Kansas Education Systems Accreditation:
The Five Rs

RESPONSIVE CULTURE							
COMPONENT 1: LEADERSHIP							
Criteria	No Evidence	Implementing	Transitioning	Modeling	GS Evidence	HS Evidence	District Evidence
District vision		Demonstrates that district leaders speak to the district vision of learning and success. **RCHS**	Demonstrates that district educators and leaders speak to the district vision of learning and success. **RCGS**	Demonstrates that all levels of the organization (students, stakeholders, educators, administrators, Board of Education) speak to the district vision of learning and success, putting student learning first.		District website "vision", Handbook: Faculty & Students	Goal #1
Expectations for results		Discusses how expectations of results will be communicated at the district level. **RCHS**	Provides evidence, through district communications, of expectations for results.	Provides evidence, through district communications, of clear expectations for results.	too broad, mission ?, assessments?, daily activities	Survey graduates of RC	

'needs assessment' staff rated themselves on where they thought they were in the process (accreditation)

Culture of teaching and learning		Discusses how a culture for teaching and learning is being built for teaching and learning; plans for supporting innovation and risk-taking are included. **RCHS**	Demonstrates how a positive culture for teaching and learning exists. Plans for supporting innovation and risk-taking are addressed. **RCGS**	Demonstrates how a positive culture for teaching and learning exist that supports innovation and risk-taking.		E4e Walk-throughs, pearson on-line (trainers)
Indicators of success	**RCHS**	Discusses indicators of progress results of student assessment data as the primary indicator of success. **RCGS**	Identifies multiple indicators of success in the strategic plan and is beginning to understand how to use those indicators as measures of learning.	Identifies and implements clear expectations and accountability in multiple indicators for student and organization success in the strategic plan.		
Strategic plan		Identifies the strategic plan. **RCHS**	Communicates the indicators in the strategic plan.	Communicates the indicators in the strategic plan as measures of learning, putting students first. **RCGS**		Strategic plan in place, addition of electives

Learning communities	RCHS	Demonstrates how learning communities exist at schools in the district.	Demonstrates how learning communities are expected and supported at the school level to do the work of continuous improvement.	Demonstrates how learning communities are embraced, expected and supported at the district and school levels to do the work of continuous improvement.			
Resource allocation		Discusses how district leaders and the BOE allocate, prioritize, monitor, and coordinate comprehensive resources (fiscal, human, time, materials) to support the priorities listed in the strategic plan.	Demonstrates how district leaders and the BOE allocate, prioritize, monitor, and coordinate comprehensive resources (fiscal, human, time, materials) to support the priorities listed in the strategic plan. RCGS	Provides examples of how district leaders and the BOE allocate, prioritize, monitor, and coordinate comprehensive resources (fiscal, human, time, materials) to support the priorities listed in the strategic plan. RCHS		Bond planning, Teacher meetings with bond planners	
Advocacy for educational policy	RCHS	Discusses how district leaders and the BOE are developing a common vision for policy advocacy and outreach.	Demonstrates how district leaders and the BOE share a common vision for policy advocacy and outreach at the local level. RCGS	Provides examples of how district leaders and the BOE share and practice a common vision for policy advocacy and outreach through formal collaboration with advocates at local, state and national levels.		Site council (BOE on Site Council), Site council addresses BOE	

Communication with stakeholders		Shows how communication within the leadership occurs regarding services available as needed.	Shows how communication is occurring to provide information and data to communicate with district, buildings and community collaborators. RCGS RCHS	Shows how planned communications provide information and data on a formal and frequent basis and are utilized to communicate with district, buildings and community collaborators.		Publishing BOE minutes, Admin & Counselor sends out emails to all parents, Webiste, Riley Countian, FaceBook, marquee
Community collaboration: strengthening education, learning and academic success		Shows how district leaders provide opportunities for community stakeholders engage in educational activities in the district. Discusses plan for collaboration with community stakeholders to address student learning and academic success.	Shows how district leaders engage in collaboration with district and community stakeholders and special interest groups regarding strengthening education to address the needs of learning and academic success. RCHS	Shows how district leaders and educators engage in ongoing collaboration with district and community stakeholders and special interest groups regarding strengthening education to address the needs of the whole child, learning, and academic success. RCGS		Site Council, Community forums, FFA activities, Advisory Councils for VEII

Culture of collaboration		Discusses how to build a culture of collaboration and shared leadership at district and building levels with a focus on learning and teaching.	Demonstrates a culture of collaboration and shared leadership at building levels with a focus on learning and teaching. RCGS RCHS	Demonstrates a culture of collaboration and shared leadership at district and building levels with a focus on learning and teaching.		E4e Walk-throughs, Teacher to teacher observations, Sciencee Fair, Falcon Forum, NHS pumpkin carving, 0th English- Children's books	
Data analysis		Provides evidence that district and building data are being analyzed. Plans are discussed for initiation of a formal process. RCHS	Provides evidence of formal meetings to analyze district and building data. RCGS	Provides evidence of formal problem solving using district and building data allowing data-based decision making to occur for addressing student learning/success.		SGM's	
Data sharing		Provides evidence of how data are shared with and used to plan, assess, and evaluate learning by district educators. RCHS	Provides evidence of how data are shared with and used to plan, assess, and evaluate learning by district educators in collaborative settings. RCGS	Provides evidence of how data are shared with and used to plan, assess, and evaluate learning by students, families, district educators, and community stakeholders in collaborative settings.		SPED - work with MS on transitioning, IPS, SGM's	

Results driven leadership	RCHS	Discusses how results driven leadership will begin at all levels.	Demonstrates how results driven leadership is expected at the building level.	Demonstrates how results driven leadership is expected and supported at all levels. RCGS			
Curriculum alignment to standards		Demonstrates how the system impacts learning through intentional collaborative alignment (with a small group of district educators) to the Kansas College and Career Standards, creating the guaranteed and viable curriculum for all learners, including supports for instruction and environment.	Demonstrates how the system impacts learning through intentional collaborative alignment (with district educators) to the Kansas College and Career Standards, creating the guaranteed and viable curriculum for all learners, including supports for instruction and environment. RCHS	Demonstrates how the system impacts learning through intentional collaborative alignment (including district educators and families) to the Kansas College and Career Standards, creating the guaranteed and viable curriculum for all learners, including supports for instruction and environment. RCGS		Curriculum alignment 9-12 in Science, ELA, & Math	

						E4e Walk-throughs, Bell work	
Common language		Identifies an instructional model as a starting place to collaborate about instruction and build a common language.	Demonstrates how district leaders are using a common language to build and maintain a collaborative framework for instruction which includes intentional instructional planning for all learners, research based instructional practices to engage 21st century learners, and planned adjustments in instruction based on st[...]eds. RCHS	Demonstrates how all district educators use a common language to build and maintain a collaborative framework for instruction which includes intentional instructional planning for all learners, research based instructional practices to engage 21st Century learners, and planned adjustments in instruction based on students' needs. RCGS			
District leader roles and responsibilities	RCHS	Identifies roles and responsibilities of district leaders.	Identifies roles and responsibilities of district leaders. Structures (agendas, norms, decision making rules, collaborative skills, etc.) are in place and understood by all. RCGS	Identifies and demonstrates agreed upon roles and responsibilities of district leaders. Structures (agendas, norms, decision making rules, collaborative skills, etc.) are in place and understood by all.			

District leader expectations and accountability	RCHS	Discusses how the expectations and accountability methods for district leaders will be established.	Identifies the expectations for district leaders. RCGS	Identifies the expectations and accountability methods for district leaders.		
Change research		Shows that change research has been identified that supports implementation, long-term change and sustainability. RCHS	Shows how change research has been consulted that supports implementation, long-term change and sustainability. RCGS	Shows how change research is applied that supports implementation, long-term change and sustainability.		Student Engagement project, Google Schools ?
Professional learning needs		Shows how plans for professional learning have been based on perceived needs. Discusses how staff and community collaborators will become involved in the professional learning needs of district leaders and educators.	Shows how district leaders have asked staff and community collaborators for input regarding professional learning needs for educator performance, student achievement, and student learning/success. RCGS RCHS	Shows how district leaders are using data and input from staff and community collaborators to determine professional learning needs for educator performance, student achievement, and student learning/success.		IEP's, E4e walkthroughs/evals, Needs Assessment, Site Council, CPDC, Steering Committee, Advisory councils, parental input

Professional learning planning		Discusses a plan to involve all district educators in planning and support of professional learning to meet the needs of all learners.	Shows how district leaders plan and support professional learning to meet the needs of all learners. RCGS RCHS	Shows how all district educators are involved in the planning and support of professional learning to meet the needs of all learners.		Falcon Forum, E4e walkthroughs, IDP's with SWPlains, PD/conferences
Alignment discussions		Documents district leader-level participation in constructive conversations about the alignment of student and educator performance.	Documents building-level educators' participation in constructive conversations about the alignment of student and educator performance. RCGS	Documents all district educators' participation in constructive conversations about the alignment of student and educator performance. RCHS		E4e walkthroughs, IDP check-ins, Needs Assessment, Standards alignment (ELA, math & science), IEP's
Leadership teams		Identifies formal leadership teams exist at all levels (e.g., district, building, and site) and including representation from District Leaders and District Educators. RCHS	Identifies formal leadership teams exist at all levels (e.g., district, building, and site) and including representation from District Leaders, District Educators, Students, and Families. RCGS	Identifies formal leadership teams exist at all levels (e.g., district, building, and site) and including representation from District Leaders, District Educators, Students, Families, Community Stakeholders.		Site Council, CPDC, mentoring, Teacher Leadership Cadres, Admin team, Technology team

Collaboration conversations	RCHS	Discusses how all leadership teams are learning cooperative and collaborative skills as they participate in learning focused conversations.	Demonstration of cooperative skills in all leadership teams as they participate in learning focused conversations.	Demonstration of collaborative skills in all leadership teams as they participate in learning focused conversations. RCGS			
Teacher leadership		Shows that teacher leadership is beginning to be promoted and supported.	Shows that teacher leadership is promoted and supported.	Shows that teacher leadership is expected, valued and supported. RCGS RCHS		Teacher Leader Cadre (mentors), Falcon Forum, E4e walkthroughs, sponsorship, coaches	

Criteria	No Evidence	Implementing	Transitioning	Modeling	GS Evidence	HS Evidence	District Evidence
Student input		Creates plans, strategies, and tracking tools to include student input and consultation in the development of district and school activities and policies involving students. **RCGS**	Documents opportunities where student input and consultation in the development of district and school activities and policies that relate to all students was gathered and utilized. **RCHS**	Demonstrates cooperative leadership between students and district educators in the development of district and school activities and policies that relate to all students and makes adjustments realized to improve the model.	unsure, class meetings, student choice	Site Council, teacher policies on cell phones, students on the Tech committee, clubs, Student Council, MATC evaluations, Senior year-end survey	*Goal #2 Relevance (R)*
Individualized Plan of Study Advisory Council	**RCGS** **RCHS**	Develops plans to implement an advisory council to oversee each student's Individualized Plan of Study (IPOS).	Initiates an advisory council to oversee each student's Individualized Plan of Study (IPOS).	Continuously evaluates the success of the Individualized Plan of Study Advisory Council's Identification of business and post-secondary connections for student exploration and makes adjustments as necessary.	unknown, we don't have this	SIT, CTE advisory councils, competency profiles, PowerSchool	
Individualized Plan of Study	**RCGS**	Launches a plan for the district to assess all students to identify individual interests and needs and creates a review plan. **RCHS**	Provides evidence of how the district has assessed all students for their individual interests and needs and shows evidence of periodic review of those plans.	Documents customization of Individual Plans of Study and demonstrates how students' interests and needs are guiding course selection, extra-curricular participation, and ongoing review.	in the process, not at RCGS	HS counselor started IPOS with current freshment	

Teacher to student		Reviews methods/documents teachers utilize to evaluate students' knowledge and application of content.	Shows evidence of how students' knowledge and application of content is being used by teachers to adjust instruction as lessons progress. RCHS	Evaluates and proposes new/ additional strategies on how to better adjust instruction based upon students' demonstration of content knowledge. RCGS		MATC courses, formatives, re-teach, lesson plans, state assessments, differentiated instruction	
Student to student		Provides evidence that teachers implement inquiry-based activities. Demonstrates how students interact with one another and utilize effective team efforts in learning and positive social behavior.	Creates additional opportunities for teachers to implement inquiry-based activities across all content areas and school standard domains. Demonstrates how students share collaborative solutions with peers. RCGS RCHS	Analyzes and evaluates the success of inquiry-based activities being used across all content areas and school standard domains. Makes adjustments to improve the process. Analyzes the student sharing of collaborative solutions with peers and provides additional strategies to increase success.		art & science - self & peer evaluations, project-based learning, cross-curricular projects, classroom discussion, Google docs	
Student to teacher		Provides evidence that students collaborate with teachers and are given opportunities to ask questions about their learning and about the learning climate.	Demonstrates how collaboration improves the learning environment and how student questioning leads to self-discovery as well as teacher guidance in increasing learning. RCGS	Provides evidence that students collaborate with teachers to set personal goals to promote student ownership of learning. Analyzes and evaluates the process and results to determine necessary changes. RCHS		MATC courses, enabled with small calss sizes, Student Engagement project, goal setting sheets in art, Senior Engagement Project	

USD 378 District KESA Goals

ACTION PLAN: Clarify, design, and communicate a district mission/vision involving stakeholder collaboration by January, 2017.

How will goal be accomplished?	Who will help reach this goal?	Necessary resources	Deadline	What evidence will indicate completion?
Form a task force (4 - 7 members)	Building Principals	Email from principals	by May 1	Committee formed
Create initial design (District & Building)	Task Force	Schedule meeting Survey	on May 27	Design (Follow up meeting may be necessary.(
Solicit stakeholder input	Task Force	Survey Teachers & Site Councils	early June	Stakeholder feedback
Finalize design & the process to communicate	Task Force	Follow up meeting with task force	early August	Completed design & rolled-out process
Seek BOE approval	Building Principals	Presenter Request agenda item	September BOE meeting	Board action
Implement	Everyone	Budget for implementation	January, 2017	Letterhead, website, handbooks, email signature, social media, brochure, signage

ACTION PLAN: Model excellent teaching and learning with clear expectations utilizing eWalkThrough data and collaborative reflective conversations throughout the academic year.

How will goal be accomplished?	Who will help reach this goal?	Necessary resources	Deadline	What evidence will indicate completion?
Review previous year's eWalkThrough data (district, building, team & individual)	Building Principals	eWT software customization	June, 2016	Reports from eWT
Teacher training to clarify eWT and expectations	Building Principals	District and building meeting time	early fall	Sign-in sheet for inservice
Identify & prioritize needs	Building Principals & Teachers	eWt reports Scheduled time	September/October inservice	Generated report
Design & schedule PD around identified needs.	CPDC	Inservice time & dates Falcon Forum (volunteer teachers)	December 2016/January 2017 Falcon Forum February 2017	Inservice time scheduled
Continue to collect observation data	Building Principals & Teachers	Weekly observations	Throughout semester	Evidenced in eWT administrative log-in
Implement regular reflective conversation based on individual, team, & building eWT data	Building Principal & Teacher, PLC teams	eWT data Scheduled time	Once a semester	PLC documentation

Riley County Schools Average Class Size   Oct-16

Grade	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	Head	Average	Head	Average	Head	Average	Head	Average	Head	Average	Head	Average
K	50	17	60	20	57	19	50	17	45	15	40	13
1	40	20	50	17	52	17	55	18	46	15	46	15
2	52	17	47	16	49	16	55	18	51	17	44	15
3	50	17	54	18	51	17	47	16	61	20	51	17
4	50	25	50	17	58	19	49	16	47	16	63	21
5	61	20	49	16	55	18	56	19	51	17	49	16
6	50	17	62	21	51	17	55	18	60	20	52	17
7	58	19	55	18	60	20	47	16	54	18	60	20
8	64	21	57	19	56	19	60	20	54	18	56	19
9	50		71		59		51		60		55	
10	61		53		63		53		52		59	
11	48		59		48		56		53		49	
12	62		52		51		41		53		52	
3-5 IEP	9		8		10		6		4		9	
Total	705		727		720		681		691		685	

3 classes per grade level

2 classes per grade level

BCE #.6

Riley County Schools Headcount   Oct-16

Grade	2011-12 Head	2011-12 FTE	2012-13 Head	2012-13 FTE	2013-14 Head	2013-14 FTE	2014-15 Head	2014-15 FTE	2015-16 Head	2015-16 FTE	2016-17 Head	2016-17 FTE
K	50	30	60	36	57	34	50	30.5	45	25.5	40	20
1	40	40	50	50	52	52	55	55	46	46	46	46
2	52	52	47	47	49	49	55	55	51	51	44	44
3	50	50	54	54	51	51	47	47	61	61	51	51
4	50	50	50	50	58	58	49	49	47	47	63	63
5	61	61	49	49	55	55	56	56	51	51	49	49
6	50	50	62	62	51	51	55	55	60	60	52	52
7	58	58	55	55	60	60	47	47	54	54	60	60
8	64	64	57	57	56	56	60	60	54	54	56	56
9	50	50	71	71	59	59	51	51	60	60	55	55
10	61	61	53	53	63	63	53	53	52	51.9	59	59
11	48	48	59	59	48	48	56	56	53	53	49	49
12	62	62	52	52	51	51	41	41	53	53	52	52
3-5 IEP	9	4.5	8	4.5	10	5	6	3	4	2	9	4.5
Total	705	680.5	727	699.5	720	692	681	658.5	691	669.4	685	660.5

RCGS
Oct-16

2012-2013	Total	Out of District
PreK	41	
K	19	
1	50	
2	47	
3	54	
4	49	
5	49	
6	60	
7	53	
8	57	

Districts	Total
305	1
320	1
378	442
379	3
383	40
384	35
475	1

2013-2014	Total	Out of District
PreK	37	3
K	54	6
1	56	9
2	50	8
3	50	6
4	58	7
5	54	5
6	51	6
7	57	11
8	54	11

Districts	Total
323	1
378	448
379	2
383	31
384	29

District #	District name
305	Salina
320	Wamego
323	Rock Creek
378	Riley County
379	Clay Center
383	Manhattan-Ogden
384	Blue Valley
475	Junction City

2014-2015	Total	Out of District
PreK	38	2
K	50	5
1	55	6
2	55	8
3	47	7
4	49	7
5	56	7
6	55	5
7	46	6
8	57	10

Districts	Total
323	1
378	448
379	2
383	31
384	29

2015-2016	Total	Out of District
PreK	44	3
K	45	4
1	46	9
2	51	9
3	61	7
4	47	7
5	51	13
6	60	6
7	54	5
8	54	5

Districts	Total
378	453
379	2
383	33
384	25

2016-2017	Total	Out of District
PreK	31	2
K	40	4
1	46	1
2	44	6
3	51	5
4	64	9
5	49	8
6	52	9
7	60	10
8	56	5

Districts	Total
320	1
378	436
379	5
383	26
384	25

RCHS   Oct-16

For BOE 8/20/2012	For BOE 8/14/2013	For BOE 8/18/2014	For BOE 8/2015	For BOE 8/2016
12-13 School Year	13-14 School Year	14-15 School Year	15-16 School Year	16-17 School Year

Total

Grade	12-13	13-14	14-15	15-16	16-17
9	70	58	51	60	55
10	53	63	53	52	59
11	59	48	55	53	49
12	52	54	45	53	52

Out of district

District	12-13		13-14		14-15		15-16		16-17	
305	2		2							
320	1									
323	2		2		1		1			
378		162		182		173		186		177
379	6		3		1				1	
383	44		29		22		18		20	
384	5		5		7		12		16	
475	1						1		1	
Total	61	223		223	31	204	32	218	38	215

Out of district by grade

Grade	12-13	13-14	14-15	15-16	16-17
9	21	6	10	7	10
10	11	14	5	11	8
11	17	7	11	7	12
12	12	14	5	7	8

District #	District name
305	Salina
320	Wamego
323	Rock Creek
378	Riley County
379	Clay Center
383	Manhattan-Ogden
384	Blue Valley
475	Junction City