

To: Board of Education

From: Angelique Nedved, assistant superintendent, teaching & learning
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Re: New Kansas Education Systems Accreditation (KESA) Model

Date: December 8, 2016

Background:

From 1992 until 2016, the model for accreditation of schools was the “Quality Performance Accreditation” (QPA). The system was based on 11 Quality Criteria:

1. School Improvement Plan with results-based staff development plan
2. External Technical Assistance Team
3. Locally determined assessments aligned with state standards
4. Formal training for teachers in state assessments and curriculum standards
5. Fully licensed staff
6. Local board of education requirements meeting K.B.R. 91-31-34 (staff, minimum enrollment, student credit, records retention, interschool athletics, athletic practice)
7. Local graduation requirements meeting K.B.R. 91-31-35
8. Regents qualified admissions report
9. Programs and services to support student learning (K-12)
10. Programs and services to support student learning (9-12)
11. Local policies ensuring compliance

And 4 Performance Criteria:

1. Student Performance
2. Participation Rate (in State Assessments)
3. Attendance Rate
4. Graduation Rate

Following the full implementation of the 2001 Elementary and Secondary Education Act (a/k/a “No Child Left Behind”) in 2006, the “Student Performance” measure became the Kansas State Assessment. The participation rate remained in place (95% for all students and all subgroups), attendance rate for K-8 schools remained 90%, and the high school graduation rate was initially 75% (changed to 80% in 2014).

However, by 2007, only the 4 Performance Criteria were considered in accreditation, with the emphasis on meeting the requisite percent proficient on the state assessment. The Quality Criteria became cursory checkboxes with no meaning attached to them any longer.

In 2011, the Kansas State Department of Education created a statewide committee charged with creating a more meaningful accreditation system that would emphasize a school district’s efforts in the development of the whole child instead of simply capturing a set of test scores.

The New Accreditation System: Kansas Education Systems Accreditation (KESA)

The Kansas Education Systems Accreditation (KESA) is the culmination of many years of work to develop a meaningful district accreditation system. KESA, approved by the Kansas Board of Education in June of 2016, consists of a five-year process of measuring growth in one or more of “The Five Rs” (Relationships, Relevance, Responsive Culture, Rigor, and Results).

The process also includes input from a district leadership team, a district site council, school leadership teams, and school site councils. At the end of the five years, an outside visiting team will work with the school district to review the processes used to complete the cycle.

The elements of KESA are as follow:

Systems Approach: The entire district will be accredited, not individual schools.

Compliance and Foundations: The district must comply with all federal regulations (under the Every Student Succeeds Act) and have foundations based on research-based practices addressing academic intervention, diversity/equity, mental/physical health, civic engagement, and post-secondary and career preparation.

Stakeholder Involvement: Stakeholder groups will be represented by the district site council and individual school site councils.

Familiar Growth Processes: This process starts with a Needs Assessment followed by establishing goals to meet those needs, creating an action plan for each goal, implementing the plan, and assessing growth, reflection, and beginning a new cycle.

Outside Validation: The outside validation team consists of K-12 educators and post-secondary professionals. The team’s mission is to validate the system’s processes and results.

The Five Rs: As mentioned above, these are Relationships, Relevance, Responsive Culture, Rigor, and Results.

Current Report:

The report will portray the journey from the original QPA model to the present KESA model. Included will be the vision that began the move to a new model, the rubrics that accompany the “Five Rs,” and the outcomes that will measure progress to attain the vision.