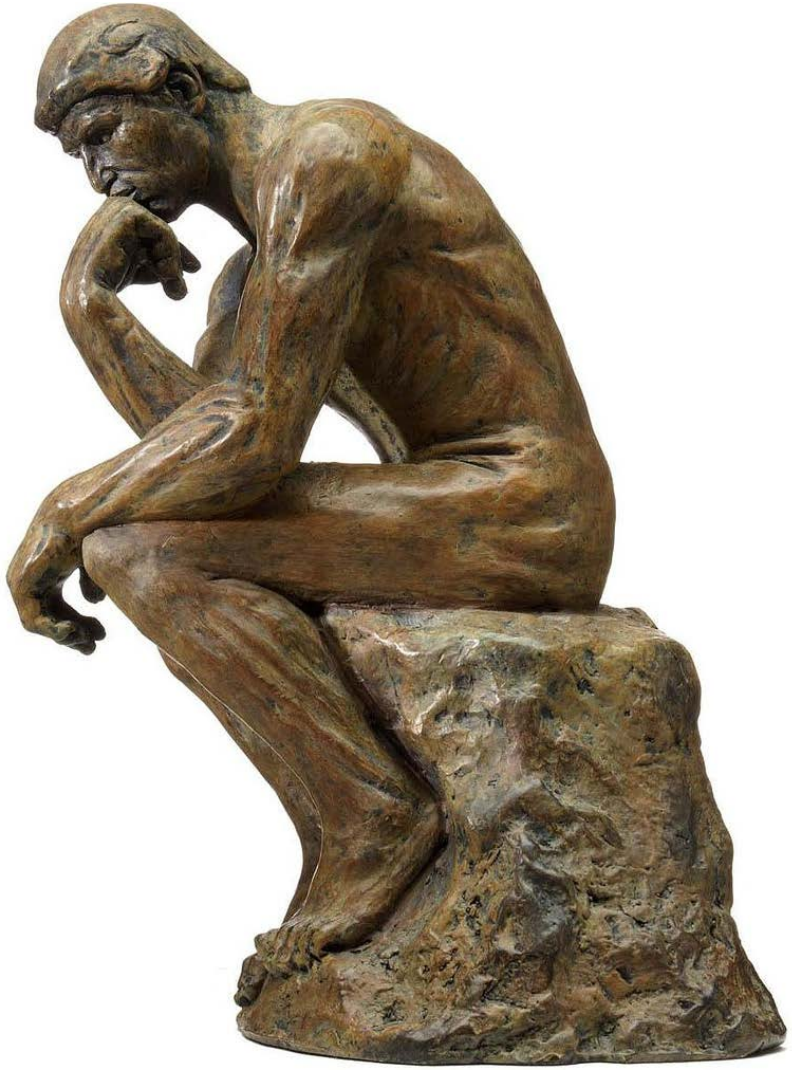
- Staff, Results
- Kids, Results
- Parents, Results

Carousel Activity

Strategic Plan Linked to Rubrics

Shortened Rubric Review with Results

How is your district currently conducting their needs assessments and/or helping groups understand the district's focus?



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KESA COMPLIANCE

It is expected that systems will adhere to all applicable state and federal statutory and regulatory requirements.

KESA FOUNDATIONAL STRUCTURES

Districts/systems must have system-wide ***structures*** (plans, processes, programs) ***in place to support*** the following best practices and the five areas of the Rose Capacities (RC) (https://www.kasb.org/assets/Publications/Rose%20Capacities%20Primer_Fall%202014.pdf). These requirements also support K.S.A. 2013 Supp. 72-1127 (http://www.ksrevisor.org/rpts/2014_72_11_27.pdf).

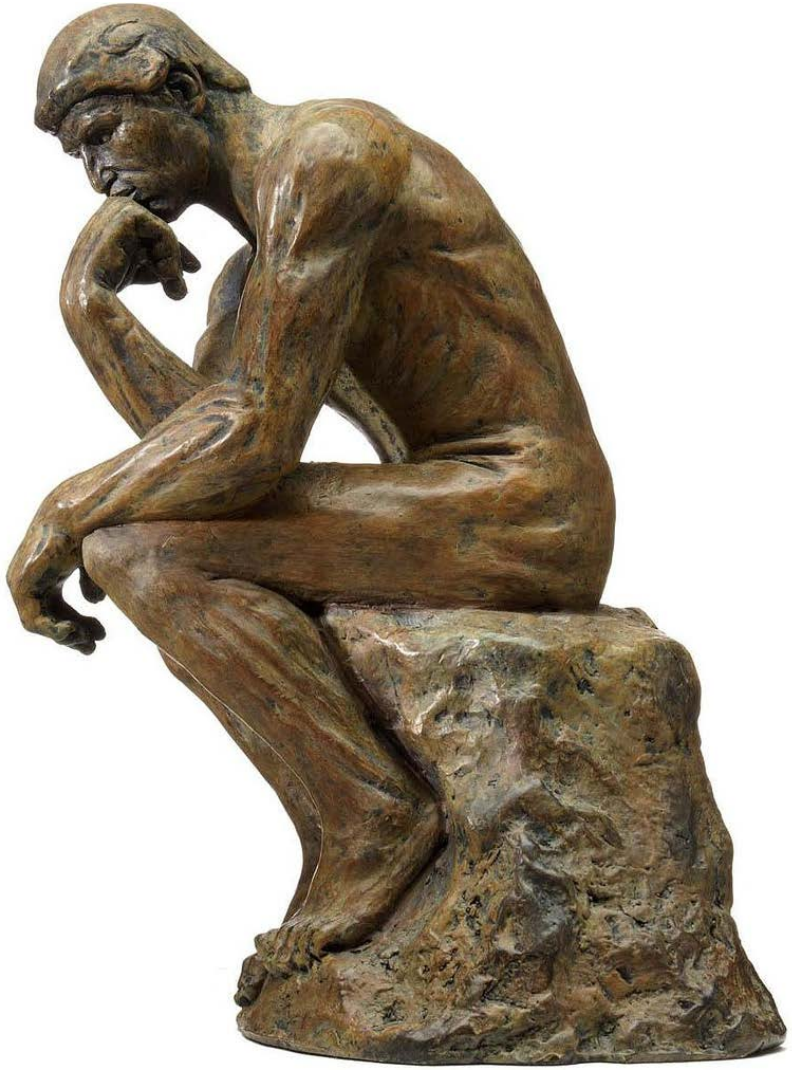
1. **Tiered framework of supports/interventions**
2. **Stakeholder engagement**
   GUIDANCE:
   a. Students
   b. Families
   c. Employees
   d. Business/industry
   e. Community
3. **Diversity/equity in education and cultural competence related to students**
   GUIDANCE:
   a. Levels
      i. district
      ii. building
      iii. classroom
      iv. community
   b. Examples of types
      i. racial/ethnic
      ii. socio-economic
      iii. gender
      iv. sexual orientation
      v. learning abilities
      vi. family structure
      vii. religion
4. **Communication/basic skills**
   GUIDANCE:
   Rose Capacity 1: Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization
   a. Communication
      i. Oral
      ii. Written
      iii. Public
      iv. Interpersonal
      v. Conflict resolution
   b. Basic skills
      i. Independent productivity
      ii. Collaboration
      iii. Information literacy
      iv. Technology literacy
      v. Financial/consumer literacy
5. **Civic and social engagement**
   GUIDANCE:
   Rose Capacity 2: sufficient knowledge of economic, social, and political systems to enable the students to make informed choices

DRAFT

DETAILED KESA PROCESS

0	Establish Building Leadership Teams (BLTs) – represents grade levels, subject areas
0	Establish District Leadership Team (DLT) – represents teachers, support staff, grade levels, subject areas
0	Ensure that all staff know the Kansas definition of "college and career ready" (CCR) and the ACTE acronym.
0	Ensure that all staff are familiar with the Rose Capacities.
0	Familiarize all staff with the current "R" rubrics (Relationships, Relevance, Responsive Culture, Rigor).
0	Discuss current practice in relation to the current "R" rubrics. "What do we already do?"
0	Discuss available and potential data points for demonstrating growth. "What do we already measure?"
0	Determine current status regarding compliance and foundational requirements. Address as necessary.
1	Re-evaluate compliance and foundational requirements. Address as necessary.
1	Assemble and train building (BSC) and district site councils (DSC). KSDE will provide videos, materials. These councils represent all stakeholder groups with emphasis on people not employed by district.
1	BSCs meet face-to-face at least once first semester.
1	DSC meet face-to-face at least once first semester.
1	Assemble OVT and verify that each member has received KSDE training.
1	BLTs conduct building needs assessments using "R" rubrics.
1	- Relationships
1	- Relevance
1	- Responsive Culture
1	- Rigor
1	BLT share needs assessment results with BSC.
1	DLT review current performance in State Board-identified CCR data points.
1	DLT analyze building needs assessment data to identify areas of strength and need across district.
1	DLT complete district-level "R" rubrics.
1	- Relationships
1	- Relevance
1	- Responsive Culture
1	- Rigor
1	DLT share needs assessment results and selected district 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 goal areas with local BOE.
1	DLT meet with OVT (Chair on site, others either on site or virtual.) – share current CCR data, needs assessment process, results, and selected goal areas.
1	DLT present needs assessment results and goal area selections to local BOE.
2	Re-evaluate compliance and foundational requirements. Address as necessary.
2	BLT develop 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 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	OVT can comment at any time throughout the process.
2	BLT and DLT coordinate and activate professional learning portions of action plans.
2	DLT discuss Year 2 activity and decisions with OVT Chair (electronic, virtual, or on site).
2	DLT present district goals/action plans, as well as summary of building goals/action plans, to local BOE.
3	Re-evaluate compliance and foundational requirements. 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 meets face-to-face with OVT Chair – share mid-implementation review
3	DLT present summary of mid-implementation review to local BOE.
4	Re-evaluate compliance and foundational requirements. 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	DLT present update to local BOE.
5	Re-evaluate compliance and foundational requirements. Address as necessary.
5	BLT conduct post-implementation analysis.
5	DLT conduct post-implementation analysis.
5	DLT conduct formal visit of 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 indicate agreement with KSDE recommendation or submit appeal if not in agreement.
5	Upon completion of appeal process, KSDE make recommendation to State Board.
5	State Board act to grant recommended rating to district.
5	KSDE notify DLT and local BOE of official rating.
5	DLT can print certificate and/or letter at any time.

How could foundational structures document, and/or detailed KESA document be used in your system as a resource to inform various groups?



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Questions

Thank You!

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